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**AUGSTSKOLU PEDAGOĐIJA**  
*HIGHER EDUCATION PEDAGOGY*



## САМОСТОЯТЕЛЬНОЕ ЧТЕНИЕ УЧЕБНО-НАУЧНЫХ ТЕКСТОВ В ОБУЧЕНИИ РУССКОМУ ЯЗЫКУ КАК ИНОСТРАННОМУ: МОТИВАЦИЯ СТУДЕНТОВ

### *Independent Reading of Adapted Science Texts in Teaching Russian as Foreign Language: Student Motivation*

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**Abstract.** *Many studies in the field of second and foreign language learning have focused on student motivation and the factors affecting it. Likewise, positive motivation is essential for individual learning and a key factor in successful individual reading in a foreign (second) language. Most teachers believe that science texts are more challenging for L2 learners; consequently, the issue of facilitating L2 learners' motivation is highly significant in reading instruction. The objective of the current research is to find out if the factors creating and maintaining foreign learners' reading motivation are used in Russian language textbooks, in particular, in the structure of reading exercises. The paper includes a review of literature on motivation factors in individual reading and foreign language learning and provides an analysis of reading exercises of 25 Russian language textbooks in the context of reading motivation.*

**Keywords:** *independent learning, independent reading, L2 learners (second language learners), motivation, science text, teaching Russian as a foreign language.*

### **Введение** **Introduction**

Самостоятельная работа студентов является неотъемлемой составляющей современного учебного процесса в вузе. Во всем мире наблюдается устойчивый интерес к развитию самостоятельного обучения (independent/ self-directed/ autonomous learning), когда студент становится полноправным субъектом обучения, который не только самостоятельно планирует, осуществляет и контролирует свою учебную деятельность, но и в полной мере несет ответственность за ее результаты. В современном обществе высоко ценится способность к саморазвитию, самостоятельность в принятии решений, умение получать и оценивать информацию, нестандартный, творческий подход к решению проблем. Все эти качества характерны для «самостоятельного» обучающегося (independent learner). Однако, как показывает практика, большинство студентов не готовы к самостоятельному обучению, поскольку данный вид деятельности требует определенной теоретической и практической подготовки и достаточно высокого уровня мотивации (Mart, 2011, Martin, 2010, Gvelesiani, 2012, Rost, 2006, Žydzīūnaitė, Teresevičienė & Gedvilienė, 2014). Основной

задачей современного высшего образования является не только стимулирование самостоятельной работы студентов, но и обучение их тому, как учиться самостоятельно.

Внимание отечественных и зарубежных исследователей привлекают различные аспекты данной проблемы: структура самостоятельного обучения (Žydzīūnaitė, Teresevičienė & Gedvilienė, 2014), формы и способы организации самостоятельной учебной деятельности в вузе (Уваровская & Краева, 2009), умения, необходимые студентам для успешного самостоятельного обучения (Meyer, Haywood, Sachdev & Faraday, 2008), роль преподавателя и студента в данном процессе (Mart, 2011, Meyer, Haywood, Sachdev & Faraday, 2008).

Особое значение при самостоятельном обучении придается умению студентов работать с текстом, поскольку именно текст, в печатном или электронном виде, является основным источником значимой для обучающегося информации. Всё больше внимания исследователи из разных стран уделяют вопросам развития и стимулирования самостоятельно чтения обучающихся на всех ступенях обучения (independent/ voluntary reading), что особенно актуально для изучения иностранных языков (Hsui, 2000, Fenton-Smith, 2010, Shanahan, Fisher & Frey, 2012). Чтение текста на неродном языке практически всегда сопряжено для студентов с определенными трудностями, в том числе и психологическими. Самостоятельная работа с текстом в данном случае не только способствует расширению словарного запаса учащегося, развитию его читательских умений, но и помогает снять психологические барьеры в изучении иностранного языка (Перлова, 2010). Исследователи уделяют особое внимание вопросам эффективной организации самостоятельного чтения (Fenton-Smith, 2010, Hsui, 2000, Курпешева, 2012), формирования умений самостоятельного чтения иноязычных текстов (Зуева, 2009, Одинцова, 2007), определения уровня трудности иноязычного текста для самостоятельного чтения (Shanahan, Fisher & Frey, 2012), самостоятельной работе с иноязычным профессионально-ориентированным учебно-научным текстом (Одинцова, 2007, Перлова, 2010, 2011). Особенно актуальна проблема формирования умений самостоятельного чтения иноязычных учебно-научных текстов для студентов, получающих высшее образование на неродном языке.

Как известно, важнейшим компонентом самостоятельной учебной деятельности обучающихся является мотивация. Позитивные мысли и поведение стимулируют мотивацию студента, а негативные сокращают его достижения (Martin, 2010, Gvelesiani, 2012, Mart, 2011, Rost, 2006, Soureshjani, 2013). Предоставляя студенту больше возможностей для достижения успеха, преподаватель тем самым повышает его мотивацию и веру в себя (Martin, 2010). В процессе самостоятельной работы иностранного студента с текстом непосредственное общение с



преподавателем исключается, но учащийся «держит связь с преподавателем через общую установку и инструкцию к заданиям» (Перлова, 2010). Однако возможность повышения мотивации иностранных учащихся к самостоятельной работе с учебно-научным текстом за счет специальных текстовых упражнений до сих пор исследователями не рассматривалась.

*Целью исследования* является анализ системы текстовых упражнений, предназначенных для обучения иностранцев самостоятельному чтению учебно-научных текстов на русском языке, с точки зрения объективации в них факторов, мотивирующих самостоятельную работу студента.

### **Методы и материалы исследования** *Materials and methods*

*Методы исследования:* теоретический анализ научно-методической литературы по проблеме исследования, анализ учебно-методических материалов (учебных текстов и текстовых упражнений) по русскому языку как иностранному (РКИ).

*Материал исследования:* в ходе исследования были проанализированы системы текстовых упражнений из 25 учебников и учебных пособий по русскому языку как иностранному, предназначенных для обучения иностранцев самостоятельному чтению учебно-научных текстов на предвузовском этапе.

### **Контекст** *Context*

Иностранные студенты, приезжающие в Российскую Федерацию для получения высшего образования на русском языке и не имеющие достаточной языковой или предметной подготовки для поступления в высшее учебное заведение, в течение года проходят обучение на факультетах предвузовской подготовки. Спецификой предвузовского этапа обучения РКИ является ранняя профессиональная направленность обучения. Иностранные студенты не только интенсивно изучают курс общелитературного русского языка и общеобразовательные предметы в соответствии с профилем обучения, но и знакомятся с основами научного стиля речи, начинают овладение языком будущей специальности. Такой подход предусматривает работу с адаптированным учебно-научным текстом по специальности уже после достижения иностранными студентами базового уровня владения русским языком.

### Теоретическая база исследования *Theoretical Frame work*

В структуре самостоятельной учебной деятельности выделяют несколько основных компонентов: самостоятельная постановка субъектом целей деятельности, саморегулирование, самоконтроль и самооценка (Žydzīūnaitė, Teresevičienė & Gedvilienė, 2014, Уваровская & Краева, 2009). Однако движущей силой самостоятельного обучения является мотивация. Мотивация – явление сложное и многоаспектное, включающее в себя цель деятельности, комплекс мотивов (положительных или отрицательных; личных, социальных, познавательных и др.), интерес и эмоции. Особенно актуальна проблема мотивации в преподавании и изучении иностранных языков (Gvelesiani, 2012, Mart, 2011, Soureshjani, 2013), при самостоятельном обучении (Martin, 2010, Rost, 2006).

Самостоятельное чтение учебно-научных и научных текстов на неродном языке представляет для учащихся трудность в силу целого ряда объективных и субъективных причин. Среди объективных причин следует выделить насыщенность научного и учебно-научного текста специальной терминологией, наличие конструкций, характерных для научного стиля речи, сложность содержания текста. К субъективным причинам относятся слабая мотивация, неготовность обучающегося к самостоятельной работе, недостаточность предметных знаний, несформированность умений работы с текстом, незнание стратегий чтения и др.

В результате анализа работ по проблеме мотивации при самостоятельном обучении (Martin, 2010, Gvelesiani, 2012, Mart, 2011, Rost, 2006, Soureshjani, 2013), в том числе в изучении иностранных языков (Gvelesiani, 2012, Mart, 2011, Soureshjani, 2013), были выявлены следующие факторы, способствующие созданию и поддержанию у студентов положительной мотивации к обучению:

- Возможность постановки и осознания обучающимся целей деятельности
- Помощь в регулировании деятельности (советы, инструкции, рекомендации и др.)
- Вариативность заданий и способов деятельности (предоставление обучающемуся права выбора)
- Возможность самоконтроля
- Возможность самооценки
- Обращение к личности обучающегося
- Фиксация успехов
- Соревнование обучающегося с самим собой, со своими личными достижениями
- Поощрение (одобрение)
- Снятие напряжения

- Создание и поддержание уверенности обучающегося в своих силах
- Стимулирование положительных эмоций
- Возможность творчества
- Стимулирование познавательного интереса
- Раскрытие социальной значимости учебной деятельности
- Нестандартные формулировки заданий
- Игровой момент

На наш взгляд, данные факторы, обеспечивающие формирование и поддержание положительной мотивации у студентов, успешно могут быть имплицированы в тексты учебных заданий для самостоятельной работы с иноязычным учебно-научным текстом.

### **Результаты и обсуждение** *Results and discussion*

В результате анализа текстовых заданий для самостоятельной работы с учебно-научным текстом 25 учебников и учебных пособий по русскому языку как иностранному для предвузовского этапа обучения, нами были получены следующие данные (Таблица 1).

Как видно из таблицы, авторы учебных пособий по РКИ для предвузовского этапа наиболее часто использовали такие факторы создания и поддержания положительной мотивации иностранных студентов к самостоятельной работе, как снятие напряжения (40%), стимулирование положительных эмоций (40%), предоставление обучающимся возможности самоконтроля (36%), обращение к личности обучающегося (32%), помощь в саморегулировании деятельности (28%), стимулирование познавательного интереса (24%). В 20% учебных пособий присутствовали игровые моменты и творческие задания. Реже использовались такие мотивирующие факторы, как фиксация успехов обучающегося (16%), нестандартные формулировки заданий (12%), вариативность заданий и способов деятельности (предоставление обучающемуся права выбора) (8%), возможность самооценки (5%), поощрение (одобрение) (5%), соревнование обучающегося со своими достижениями (5%), создание и поддержание уверенности обучающегося в своих силах (5%). Такие мотивирующие факторы, как возможность постановки и осознания студентом целей деятельности и раскрытие социальной значимости учебной деятельности, в анализируемых пособиях объективированы не были.

**Таблица 1. Объективация мотивирующих факторов в системе текстовых заданий для самостоятельной работы студентов**  
**Table 1. The objectification of motivation factors in the system of exercises for independent reading**

№	Мотивирующий фактор	Учебники и учебные пособия, в которых фактор объективируется, %
1	Возможность постановки и осознания обучающимся целей деятельности	-
2	Помощь в саморегулировании деятельности (советы, инструкции, рекомендации и др.)	28%
3	Предоставление права выбора (вариативность заданий и способов деятельности)	8%
4	Возможность самоконтроля	36%
5	Возможность самооценки	5%
6	Обращение к личности обучающегося	32%
7	Фиксация успехов обучающегося	16%
8	Поощрение (одобрение)	5%
9	Соревнование обучающегося с самим собой, со своими личными достижениями	5%
10	Снятие напряжения	40%
11	Создание и поддержание уверенности обучающегося в своих силах	5%
12	Стимулирование положительных эмоций	40%
13	Возможность творчества	20%
14	Стимулирование познавательного интереса	24%
15	Раскрытие социальной значимости учебной деятельности	-
16	Нестандартные формулировки заданий	12%
17	Игровой момент	20%

Следует также отметить тот факт, что в рассматриваемых учебных пособиях встречалось разное количество (от 1 до 11) мотивирующих факторов (Таблица 2). При этом в подавляющем большинстве (15) учебных пособий по РКИ (60%) были представлены только 1-2 мотивирующих фактора из 17 рассматриваемых; 2-3 мотивирующих фактора присутствовали в 4 учебных пособиях (16%), 3-4 фактора – в 4 учебных пособиях (16%), а 7 и более мотивирующих факторов – в 2 учебных пособиях (8%).

**Таблица 2. Суммарная репрезентация мотивирующих факторов в системе текстовых заданий для самостоятельной работы студентов**  
**Table 2. The summary representation of motivation factors in the system of exercises for independent reading**

Количество мотивирующих факторов, объективированных в учебном пособии	Количество учебных пособий, %
1-2	15 (60%)
3-4	4 (16%)
5-6	4 (16%)
7 и >	2 (8%)

Проведенный анализ учебников и пособий по русскому языку как иностранному для предвузовского этапа обучения показал, что при разработке текстовых заданий к учебно-научным текстам авторы не уделяют достаточного внимания мотивации самостоятельной работы обучающихся. Таким образом, имеющиеся возможности мотивирования иностранных обучающихся к самостоятельной работе с учебно-научным текстом по РКИ остаются в полной мере не реализованными.

### **Выводы** *Conclusion*

Мотивация играет ключевую роль в самостоятельном обучении, в частности, в изучении иностранного языка. В результате анализа системы текстовых упражнений, предназначенных для обучения иностранцев самостоятельному чтению учебно-научных текстов на русском языке, с точки зрения объективации в них факторов, мотивирующих самостоятельную работу студента, мы пришли к следующим выводам:

- в системах текстовых упражнений всех рассматриваемых учебных пособий по русскому языку как иностранному были отражены факторы, мотивирующие самостоятельную работу студентов, но в разной степени (от 1 до 11 мотивирующих факторов на учебное пособие);
- в большинстве анализируемых учебных пособий (60%) количество объективированных мотивирующих факторов было минимальным (1-2 фактора на учебное пособие); только в 8% учебных пособий в структуре текстовых заданий присутствовало от 7 до 11 мотивирующих факторов;
- некоторые из рассматриваемых факторов, мотивирующих самостоятельную работу студента с учебно-научным текстом, такие, как возможность постановки и осознания студентом целей деятельности и раскрытие социальной значимости учебной деятельности, в анализируемых пособиях объективированы не были;

- в текстовых заданиях для самостоятельного чтения учебно-научных текстов в учебных пособиях по русскому языку как иностранному для предвузовского этапа обучения недостаточно используются факторы, мотивирующие самостоятельную учебную деятельность иностранных студентов.

Таким образом, становится очевидной необходимость разработки системы специальных текстовых упражнений, целью которых будет создание и поддержание положительной мотивации студентов при самостоятельной работе с иноязычным учебно-научным текстом.

### Summary

Most researchers agree that motivation is a multifaceted construct and essential for individual learning. Motivated students are more successful in achieving their goals; they have more energy, enthusiasm and self-believe during the whole learning process. Likewise, the role of students' motivation in foreign and second language (L2) learning has become a significant issue and many studies have focused on the factors affecting it. Both researchers and teachers believe positive motivation of L2 learners facilitates successful language instruction. In Russia most foreign students are to study Russian for a year at least before they enter the university in order to be able to study in the Russian language milieu. At a pre-university level Russian as a foreign language (RFL) students intensively learn Russian scientific style of speech according to their future speciality that includes reading science texts. Reading science texts is challenging even for native speakers and the level of difficulty increases in the context of foreign language learning; consequently, students' motivation is highly relevant to the learning process and a significant factor affecting their L2 reading acquisition.

The objective of the current research is to find out if the factors creating and maintaining L2 learners' reading motivation are used in RFL textbooks, in particular, in the structure of reading exercises and what they are. To achieve such a goal there has been made a review of the literature on motivation factors in individual learning, L2 learning and reading instruction. The next step was to find out which motivation factors are able to be represented in reading exercises. According to those criteria there have been chosen 17 motivation factors facilitating reading L2 science texts. They include providing students with opportunities to setting and realizing their own learning goals; supporting them in study management (advice, instructions, recommendations etc.); self-evaluation; self-control; creativity; addressing to learner's personality; boosting students' self-belief; placing emphasis on their achievements; self-competition; realizing social relevance of their activity; stimulating students' positive emotions and cognitive interest; relaxing tension; approval and encouragement; formulating non-standard tasks and giving students a choice of ways and methods in their activity; providing learning games.

The reading exercises of 25 RFL textbooks for pre-university level have been analyzed in the context of the reading motivation factors. Having gathered the data and analyzing them through descriptive statistics, the study revealed that first; all the textbooks analyzed include a number of factors facilitating students' motivation (1 to 11 factors per textbook). Second, in most textbooks (60%) the number of motivation factors used is minimal (1-2 factors per textbook) and only 8% of textbooks contain from 7 to 11 reading motivation factors in the structure of reading exercises. Third, a few factors such as providing students with opportunities to setting and realizing their own learning goals and realizing social relevance of their activity which are essential for individual learning are not represented in the reading

exercises at all. And finally, the study showed that the potential of RFL reading exercises for creating and sustaining students' motivation remained unrealized completely.

The conclusion can also be drawn that there are opportunities for facilitating RFL students' successful individual reading science texts in a foreign language by means of using motivation factors in RFL textbooks more efficiently. Lastly, the study may suffer from a set of limitations. First and foremost, the number of textbooks analyzed is not large: likewise, the research has been carried out in the Russian as a foreign language context only so that the findings need to be approached cautiously. The findings of the paper may contribute to elaboration of reading exercises in L2 instruction, especially in Russian as a foreign language learning and teaching.

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# PRINCIPLES OF SAMPLING IN EDUCATIONAL RESEARCH IN HIGHER EDUCATION

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**Abstract.** *Innovation and creativity in European society are fostered via a dynamic and flexible European higher education based on the integration between education and research at all levels (Communiqué, 2009). The synergy between education and research is effeciently driven via educational research. Sampling as an element of the educational research has a two-fold role: sample size is inter-connected with statistical analysis of the data and generalisation. Against this background, little attention has been given to principles of sampling in educational research. The research question is as follows: what principles form sampling in educational research? The aim of the research is to analyse scientific literature and work out principles of sampling in educational research underpinning elaboration of a new research question for further studies in educational research. The present research involves a process of analysing the meaning of the key concept “principle”. In the empirical study, explorative research was employed. Interpretive research paradigm was used. The empirical study involved six experts from different countries in February 2013 – July 2014. The findings of the research allow drawing the conclusions on the elaborated principles of sampling in educational research. Directions of further research are proposed.*

**Keywords:** *Educational Research, Higher Education, Interdisciplinary Research, Principle, Principles of Sampling, Sample, Sampling.*

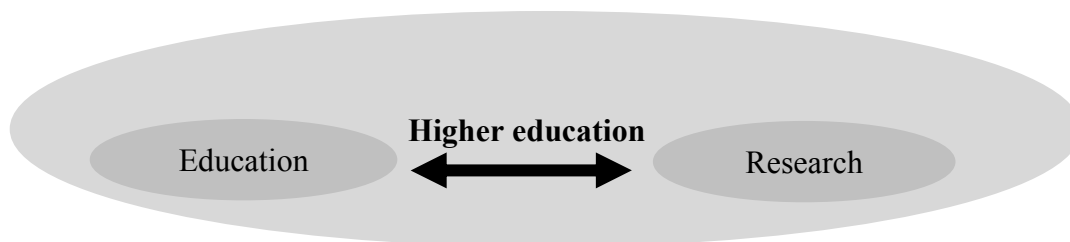
## Introduction

In the decade up to 2020 European higher education has a vital contribution to make in realising a Europe of knowledge that is highly creative and innovative (Communiqué, 2009).

Innovation and creativity in European society are fostered via a dynamic and flexible European higher education based on the integration between education and research at all levels (Communiqué, 2009) as shown in Figure 1.

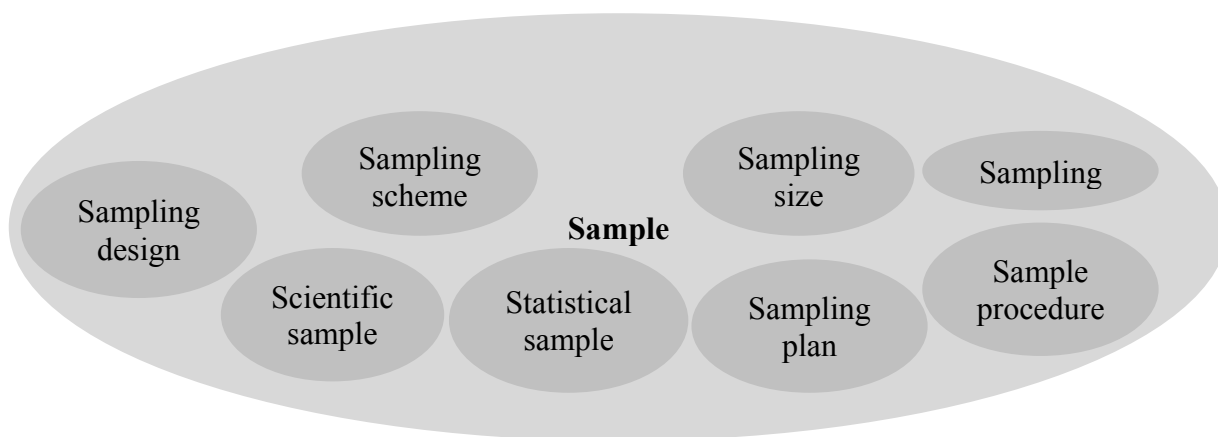
The synergy between education and research is effeciently driven via educational research. Educational research facilitates enrichment of such pedagogical and educational developments as organization of educational environment, curriculum design and implementation, enhancement of educational institution activities in terms of research, etc. in order to promote students’ knowledge, competences and behavior aimed at ensuring new discoveries, innovations, etc. (Ahrens & Zaščerinska, 2014a). Success in carryngout educational research is generated by a couple of strategies. For

evidence based educational research, one of the strategies is focused on sample analysis (Mayring, 2007).



**Figure 1. The relationship between higher education, education and research**

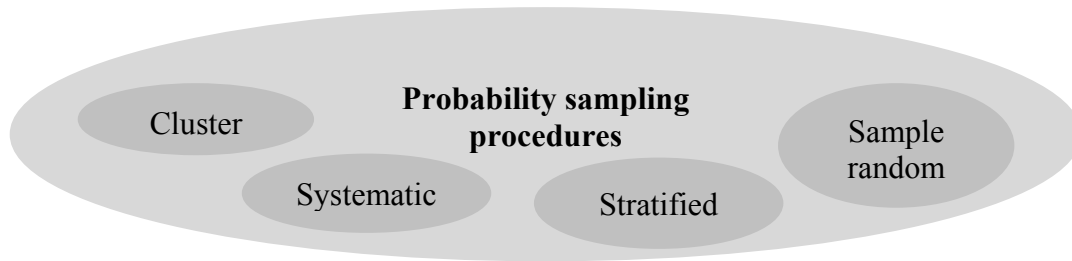
Analysis of scientific literature reveals that, on the one hand, a number of terms such as *sample*, *sampling*, *scientific sample*, *statistical sampling*, *sampling scheme*, *sampling plan*, *sample design*, *sampling procedures*, *sample size*, etc. exist, and, on the other hand, despite the differences in the terms, *sample* remains the overall concept as manifested in Figure 2.



**Figure 2. The relationship between the terms of sample**

Within the present contribution, sampling focuses on obtaining a group of subjects who will be representative of the larger population or will provide specific information needed (McMillan, 1996). The goal is to select a sample that will adequately represent the population, so that what is described in the sample will also be true of the population (McMillan, 1996). It should be noted that, in educational research, the best procedure for selecting such a sample is to use probability sampling as non-probability sampling does not ensure the construction of a parameter for a population. Moreover, the primary distinction between the two domains is that the probability sampling study findings can be generalized to the target population while the non-probability sampling study findings can only be generalized to the institution where the sample was studied (Summers, 1991). The key characteristic of a probability sample is that each element in the population has a known probability of being included in the sample (Sweeney, 2013). The probability sampling procedures include simple

random, systematic, stratified, and cluster (McMillan, 1996) as demonstrated in Figure 3.



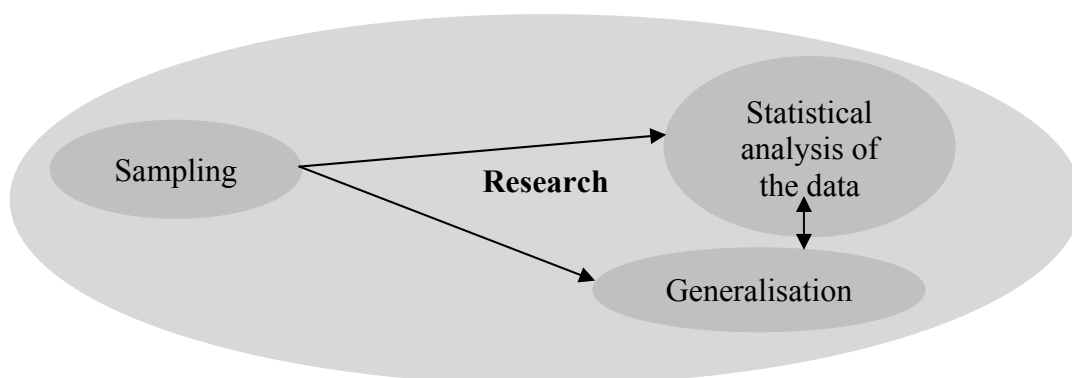
**Figure 3. Probability sampling procedures**

The process of sample selection has attracted a lot of research efforts in all the research fields:

- In former surveys, sampling methods range from the practical to the mathematical are focused on good practical points (Coe, 1996).
- In organizational research, the procedures for determining sample size for continuous and categorical variables have been described by use of Cochran's (1977) formulas (Bartlett et al., 2001).
- In psychological research, analysis of selection of sample size has contributed to the outline of three criteria of sample size (Kroplijs & Rašćevska, 2004).
- In management and economics research, the emphasis is put on analysis of factors influencing sample size (Kamau et al., 2012).

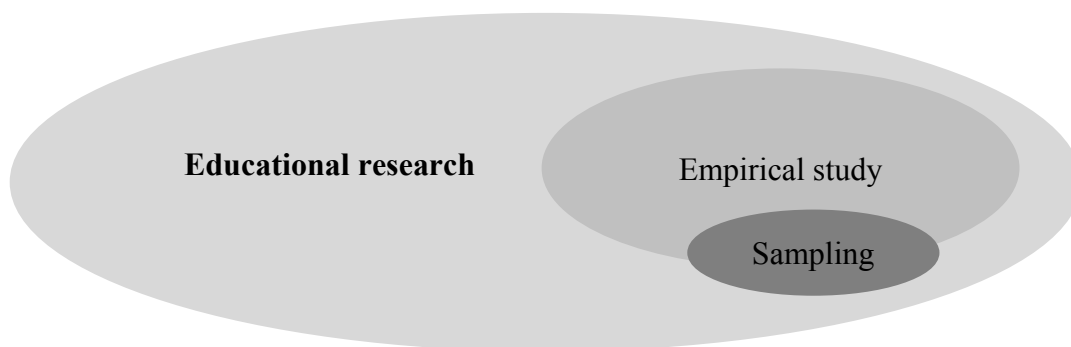
Hence, sampling has a two-fold role in research as depicted in Figure 4: sampling is inter-connected with

- statistical analysis of the data and
- generalisation or theory formulation.



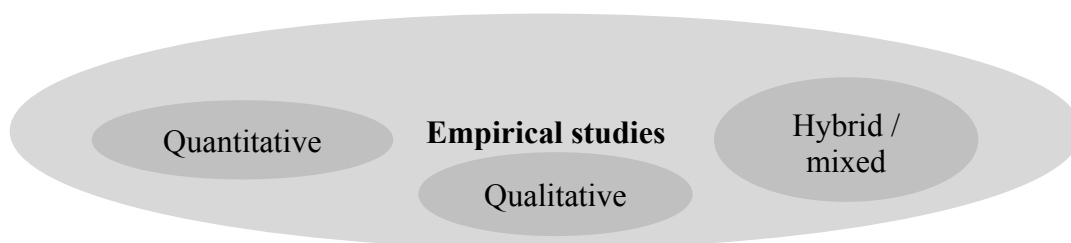
**Figure 4. Relationship between sampling and statistical analysis of the data and generalization in research**

In educational research, sampling has attracted a lot of research efforts, too. Traditionally, sampling refers to empirical studies of educational research as illustrated in Figure 5.



**Figure 5. Relationship between research, empirical studies and sampling in educational research**

It should be noted that empirical studies are differentiated into quantitative, qualitative as well as hybrid/mixed studies as disclosed in Figure 6.



**Figure 6. Types of empirical studies**

In educational research, factors that influence sample size have been identified (Ahrens & Zaščerinska, 2014a) as well as a framework for selecting sample size has been proposed (Ahrens & Zaščerinska, 2014b). However, little attention has been given to the principles of sampling in educational research.

The research question is as follows: what principles form sampling in educational research?

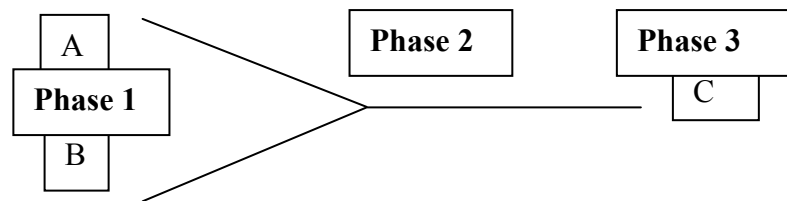
The aim of the research is to analyse scientific literature and work out principles of sampling in educational research underpinning elaboration of a new research question for further studies in educational research.

The present research involves a process of analysing the meaning of the key concept *principle*. Moreover, the study demonstrates how the key concept is related to the idea of “principles of sampling”. The study presents how the steps of the process are related: principle → principles of sampling in educational research → empirical study within a multicultural environment.

The methodological background of the present research is based on the System-Constructivist Theory. The System-Constructivist Theory is introduced as the New or Social Constructivism Pedagogical Theory. The System-Constructivist Theory and, consequently, System-Constructivist Approach to learning introduced by Reich (Reich, 2005) emphasizes that human being’s point of view depends on the subjective aspect (Maslo, 2007) as experience

plays the central role in the knowledge construction process (Maslo, 2007). Therein, the subjective aspect of human being's point of view is applicable to the present research on principles of sampling in educational research.

The System-Constructivist Theory facilitates the application of interdisciplinary research within the present investigation as interdisciplinary research assists in synthesizing, connecting and blending ideas, data and information, methods, tools, concepts, and/or theories from two or more disciplines in order “to make whole” (Repko, 2012). Figure 7 adopted from Repko (Repko, 2012) presents how the process of interdisciplinary research is organized where ‘A’ means a scientific discipline, and ‘B’ – another scientific discipline.



**Figure 7. The process of interdisciplinary research by Repko (adopted from Repko, 2012)**

It should be noted that the present research is not limited to only two scientific disciplines but is based on a number of scientific disciplines such as agriculture, pedagogy, management, economics, psychology, environment, etc.

### **Theoretical Framework**

For the purposes of further theoretical analysis, it should be noted that in the present contribution education is part of pedagogy as displayed in Figure 8.



**Figure 8. Inter-relationship between pedagogy and education**

In pedagogy and, consequently, in educational research, principle is identified as a certain viewpoint system and /or internal belief that determine person's attitude to the world, his/her behaviour's norms and actions (Beļickis et al., 2000). Analysis of this definition of principle and complementing this principle definition formulated by Beļickis et al (Beļickis et al., 2000) for pedagogical purposes with the words *individual combination* in regard to a researcher leads to such a newly determined definition of principle as an individual combination of beliefs and assumptions that determine researcher's attitude to the world, his/her behaviour's norms and actions or, in other words, sampling in educational research. Further on, complementing the principle

definition formulated by Beļickis et al (Beļickis et al., 2000) for pedagogical purposes with the words *shared combination* in regard to a group of researchers leads to such a newly determined definition of principle as a shared combination of beliefs and assumptions that determine researchers' attitude to the world, their behaviour's norms and activities or, in other words, sampling in educational research.

Analysis of scientific literature allows structuring the principles of sampling in accordance with three types of empirical studies as delivered in Table 1.

**Table 1. Principles of sampling in different types of empirical studies**

Quantitative studies	Qualitative studies	Hybrid / mixed studies
Principle 1 - be a difference between the sample statistics and the true population mean, which is attributable to the selection of the units in the sample. Principle 2 - the greater the sample size, the more accurate the estimate of the true population mean. Principle 3 - the greater the difference in the variable under study in a population for a given sample size, the greater the difference between the sample statistics and the true population mean (Kumar, 1996).	"Accuracy" (increase sample size) with "cost" (decrease sample size), heterogeneity (Yount, 2006)	The quantitative principle of representativeness and the qualitative principle of appropriateness (Morse, 1991)
Reducing bias and variation in bulk sampling (Smith, 2008).		General principles: representativity, heterogeneity (Minkkinen, 2008).

It should be noted that the paradigm in educational research shifts towards hybrid / mixed empirical studies as the approach of mixed methods provides more precise results: qualitative methods explain the differences, and quantitative methods reveal the amount of differences (Hunter & Brewer, 2003). Therefore, only the principle of sampling in hybrid & mixed empirical studies identified by Morse (Morse, 1991) and Minkkinen (Minkkinen, 2008) are considered for further analysis. Analysis of the scientific papers authored by Morse (Morse, 1991) and Minkkinen (Minkkinen, 2008) reveals that the principles determined by Morse (Morse, 1991) and Minkkinen (Minkkinen, 2008) seem to be a combination of quantitative and qualitative principles worked out before. Against this background, principle is a condition of activity (Beļickis et al., 2000) or, in other words, sampling in educational research. A condition means a circumstance from which the implementation of a process, processor activity depends (Beļickis et al., 2000) or, in other words, sampling in

educational research. In the present research sampling depends on the inter-relationships between sample size and statistical analysis of the data, sample size and generalization (Ahrens & Zaščerinska, 2014b). Therein, in the present research, conditions are regarded as the inter-relationships between sample size and statistical analysis of the data, sample size and generalization (Ahrens & Zaščerinska, 2014b). The following inter-relationships between sample size and statistical analysis of the data, sample size and generalization (Ahrens & Zaščerinska, 2014b) are highlighted:

- in the measurement phase, the parameters of measurement tools and scales are kept fixed when used by sample's further components or elements,
- in the data processing phase, the tests carried out on a given set of data allow extracting the required information in an appropriate form such as diagrams, reports, or tables,
- in the statistical analysis phase, the information extracted from the obtained data processing ensures a possibility to make conclusions and generalisations.
- in the analysis phase, sample's further components or elements do not change conclusions or generalisations drawn from the obtained data (Kroplijs, Raščevska, 2004).

These findings on the inter-relationships between sample size and statistical analysis of the data, sample size and generalization (Ahrens & Zaščerinska, 2014b) serve as a source of principles of sampling in educational research indicated in Table 2.

**Table 2. Principles of sampling in educational research**

<b>Circumstances</b>	<b>Principle of sampling</b>
In the measurement phase, the parameters of measurement tools and scales are kept fixed when used by sample's further components or elements	Principle of sample appropriateness
In the data processing phase, the tests carried out on a given set of data allow extracting the required information in an appropriate form such as diagrams, reports, or tables	
In the statistical analysis phase, the information extracted from the obtained data processing ensures a possibility to make conclusions and generalisations	Principle of sample sufficiency
In the analysis phase, sample's further components or elements do not change conclusions or generalisations drawn from the obtained data (Kroplijs, Raščevska, 2004)	Principle of sample confidence

## Empirical Results

The present part of the contribution demonstrates the design of the empirical research, survey results and findings of the research.

The design of the present empirical research comprises the purpose and question, sample and methodology of the present empirical study.

The empirical study was aimed at evaluating the principles of sampling in educational research. The empirical research's question was as follows: What is expert evaluation of the principles of sampling in educational research?

The present empirical study involved six experts from different countries in February 2013 – July 2014. All the respondents have been awarded PhD Degree in different scientific disciplines. As the respondents with different cultural backgrounds and diverse educational approaches were chosen, the sample was multicultural. Thus, the group (age, field of study and work, mother tongue, etc.) is heterogeneous. The sample of six experts involved two researchers in the field of educational research, Educational Research Association, „Freie Universität“ (Free University), Berlin, Germany, a researcher in the field of educational research, Latvia University of Agriculture, Jelgava, Latvia, a researcher in the field of applied research in education, CAH -Vilentum University of Applied Sciences, Dronten, the Netherlands, two researchers in the field of e-business and telecommunications, Vienna University of Technology, Vienna, Austria. In order to save the information of the present research confidential, the respondents' names and surnames were coded as follows: two researchers from Germany were given the codes of E1 (Expert 1) and E2 (Expert 2), a researcher from Latvia was pointed as E3 (Expert 3), a researcher from the Netherlands was considered as E4 (Expert 4), and two researchers from Austria were indicated as E5 (Expert 5) and E6 (Expert 6).

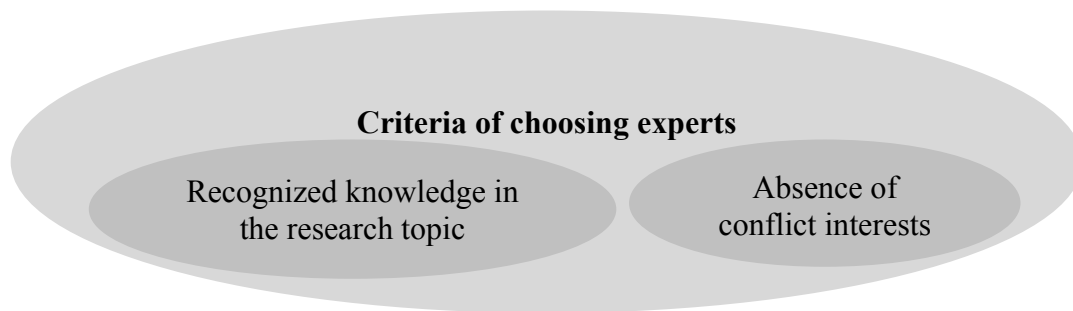
Interpretive research paradigm was used in the present empirical study. The interpretive paradigm aims to understand other cultures, from the inside through the use of ethnographic methods such as informal interviewing, participant observation and establishment of ethically sound relationships (Taylor & Medina, 2013). Interpretive paradigm is characterized by the researchers' practical interest in the research question (Cohen et al., 2003).

Exploratory research was employed in the empirical study (Phillips, 2006). Exploratory research is aimed at generating new questions and hypothesis (Phillips, 2006). The exploratory methodology proceeds from exploration in Phase 1 through analysis in Phase 2 to hypothesis development in Phase 3.

The qualitatively oriented empirical study allows the construction of only few cases (Mayring, 2004). Moreover, the cases themselves are not of interest, only the conclusions and transfers we can draw from these respondents (Flyvbjerg, 2006). Selecting the cases for the case study comprises use of information-oriented sampling, as opposed to random sampling (Flyvbjerg, 2006). This is because an average case is often not the richest in information. In



addition, it is often more important to clarify the deeper causes behind a given problem and its consequences than to describe the symptoms of the problem and how frequently they occur (Flyvbjerg, 2006). Random samples emphasizing representativeness will seldom be able to produce this kind of insight; it is more appropriate to select some few cases chosen for their validity. Further on, the choice of experts was based on two criteria as depicted in Figure 9: recognized knowledge in the research topic and absence of conflict of interests (Lopez & Salmeron, 2011).



**Figure 9. Criteria of choosing experts**

The number of experts depends on the heterogeneity of the expert group: the greater the heterogeneity of the group, the fewer the number of experts (Okoli & Pawlovski, 2004). Thus, six is a good number of experts for the study (Lopez & Salmeron, 2011). There in, the non-structured interviews comprised six experts who were researchers from different countries. It should be noted that all the researchers were professors in different scientific disciplines. All the six researchers had decisively contributed to their fields of research. All the six researchers had received extensive research experience.

In order to evaluate the principles of sampling in educational research, non-structured interviews were carried out. Non-structured interviews with experts were conducted in order to search for the main categories of the research field (Kroplijs & Raščevka, 2004) or, in other words, evaluation of the principles of sampling in educational research. Expert 1 thanked the authors for the interesting abstract submitted to the conference where Expert 1 was acting as a reviewer. Expert 2 underlined that the authors had tried to summarize a study and identify the main characteristics of this study. Expert 3 was interested in the continuation of the study. Expert 4 assumed that the factors play a key role in forming the sample size in educational research. Expert 5 stressed the use of the research results in other scientific disciplines. Expert 6 emphasized that the contribution submitted to the conference where Expert 6 was acting as a reviewer had been well done. Summarizing content analysis (Mayring, 2004) of the data reveals that experts positively evaluated the principles of sampling in educational research.

## Conclusions

The empirical findings of the research allow drawing the conclusions on experts' positive evaluation of the principles of sampling in educational research.

The following research question has been formulated: what is the methodology of sampling in educational research?

The present research has *limitations*. The inter-connections between principle, conditions, circumstances, sample size and statistical analysis of the data, sample size and generalization have been set. Another limitation is the empirical study conducted by involving the experts only. Therein, the results of the study cannot be representative for the whole area. Nevertheless, the results of the research – the definitions of principle and conditions in educational research as well as the principles of sampling in educational research- may be used as a basis of analysis of expert evaluation of the principles of sampling in educational research in other institutions. If the results of other institutions had been available for analysis, different results could have been attained. There is a possibility to continue the study.

Further research tends to focus on empirical studies to be carried out in other institutions. The search for relevant methods for evaluation of the principles of sampling in educational research is proposed. And a comparative research of different countries could be carried out, too.

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## LASĪŠANAS INTEREŠU VEICINĀŠANA STUDIJU PROCESĀ AUGSTSKOLĀ UN MĀCĪBU STUNDĀS SKOLĀ

### *Promotion of Reading Interests in the Study Process at the University and Lessons in School*

**Dagmāra Ausekle**

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**Abstract.** *The necessity of promoting reading interests in connection with the problems that have to be solved today and in near future in school, university and the society on the whole puts forward the task for the prospective teachers of literature to master not only theoretical knowledge in their study process but also to acquire skills necessary for their future pedagogical work so that they are able to choose the most suitable methodological approach for the interpretation of a literary work in each teaching/learning situation.*

**Keywords:** *Professional qualification of the prospective teachers, promotion of reading interests, selection and interpretation of literary works*

### **Ievads**

#### ***Introduction***

Rakstā iztirzāts jautājums par studentu un skolēnu lasīšanas interešu veicināšanu, jo Latvijas un ārzemju pedagogu pieredze un jaunākie starptautiskie pētījumi parāda, ka studenti un skolēni ievērojami mazāk lasa augstas kvalitātes daiļliteratūru nekā tas bija pirms 20-30 gadiem un viņus neinteresē daiļdarbos aplūkotā problemātika. Tas noved pie jauniešu garīgās dzīves horizonta sašaurināšanās, noplicināšanās, vienveidīguma; tās ir neierobežotas un intensīvas masu kultūras patērēšanas un nekritiskas attieksmes pret agresīvo reklāmu sekas.

Pētījumā izmantotās metodes: teorētiskās literatūras un starptautisko pētījumu datu analīze un praktiskās pedagoģiskās pieredzes analīze. Pētījuma bāze: teorētiskā literatūra pētījuma problēmas kontekstā, starptautiskā OECD SSNP „Ko skolēni zina un prot – kompetence lasīšanā, matemātikā un dabaszinātnēs” (2009) materiāli, LU PPMF studentu aptauju un eseju materiāli.

Lasīšanas interešu veicināšana ir viens no svarīgākajiem uzdevumiem mūsdienu skolā un augstskolā, jo tas ir saistīts ar būtiskām problēmām, ar kurām sabiedrībai nākas saskarties jau šodien un nāksies saskarties arī tuvākajā nākotnē. Sociālo vidi, kurā viņi dzīvo, veido paši tās locekļi savas sociālās darbības gaitā, un šīs sociālās pasaules konstruēšanā milzīga loma ir visiem mākslas veidiem, bet īpaši literatūrai.

Ikviens cilvēks savas dzīves laikā ir iekļauts socializācijas procesā, “kas var norisēt dažādos līmeņos atkarībā no tā, kā cilvēks izprot savu attieksmi pret pasauli. Zemākajā pakāpē dominē nepieciešamība izpildīt ārējās prasības (rīcību nosaka ārējie faktori). Augstākā pakāpe ir saistīta ar pašanalīzi, ar pašvērtējumu, kad indivīda iesaistīšanās sabiedrības (šķiras, sociālās grupas) prasību sfērā pārvēršas par pašveidošanos un pašattīstību.” (Celma, 1961)

Socializācija ir ilgstošs process, kas sākas ar bērna piedzimšanu un ilgst visu viņa mūžu. Tās sākuma periodā nozīmīgs mehānisms ir dzimtās valodas apgūšana, kas ietver sevī arī sabiedrības tradīciju apgūšanu, jo “valoda ir viens no svarīgākajiem priekšnoteikumiem cilvēka ieaugšanai kultūrā.” (Nikitina, 2010) Valodā koncentrējas daudzu iepriekšējos gadsimtos dzīvojušu paaudžu pieredze, kuru viņš, pats to neapzinoties, apgūst līdz ar valodas normām un iekļauj to sava laikmeta pieredzē. Īpaši spilgti tas parādās literatūrā, kuras lasīšanas un uztveres procesā iespējams atklāt ne tikai dziļākos valodas, bet arī paša cilvēka būtības noslēpumus.

Jau antīkie domātāji pievērsa uzmanību tam, ka mākslai piemīt maģiska loma labu pilsoņu veidošanā, tādēļ Platons īpaši uzsvēra mākslas audzinošo funkciju, jo saprata, ka gan priecīgi, gan skumji pārdzīvojumi, ja tie ar mākslas starpniecību virzīti pretī augstiem mērķiem, kļūst par uzticamiem saprāta sabiedrotajiem.

Arī šodien māksla (īpaši literatūra) ir viens no nozīmīgākajiem komponentiem, kas palīdz ieaugt savas tautas kultūrā un veidot pašam savu, individuālu un savdabīgu skatījumu uz pasauli. Tomēr *sava skatījuma* veidošana nav neatkarīga un brīva indivīda izvēle. Indivīds parasti pieņem to domāšanas stilu, kas dominē sabiedrībā kopumā vai tajā grupā, kurai viņš jau ir vai vēlas būt piederīgs. Piedevām ikdienā parasta cilvēka domāšanas stilu nenosaka zinātnes atziņas, par kurām viņam bieži vien nav pat nekāda priekšstata, bet māksla, un, pirmām kārtām, tā ir *masu kultūra* vai pat *subkultūra*.

Ja nav mērķtiecīgi veidota mācību satura skolā un skolotājiem un augstskolu docētājiem neizdodas panākt, lai studenti un skolēni izlasītu ārzemju un latviešu klasikas daiļdarbus, tad viņi nokļūst subkultūras iespaidā, jo katrā sociālajā grupā valda gadiem ilgi kultivēta vērtību hierarhija, un indivīds pat nepamana, ka ar iekļaušanos šajā grupā ir notikusi viņa agrāk pieņemto vērtību un uzvedības normu transformācija. Ļoti nozīmīga loma jaunās personības veidošanās procesā, katra cilvēka vērtību un normu sistēmas izveidē ir ģimenei, lasīšanas un kultūras pasākumu apmeklēšanas un apspriešanas tradīcijai katrā ģimenē. Bieži vien māte vai vecmāmiņa (vai tēvs un/vai vectēvs), vai vecākie brāļi un/vai māsas ar savu attieksmi definē jēdzienus “labs” vai “slikts”, “skaists” vai “neglīts”, un jauniešiem dažkārt jāizvēlas, akceptējot vienu vai otru vērtējumu sistēmu vai to pilnīgi noliedzot.

Literatūras fragmentārisms, kas patlaban visaptveroši valda skolās gan Latvijā, gan Eiropā, neļauj skolēniem iepazīt kāda rakstnieka vērtību sistēmu kopveselumā, jo atsevišķais ļoti reti liecina par veselo. Cilvēks skatās uz realitāti

ar savām acīm, bet saskata īstenību caur to priekšstatu prizmu, kas veidojušies apkārtējā sociālajā vidē, tai skaitā sava laikmeta literatūrā. Ē. Fromms uzskata, ka lielākās bailes, kas raksturo cilvēku kā sociālu būtni, ir ostrakisma bailes, tās ir bailes būt padzītam no grupas, kurai viņš ir vai arī vēlas būt piederīgs (Fromm, 1992). Īpaši asi to izjūt skolēni pusaudžu vecumā, tādēļ bīstama ir “lasīšanas mode”, kas ir izveidojusies vai veidojas jauniešu vai pusaudžu vidē.

Patlaban situācija Latvijas skolās ir analoga tai, kāda bija vērojama pirms 20 gadiem Zviedrijā un Dānijā. Kā norādījām mūsu iepriekšējā rakstā, Latvijas skolotājus un docētājus, viesojoties TEMPUS projekta ietvaros skolās Dānijā un Zviedrijā, ļoti izbrīnīja fakts, ka skolēni šajās valstīs nebija lasījuši atsevišķus izcilus klasiskās literatūras darbus. (Ausekle & Kangro, 2013)

Māksla kopumā - un katrs atsevišķs mākslas darbs - piedāvā indivīdam noteiktu vērtību hierarhiju un apbruņo viņu ar izpratni par dzīves pamatnormām. Mākslai ir visciešākais sakars ar ideoloģiju. Ideoloģija runā ne tikai par to, kas ir sociālajā dzīvē, bet arī par to, kam tajā jābūt. Viens no ideoloģijas galvenajiem uzdevumiem ir atsevišķa cilvēka un visas sabiedrības apziņas standartizācija, lai būtu vieglāk viņus vadīt. Īpaši spilgti tas izpaužas totalitārās sabiedrībās, “lai nostiprinātu savu sabiedrību, tās ideoloģija virzīta uz to, lai indivīdu ne tikai sev piesaistītu, bet vienlaikus padarītu par jebkuras citas sabiedriskas formācijas un tās ideoloģijas pretinieku.” (Fromm, 1992) Slēgtā sabiedrībā mākslai tieši tiek izvirzīts uzdevums atbalstīt valdošo ideoloģiju. Piemēram, Padomju Savienības laikā, mākslai bija uzdevums efektīvi atbalstīt komunistisko ideoloģiju. Tas notika visos sabiedrības dzīves līmeņos un visdažādākajos veidos, sākot ar skolas mācību grāmatām, kur ārēji gan tika proponēta brīvība mācību satura izvēlē, jo tika pieļauta gan latviešu literatūras klasikas, gan ievērojamu ārzemju autoru darbu klātbūtne mācību programmās, tomēr to saturs tika stingri cenzēts un noteiktas mācību grāmatās iekļaujamo darbu proporcijas. Ja klasikas darbu īpatsvars pamatskolas mācību grāmatās bija pārsvarā pār padomju autoru darbiem, tad veidojamās mācību grāmatas prospekts bija jāpārstrādā, ievērojot dotos norādījumus. Paradoksāli bija tas, ka pat krievu padomju autoru darbus nedrīkstēja tulkot tieši no krievu valodas un ievietot mācību grāmatās. Šos darbus vai to fragmentus drīkstēja izmantot tikai tādā gadījumā, ja tie jau iepriekš bija iztulkoti un izdoti latviešu valodā.

Mūsdienu rietumu sabiedrībā un arī Latvijā ideoloģijas ziņā valda liberālisms, un ir vērojama ļoti plaša uzskatu brīvība. Tam ir ne tikai pozitīvie, bet arī savi negatīvie aspekti. Mūsdienu skolā skolotājs ir relatīvi brīvs mācību satura izveidē, tādēļ nereti izvēlas iet pa vieglākās pretestības ceļu. Uz to viņu mudina arī eksāmenu prasības literatūrā, kas neveicina literāru darbu lasīšanu un uztveri veselumā, un iedziļināšanos rakstnieka vērtību pasaulē. Skolotāji atzīst, ka nokārtot eksāmenu un pat iegūt samērā labu vērtējumu ir iespējams, pat neizlasot literāro darbu.

Bet kādi varētu būt secinājumi un iespējamie risinājumi?

## **Mācību saturs un skolēnu lasīšanas intereses** *Curriculum and pupils' reading interests*

Pētījumā, kas notika vēl padomju iekārtas laikā 1979.gadā, un ko veica Latvijas Izglītības ministrijas Pedagoģijas zinātniskā pētniecības institūta līdzstrādnieki Latvijas skolās par skolēnu lasīšanas interesēm un to saistību ar stundās apgūstamajiem literārajiem darbiem (“obligāto literatūru”), tika iegūti vērā ņemami rezultāti. To grāmatu lokā, kuras respondenti nosaukuši par saistošākajām un sev tuvākajām, mācību stundās apgūstamie daiļdarbi nav dominējošie. Tomēr ārpus mācību programmas lasīto grāmatu klāsts ir plašs un daudzveidīgs, un lielākoties tie ir mākslinieciski augstvērtīgi darbi. Mūsdienās līdzīgs pētījums par skolēnu lasīšanas interesēm līdz šim nav veikts, bet ir aktuāls saistībā ar nepieciešamību pārskatīt mācību satura izveides stratēģiju.

Līdzīgas bažas par mācību satura veidošanas un didaktikas problēmām pauž arī skolotāji un augstskolu docētāji Eiropā. Zalcburgas ģimnāzijas vācu un franču valodas skolotāja Monika Noihofere (Neuhofer) austriešu vadošajā dienas laikrakstā “Der Standard” 2014. gadā norāda, ka austriešu skolās, tai skaitā ģimnāzijās, gandrīz vairs nav laika literatūrai. Tiek izvirzīts uzdevums visās mācību stundās veicināt kompetenču apguvi, tai skaitā lasīšanas kompetenci. Lasīšanas kompetence jāapgūst, lasot žurnālistikas un lietišķos tekstus drukātā vai elektroniskā formā, lineārā vai ne-lineārā formā (Neuhofer, 2014). Daiļdarbi tiek iztirzāti tikai pastarpināti, un šai darbībai noteikti jābūt orientētai uz kompetenču veidošanu. “Skolēni mācās, lai nokārtotu gala pārbaudījumus, ne vairāk un ne mazāk. Ar skolēnu pašu dzīvi ne lietišķo tekstu lasīšanai, ne noteikto literāro darbu apguvei nav nekāda sakara [...] Visbeidzot tomēr sabiedrībai vajadzētu noteikt, kas un kādēļ bērniem un jauniešiem jāmacās.” (Neuhofer, 2014)

Orientācija tikai uz kompetenču apguvi noved pie tā, ka jauniešiem tiek konstruēta realitāte, un šī konstruētā realitāte tiek uzspiesta kā bezalternatīvu īstenība. “Bet jaunajiem cilvēkiem vajadzētu dot orientierus. Un tieši literatūra ir tā, kas piedāvā šos orientierus pasaulē, gan mūsdienu pasaulē, gan pagātnē. Kā mēs esam kļuvuši par tiem, kas esam patlaban, to mēs varam uzzināt, iepazīstoties ar literārām liecībām. Vienlaicīgi mēs varam uzzināt, kas varbūt varētu būt bijis iespējams. Literatūra ir īstenības atspulgs, bet vienlaicīgi arī nereālā, realizētā un utopiskā, sava un sveša atspulgs. Literārie teksti ir īstenības modeļi, un no šiem modeļiem var iemācīties daudz vairāk nekā patlaban sabiedrība to uzskata par nepieciešamu. Tieši tāpēc, ka literatūrai ir modeļa raksturs, literatūra sniedz iespēju orientēties (dzīvē), un vienlaicīgi šajos modeļos atspoguļojas dzīves sarežģītība. Literatūra vienmēr ir daudznozīmīga, bieži subversīva, un to noteikti nevar reducēt uz vienkāršiem vēstījumiem. Literatūra sniedz iespēju mācīties dzīvei – bet tā nedod tiešus ieteikumus un gatavas receptes. Mums jādod jauniešiem izvēles iespēja un jāuztic jauniešiem pašiem izvēlēties, kas viņiem ir vai nav svarīgs, ko un kā darīt vai nedarīt.

Skolai jāatbalsta jaunieši orientēšanās procesā un jāpadara literatūra un saprotama un apjēdzama, lai pēc skolas absolvēšanas skolēni paši ar literatūras palīdzību patiešām varētu izlemt, kas viņiem ir vajadzīgs (kursīvs D.A., I.K.) Šāda literatūras lomas definēšana izvirza prasības skolotāju izglītošanai, jo tikai tādi skolotāji, kuri ir paši ieguvuši profesionālo orientēšanos, (fachliche Orientierung) ir spējīgi izskaidrot, kāpēc mums nepieciešama literatūra.” (Neuhofer, 2014)

OECD valstu organizācijas Skolēnu starptautiskās novērtēšanas programmā SSNP (OECD Programme for International Student Assessment) „Ko skolēni zina un prot – kompetence lasīšanā, matemātikā un dabaszinātnēs” (2009) tika veikta skolēnu aptauja par to, vai un ko viņi lasa brīvajā laikā savam priekam. 30% skolēnu atbildēja, ka viņi savam priekam nelasa vispār, 30 vai mazāk minūtes lasa 26% skolēnu, 21% skolēnu lasa vairāk nekā 30 minūtes, bet mazāk nekā 60 minūtes, no 1 līdz 2 stundām dienā lasa 16% pētījumā aptaujāto skolēnu, bet tikai 7% skolēnu lasa vairāk nekā divas stundas dienā. Tie skolēni, kuri vairāk laika velta lasīšanai, sasnieguši arī augstākus rezultātus lasītprasmes testos. “Arī visās SSNP 2009 dalībvalstīs pastāv līdzīga sakarība starp skolēnu sasniegumiem lasīšanā un laiku, ko skolēni pavada lasot savam priekam.” (Geske u.c., 2010). Šajā pētījumā tika secināts, ka Latvijas skolotāji cenšas ieinteresēt skolēnus par dažādām aktivitātēm biežāk nekā vidēji OECD valstīs. “Tomēr 16% Latvijas skolēnu atbildējuši, ka skolotājs nekad vai gandrīz nekad nav ieteicis autoru vai grāmatu, kuru lasīt, salīdzinājumam – tāpat atbildējuši Igaunijā 11%, Lietuvā 10%, Krievijā 3% skolēnu.” (Geske u.c., 2010)

Plašajā OECD pētījumā iegūti dati arī par to, kā mainījušies lasīšanas ieradumi un lasāmvielas izvēle 26 aptaujāto valstu skolēnu vidū no 2000. līdz 2009. gadam – nedaudz samazinājies skolēnu skaits, kuri lasa žurnālus – no 66% līdz 60%, daiļliteratūras lasītāju skaits arī sarucis no 31% līdz 25%, bet pieaudzis komiksu lasītāju skaits no 29% līdz 32%. Komiksus vairāk lasa zēni (27%) nekā meitenes (18%), savukārt meitenes vairāk lasa daiļliteratūru 40% un 21%.(OECD, 2010)

Lai gūtu priekšstatu par topošo skolotāju lasīšanas pieredzi, LU PPMF laika posmā no 2009. līdz 2015. gadam tika aptaujāti topošie vācu valodas skolotāji. Aptaujā piedalījās 43 studenti, un studenti rakstīja arī eseju “Grāmatas manā dzīvē”. 46% studentu uz jautājumu “Kādu autoru darbus lasāt brīvajā laikā ārpus skolas/augstskolas mācību programmā ietvertajiem daiļdarbiem?” atbildēja, ka neko nelasa ārpus programmas, bet lasa ziņas un žurnālus internetā. Uz jautājumu, kādu rakstnieku darbi bijuši nozīmīgi viņu personības veidošanās procesā, 23% nosauca A. de Sent-Ekziperī “Mazo princi”, 6% I.Ziedoņa “Epifānijas”. Populāru un iemīļotu autoru vidū minēti S. Kolinsas “Bada spēles” Dž.K. Roulingas grāmatu sērija par Hariju Poteru, – te varam novērot pētnieku atzīmēto korelāciju ar “lasīšanas modi”, jaunieši izvēlas un lasa daiļdarbus, par kuriem diskutē vienaudži skolā/vai augstskolā, jo vēlas iesaistīties diskusijā, paust savu viedokli. Izvērtējot studentu aizpildītās anketas un uzrakstītās esejas,



jāatzīmē, ka atsevišķi studenti ir ļoti lieli lasītāji un viņi pavada ievērojamu sava brīvā laika daļu lasot. Bet šādu studentu īpatsvars ir neliels – 2 no 43, t.i. 2,3 % no kopējā studentu skaita. Iepriecinoši, ka studenti, kas lasa daudz, min A.Čaka, F.Dostojevskā, M.Gorkija, M.Šolohova, F.Sagānas, Dž.Rīda, St.Kinga grāmatas.

Lai veicinātu studentu aktīvu iekļaušanos bagātajā kultūras dzīvē, ko piedāvā Rīga, LU docētājas saista literāro darbu lasīšanu studiju mērķiem ar daudzveidīgajām kultūras dzīves norisēm, teātra un operas izrādēm, mākslas izstādēm. Tā, piemēram, studiju kursa ietvaros kopā ar mācībspēkiem topošie latviešu valodas skolotāji apmeklē A.Čaka, J.Akuratera, A.Upīša un O.Vācieša memoriālos muzejus un pasākumus šajos muzejos, dažādas izstādes, piemēram, “1914”, dzejas darbnīcu, topošie vācu valodas skolotāji dodas ekskursijās “Herdera vietas Rīgā”, “Vācu teātris Rīgā” vai arī izstrādā pētījumus studiju kursu ietvaros, piemēram, “Brehta lugas Rīgas teātros”, „Vāgners un Rīgas opera”, “Herders un latviešu tautas dziesmas” u.c.

1.kursā studijas uzsāk jaunieši, kuri nevar lepoties ar lielu lasīšanas pieredzi – tas apgrūtina darbu divos veidos – viņiem ir nepietiekama kultūras un literatūras bagāža, kas ietekmē viņu spējas asociatīvi un tēlaini domāt, un, otrkārt, tas saistīts ar to, ka nevar veidot pilnvērtīgu sarunu literatūras interpretācijas procesā, jo nav iespējams atsaukties uz klasikas (antīko, renesanses u.c.) literatūru. Tādējādi zūd iespēja padziļināti interpretēt aplūkojamus daiļdarbus. Savukārt skolu tas ietekmē tādā veidā, ka nākamie skolotāji nespēj detalizēti un pilnvērtīgi apgūt nepieciešamo literatūras klāstu.

Studiju procesā topošajiem literatūras skolotājiem ne tikai jāapgūst teorētiskās zināšanas, bet jāiegūst arī turpmākajā pedagoģiskajā darbībā nepieciešamās prasmes un iemaņas, lai katrā mācību situācijā varētu mērķtiecīgi izvēlēties vispiemērotāko metodoloģisko pieeju konkrētā literārā darba interpretācijā. Profesors Vitolds Valeinis, kurš ilgajos darba gados Latvijas Universitātē semināru nodarbībās pacietīgi palīdzējis apgūt profesionālo meistarību vairākām literatūras skolotāju paaudzēm, rakstā “Dzejoļa analīze” mākslas darba analīzē īpaši akcentē divus momentus – līdzradīšanas momentu un tiešā intuitīvā atskārtuma momentu, “jo mākslas darba analīzē nepietiek ar sausa un vēsa prāta zināšanām, te vajag izjust, pārdzīvot, atskārst estētiskās vērtības. Vispār mākslā, estētikā svarīgi ne tikai zināt, bet arī atskārst. Pat ne tik daudz zināt, cik atskārst, nojaust.” (Valeinis, 1983)

Asociatīvo sakaru rašanās literatūras apgūvē ir sarežģīts psihiskais process, kurā īpaša loma ir mākslinieciskai uztverei un intuīcijai. Psihologi pieņem, ka robeža starp apzināto un intuitīvo, neapzināto, zemapziņā esošo nav nepārvarama. Zemapziņā noglabātie iespaidi, vērojumi un pārdzīvojumi mērķtiecīgi organizētās mācību situācijās dziļi izjusta saviļņojuma brīžos paaugstina arī domu ierosināmību, notiek līdzīgu vai atšķirīgu priekšstatu tuvināšanās, t.i., rodas asociācijas. Intuīcija izceļ no atmiņu glabātuves virspusē parādības, kas agrāk cilvēkam likušās mazsvarīgas. Garīgas pašatklāsmes brīdī,

kad grāmata lasītāju saviļņojusi, viņš izdara heirstiskus minējumus, pats īsti neapjauzdams, kā tas viņam izdevies.

Liela loma virzībā uz šādiem atklāsmes brīžiem ir darbam ar valodu. Ne tikai skolēni, bet arī pirmo kursu studenti bieži neizprot un neizjūt atšķirību starp divām valodas funkcijām – komunikatīvo un estētisko. Pirmo veic literārā valoda, otro – daiļliteratūras jeb daiļdarba valoda. Metodes un paņēmieni, ar kuru palīdzību tiek apgūta literārā valoda un daiļliteratūras valoda, ir principiāli atšķirīgi. Pirmajā gadījumā tā ir iepazīstināšana ar literārās valodas normām un vingrinājumu sistēmas izmantošana šo normu apgūšanai un nostiprināšanai, bet otrajā – estētiskās motivācijas izskaidrošana dažādu valodas līdzekļu izmantošanā daiļliteratūras tekstā, valodas estētiskās izjūtas kopšana un dažādu darba formu izmantošana paša lasītāja individuālās radošās darbības izkopšanai.

Darbs ar valodu var tikt padziļināts dažādos virzienos: apgūstot tādas jēdzienus kā rakstnieka valoda, konkrēta daiļdarba valoda vai noteikta literatūras virziena savdabības atklāsmē kāda rakstnieka daiļradē kopumā vai atsevišķā viņa darbā.

Daudzi literatūrzinātnieki, kas pievērsušies Jāņa Ezeriņa daiļradei, īpaši akcentē viņa valodas meistarību, savdabīgo stilu, īpaši neiedziļinoties tā īpatnībās. Kāds tad ir Ezeriņa stila noslēpums?

Vispirms tā ir spēja izcelt acumirkli, izgaismot un ļaut tam aizplūst. “Viņš it kā nemītīgi traucas pēc jauniem un jauniem notikumiem un iespaidiem. Viņš aizslīd it kā pa virsu, ļaudams tikai nojaust pārdzīvojumu bezdibeņus, kas slēpjas zem tēlojuma virtuozās formas. Viss šķiet kā nepārtraukta maiņa, mirklis, kas aizslīd un pats sevī jau ir noslēgums.” (Ausekle, 2003)

Šāds pasaules skatījums ir raksturīgs impresionisma estētikai. Kā to raksturo Zenta Mauriņa, rakstnieki-impresionisti piedāvā mums “plūstošus, vienā acumirkli dzimstošus un jau nākošā izgaistošus iespaidus, nevis pašu pasauli, bet mūžīgi virmojošas pasaules ilūziju.” (Mauriņa, 1934)

Par izcilu impresionistiskā stila paraugu var uzskatīt Ezeriņa noveles “Melnais Pēteris” un “Varavīksne un zveja”, kas apvienotas zem kopīga virsraksta “Ar porcelāna pīpi.” Pievērsoties impresionistiskā vēstījuma izpētei šajās novelēs, var atklāt arī prozas ritma veidošanas noslēpumus, parādīt, ka rakstnieks to panāk, ne tikai lietojot vienveidīgas konstrukcijas un leksisko elementu atkārtojumus, bet padarot arī dalījumu rindkopās par nozīmīgu stila elementu. Arī dzīves parādību skaldīšana un to kinematogrāfiska montēšana ir paņemiens, ko Ezeriņš izmanto daudzās impresionistiskā stila novelēs. Tas atbilst Antona Birkerta atziņām par 20. gadsimta pirmās puses literārās izteiksmes stila tendencēm: “Mūsu dzīve rit tik straujā gaitā, ka mēs paliekam nervozi, skatoties notikumu ātrajā maiņā. Dzīve triec pa nerviem un ārda episko mieru, dzīves parādības – kinematogrāfiskā ātrumā drāžas garām – un viņas notēlot vairs nevar ar veco stilu [...] Dzīves parādības jāskalda un jātēlo pa daļām.” (Birkerts, 1928)

Arī analizējot pieturzīmes kā teksta satura izpausmes līdzekļus un noskaidrojot to mākslinieciskā lietojuma funkcijas, gan skolēni, gan studenti var justies kā jaunatklājēji nevis tikai kā garlaicīgu interpunkcijas likumu apguvēji.

Virtuozitāte un tēlojuma vieglums tomēr nav nenopietnība, kā to var uztvert virspusējā skatījumā. Ezeriņš savulaik tika nepamatoti uzsvērti dēvēts par anekdotiskās noveles pārstāvi latviešu literatūrā. Ka anekdote viņa daiļradē nav vienkārši anekdote, atklājas, pievēršoties viņa radniecībai ar renesanses grotesku jeb literatūras karnevalizācijas tradīciju. Ezeriņš uzskatīja, ka literatūrā, tāpat kā dzīvē, jābūt visam – gan cēlajam, gan zemiskajam. Šīs parādības cita citu neizslēdz, tādēļ savam labākajam noveļu krājumam Ezeriņš piešķir nosaukumu “Leijerkaste”, jo “leijerkastē ir kāda specifiska dzīvība, viņai ir savi jautri un savi ļoti bēdīgi gabali.” (Ezeriņš, 1962)

Dzīvē sastopamā pretmetu ķēde, cildenā un zemiskā sajaukums tikai paviršā skatījumā var šķist paradoksāls novelē “Rožainais ēzēlis”, spēles laimes mainīgums un pārpratums izjauc divu cilvēku saskaņu un izšķir viņus uz gadiem, bet liek atkal sastapties mūža novakarā novelē “Šaha partija”, bet atziņa, ka smieklīgais un traģiskais ir cieši vienoti un nav paredzams, kurā mirklī katrs no viņiem var atklāt savu seju, negaidītā darbības pavērsienā tiek apstiprināta novelē “Kaprāči”. Arī smieklī kā noteikts īstenības redzējuma veids, tieksme tuvināt tālo, savienot nesavienojamo, u.c. renesanses groteskas iezīmes saskatāmas Ezeriņa daiļradē.

Daudz negaidīta noveļu dziļākajos slāņos atklāj pievēršanās mītiskajam Ezeriņa pasaules redzējumā. Viens no nozīmīgākajiem viņa radītajā pasaules ainā ir Mājas arhetips. Tas ir ļoti plašs, jo mājas ir arī pagalms, kalns, kura galā mājas atrodas un debesis pāri visam. “Dzīvot var tikai “mājās”, kuras vienmēr ir bijušas viens no dziļākajiem simboliem, kas pauž indivīda nesaraucamo saistību ar apkārtējo telpu, vidi, realitāti kopumā.” (Rubenis, 1994)

Ezeriņa mājas ir pieturas punkts Visumā, un reizē arī Visuma modelis. Virzību uz garīgo ideālu iezīmē pils, kuras galvenā arhitektoniskā detaļa ir tornis, kas parasti tiek uztverts kā pacelšanās virs ikdienas līmeņa. Šajā ziņā nozīmīgas ir noveles “Tornis” un “Viesības Kalnāres pilī”, bet dārzs kā mājas simbols atklājas novelē “Gulripšas dārzā”. Tas ir paradīzes dārzs, Ēdene, nevainīgais cilvēces ceļa sākums. Novelē ir divi slāņi, fabuliskais (teksts, kas attēlo kādu īstenības epizodi) un mitoloģiskais (teksts, kas modelē pasauli kopumā). Fabuliskais aspekts ir stāsts par diviem jauniem cilvēkiem, kas uz īsu brīdi sastapušies Gulripšas sanatorijā un iemīlējuši viens otru, bet mitoloģiskais – tas ir mūžīgais stāsts par Ādamu un Ievu.

Šāda dažādu pieeju izmantošana viena autora daiļrades interpretācijā studiju procesā ne tikai ievirza pašus studentus padziļinātā literāro darbu izpētē, bet piedāvā idejas arī viņu turpmākajai pedagoģiskajai darbībai, it īpaši skolēnu lasīšanas interešu veicināšanai. Vēl vairāk – tādā veidā iespējams pārvarēt arī atsevišķus stereotipus un šablonus, kuri iesakņojušies skolā.

## Secinājumi *Conclusions*

Studentu un skolēnu lasīšanas interešu veicināšana ir viens no svarīgākajiem uzdevumiem mūsdienu skolā un augstskolā, jo tas ir saistīts ar būtiskām problēmām, ar kurām sabiedrībai nākas saskarties jau šodien un nāksies saskarties arī tuvākajā nākotnē. Viena no būtiskākajām problēmām, kas neatliekami risināma, ir saistīta ar faktu, ka jauniešu lasīšanas intereses mūsdienās daudz mazākā mērā nekā agrāk nosaka skola, bet tās ietekmē “lasīšanas mode” dažādās jauniešu grupās un masu kultūra. Šīs parādības cēloņi lielā mērā sakņojas mācību satura atlasē un eksaminācijas tradīcijās, kas izveidojušās pēdējos gados. Lai veicinātu asociatīvo un tēlaino domāšanu, kā arī radošu literāro darbu uztveri, ir nepieciešams nodrošināt situāciju, lai visi skolēni pilnībā, nevis fragmentāri iepazītu nozīmīgākos (izveidotajā kanonā ietvertos) ārzemju un latviešu literatūras klasiķu un mūsdienu autoru darbus. Literatūras skolotājiem un augstskolu mācību spēkiem viens no galvenajiem uzdevumiem ir izveidot daudzveidīgu metodoloģisko pieeju klāstu literatūras interpretācijā, lai atklātu mākslas darbu daudzslāņainību un daudznozīmību, un tā veicinātu skolēnu interesi par literatūru un topošo literatūras skolotāju vēlmi izkopt savu pedagoģisko meistarību.

### Summary

Promotion of students and pupils' reading interests is one of the most important tasks set for the modern school and university because it is closely connected with serious problems that the society faces today and will have to solve also in near future. One of the most essential problems that needs urgent solution is related to the fact that young people's reading interests nowadays are much less affected by the school and they are predominantly influenced by the “reading fashion” in different youth groups and mass culture. The causes of this phenomenon are largely rooted in the selection of the teaching/learning content and the examination traditions that have recently developed. In order to promote the learners' associative and creative thinking as well as creative perception of literary works it is necessary to ensure the situation that all pupils read in full not just in fragments the most important works by foreign and Latvian literature classics as well as the works of modern authors (included in the developed canon). One of the key tasks for the teachers and university teachers of literature is to develop a repertoire of diverse methodological approaches for the interpretation of literature to discover the multi-layers and polysemy of art works and in such a way promoted the learners' interest in literature and the prospective literature teachers' willingness to refine their pedagogical proficiency.

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## PERSONAL CHANGE OF SOCIAL WORK STUDENTS THROUGH ESTABLISHING THE RELATIONSHIPS IN PROFESSIONAL PRACTICE

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***Abstract.** The article presents the results of qualitative research carried out with 53 social work students in Lithuania. The research focused on the personal change in social work students taking place during the professional practice in which students establish relationships with different participants in the practice. The use of unstructured reflection as a data collection method enabled students to remember, think over and put their practice experiences in writing. The data were analysed by applying grounded theory (Strauss & Corbin, 1990). Findings revealed that social work students differently experience the establishment of relationships in the professional practice. These experiences lead to students' professional growth and personal change. The findings provide an opportunity to deepen the knowledge about students' experiences of relationships. These new experiences can promote students' self-awareness, the change of worldviews, beliefs and values as well as adding the new trends for the analysis of goals in professional practice of social work.*

***Keywords:** client, personal change, social work, student.*

### Introduction

Social work students do not only enhance their professional competences during the practice period but they develop, change and grow as personalities. The practice constructs a new experience of interpersonal relations with different participants in the practice. During the practice students experience various emotional trials, rethink their fundamental values, identify and gain a better understanding of their strengths and weaknesses, and get to know themselves better (Litvack, Mishna & Bogo, 2010; Raudeliunaite, 2010). Thanks to such an experience in interpersonal relations, students' personal change takes place: their values, attitudes and beliefs change; they rethink their future goals.

The personal change of social work students takes place during the practice by reflection on the experience acquired and by applying it in one's personal and/or professional domain. The reflection on the experience of learning and relationships enables students to become aware of what they have gained, to get to know themselves better, to take appropriate decisions and to provide effective social assistance to clients (Urdang, 2010).

In pursuit of positive professional relationships with clients and employees and positive practice results, the importance of self-awareness and the conscious

use of self of the social worker (and the social work student) is highlighted (Neuman & Friedman, 1997; Heydt & Sherman, 2005). It was revealed that by experiencing various emotions in their relationship with clients and practice supervisors during the practice, social work students develop their self-awareness (Barlow & Hall, 2007; Litvack et al., 2010); that the experience of relationships with various social actors in the practice influencing student's personal and professional self-perception is formed (Fortune, McCarthy & Abramson, 2001; Raudeliunaite, 2010). However, it is not clear how the personal change of social work students takes place during their professional practice and how the personal change is influenced by different relationships with clients and employees.

**The aim of the study** is to describe the personal change of social work students by revealing students' subjective experiences in their professional practice.

In the article the concept of 'personal change' is described on the basis of literature review.

### **The concept of 'personal change'**

Personal change includes the reorientation of personal attitudes, worldviews, values, beliefs and ways how individuals perceive their roles in different contexts (Young, 2013). An individual's awareness and a certain disciplined commitment to self-reflection and contemplation about the values and purposes of one's life, and perception of relationships between oneself and the environment, are required for personal change to commence (Chawane, Vuuren & Roodt, 2003).

Personal change occurs by reflecting on the experience acquired when individuals transfer and adapt their new learning experience to their personal or professional life (Young, 2013). Reflection on one's learning experience enables the awareness of what has been acquired and leads to personal change (Neuman & Friedman, 1997). By reflecting on their experiences during the practice and rethinking their values and goals, social work students learn and enhance their awareness of what they have experienced by recognizing their professional and personal development – all that leads to a professional performance of higher quality (Urdang, 2010). Students' personal change occurs in the course of the practice through re-evaluation of oneself as a personality and as a future social worker: self-awareness, self-testing or self-overcoming in new troublesome situations, and the acquisition of new experience (Raudeliunaite, 2010).

The transformation of worldviews, beliefs, skills and knowledge (including personal change) is contextual; it occurs in a certain place and at a certain time because it is through the socio-cultural context that individuals continuously experience various social interactions with the people around them (Young,

2013). The organization has to create a reliable and safe learning environment ensuring psychological conditions for individuals to develop and change (Chawane et al., 2003). The practice organization of social work students, its organizational culture, and communication with the staff and clients, influence students' personal change, help them identify and perceive their personal and professional strengths and weaknesses. Facing different actors in the practice, students learn new concepts of worldview. This encounter affects students' learning as well as their personal and professional development (Litvack et al., 2010).

Personal change takes place as an inexhaustible source of change in all other fields. If an individual is not compassionate and disregards the needs of others, he/she will not be capable of effective action in a caring society (Edwards & Sen, 2000). Social workers (and social work students) themselves are like instruments in the process of social assistance; it is therefore important to know oneself well in order to construct adequate and effective social assistance relationships with clients. The personal values, attitudes and beliefs of social workers directly and indirectly affect how helpful they can be to their clients (Heydt & Sherman, 2005). Hence, a conscious use of self of the social worker (and the social work student) is appreciated in the social assistance process. The awareness of one's feelings, motives and skills as well as excellent expertise are essential for effective self-application in the provision of assistance. Good self-awareness enables the creation of effective interpersonal relationships between the social worker (or the social work student) and the client (Neuman & Friedman, 1997). The self-awareness of social work students is developed in the course of professional practice (Litvack et al., 2010). Students must be able to identify and understand their feelings, attitudes and relationships with clients in order to help them effectively (Urdang, 2010). Not only the student's professional skills and knowledge but also his/her self-awareness and self-acceptance are important in communication with clients (Reupert, 2009).

Supervision or consultation provided by practice supervisors may add to the personal change of social work students. They may act as a mirror for students by reflecting the experiences of their relationships with the clients and the staff. Self-reflection may also protect students from professional burnout and troubles in setting the boundaries of communication with clients (Urdang, 2010). The reflection and awareness of the experience acquired lead students to self-growth and new self-discovery. Self-exploration and self-reflection in communication with people enable a better perception of different personal worlds by simultaneously changing students' beliefs, views and values, and enabling their development and growth.



## Research methodology

**Research design.** In order to understand how the personal change of social work students takes place during their professional practice by revealing students' subjective experiences, a qualitative research design was applied (Creswell, 2003).

**Sample.** A targeted convenience sample was applied. The research participants comprised fifty-three final-year social-work students from one university of Applied Sciences upon completion of their long-term (3-month) professional practice.

**Methods.** *Unstructured written reflection* was applied for data collection. Reflections were put in writing upon students' return from their long-term professional practice where they worked with specific social work cases. A *grounded theory* method (Strauss & Corbin, 1990) was applied for data analysis through the use of open, axial and selective coding. The categories that derive from the collected data were constructed by means of open coding. Axial coding was used to identify the relationships between the categories formed in the stage of open coding by identifying the necessary conditions, context, strategies, interactions, intervening factors, and consequences. In the course of selective coding the core category was identified; the categories formed in the course of axial coding were integrated and the relationships with it were established.

**Ethics.** The research complied with the following principles of research ethics (Orb, Eisenhauer & Wynaden, 2001):

- autonomy – research participants had a right to express their experiences through written reflections freely and could freely decide on their participation in the research;
- beneficence – research participants were presented the research aim and purpose; the data provided inflicted no harm on research participants;
- confidentiality – no information disclosing the identity of research participants was provided; research participants were associated with certain codes;
- justice – research participants had a right to ask about the research and to receive comprehensive information; the research sought no personal benefit; it relied on the principle of justice; the information provided by research participants was analysed in full.

## Results

The core category – mutual attachment between the social work student and the client – was singled out in the analysis of experiences of relationships of social work students during their professional practice (Figure 1). The student's personal change takes place as part of this attachment. It is also influenced by the student's other relationships with different actors in the practice. It is namely

the personal change of social work students during the professional practice that is presented in the article.

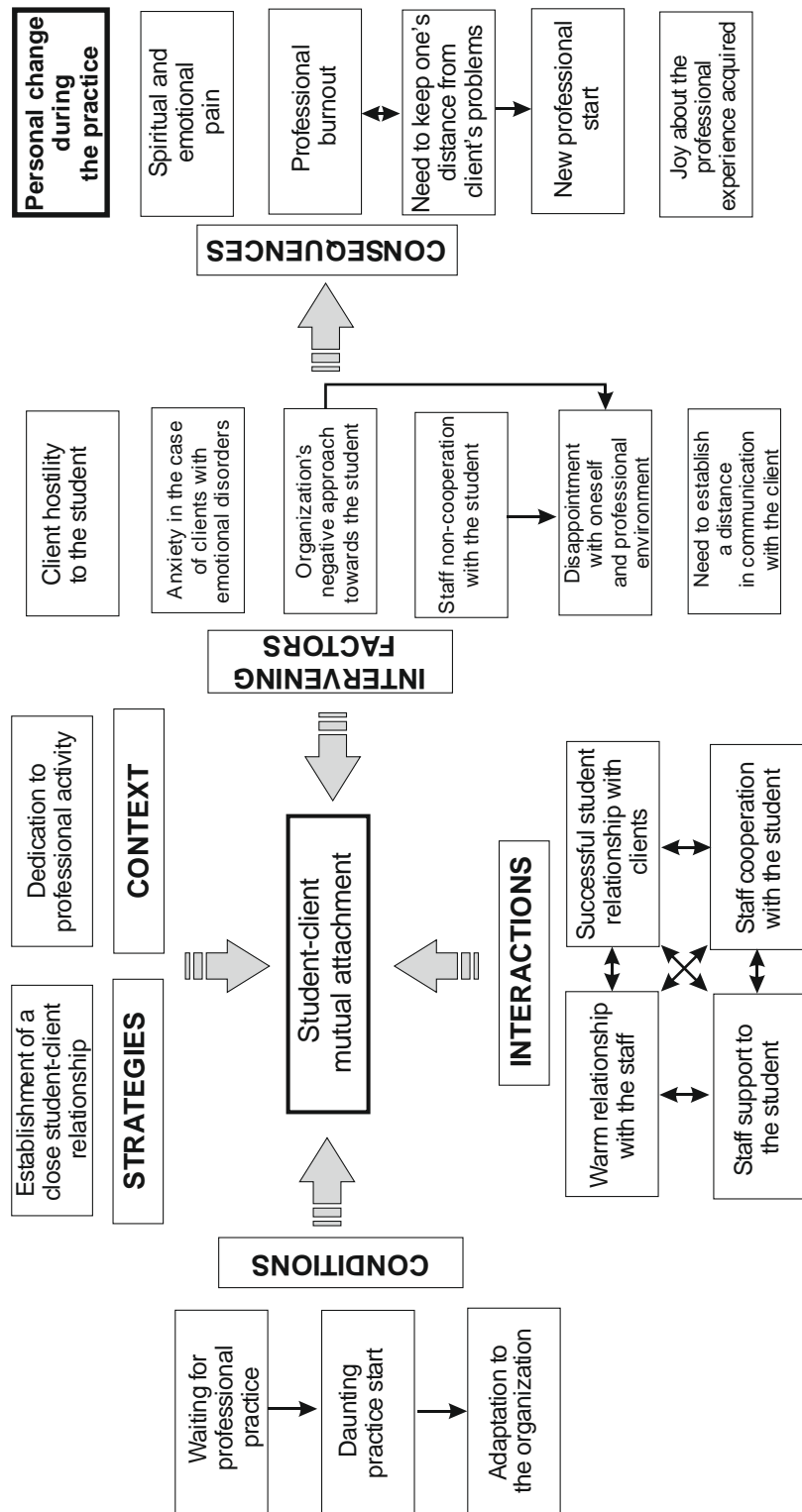


Figure 1. Personal change of social work students in professional practice through different relationships with clients and employees

Before the beginning of their professional practice social work students live through the period of waiting which manifests itself in students' anxiety, uncertainty and constant thinking about the would-be practice. A wish to improve, to try oneself and a clear understanding what client group they wish to work with, what they are interested in, what learning experience they wish to acquire, ease the period of waiting for the practice. Such a conscious reflection on one's potential experience helps students understand their wishes and goals better.

Students gradually adapt to the practice organization and become a part of it: *"once I reoriented myself and adjusted to the rules and order, I became a full member of the staff"* (R11). Students get to know the organization's staff and clients and start *"feeling how the work actually takes place in the organization"* (R1). The unease and uncertainty about the future activity felt at the beginning of the practice disappear, and clarity ensues about the tasks and duties students will have to perform. They gradually acquire the confidence of the staff and the clients. Successful adaptation to the organization enables students to create warm and friendly relations both with the staff and the clients. A student becomes *"sort of an insider among them"* (R42).

When students establish close and confidence-based relations with their clients, their mutual attachment is gradually constructed. The new attachment experience influences students' personal and professional growth. Clients tend to open up to students to a greater extent; they tell students about their life and problems. This creates more opportunities for students to understand their clients better. The knowledge expands students' understanding about the individuals having gone through sorrowful experiences; it enables them to identify their attitudes and beliefs and rethink their current values. Students find out their personal properties necessary for communication with clients:

*"the communication with the visitors of the centre requires knowledge as well as such personal qualities as discipline, for example, if you promise to pay a visit on a certain day, you must come if you wish to maintain the respect and confidence you have gained"* (R24).

Students are not always successful in establishing warm relations with their clients. At the beginning of the practice clients do not trust students and communicate with them cautiously; they tell little about themselves and their problems. Students may even face violence from their clients. Under such circumstances students realize that they can also encounter dangerous situations in social work:

*"while doing my practice, I actually realized why social work is assigned to dangerous professions. Somehow I did not understand what can be dangerous and difficult about it while studying. But after I myself faced violence from the children in foster care, I fully realized what it was all about"* (R42).

While communicating with clients suffering from emotional disorders, students may be influenced by certain stereotypes:

*“I was so scared on my first contact with the client when I had to enter into a conversation with him. It was mostly due to my small store of knowledge on mental hospitals and various movies featuring people in straitjackets, unpredictable, savage and held in solitary confinement”* (R5).

The encounter with such clients helps students identify and change their worldviews and beliefs, whereas the self-testing in new situations enables students to know themselves better: *“it was very interesting to try myself in the sphere I have never tried before”* (R20).

Students’ personal change is also influenced by their relationships with the staff. Friendly relations between the student and the staff, with support and cooperation provided by the staff, help students take up their professional activity successfully and add to students’ personal growth. The staff encourage students to focus on the achievement of their professional goals, help them not to give up in the face of initial difficulties and encourage them to be more self-confident:

*“throughout my whole life I have been very self-critical. Whatever I do, I always think I could do it better. My practice supervisor and the head of the institution noticed such a character quality of mine and advised me to trust myself more because I placed too high demands on myself. Taking into account the observations of other people and those of my own, I will try to develop greater self-confidence in the future”* (R12).

However, hostile relations may also evolve between the students and the staff:

*“for some reason we did not feel ‘affection’ and sympathy towards each other from the very beginning, and the relationship was not established. Even though, to say it vividly, we as if were in the same boat but at its different ends and preoccupied with our own concerns”* (R42).

The staff may ignore students: *“if you are a student, you don’t deserve to be greeted”* (R26). They may be uncooperative with respect to students, not share their experience and not provide any support. Hostile relations with the staff make students’ learning and professional improvement more troublesome. Students start feeling disappointment with their professional environment and with themselves.

Students can suffer professional burnout during the practice. This manifests itself by confusion in the student’s thinking as well as his/her values. Fear about one’s professional activity and a sense of low self-esteem emerge. Students start feeling a continuous tension and an emotional collapse: *“there were moments when I used to come back home and all I wanted was to cry and quit everything”* (R45). Nevertheless, such an experience makes a profound contribution to the student’s personal change. Students realize that it is necessary to create a certain distance from clients’ problems, to learn not to bring those problems home, and that it is important *“to work much with myself to be able do it”* (R9). To avoid professional burnout, students realize that they need to change their approach.

They gradually accept the fact that they are not capable of solving all the problems of their clients.

By reflecting on their experience, students realize that the practice enabled them to give sense to their lives. The practice helped them become stronger internally:

*“earlier I used to be very sensitive about the children whose life went in the wrong direction (alcoholic parents who do not take care about their children; messy children belonging to a social risk group) but the practice made me stronger on the interior” (R6).*

Students see their failures or mistakes in a positive light, believing that the failures and mistakes also contribute to their personal development:

*“mistakes, as well, could not be avoided but I am convinced that they only made me stronger as a personality and showed more clearly that there is no limit to perfection, and if you want to work with clients, first of all, you have to learn to work with yourself” (R29).*

The experience of different relationships in the practice allowed students to see themselves in a new light, to identify their strengths and weaknesses, to rethink their values, worldviews and beliefs; to realize their future goals, and to decide upon their professional choices.

## **Discussion**

Social work students' personal change is influenced by the various social interactions during their practice. Students construct new experiences of interpersonal relationships with different actors in the practice. They become attached to their clients and undergo various experiences. A new experience of interpersonal relations gained during the practice enables students to take a look at themselves and their professional environment and to decide on their professional choice. Students' personal change manifested itself through increased self-awareness, the rethinking of one's values, the discovery of a new self and the analysis of the profession selected.

The relationship between social work students and clients, and the students' knowledge of clients' lives, provide an opportunity for students to rethink their values and beliefs (Barlow & Hall, 2007; Litvack et al., 2010). Student-client relationships influence increased self-awareness of students as future social work specialists. The research results revealed that an open confidence-based relationship with clients enables students to identify their strengths and weaknesses. Close communication with clients helps students to know and understand better the lives of people who have lived through hurtful experiences. It changes students' worldviews, their perception about clients, their way of thinking and their values.

The relationship between the social work students and the practice supervisor during the practice influences their professional self-awareness,

which is the basis for their professional self-identification (Raudeliunaite, 2010). Practice supervisors who rely on the “strengths perspective” in communication encourage students to identify their strengths and rely on them. Practice supervisors who share their experience, provide emotional support to students, give pieces of advice and encourage by simultaneously maintaining professional boundaries in communication with students, contribute to students’ understanding of the selected profession of social work (Litvack et al., 2010). The research results revealed that the relationship with practice supervisors affects students’ personal and professional development. The practice supervisor is seen as the key figure permitting students to reflect on their feelings and experiences. His/her consulting and feedback enable students to reflect on their learning experience and to know themselves better: to identify and accept their feelings, thoughts and experiences. Therefore, we can see a great need of supervision of social work practice for students.

Personal change and personal development are remarkably influenced by the culture of the organization in which the person is based (Chawane et al., 2003). In the course of the practice social work students communicate with both practice supervisors and other employees. When the relations with the staff are friendly and warm and communication takes place, a safe learning environment in the organization is created. If students sense hostility and non-cooperation from the staff, it causes them to have negative feelings and affects their personal life. Students experience feelings of low self-esteem and disappointment with their professional environment (Litvack et al., 2010). The research revealed that even a negative experience of relations with clients, practice supervisors or other staff of the organization makes students grow internally. Problem situations and encounters with the hostility of clients or employees during the practice enable students to get to know the peculiar characteristics of their profession. They learn from this experience, thus understanding themselves better. The reflection on the experience acquired enables students to identify both their professional and personal improvement. It may contribute to more effective professional performance in the future.

### **Conclusions**

Social work students’ personal change is influenced by their experience of interpersonal relations constructed during the professional practice. Different relationships with clients and an organization’s employees are a valuable experience for students. This experience helps them acquire the awareness of their learning, rethink their future goals and get to know themselves better as personalities and as future professionals of social work. Such experiences determine the changes in students’ values, beliefs, attitudes and worldviews. The creation of new interpersonal relations with different actors in the practice contributes to students’ personal and professional growth.

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## DARBA TIRGUS PIEPRASĪJUMS UN KARJERAS IZVĒLE JŪRNICĪBĀ LATVIJĀ

### *Maritime Labor Market Demand and Career Path an Latvia*

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**Abstract.** *Seafaring profession has traditionally been considered a romantic profession among young people, but in today's labour market has dramatically changed priorities of career choices. At present, the maritime industry has more than 40 thousand vacancies, in addition to the growing trend - the shipping officers with University level are particularly difficult to recruit for crew shipping companies.*

*The methodology: an analysis of policy documents, statistical data analysis, a secondary analysis of previous research, database analysis, surveys. The motives of choosing profession of young people were determined by economical (good salary, possibility to maintain family welfare, career possibilities and etc.), social (wish to acquire education, seafarers are valuated as specialists, and etc.) and psychological (seafarer's work seemed to be very interesting, dream to become a captain, and etc.) factors. Both external and internal factors predetermine the choice of seafarer's profession.*

*The conclusion can be done that maritime education and training institutions have to explain young people all merits of maritime profession and show possibility for them to find emotional attractiveness and realization of their interests if they choose maritime professions.*

**Keywords:** *maritime, employment, career path, higher education.*

### **Ievads**

#### **Introduction**

Jūrnieka profesija tradicionāli tiek uzskatīta par romantisku profesiju un piemērotu jauniešiem, taču mūsdienās darba tirgus prioritātes un vērtības ir dramatiski mainījušās un tas ietekmē jūrniecības profesiju izvēli. Latvijai ir senas jūrniecības tradīcijas, kā arī jūrskolu pieredze, taču mūsdienu globālā darba tirgus kontekstā ir saskatāmas tendences vērtību izmaiņās. Jūrnieka profesijas izvēles motivācijas faktori un valsts politikas pamatnostādnes nozares attīstībā ir mainījuši sabiedrības attieksmi pret jūrniecības profesijām.

Pēc BIMCO<sup>1</sup>/ISF<sup>2</sup> 2010.gada statistikas datiem, pasaulē vismaz 1,3 milj. iedzīvotāju ir nodarbināti jūrniecības nozarē, tai skaitā, vismaz 624'000 virsnieku un 747'000 jūrnieku (BIMCO/ISF, 2010). Taču straujā pasaules ekonomikas un dažādu industriju attīstība pieprasa aizvien palielināt jūras transporta pakalpojumu kapacitāti, tādējādi turpat tiek norādīts, ka tirdzniecības flotei ir vajadzīgi vēl vismaz 637'000 virsnieki, lai nosegtu darba tirgus

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<sup>1</sup>Baltic and International Maritime Council

<sup>2</sup>International Shipping, Federation



pieprasījumu. Starptautiskā Jūrniecības Organizācija (IMO<sup>3</sup>) monitorē situāciju jūrniecības darba tirgū un iniciē proaktīvus pasākumus, lai identificētu cēloņus, kas ietekmē darba tirgus svārstības, kā arī izstrādā normatīvo regulējumu un politikas situācijas uzlabošanai. Tā 2008.gada IMO izsludinātā kampaņa “Go to sea” ir paredzēta tieši jauniešu piesaistei jūrnieka un it īpaši jūras virsnieka profesijai (IMO, 2008). Pēdējo 50 gadu laikā zinātniskajā vidē visā pasaulē tiek intensīvi pētīts jūrniecības nozares darba tirgus, jo intensīva nozares attīstība un situācijas mainība attiecībās starp darbaspēka piedāvājumu un pieprasījumu ir izcēlušies nekontrolējama pieprasījuma pieaugumu pēc jauniem darbaspēka resursiem.

Pētījuma mērķis ir apkopot iepriekšējo pieredzi jūrniecības darba tirgus prognozēšanas pieredzē, identificēt motivējošos faktorus jūrnieka profesijas izvēlei un sniegt ieteikumus profesionālās izglītības iestādēm, kuras izglīto kuģu vadītājus, kā piesaistīt vairāk studējošo un kā uzlabot profesijas atpazīstamību jauniešu vidū. Autors veica dokumentu izpēti, iepriekšējo publikāciju apskatu par izvēlēto tēmu, datu apstrādi un studējošo aptauju. Secinājumos tiek izteikta jūrniecības nozares izglītības nozīme valsts tautsaimniecības labklājības attīstībā un nepieciešamība paplašināt izglītības iestāžu karjeras izglītības programmas par indivīda profesionālo attīstību ilgtermiņā. Izvērtējot motivācijas faktorus, ir jāspēj radīt balansu emocionālo un racionālo interešu īstenošanai, izvēloties un apgūstot jūras virsnieka profesiju.

### **Problēmas teorētiskais pamatojums** *Theoretical background of the problem*

Hronoloģiski par pirmo pētījumu darbaspēka pieprasījumu jūrniecībā tiek uzskatīts Morebija un Springetta darbs „Kritiskie līmeņi” (*Critical Levels*) (Moreby, Springett, 1990). Drīz pēc tam nāca klajā arī Varvikas universitātes pētījums, sadarbībā ar ISF un BIMCO ziņojumiem. 2009.gadā tika publicēts ECORYS pētījums par kuģu skaita pieprasījumu, bāzējoties uz kravu prognozi un kuģu izmēru palielinājumu, kas varētu negatīvi atsaukties uz vidējā ranga jūrnieku nodarbinātības pieprasījumu.

Savukārt vadoties no britu institūciju Lloyd's Register, QuinetiQ un Stratčlides universitātes 2013.gada aprīļa ziņojuma „*Global Marine Trends 2030*”, jūras pārvadājumu apjoms 2030.gadā pieaugs līdz 19 - 24 milj. tonnām. Mitrusi savā rakstā „Jūrnieku nodarbinātība ES kontekstā: izaicinājumi un iespējas” (Mitroussi, 2008) pēta problēmas, kurām ir negatīva ietekme uz ES jūrnieku nodarbinātību. Raksta „Pasaules jūrniecības nodarbinātības aprēķinu metodika” autori Li un Vonhams (Li, Wonham, 1999) piedāvā metodi, ar kuru novērtēt jūrniecības darba tirgu visā pasaulē. Lai arī šie raksti iztirzā jautājumus par nodarbinātību, tie neapskata jūrniecības profesionālās izglītības ieguldījumu darba tirgus pieprasījuma apmierināšanai.

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<sup>3</sup>International Maritime Organisation

**Darba tirgus pieprasījuma prognozēšanas metodikas**  
*Methodology of labour market demand forecasting*

Lai izprastu darba tirgus mainīgās svārstības, raksta autors ir pētījis indikatorus, kas ietekmē jūrniecības nozari (Wu, Winchester, 2005; Sornn, Friese, Hansen, 2005; Shinohara, 2010; Pettit, 2005; Guļāns, 1999; Corres, 2007; Benito, 2005; Belcher, Sampson, Thomas, Veiga, Zhao, 2003; Bailey, 1991; Alderton, Winchester, 2006). Savukārt izmērot to ietekmi un regulāri monitorējot statistiku par nozari, tiek izstrādātas dažādas metodikas darba tirgus prognozēšanai. Tradicionāli tiek apkopoti visu pasaules valstu jūras administrāciju Jūrnieku reģistra dati par spēkā esošajiem sertifikātiem, to derīgumu termiņiem, atkārtotu sertificēšanu, kā to nosaka reglamentēto profesiju regulējumi. Tomēr tas negarantē 100% statistikas datu ticamību, jo sertificētais jūras virsnieks var arī nebūt nodarbināts uz doto brīdi. Arī Eiropas Komisijas 2011.gada ziņojumā par jūrniecības darbaspēka konkurētspēju, mobilitāti un politiku (EC, 2011a; 2011b) ir atzīmēts, ka pastāv daudz “balto” laukumu, t.i., nav pieejami pilnīgi dati par visām ES valstīm, kas, protams, nedod statistiski korektu ainu, bet iezīmē tendenci.

Nesamērību darbaspēka pieprasījuma prognozēs ievieš jauni notikumi, kam ir būtiska ietekme uz jūrniecības nozari (1.att.), piemēram, finanšu sektora investīciju barometra svārstības, kas savukārt aktivizē vai bremsē kuģubūvju industriju; kuģu reģistrēšana zem citu valstu karogiem, kas piedāvā pievilcīgāku nodokļu politiku; tehnoloģiju un inovāciju ienākšana darba devēja arsenālā, kas savukārt ļauj samazināt vidējā ranga un mazkvalificētā darbaspēka pieprasījumu (Wagtmann, Poulsen, 2009).



**1.attēls. Jūrniecības darba tirgu ietekmējošie faktori**

*Fig.1. Factors influencing maritime labour market*

*Avots: Dienviddānijas universitāte, M.A.Wagtmann, R.T.Poulsen (2009)*

Globalizācijas laikmetā strauji pieaug produkcijas ražošanas un tirdzniecības jaudas. Kā Martins Stopfords (Stopford, 2008) savā grāmatā “Maritime Economics” atzīmē, ka kopš 1960-tajiem gadiem līdz mūsdienām ir pieaudzis tirdzniecības apjoms no 0,5 līdz 3.0 triljoniem kargo tonnu jūdzēm. Lai gan kuģu īpašnieki ir daudzējādi uzlabojuši darba plūsmu automatizāciju, tomēr, pēc autora domām, šis indikators var būt viens no prognozējamākiem mērījumiem, sastādot darba tirgus pieprasījuma prognozi. Papildu Stopfords norāda, ka kuģu īpašnieku prakse, reģistrēt kuģus zem trešo valstu karogiem, padara necaurspīdīgu OECD<sup>4</sup> valstu darbaspēka kustību, plaši izmantojot arī trešo valstu jūrniekus (Āzija, Austrumeiropa, Ukraina, Krievija). Bieži vien kuģu īpašnieki ir norobežojušies no rekrutēšanas un koncentrējas uz ieguvumiem no kuģa reģistrācijas, bet kuģa komandu komplektē tās ieinteresētās puses, kam rūp pieņemt darbā zemo izmaksu darbaspēku (Mitroussi, 2004). Rezultātā ir OECD valstu darba spēka neapmierinātība ar nodarbinātības situāciju, par ¾ samazināto darba samaksu, salīdzinot 1999.gada ar 1992.gada līmeni (Bloor, Thomas, Lane, 2000), domstarpības ar arodbiedrībām. Mitroussi (Mitroussi, 2008) uzsver, ka tirdzniecības flotes virsnieku kompetence, nodarbinātība un aktivitāte vistiešākajā veidā ietekmē ne tikai transporta pakalpojumus jūrā, bet arī ostu, kuģu būvētavu, jahtu un tūrisma attīstību, kā arī izglītības vadību, iesaistoties mācību procesā augstskolā, arodskolās, vadot praksi jūrā, lasot lekcijas u.c..

Jūrnieku darba tirgus prognozēšanai nav vienotas pieejas. Pārsvārā tiek matemātiski aprēķināti divi galvenie rādītāji, kas no vienas puses sastāv no pieprasījuma – globālie dati par jūrā esošiem un kuģu būvētavās topošajiem kuģiem, sasummējot kuģu tipus, ietilpību, jaudu un atbilstoši nepieciešamo apkalpes apjomu, un, no otras puses no piedāvājuma – dati no visu valstu jūras administrāciju Jūrnieku reģistriem, izglītības iestāžu absolventiem, kruinga kompāniju aptaujām un citiem datiem, kas varētu sniegt pilnīgāku informāciju par darbaspēka pieejamību uz doto periodu (Glen, 2008).

### **Darba tirgus piedāvājuma analīze** *The analysis of labour market supply*

Lai gūtu pilnu ainu par jūrniecības darbaspēka apriti, ir jāņem vērā ne tikai nodarbināto skaits konkrētā laika posmā, bet arī tie regulējumi, kas nosaka profesionālo kvalifikāciju starptautiskām prasībām, gan darbaspēju vecumu, gan motivāciju doties jūrā vai rotēt uz radniecīgu profesiju krastā. Taču galvenais atskaites punkts ir mācību procesu apguvušie profesionālās arodizglītības, virsnieki ar augstāko izglītību, profesionālās tālākizglītības sertificētie profesionāļi. Papildu jāņem vērā nozares profesionālā specifika, ka nodarbināšanas akcija ir kampaņveida (pool), kad tiek apzināti tie resursi, kuri nav jūrā un ir gatavi turpināt darbu citā komandā.

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<sup>4</sup>Organisation for Economic Co-operation and Development

Statistika par aktuālo jūrnieku un jūras virsnieku skaitu balstās uz BIMCO datu bāzēm, kas izsniedz STCW<sup>5</sup> sertifikātus. Ja jūrnieku skaits tirdzniecības flotei ir sabalansēts, tad virsnieki ar augstāko izglītību vēl ilgu laiku nebūs pietiekošā skaitā. IMO signalizē par to, ka jaunā paaudze ne labprāt izvēlas profesionālo karjeru jūrā, lai gan vēsturiski nozarei bijusi stabilas un prestižas profesijas tēls (Magramo, Gellada, 2009).

Dānijas jūras fonds (Den Danske Maritime Fond) rekomendē pastiprināt starptautisku organizāciju pilnvaras, lai reorganizētu starptautiskos regulējumus, piemēram, kuģu reģistrāciju zem trešo valstu karogiem; palielināt darba tiesību regulēšanas instrumentu nozīmi u.c. pasākumus, kas nodrošinātu vienotu informācijas plūsmu par darba tirgu jūrniecībā (Wagtmann, Poulsen, 2009).

### **Latvijas jūrniecības darba tirgus** *Latvian Maritime labour market*

Latvijas jūrniecības darba tirgus piedāvājums ir maz pētīts, tomēr jāatzīmē Latvijas jūras administrācijas veiktos statistikas datu pētījumus par Jūrnieku reģistra un jūrniecības izglītības iestāžu datiem (Gailītis, Jansen, 2012; Gailītis, 2013; Gailītis, Fjodorova, 2014). Šo pētījumu pievienotā vērtība pētniecības jautājuma atrisinājumam ir detalizēta reģistrēto jūrnieku un virsnieku statistikas datu analīze un to korelācija ar profesionālās izglītības iestāžu reflektantu un absolventu datiem. Autori apraksta aktuālo jūras profesiju pārstāvju profilu, kas atspoguļo kopējos datus par izglītības/sertifikācijas līmeni, vecuma struktūru un novecošanas tendences datiem profesiju griezumā, kā arī parāda aktuālo situāciju par tiem profesionāļiem, kas izstāsies no darba tirgus vai atrodas neaktīvā statusā (Gailītis, Fjodorova, 2014).

Starptautiskajā darba tirgū Latvijā izglītotie jūras virsnieki ir pieprasīti, savukārt pieprasījums Latvijā pēc ierindas jūrniekiem samazinās. Līdz ar to jūrniecības izglītības pārstrukturēšana atbilstoši darba tirgus vajadzībām, palielinot jūras virsnieku īpatsvaru un ceļot izglītības kvalitāti, t.sk., uzlabojot apmācības tehnisko nodrošinājumu, dos vairākus ieguvumus: (1) jūras transports un ar to saistītās nozares tiks nodrošinātas ar kvalificētu nacionālo darbaspēku, (2) absolventi tiks nodrošināti ar izglītību specialitātēs, pēc kurām darba tirgū ir pieprasījums, (3) strādājot citu valstu flotēs, pastiprināsies Latvijas kā jūras valsts atpazīstama un tiks nodrošināta nopelnītās naudas atgriešanās Latvijā, uzturot ģimenes.

Aktuālo nodarbināto skaitu jūrniecības nozarē var iegūt no Latvijas jūras administrācijas Jūrnieku reģistra datiem (1.tab.).

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<sup>5</sup>Standards of Training, Certification and Watchkeeping for Seafarers

**1.tabula. Jūrnieku skaits un darba tirgus struktūra Latvijā (2013)**  
**Table 1. The number of seafarers and labor market structure in Latvia (2013)**

<b>Kopējais skaits</b>	<b>13 015</b>
1. Tirdzniecības flotē nodarbinātie:	12 030
1.1. Kuģa klāja nodaļa	5730
Virsnieki	2600
Jūrnieki	3130
1.2. Mehānikas nodaļa	4885
Virsnieki	3045
Jūrnieki	1840
1.3. Ēdināšanaunapkalpošanaspersonāls	1415
2. Iekšējos ūdeņos un zvejniecībā nodarbinātie	985

*Avots: Latvijas jūras administrācijas Jūrnieku reģistra dati (Gailītis, Fjodorova, 2014)*

Par bāzi tiek ņemts to jūrnieku skaits, kuri ir ieguvuši profesionālo izglītību un ir saņēmuši par kvalifikācijas iegūšanu attiecīgo sertifikācijas dokumentu, kura derīguma termiņš vēl nav beidzies. Ik pēc pieciem gadiem ir jāapmeklē profesionālie mācību kursi un jāveic resertifikācijas procedūra. Līdz ar to šie reģistra dati nedod pilnu ainu par reāli nodarbināto skaitu, jo apmēram 10% jūrnieku tiek rekrutēti, izmantojot ārzemju kruinga kompāniju pakalpojumus, neinformējot valsti, kā arī ir noteikts to jūrnieku skaits, kuri neiet jūrā vai mainījuši profesiju, kaut gan sertifikāta derīguma termiņš vēl nav beidzies. Tomēr ņemot Latvijas jūras administrācijas darba pieredzi darba tirgus monitorēšanā, dati ir tuvu reālajai situācijai valstī.

### **Latvijas jūras akadēmijas studentu profesijas izvēles motivatori** ***Latvian Maritime Academy students' motives for choice of profession***

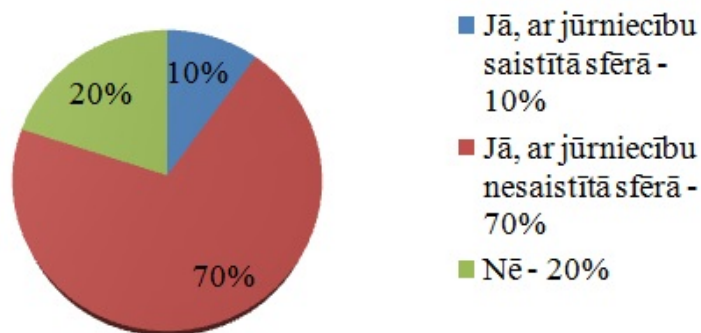
Pētījuma mērķis ir radīt izpratni par stāvokli jūrniecības nozarē gan izglītības iestādēm, gan uzņēmumiem, kas veic darbā iekārtošanas pakalpojumus, gan aktīvajiem jūrniekiem, gan potenciālajiem jūrnieku profesiju pārstāvjiem, kuri pagaidām darbu jūrniecības nozarē vai nu apvieno ar darbu jūrā, vai veic to praktikanta statusā. Šobrīd par aktuālāko būtu uzskatāma jaunas un objektīvas informācijas trūkuma problēma jaunatnes vidū par nozares attīstības tendencēm, iespējām un problēmām.

Pētot jauniešu nodarbinātības aspektus saistībā ar jūrniecības nozari, tika veikta jūrniecības sfērā ieinteresētu jauniešu anketēšana, lai noskaidrotu Latvijas Jūras akadēmijas (LJA) esošo un topošo studentu viedokli par izvēlēto nākotnes profesiju. No 2012.-2014.gadam aptaujāti 700 LJA studenti un 700 interesenti, kuri vēlētos studēt LJA. Studentu izvēle tika saskaņota ar mācību programmām, nodarbību grafiku un praksi jūrā. Respondentu izvēle aptver visas specialitātes un visus kursus – gan bakalaurus, gan maģistra līmeņa studijas. Anketas tika aizpildītas gan tiešsaistē, gan klātienē, anketējot izstādē „Skola 2013” un „Skola

2014” Ķīpsalas izstāžu kompleksā, LJA pasākumos – Atvērto durvju dienas, Ēnu dienas, konkursa „Enkurs” laikā, reflektantu dokumentu iesniegšanas laikā.

**1) Vai pirms iestāšanās LJA esat strādājis?**

Vairums LJA student savas darba attiecības ir nodibinājuši ar jurniecību nesaistītā sfērā. Grafikā proporcionāli tiek atspoguļotas sniegtās respondentu atbildes (2.att.).



**2.attēls. LJA studentu nodarbinātība nozarē pirms studiju uzsākšanas**  
**Fig.2. LMA students' employment in the sector before the start of the course**

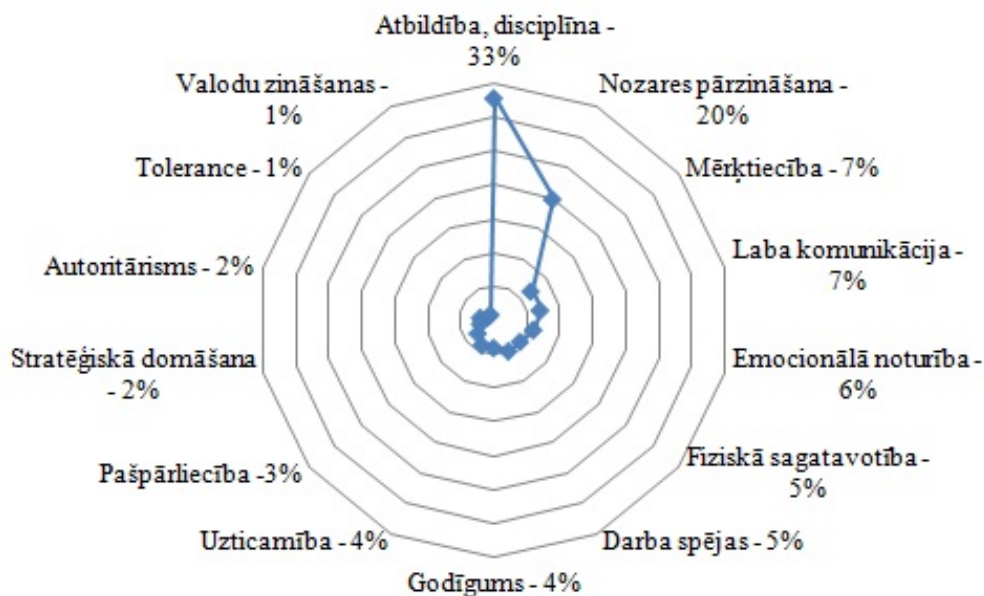
*Avots: Aptauju dati no autora pētījuma*

*Secinājums:* Jaunietim, kuram nav konkrētas ar jurniecību saistītas profesijas, nav profesionālās kvalifikācijas kā reglamentētās profesijas pārstāvim, pirms studiju uzsākšanas ir apgrūtināta darba atrašana potenciālajā specialitātē tieši jurniecībā. Tātad iepriekšējā darba pieredze nav noteicošais faktors studiju novirziena izvēlē jurniecības specialitātēs.

**2) Kādām īpašībām ir jābūt apveltītam cilvēkam, kurš strādā jurniecības sfērā?**

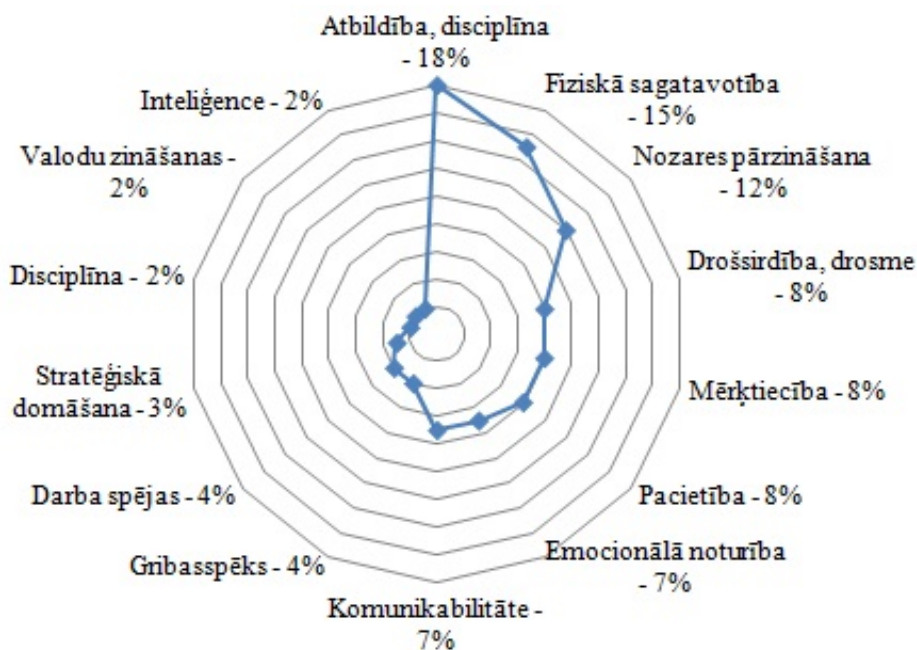
Studenti (3.att.) un potenciālie studētgrībētāji (4.att.) kā svarīgākās īpašības jurniecībā nodarbinātai personai norāda atbildību un disciplīnas ievērošanu. Kā svarīgu faktoru aptaujātie norāda arī to, ka personai, izvēloties šo profesiju, ir jābūt jau iepriekš pietiekoši informētai par nozari reglamentējošajām prasībām.

*Secinājums:* Studenti, kuri jau ir iepazinušies ar jurniecības profesijas niansēm, izvirza divas raktura īpašības – prasmi būt atbildīgam par savām darbībām, disciplīnas ievērošanu (33 %) un nepieciešamību pārzināt nozari reglamentējošās normas (20%), savukārt potenciālie studenti, kuri vēl nav iesaistījušies darba attiecībās jurniecības nozarē, šīs īpašības par svarīgām ir atzinuši attiecīgi 18% un 12% apjomā. Potenciālie studenti būtiski augstāk vērtē fizisko sagatavotību un drosmi. Pētījuma ietvaros par negaidītu rādītāju var uzskatīt abu grupu studenti ļoti zemu novērtēto svešvalodu prasmi.



3.attēls. LJA studējošo atbildes par jūrnieka profesijai nepieciešamajām dotībām  
 Fig.3. LMA students' answers about the seafarer profession necessary abilities.

Avots: Aptauju dati no autora pētījuma



4.attēls. Potenciālo reflektantu atbildes par jūrnieka profesijai nepieciešamajām dotībām

Fig.4. Potential students' answers about the seafarer profession necessary abilities

Avots: Aptauju dati no autora pētījuma

### 3) Kas ir pozitīvs motivators izvēlei strādāt jūrniecības sfērā?

Potenciālie studenti savās atbildēs ar pārliecinošu pārsvaru ir akcentējuši atalgojumu kā galveno motivējošo argumentu darbam jūrniecības nozarē. Otrajā vietā ierindojas iespējas darbu apvienot ar ceļošanu.

*Secinājums:* Materiālais stimuls mūsdienu patērētāju sabiedrībā ir kļuvis par noteicošo faktoru apgūstamās profesijas un potenciālā darba izvēlē. Tādi kritēriji kā romantika, darba prestižs vai citi motivatori, kas norādīti grafikā, tiek uzskatīti par daudz mazāk nozīmīgiem.

#### **4) *Kas ir negatīvs, strādājot žurniecības sfērā?***

Pārlicinošs vairākums potenciālo studentu kā visnegatīvāko pazīmi darbam žurniecības nozarē norādījuši ilgstošo prombūtni reisā, kad ir liegta saskarsme ar tuviniekiem. Salīdzinoši neliels īpatsvars ir norādei par profesijas bīstamību tieši saistībā ar veselības iespējamajām problēmām. Daļa studējošo pazīmi „veselības problēmas” ir norādījuši bez pastiprinošā jēdziena – „bīstami”. Neliela daļa aptaujāto potenciālo studentu tieši labu fizisko formu ir atzinuši par vienu no pozitīvajām pazīmēm saistībā ar nodarbinātību žurniecības nozarē, kad citi min smagu fizisku darbu kā demotivatoru profesijas izvēlei.

*Secinājums:* Skolu jaunieši savās atbildēs sniedz diametrāli pretējus viedokļus – nav viennozīmīgas izpratnes par to, kas ir pozitīvs vai negatīvs kritērijs saistībā ar nodarbinātību kādā no žurniecības profesijām.

#### **5) *Kā vislabāk atrast darbu pēc LJA absolvēšanas?***

Pētījuma autors veica studentu un potenciālo LJA studentu aptauju par iespējām darba tirgū žurniecībā un kur tiek dota priekšroka meklēt pirmo darbavietu.

*Secinājums:* Vairums respondentu par vislabākās darba iegūšanas iespējām pēc studiju pabeigšanas un patstāvīgo darba gaitu uzsākšanas, uzskata darba tiesisko attiecību nodibināšanu tieši savā prakses vietā (54%). Kā nākamo iespējami labāko variantu abas respondentu grupas ir norādījušas darba meklēšanas/ atrašanas iespējas, izmantojot korporatīvās attiecības (25%). Attiecībā uz karjeras centru sniegtajiem pakalpojumiem lielāku ieinteresētību ir norādījuši respondenti, kuri vēl tikai apsver studiju iespējas LJA, bet no studējošiem tikai 4% respondentu interesēsies par darba iespējām karjeras centros, dodot priekšroku informācijas meklēšanai internetā (15%).

### **Secinājumi Conclusions**

1. Žurniecības nozares lielākais izaicinājums ir sabalansēt darba tirgus kuģu virsnieku pieprasījumu ar specializēto mācību piedāvājumu. Izprotot globalizācijas tendences nākotnes attīstībai žurniecības nozarē dažādos reģionos, cilvēkkapitāla un izglītības profesionāļi var savlaicīgi prognozēt darbaspēka izglītības un mobilitātes aktivitātes.
2. Lai piesaistītu vairāk jauniešu šī profesijas izvēlei, tiek pētīti motivējošie faktori karjeras plānošanai. Kā svarīgākie motivatori tiek izvirzīti ekonomiskie faktori – augsts atalgojums, iespēja uzturēt ģimeni, karjeras izaugsme. Ne mazāk svarīgi ir sociālie aspekti – žurnieku profesijas



- prestīžs, sabiedrības novērtējums, atbildīgs darbs, ģimenes un draugu atbalsts par šādas profesijas izvēli.
3. Kā trešā motivācijas faktoru kategorija tiek izcelti psiholoģiskie aspekti – jūrnieka profesija vēl aizvien nav zaudējusi romantisku un bērnības sapņu piepildījuma nokrāsu, ceļojumu alku piepildījumu. Ja karjeras plānošanas aktivitātes tiek virzītas uz emocionālo piesaisti un personisko interešu īstenošanu, tad jūrniecības specialitāšu izvēlei ir plašas iespējas, tai skaitā arī sievietēm.
  4. Analizējot demotivējošus faktorus (smags fizisks darbs, ilgstoša prombūtne no mājām, nav interneta u.c.), jāizceļ laika gaitā mainījušies darba apstākļi, sociālais nodrošinājums un augsta līmeņa tehnoloģiju pielietošana ikdienā jūrā un krasta profesijās.

### Summary

Seafaring profession has traditionally been considered a romantic profession among young people, but in today's labour market has dramatically changed priorities of career choices. At present, the maritime industry has more than 40 thousand vacancies, in addition to the growing trend - the shipping officers with University level are particularly difficult to recruit for crew shipping companies.

The methodology: an analysis of policy documents, statistical data analysis, a secondary analysis of previous research, database analysis, surveys. The motives of choosing profession of young people were determined by economical (good salary, possibility to maintain family welfare, career possibilities and etc.), social (wish to acquire education, seafarers are valued as specialists, and etc.) and psychological (seafarer's work seemed to be very interesting, dream to become a captain, and etc.) factors. Both external and internal factors predetermine the choice of seafarer's profession.

The conclusion can be done that maritime education and training institutions have to explain young people all merits of maritime profession and show possibility for them to find emotional attractiveness and realization of their interests if they choose maritime professions. Regarding on research about the factors of demotivation to choose maritime profession (heavy physical work, prolonged absences from home, no internet, etc.), conclusions highlighted the changed working conditions, social security and a high level of technology in every day life of professions at sea and the coast.

**Keywords:** maritime, employment, career path, higher education.

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## ТВОРЧЕСТВО КАК УСЛОВИЕ ДОСТИЖЕНИЯ ЭФФЕКТИВНОГО ВЫСШЕГО ОБРАЗОВАНИЯ ПРИ ПОДГОТОВКЕ СПЕЦИАЛИСТОВ ПО МАРКЕТИНГУ (ОПЫТ И ПРОБЛЕМЫ)

### *Creativity as a Condition for Achieving an Effective Higher Education Marketing Specialists Upbringing (Experience and Problems)*

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**Abstract.** *This article is an attempt to describe author's experience in improving efficiency of marketing professionals' upbringing in the scope of Latvian higher education. It is shown that the use of the algorithm, which develops students creative behavior, allows to focus them on the rapid assessment of market situation and adoption of effective marketing solutions, using modern marketing techniques, in particular - matrix methods, cluster, discriminant and screening analysis. Researched experience and potential for the application of author's theoretical elaborations (matrix «consumers demand for creativity (originality)»), which are particularly relevant for developing creative marketing management solutions in the areas of the business, where the novelty of goods (services) may be an important competitive advantage, in a rapidly changing external environment.*

**Keywords:** *marketing management; creative behavior learning algorithm; consumers demand for creativity; cluster; discriminant; matrix; screening analysis.*

### Введение

Актуальность работы. В 20 веке проблема творчества в разных сферах человеческой деятельности стала как никогда интересной и важной. Творчество рассматривается как деятельность, порождающая новые ценности, идеи, самого человека как творца (Maslow, 1966). Сфера искусства, культуры решает эти вопросы давно и мучительно. Творец – это человек искусства. Причем далеко не каждый. Для сферы высшего образования проблема подготовки креативно мыслящих специалистов вначале считалась актуальной лишь для сферы культуры, со временем математики и физики, а затем быстрое изменение техники, создание современных отраслей науки и техники показали, что нужны создатели новых технических решений. Сфера экономики и производства дольше всего рассматривалась как сфера стандартных управленческих решений. Однако эпоха глобализации и интернационализации рынков потребовала в условиях рынков потребителей от специалистов, работающих на новых и быстроменяющихся рынках, умело и главное быстро определить проблемы

фирмы, связанные с маркетинг-менеджментом. Найти управленческие решения адекватные требованиям рынка, то есть потребителей, обогнав при этом конкурентов и не разориться, требуется креативное решение и мышление. Если подготовка креативных специалистов для физики и математики позволила для этой достаточно узкой прослойки студентов найти решения как готовить этих студентов (Авдеев, 2006), то для студентов массовых направлений обучения (управленцев, экономистов) эти вопросы не рассматривались как актуальные.

### **Цели исследования**

Определить возможный алгоритм подготовки креативно мыслящих специалистов в области маркетинга, способных при запросах рынка найти новое, то есть креативное решение.

Вопросы исследования:

1. Каков должен быть алгоритм подготовки креативно мыслящих студентов маркетологов?
2. Какие методы и технологии подготовки студента-маркетолога в ВУЗе научат его определять и решать проблему в условиях реального рынка?
3. Как привить интерес к поиску нестандартных маркетинговых решений?

Эти вопросы автор работы задавала себе в процессе педагогической работы в ВУЗах Латвии- RAU (с 1992) и TSI (с 1994г), RISEBA (с 1997) при подготовке специалистов в области управления.

### **Методы решения проблем**

Автор согласна с Н.Авдеевым (2006), что проблема может быть решена через целенаправленное обучение современным методам анализа, быстрого перебора возможных маркетинговых решений, выбора эффективного и если такого нет, то не бояться разрабатывать и предлагать свое. Для этого студент должен уметь осознанно принимать:

**1 тип решений-** те решения, которые имеют определенный, студенту уже известный алгоритм.

**2 тип решений-** из множества возможных решений, студент способен выбрать наиболее правильное решение. Знает существующие критерии выбора эффективных решений.

**3 тип решений-** решение нетипичных задач. Студент способен анализировать незнакомые ситуации и информацию и генерировать новую информацию.

**4 тип решений-** умение увидеть новые связи и возможности и на этой основе генерировать принципиально новую информацию в условиях

быстроменяющейся внешней среды. Для этого типа проблем элементы творчества, креативности становятся объективно необходимы.

Целенаправленная подготовка студентов по специализации маркетинг и менеджмент в RISEBA (на основе британских планов обучения бакалавров) предоставило возможность изучения нескольких самостоятельных, но взаимодополняющих маркетинговых курсов (маркетинг, маркетинговые исследования, маркетинговые коммуникации, международный маркетинг, практика по маркетингу, курсовые работы) и бакалаврская работа как самостоятельное маркетинговое исследование с обязательными элементами новизны. Рассмотрим более подробно на конкретных примерах методологию обучения креативным решениям студентов RISEBA, реально используемую автором.

**1 шаг.** При изучении курса Маркетинг для того, чтобы научить студента максимально быстро видеть типичную проблему, для активизации занятий, умения увидеть практическую ситуацию через призму готовых решений, то есть теории маркетинговых решений, автор использует в конце каждого занятия 20 минут на анализ конкретного кейса в созданных подгруппах (3-4 чел.) с фиксацией полученного решения в виде «протокола». Важно, что студент учится формулировать быстро решение на основе теории, защищать его среди товарищей, находить компромисс, логично записать решение. После каждого занятия остаются не чужие, а свои варианты решений.

**2 шаг.** С первого занятия для поиска эффективных, но достаточно стандартных маркетинговых решений, используются матричные методы, что позволяет не только получить возможные варианты маркетинговых решений, но и зачастую столкнуться с ограниченностью их применения, понять, что жизнь бизнес-структур значительно сложнее теории. Увидеть ограниченность имеющихся решений и необходимость креатива заставляет студентов пробовать предлагать новые. Молодость многих снимает боязнь предложить новое решение, а поддержка и лояльная критика со стороны преподавателя, дает возможность увидеть ошибки, недостаток информации и учиться анализировать и не бояться идти дальше известного. Помимо широкоприменяемых и известных матриц (Портера, Ансоффа, Бостонской, Мак-Кинси, SWOT), рассматриваются возможности авторской матрицы «новизна решений – востребованность новизны потребителем» (Bahmane, 2005). (рис.1)

Уровень креативности управленческих решений	Максимальный	2 Стратегия повышения качества (стратегия и миджа фирмы, стратегия лидера отрасли)	4 Стратегия бенчмаркинга (стратегия сверхкачества новых товаров, стратегия мирового лидера)	Востребованность новизны потребителями
	Минимальный	1 Стратегия проверенного качества (стратегия марки продукта)	3 Стратегия новых продуктов (стратегия и миджа новатора, стратегия лидера в нише)	
		Минимальная	Максимальная	

**Рис.1 Матрица «новизна решений-востребованность новизны потребителем» (Bahmane, 2005)**

Студенты учатся анализировать проведенные исследования с использованием метода кластерного анализа (рис.2) для разных ситуаций и объектов. Так использование кластерного анализа (рис.2) позволяет описать профиль потребителя игорных услуг с рациональной и эмоциональной точек зрения, выявив их особенности для «игроманов» Риги и Даугавпилса, определить целевые группы (сегменты) посетителей бинго-клуба, выявить особенности потребительского поведения, в т.ч. определить, какие азартные игры помимо игры в бинго предпочитают клиенты Dimanta Bingo, определить необходимость стратегических решений о расширении спектра предлагаемых игр, необходимости инвестиций. Основным критерием при выборе игорного зала как для клиентов Dimanta Bingo в Риге, так и в Даугавпилсе является уровень обслуживания и удобное месторасположение. Основным мотивом для посещения игровых залов для всех клиентов прежде всего является желание отдохнуть, а второе место занимает азарт. Игроки рижского Dimanta Bingo методом кластерного анализа разделились на «истинных любителей бинго» (53%), «привилегированных новаторов» (18,5%) и «азартных» (27,5%). Игроки даугавпилсского Dimanta Bingo разделились на «тусовщиков» (31%), «рационалистов-любителей» (32%) и на «азартных оптимистов» (более 36%).

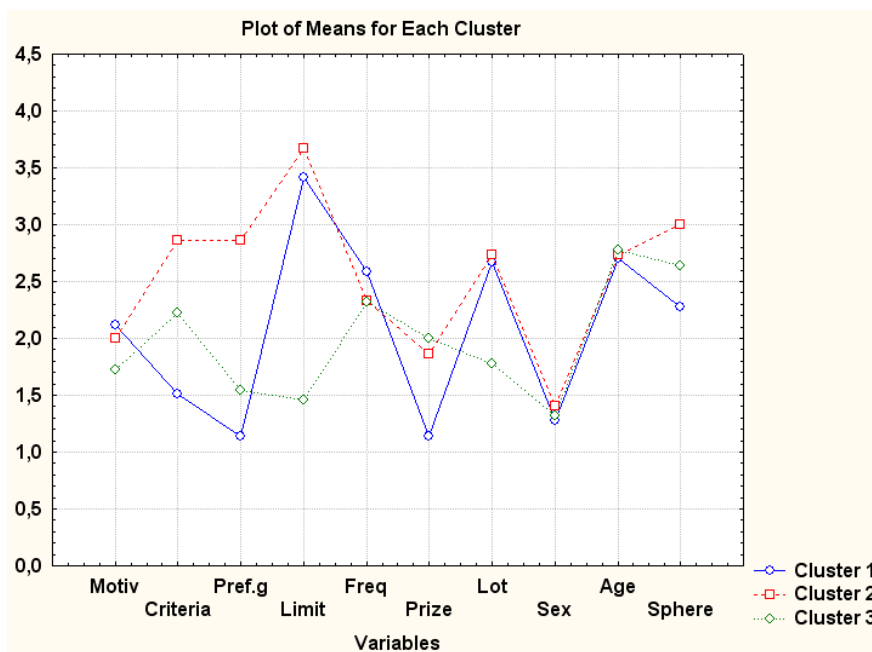


Рис.2 Кластеры потребителей игорных услуг (Рига) (Бахмане, 2008, 2010)

Из матрицы «Востребованность креативности потребителем» следует, что нынешнее положение организации находится в 1 квадранте, используется «стратегия проверенного качества услуги». Поскольку фирма растет и занимает сильные позиции на игорном рынке, дальнейшее ее развитие должно идти на основе стратегии 2 – «стратегии растущего качества игорных услуг», «формирования имиджа», новые инвестиции не нужны. Таким образом, на примере проведенного исследования студент учится анализировать имеющиеся варианты маркетинговых решений для отдельной фирмы. (шаг 1, 2).

**3 шаг.** Научиться понимать и оценивать необходимость и достаточность вторичной информации, определять необходимость первичной информации, методов ее сбора и анализа. То есть благодаря сбору первичной информации, используя анкетирование и опрос, студенты проводили репрезентативные опросы на 1000 чел. (особенности потребительского поведения в сфере аптечного бизнеса (Bahmane, 2000), оценки влияния фактора упаковки на выбор консервированных фруктов и овощей (для компании Blik) и др., что позволяет определить маркетинговые стратегии и конкретные маркетинговые решения (по матрице «востребованность креативности»). Проанализировать ситуацию в отрасли, что гораздо сложнее и требует использования 3 и 4 шагов в освоении креативного подхода, помогает найти факторы, определить необходимые методы исследования. Использование возможностей кластерного анализа для определения основных проблем конкуренции в молокоперерабатывающей промышленности Латвии (2007г.) позволяет, используя возможности дискриминантного анализа (Ефремов, 1998) не



только определить кластеры –предприятий в зависимости от их реакции на факторы макросреды, но и их конкурентные позиции на карте рынка. Проблему жесткой конкуренции в отрасли можно решить используя уникальную комбинацию методов исследования: кластерный анализ для определения основных проблем конкуренции в молокоперерабатывающей промышленности Латвии, что позволяет определить кластеры предприятий в зависимости от их реакции на факторы макросреды; дискриминантный и матричный анализ (метод Ефремова-Заде) (1998) – конкурентные позиции на Карте рынка производства молочной продукции. Это позволяет определить маркетинговые стратегии и конкретные маркетинговые решения (по матрице «востребованность креативности»). Использование кластерного анализа позволяет студенту найти не просто новые, но научиться искать более эффективные и часто не существовавшие до этого маркетинговые решения, то есть креативные. Т.е. если ситуация представляется неясной, то применение комплексных подходов (матриц, кластерный, дискриминантный анализ, метод Ефремова-Заде (вариант PEST) помогает найти нестандартный подход для решения возникшей проблемы (Бахмане, 2007) в условиях национального рынка. Это позволяет выйти на 3 и 4 уровень развития креативного мышления. Еще сложнее ситуация для принятия решений для «чужого» рынка.

**4 шаг.** Использование методов скрининг-анализа и сечений среды (Черенков, 2006) позволило научиться поиску нестандартных маркетинговых решений в поиске сильной конкурентной позиции для фирмы в условиях интернационализации рынков. Как выбрать лучшее решение для фирмы малого или среднего бизнеса при теоретической возможности выйти на любой из 236 рынков обычно ставит маркетолога в ступор. Креативный подход требуется при определении критериев выбора для целенаправленного перебора максимального количества вариантов. (рис.3). Кризис (2008г.) поставил средний и особенно малый бизнес Латвии в жесткие условия выживания, когда сокращается спрос на латвийском рынке, при этом сокращается традиционный экспорт в Европу. Выживание малого и среднего бизнеса в таких условиях полностью зависит от целенаправленного поиска новых возможностей для экспорта самими компаниями. Пример небольшой латвийской компании SIA ProBaltic показывает, что в условиях интернационализации рынков, доступных интернет технологий, использования сформированных баз данных, с применением скрининг анализа и матричных методов, возможен поиск и выбор оптимальной маркетинговой стратегии завоевания своей ниши на иностранных рынках методом кабинетных исследований (рис.3).

Этапы – фильтры для поиска оптимального решения:

а) Определяется база для анализа: те характеристики деятельности компании, которые формируют уникальность товаров (услуг) и их конкурентоспособность. SIAProBaltic- малое латвийское предприятие, которое

занимается презент-рекламой на латвийском рынке с 2006 года, используя экологичное и уникальное сырье, имеет широкий и достаточно глубокий (даже по европейским меркам) ассортимент товаров (услуг), а также новые технологии. Финансовое положение – достаточно устойчивое. Цели - усилить свои позиции на рынке Латвии и найти новые рынки, чтобы обеспечить рост на 15% при минимальных затратах. По сути - это условия и ограничения для конкретного исследования.

б) Следующее условие для поиска новых рынков - определение стратегии компании - стандартизация или адаптация и на что будет нацелен дальнейший поиск: на поиск рынков, готовых принять товары компании, или поиск тех товаров, которые необходимы рынкам, известным фирме. Это решение определяется конкурентными (уникальными) характеристиками товаров компании. Для ProBaltic - это стратегия стандартизации, так как презент-реклама является мощным и быстро развивающимся бизнесом во многих странах. Скрининг анализ позволяет из 236 стран методом целенаправленного отбора сформировать листинг стран, приоритетных для выхода, используя программное обеспечение MSExcel, в том числе инструменты условного форматирования. Рассмотрим схему проведения скрининг анализа для ProBaltic (рис.3) (Bahmane, 2010. 2012).

- 1) фильтр на основе выбранных критериев отсеивает те страны, которые этим критериям не соответствуют. Из 236 стран осталось 38.
- 2) фильтр оставил 8 стран.
- 3) фильтр: Далее приоритетные страны исследуются по четырем маркетинговым сечениям внешней среды приоритетных рынков, определив важнейшие для бизнеса условия конкуренции. В результате осталось 5 стран.
- 4) фильтр на основе анализа конкурентной среды оставил для подробного сравнительного анализа 3 страны. Именно для них оценивается конкурентоспособность компании. Используя известные матрицы (SWOT, конкурентную Портера, 5 сил конкуренции, М-Кинси), может быть определена международная стратегия (для ProBaltic это экспорт через посредников). Возможен также прямой экспорт через поиск заказчиков, используя интернет технологии. После того, как определена стратегия, разрабатывается концепция маркетинг-микс, используя максимально точный комплекс-маркетинга (9P).

<b>Фильтр 1</b>	<b>Макроуровневая оценка общего потенциала рынка</b>
	<ol style="list-style-type: none"> <li>1) Экономическая статистика</li> <li>2) Политическая оболочка</li> <li>3) Социальная структура</li> <li>4) Географические характеристики</li> </ol>

<b>Предварительные возможности</b>		
Algeria	Hungary	Portugal
Austria	Ireland	Romania
Belarus	Italy	Saudi Arabia
Belgium	Kazakhstan	Serbia
Bosnia and Herzegovina	Korea, Rep.	Slovak Republic
Bulgaria	Lebanon	Spain
Croatia	Libya	Sweden
Czech Republic	Lithuania	Switzerland
Denmark	Netherlands	Turkey
Finland	Norway	United Arab Emirates
France	Oman	United Kingdom
Germany	Poland	Albania
Greece		Israel

<b>Фильтр 2</b>	<b>Поправка на конкретный товар</b>
	<ol style="list-style-type: none"> <li>1) Тренды роста продаж в отрасли</li> <li>2) Культурное принятие подобного товара</li> <li>3) Наличие рыночной информации</li> <li>4) Размер рынка</li> <li>5) Стадия развития</li> <li>6) Налоги и пошлины</li> </ol>

<b>Уточненные возможности</b>		
Belgium	Ireland	Netherlands
France	Italy	Spain
Germany		United Kingdom

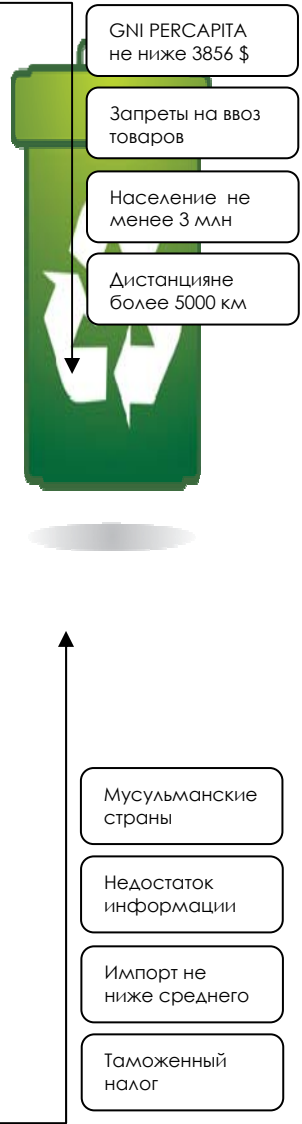




Рис. 3 Поэтная схема проведения скрининг анализа для SIA ProBaltic

Данный метод был использован для выработки эффективной стратегии для 20 фирм. Креативность начинается с выбора каждый раз разных критериев, максимально определяющих ситуацию для фирмы. Однако, для ASRdAlfa, студенты дневного и вечернего отделения подготовили два независимых проекта, в которых листинг приоритетных стран совпал на 80%, что говорит о достаточно объективном процессе выбора стратегий, хотя и предполагает использование разных критериев. Руководство фирмы приняло участие в обсуждении. Дальнейшее сотрудничество было предложено всем участникам проекта.

### Результаты исследования

Использование управляемой креативности решений – реальная возможность найти варианты для достижения целей любой бизнес структуры в условиях быстроменяющейся внешней среды. Студент понимает и осознает свои возможности по креативному управлению.

#### Выводы по исследованию

1. Модель обучения студентов управленцев (маркетологов, в т.ч.) разработке и использованию креативных решений показывает

свою практичность на примере разного бизнеса, времени и даже разных способностей студентов.

2. Знание современных *маркетинговых технологий*, опыт работы с ними снимает боязнь молодого специалиста принимать ожидаемые от него управленческие решения, в т.ч и креативные.

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## **ИННОВАЦИОННАЯ ОСНОВА РАЗВИТИЯ СИСТЕМЫ ПОВЫШЕНИЯ КВАЛИФИКАЦИИ ПЕДАГОГИЧЕСКИХ КАДРОВ ВЫСШИХ ОБРАЗОВАТЕЛЬНЫХ УЧРЕЖДЕНИЙ**

### *Innovative Basis of Improvement of Professional Development System of Higher Education Institution Pedagogical Staff*

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***Abstract.** The article highlight's innovative approaches of organizing pedagogical staff professional development in higher education system of the Republic of Uzbekistan. The essence of integrative model of distance professional development, continuous system of higher education pedagogical staff's professional development is being described there.*

***Keywords:** professional development, pedagogical staff, professional activity, monitoring, distance professional development, integrative model, types of independent professional development.*

### **Введение Introduction**

По инициативе Президента Республики Узбекистан в стране за годы независимости осуществлены коренные структурные и содержательные реформы, затронувшие все уровни и компоненты системы образования и нацеленные на обеспечение ее соответствия мировым стандартам. Создана развитая правовая база реформирования системы образования, определившая в качестве приоритета рост инвестиций и вложений в человеческий капитал, подготовку образованного и интеллектуально развитого поколения, являющегося важнейшей ценностью и решающей силой в достижении целей демократического развития, модернизации и обновления, стабильного и устойчивого развития экономики. Она включает сегодня в себя законы «Об образовании», «О Национальной

**программе по подготовке кадров»** и свыше **80** других законодательных актов.

Коренным образом перестроена система управления образованием, подготовки, переподготовки и повышения квалификации педагогических и научно-педагогических кадров, пересмотрено содержание образовательного процесса, динамично развивается рынок образовательных услуг, обеспечиваются социальные гарантии и государственная поддержка, финансирование и материально-техническое обеспечение сферы образования. Осуществлен переход на двухступенчатую систему высшего образования: бакалавриат и магистратуру.

2012 год положил начало нового этапа модернизации системы переподготовки и повышения квалификации педагогических кадров высших образовательных учреждений в нашей республике. В свете решений Постановления Кабинета Министров Республики Узбекистан №278 от 26 сентября 2012 года “О мерах по дальнейшему совершенствованию системы переподготовки и повышения квалификации педагогических кадров высших образовательных учреждений” внедрена совершенная система через создание Головного научно-методического центра организации переподготовки и повышения квалификации педагогических и руководящих кадров системы высшего образования при Министерстве высшего и среднего специального образования, организацией **5** региональных центров переподготовки и повышения квалификации педагогических кадров высших образовательных учреждений и **10** отраслевых центров переподготовки и повышения квалификации педагогических кадров высших образовательных учреждений. Новая система имеет ряд преимуществ, таких как расширение возможности организации процессов переподготовки и повышения квалификации педагогических кадров на основе современных требований, формирование единой системы по повышению качества образовательного процесса и позволяет определить качество образовательного процесса повышения квалификации педагогов по результатам оценки уровня знаний их студентов. Теперь реализуются методы совершенствования и анализа качества процессов повышения квалификации через оценку деятельности педагогов, прошедших курсы повышения квалификации.

Вместе с тем, что при организации повышения квалификации педагогических кадров вузов приоритетными являются обеспечение непрерывности, применение вариативной системы повышения квалификации, предусматривающих постоянное самосовершенствование путём освоения современных образовательных технологий и новых подходов к профессиональному развитию. Поэтому в наших исследованиях мы поставили цель разработки научно обоснованных, инновационных механизмов дифференциального подхода эффективной

организации курсов повышения квалификации, реализации методов практико-ориентированного характера и адресно в отношении преподавателей разного статуса. В ходе исследований были разработаны и апробированы методы дистанционного обучения, единая система электронного портфолио педагогов, систематизированы виды самостоятельного повышения квалификации. В рамках исследований были применены методы научного анализа, анкетирование, опрос и наблюдение.

### **Общая стратегия в повышении квалификации преподавателей вузов** *General strategy of higher education teachers' professional development*

Качество образовательных программ высшего образования во многом определяется качеством подготовки и повышения квалификации педагогических кадров. В материалах Европейской ассоциации обеспечения качества в высшем образовании (ENQA) педагогические кадры указываются как главный ресурс образовательного процесса. Важно, чтобы они имели хорошие знания и понимание преподаваемой дисциплины; необходимые умения, компетенции для эффективной работы со студентами в рамках образовательных программ. Высшие образовательные учреждения должны гарантировать, чтобы каждый педагог обладал необходимой компетенцией, особенно психолого-педагогической (Standards and Guidelines for Quality Assurance in the European Higher Education Area, 2005). Компетентностно ориентированное повышение квалификации педагогических кадров вузов обусловлено профессиональными задачами, структурой и содержанием их педагогической деятельности в новых социально-экономических условиях. Эта чрезвычайно ответственная миссия современной системы повышения квалификации педагогических кадров вузов продиктована их социальной ролью, связанной с подготовкой конкурентоспособных выпускников.

В современных условиях инновационная деятельность является важнейшим инструментом повышения качества и конкурентоспособности образования. Инновация в образовании – это специфическая форма управления развитием образования, позволяющая системно изменять структуру, содержание и организацию образовательного процесса в целом, она предполагает использование новых форм, методов и инструментов обучения. Проще говоря инновационное образование это изменение в концепции как мы обучаем и как происходит процесс образования. Мировая образовательная практика свидетельствует, что традиционных методов обеспечения качества обучения сегодня уже недостаточно, требуются новые организационные и методические подходы для достижения этих целей (Трайнев, 2008).

При модернизации высшего образования на инновационной основе особое место занимают педагогические кадры высших образовательных



учреждений. Поэтому качество процессов повышения квалификации педагогических кадров высших образовательных учреждений занимает центральное место в совершенной системе. За короткий срок подготовлены нормативно-правовые документы по реализации совершенной системы, создана соответствующая учебно-методическая база образовательного процесса. Внедрены методы дистанционного повышения квалификации педагогических кадров на основе национальной сети электронного образования. Разработана и внедрена единая электронная система мониторинга учебного процесса слушателей курсов повышения квалификации и их профессиональной деятельности.

Спрос на новые навыки, такие как использование информационных технологий в преподавании, знание английского и других иностранных языков является весьма актуальным, поэтому вопросы переподготовки и повышения квалификации педагогических кадров всё время находятся в центре внимания. Педагогические кадры занимающиеся разработкой необходимых мультимедийных информационных ресурсов, должны приближаться к уровню подготовки квалифицированных пользователей или даже программистов. Это крайне необходимо для понимания и рационального проектирования структуры мультимедийных электронных ресурсов. Для преподавателей-разработчиков чрезвычайно важно в рамках обучения на курсах повышения квалификации или самостоятельно познакомиться как с основами конструирования и использования мультимедийных средств обучения, так и с требуемыми для этого основами педагогики и психологии. Исходя из этого особое внимание уделяется повышению общего уровня владения информационно-коммуникационными технологиями и иностранными языками профессорско-преподавательского состава вузов. В этих целях в учебные планы курсов повышения квалификации введены новые модули такие, как “Основы электронной педагогики”, “Проектирование личного информационного пространства преподавателя”, “Информационная безопасность”, «Практический курс иностранного языка», разработаны программы учебных курсов для преподавателей по «Информационно-коммуникационные технологии в образовании» и методики интенсивного обучения иностранным языкам.

Учебные курсы по информационно-коммуникационным технологиям (двухнедельные) и иностранному языку (4,5 месячные) с привлечением подготовленных тренеров организованы на местах. В 4,5 месячных курсах по программе методики интенсивного обучения иностранным языкам взрослых привлечены 15,5 тысяча профессоров-преподавателей высших образовательных учреждений неязыковых специальностей. На курсах по информационно-коммуникационным технологиям обучаются более 12,0 тысяча профессоров-преподавателей вузов. В целях реализации передовых методов преподавания иностранных языков совместно с Британским

Советом (Великобритания), Институтом Гёте (Германия) и Академией Версаль (Франция) проводятся регулярные семинары и мастер-классы.

Ведётся активная работа по организации курсов повышения квалификации на передовых предприятиях отраслей экономики, отдельные модули преподаются ведущими специалистами высокотехнологичных отраслей экономики. В учебный процесс курсов повышения квалификации активно привлекаются ведущие специалисты развитых зарубежных стран в области высоких и инновационных технологий.

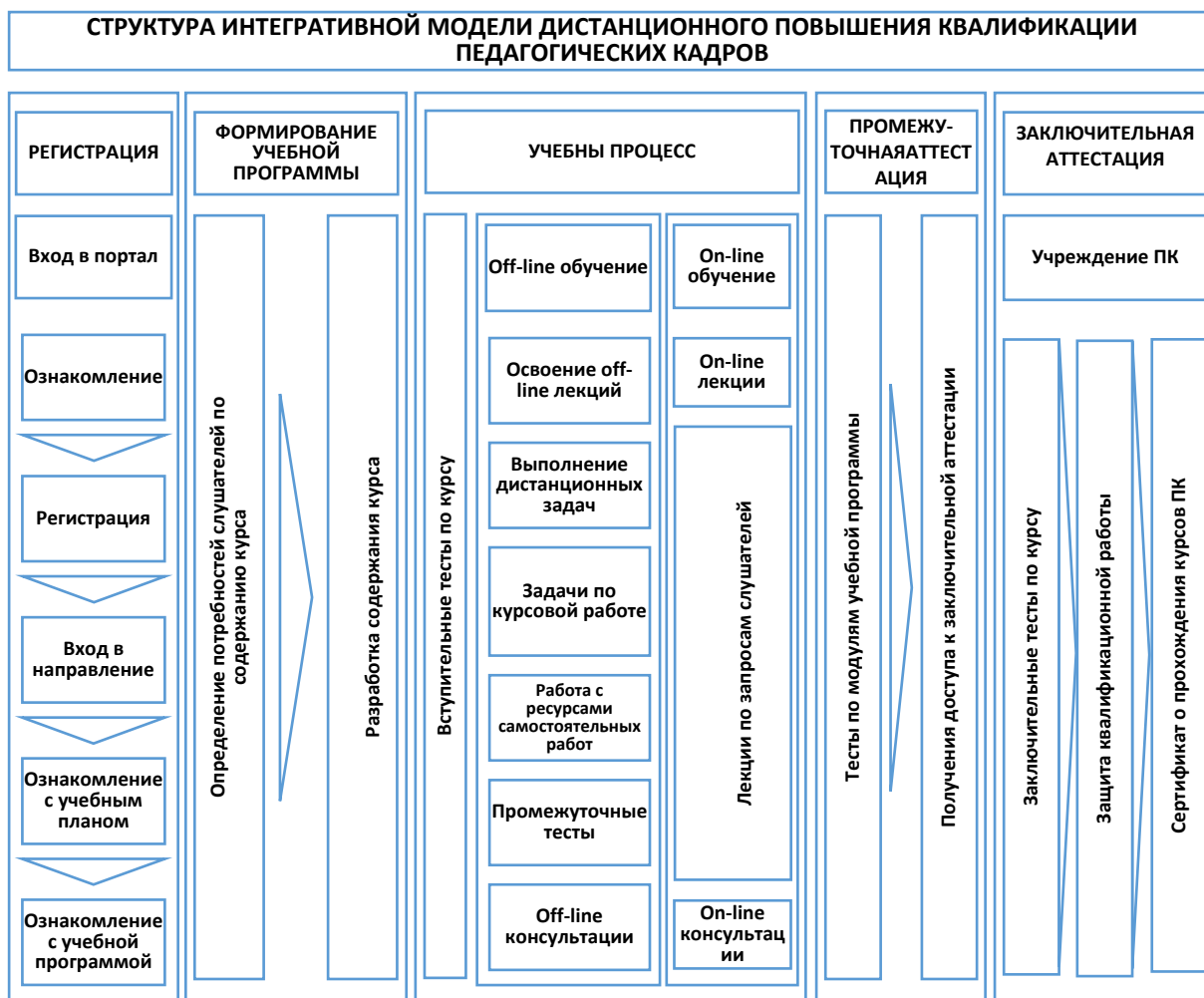
### **Интегративная модель дистанционного повышения квалификации педагогических кадров**

#### ***Integrative model of pedagogical staff's distance professional development***

Одной из активно применяемых форм повышения квалификации педагогических и управленческих кадров с использованием информационно-образовательных ресурсов в настоящее время являются дистанционные методы обучения. При организации дистанционного повышения квалификации на первый план выходят педагогические и содержательные стороны. Это и отбор содержания для усвоения, и структурная организация учебного материала, способы работы слушателей с учебным материалом, способы анализа различных видов деятельности и их корректировка, построение новых способов профессиональной деятельности и др. Применяя дистанционное обучение в повышении квалификации необходимо использовать во многих случаях практически все элементы педагогической и технологической линии педагогики: мотивационно-установочный, информационный, объяснительный (объяснительно-консультационный), контролирующий, корригирующий и т.д.

Разработанная нами интегративная модель предполагает реализацию дистанционной формы повышения квалификации на основе национальной электронной образовательной сети путем организации лекций в виде видеоконференций с сочетанием информационных ресурсов портала по базовым программам учебных дисциплин, т.е. данная деятельность, подразумевает интеграцию on-line и off-line режимов (Рис.1).

Задача обеспечения качества повышения квалификации считалась приоритетной в организации дистанционных курсов. Поэтому темы лекций в режиме on-line организовывались строго по запросам слушателей с участием ведущих педагогов, т.е. реализовалось объектно-ориентированное обучение на основе современных средств информационно-коммуникационных технологий (Бегимкулов, Шоймардонов, 2013).



**Рис. 1. Структура интегративной модели дистанционного повышения квалификации педагогических кадров**

**Fig. 1. The structure of integrative model of pedagogical staff's distance professional development**

Интегративная модель создает широкие возможности повышения качества обучения на основе единого методического обеспечения образовательного процесса, интеграции разных ресурсов по направлениям повышения квалификации, обеспечивает непрерывность самостоятельного получения знаний. Подготовка образовательных ресурсов ведущими специалистами создаёт предпосылки для повышения качества образования. Качество и эффективность процесса дистанционного повышения квалификации будет находится под постоянным контролем, а также обеспечивается соответствие его качества государственным требованиям.

Курсы являются закрытой системой, для их использования слушатели должны зарегистрироваться в системе. После этого сведения об слушателях рассматривает модератор и направляет на электронную почту информацию о том, что слушателю представлено право пользоваться системой.

**Непрерывная система повышения квалификации педагогических кадров высших образовательных учреждений**  
*Continuous system of professional development of higher education institutions pedagogical staff*

В практике повышения квалификации в настоящее время реализовано в основном обучение в специализированных образовательных учреждениях повышения квалификации. Данная форма повышения квалификации в настоящее время не отвечает современным требованиям постоянного совершенствования профессионального мастерства преподавателей высшей школы.

Обучение в учреждениях повышения квалификации, предусматривает в основном освоение новых знаний, умений и навыков по преподаваемым учебным дисциплинам, педагогическим и информационным технологиям, методам обучения, где обеспечивается обновление в основном теоретических и прикладных знаний. Для других видов (самообразование, участие в научных конференциях, проведение открытых учебных занятий, стажировка, творческий отпуск для защиты докторских диссертаций или подготовки учебников, учебных пособий и т.д.) не разработаны механизмы учёта их как самостоятельного вида повышения квалификации.

Мировой опыт показывает, что при организации повышения квалификации педагогических кадров вузов приоритетными являются обеспечение непрерывности, создание вариативной системы повышения квалификации, позволяющей постоянно совершенствоваться путём освоения современных образовательных технологий и новых подходов профессионального развития. Например, в Англии для начинающих или более опытных научно-педагогических кадров университетов осуществляется различные подходы при организации их повышения квалификации. Повышение квалификации, которое носит практико-ориентированный характер, осуществляется адресно в отношении преподавателей разного статуса (начинающих педагогов и старшего педагогического состава).

Тем временем, в отечественной практике реализуя виды самостоятельного повышения квалификации, профессорско-преподавательский состав вузов активно работает в различных направлениях. Так, только в 2014 году в рамках грантов государственных научно-технических программ финансируемых научно-исследовательской работой занимались **4933 (22%)** человека, **15721 (70%)** преподаватели участвовали на различных конференциях, профессорско-преподавательским составом вузов опубликованы **1654** статей в зарубежных и **6606** статей в республиканских научных журналах, **929 (5%)** преподаватели самостоятельно работают над подготовкой докторской диссертации, налажено проведение каждый учебный год не менее 2

открытых занятий каждым преподавателем вуза (Отчёт по научной деятельности вузов, 2014).

В настоящее время разработана и внедрена электронная система мониторинга учебных процессов повышения квалификации и профессиональной деятельности педагогических кадров. Составным элементом системы является электронное портфолио педагога, где накапливаются показатели их профессиональных достижений (публикации в научных журналах, участие в научных конференциях, проведение открытых учебных занятий, стажировки, защита докторских диссертаций или подготовки учебников, учебных пособий и т.д.), а также учебные материалы по преподаваемым предметам, предназначенные для студентов. При разработке структуры и формирования базы данных единой системы электронного портфолио использовался опыт Рижского технического университета (Gorbunovs, A., Gorbunovs, D., Kapenieks, A., 2014).

В целях дальнейшего совершенствования системы переподготовки и повышения квалификации педагогических кадров высших образовательных учреждений, создания условий стимулирования их профессионального развития и повышения мастерства, полноценной реализации всех видов и форм повышения квалификации нами разработана структура и содержание непрерывной системы повышения квалификации (Рис.2).

Непрерывная система предусматривает двухступенчатую деятельность (самообразование + обучение в специализированных учреждениях повышения квалификации) с условием обязательного усвоения самостоятельных видов. Система представляет собой накопительную многобалльную систему организации повышения квалификации педагогических кадров высших образовательных учреждений, предусматривающую накопление баллов по отдельным видам повышения квалификации самостоятельно, без отрыва от учебного процесса, и с учётом накопленных баллов, определение формы повышения квалификации в специализированных учреждениях.

При самостоятельном повышении квалификации за публикации в научных журналах, участия в научных конференциях, проведения открытых учебных занятий, стажировки, защита докторских диссертаций или подготовку учебников, учебных пособий и т.д., присваиваются соответствующие баллы для учёта и их накопления.

В целях обеспечения прозрачности и объективности процесса накопления баллов по видам повышения квалификации и их учёта используется электронная система мониторинга в виде электронного портфолио педагога, где накапливаются их показатели профессиональных достижений, а также учебные материалы по преподаваемым предметам, предназначенных для студентов.

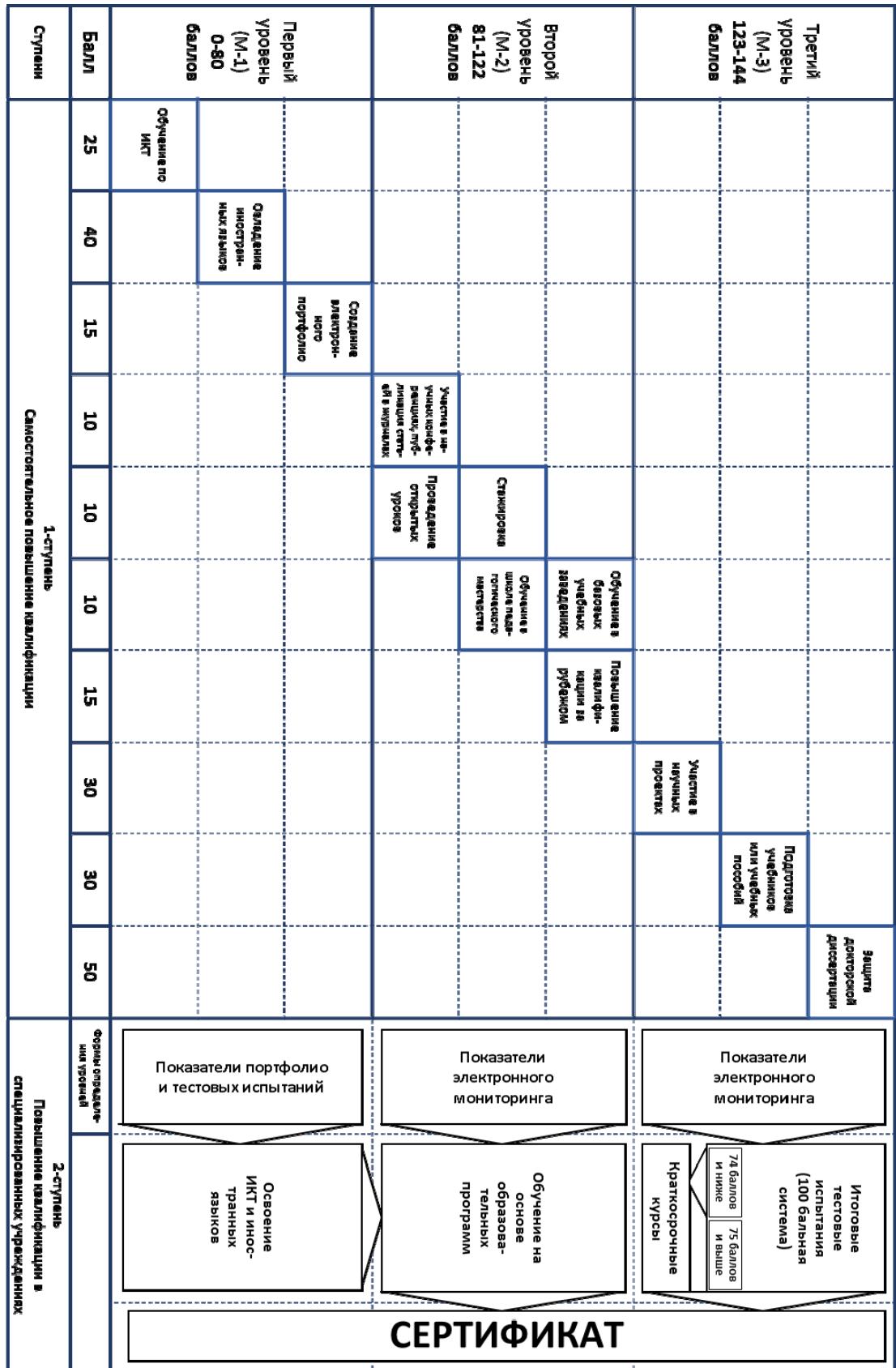


Рис.2. Структура непрерывной системы повышения квалификации  
 Fig.2. The structure of continuous professional development system

Для педагогических кадров набравших высокие баллы, предусмотрен порядок прохождения только итогового тестирования в дистанционном режиме по действующим программам курсов повышения квалификации и после успешного прохождения выдача сертификата установленного образца. Лицам из данной категории, не прошедшим итоговые тестовые испытания, предлагается, обучение на курсах продолжительностью одной недели.

Педагогическим кадрам, набравшим средний уровень баллов (81-122 балл) предоставляется право обучаться в специализированных учреждениях повышения квалификации на основе государственного бюджета (в объёме 144 часов).

В случае не реализации педагогическими кадрами самостоятельно доступных видов повышения квалификации и недостаточного набора баллов (меньше 80 баллов) для прохождения курсов на основе государственного бюджета, предлагается обучение на курсах по иностранному языку и информационным технологиям. После усвоения иностранных языков и информационно-коммуникационных технологий им предоставляется право пройти курсы повышения квалификации по образовательным программам.

Таким образом, будут реализованы на практике все виды повышения квалификации педагогических кадров и внедрен дифференцированный подход в организации курсов с предоставлением мотивационных льгот в форме получения сертификатов по итогам тестирования без прохождения месячных курсов, обучения на недельных курсах, обучения на месячных курсах за счёт государственного бюджета.

### **Заключение** *Conclusion*

Развитие профессиональной подготовленности педагогических кадров в соответствии с современными требованиями и формирование у них необходимых знаний, навыков и компетенций по применению современных педагогических и информационно-коммуникационных технологий является одним из важных задач в процессе повышения квалификации педагогических кадров.

Дистанционное обучение педагогических и управленческих кадров с целью непрерывного образования может и должна занять свое место в системе повышения квалификации, поскольку при грамотной организации дистанционного обучения возможно обеспечение качественного образования, соответствующего требованиям современного общества сегодня и в ближайшей перспективе.

На основе непрерывной системы повышения квалификации будут реализованы практические механизмы мотивации и организации

повышения квалификации педагогических кадров высших образовательных учреждений с учётом результатов их самостоятельной работы, уровня владения ими иностранными языками и информационно-коммуникационными технологиями, развития профессиональных компетенций профессорско-преподавательского состава.

Таким образом, инновационную основу развития системы повышения квалификации педагогических кадров высших образовательных учреждений составляет обновление содержания курсов с ориентиром на формирование компетентности по информационно-коммуникационным технологиям, т.е. компетентностно-ориентированной системы повышения квалификации, овладение иностранными языками, непрерывную самостоятельную работу по видам повышения квалификации. В этот процесс широко внедряются современные средства информационно-коммуникационных технологий таких, как электронная система мониторинга, единая система электронного портфолио педагога и дистанционное обучение с применением on-line и off-line технологий.

### Summary

The development of pedagogical staff's proficiency in accordance with modern requirements and forming their necessary knowledge, skills and competences on using modern pedagogical technologies and ICT is one of the important tasks in the process of pedagogical staff's professional development. Distance learning of pedagogical and managerial staff aimed to assure continuous education is necessary for professional development because if distance learning is organized properly it brings to quality assurance of education, which coincides with modern requirements of the society today and in future.

Based on continuous professional development there will be realized practical mechanisms of motivation and higher education teachers' professional development organization considering their independent learning results, the level of foreign language and ICT knowledge and teachers' professional competencies development as well.

Thus, the innovative basis of higher education pedagogical staff's professional development is enhancement of the content of the courses aimed to forming ICT competences, i.e. competence-based system of professional development, learning foreign languages, continuous independent learning in accordance with types of professional development. In the given process, there are widely implemented modern ICT means such as electronic monitoring system, unique electronic system of teacher's portfolio, and distance learning with the use of on-line and off-line technologies.

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## UNIVERSITY PROFESSORS EPISTEMIC AUTHORITY ASSESSMENT IN ACTUAL AND TIME-REMOTE INTERACTION

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***Abstract.** The epistemological aspect of knowledge is described as a subject of psychology and pedagogy studies, students' views about learning or acquisition of knowledge and learning skills, role of experience in which knowledge is construed. Epistemic authority is related to the social context, interaction within this context in which transmission and exchange of knowledge take place and which is studied in the concept of social epistemology. Studies into epistemological views of students reveal the specifics of academic areas: students may have views about knowledge in general, this influences their behaviour, but they may differ in academic areas. Epistemic authority was explained as an essential factor in the process of acquisition of knowledge in schools and universities. An empirical study consisting of two stages was conducted to investigate student-perceived epistemic authority of university professors. Research target is to find out the level of assessment of perceived epistemic authority of university professors in the student and graduate samples and in study area groups. Author use epistemic authority research methodology, which include survey - Epistemic Authority Scale. A comparison of the results on the level of the sample shows that the results of study one and two are similar to the results obtained in the original study, and this, in general, suggests similar tendencies in assessment of professors' epistemic authority regardless of cultural environment and the time distance when the measurements were made.*

***Keywords:** epistemic authority, university professors, time distance.*

### **Introduction**

Epistemic authority is related to the social context, interaction within this context in which transmission and exchange of knowledge take place and which is studied in the concept of social epistemology (Egan, Shera, 1952; Fuller, 2002; Goldman, 2001; Zandonade, 2004; Jacobson, 2007). Essential are the concept of epistemological views and studies into epistemological views of students (Schommer-Aikins, 2004; Gottlieb, 2007; Hammer, Elby, 2002; Buehl, Alexander, 2005; Ordonez et al., 2009) in which relationship between epistemological views and the acquired diverse experience is emphasised. Epistemic authority was explained as an essential factor in the process of acquisition of knowledge in schools and universities (Raviv et al., 1990; Bar-Tal et al., 1991; Raviv et al., 1993; De Grada et al., 1999; Raviv et al., 2003). Particular emphasis in the concept of epistemic authority is put on individual's trust in the information provided by the epistemic authority and readiness to receive or accept it (Kruglanski, 1989; Kruglanski et al., 2005). It was acknowledged that epistemic authority of sources in a person's life may change

in various areas and stages of life (Erb et al., 2003; Raviv et al., 1990; Ramazanoglu, Holland, 2002; Lewis, 2007; Barton et al., 2008).

It is acknowledged that a factor which has significant influence on perception of epistemic authority is epistemic dependency which is related to the perceived internal and external epistemic authority; this, in its turn, determines the social decisions regarding trusting the authority, critical assessment of trusting the authority (Kruglanski, 1989; Kitchener et al., 1989; Raviv et al., 1993; Kruglanski, et al., 2005; Bar, 1999; Raviv et al., 2003; Mugny et al., 2006; Ricco et al., 2010). A normally functioning adult may develop a balanced psychological perception of an epistemic authority by developing adequate opinions about whom, when and to what extent to trust.

The article describes the process of development of the structure of assessment of epistemic authority: 1) system of studying the hierarchy of epistemic authority which was developed through studying Israeli students' assessments for epistemic authority of various sources (Bar, 1983, as mentioned Kruglanski, 2005); 2) the structure of perceived epistemic authority and the epistemic authority scale (EAS) developed by Raviv in cooperation with colleagues (Raviv et al., 1990).

### **Materials and methods**

An empirical study consisting of two stages was conducted to investigate student-perceived epistemic authority of university professors. Epistemic authority research methodology was used in the study: Epistemic Authority Scale (Raviv et al., 1993). This survey was used to study the degree of student- and graduate-perceived epistemic authority of one associate professor chosen by them and the degree of four authority components: 1) the level of knowledge the individual attributes to the source; 2) the extent to which the individual trusts the source; 3) the extent to which the individual is ready to change their opinion under the influence of the source; 4) the extent to which the individual is ready to change their behaviour under the influence of the source (Raviv et al., 1990; 1993).

In the original study (Raviv et al., 1993), perceived epistemic authority of professors was studied in a sample of Israeli students. When conducting the study with a sample of Latvian students, a similar context was used (how students perceive the professor's epistemic authority). Analysis of the statements included in the methodology and the process of the original study, it could be concluded that in both cultural environments students have a similar understanding of what a professor as an essential source of information is, what factors may influence student-perceived authority of the professor, that the course of the study can be similar and that students' attitude towards the study can be similar.

The study question - What is the level of assessment of perceived epistemic authority of professors in the students' actual interaction with the professor and the graduates' time-remote interaction with the professor in study area groups?

### Results

In retrospective assessment of the students' actual interaction with the professor and the graduates' time-remote interaction with the professor, professors' epistemic authority is generally assessed as a medium-level authority. The assessments provided for the components of the professor's epistemic authority vary in two studies between low and high. Higher ratings have been provided for the cognitive aspect of professors' epistemic authority (components „professor's knowledge”) and the cognitive-emotional aspect which is related to component „trust in professor's knowledge”; medium low for the cognitive-emotional which is related to component „student's readiness to change opinion while perceiving the professor's epistemic authority”; the lowest (ranging between low and medium) ratings have been provided by the students and graduates for the behavioural aspect which is related to component „student's readiness to change behaviour while perceiving the professor's epistemic authority (see table 1).

**Table 1. Average (M) Indicators of Epistemic Authority Ratings in Student and Graduate Samples (Blumberga, 2011; Blumberga, Vorobjovs, 2014)**

Sample	Level of knowledge	Trust in knowledge	Readiness to change opinion	Readiness to change behaviour	Total average
Students (N=307) 1 <sup>st</sup> study	4,78	4,17	3,98	2,91	4,02
Students (N=152) 2 <sup>nd</sup> study	5,27	4,49	4,01	3,22	4,33
Graduates (N=248) 1 <sup>st</sup> study	4,72	4,13	3,86	2,74	3,93
Graduates (N=210) 2 <sup>nd</sup> study	5,18	4,55	3,76	3,09	4,25

In the Study 1 (Blumberga, 2011), the readiness to change opinion was slightly higher in the group of arts students (M= 4,20); for comparison, the rating for this component was M=3,80 in the group of students of the social area and M=3,95 in the group of students of the area of sciences). In the group of arts students, readiness to change opinion was comparatively closer to trust in professor's knowledge, and this determines higher (compared with other groups) readiness to change behaviour (M=3,02); for a comparison, the group of students in the social area had M=2,88; the group of students in the area of sciences had M=2,85). In graduate study area groups, the results of assessments

for professor's level of knowledge, readiness to change opinion and behaviour in perception of the professor's epistemic authority were similar. There were comparatively lower results for the assessment viewing trust in professor's knowledge in the group of graduates in the arts area ( $M=3,96$ ); the group of students in the area of social sciences had  $M=4,20$  for this component and the group of students of the sciences had  $M=4,12$ ).

Analysis of the results of the study groups in the Study 2 (Blumberga, Vorobjovs 2014) showed lower results in the groups of students and graduates in the area of sciences when viewing readiness to change behaviour in perception of professor's epistemic authority: ( $M=2,99$  (students);  $M=2,90$  (graduates)). For a comparison for this component, the group of the social area had  $M=3,27$  (students),  $M=3,19$  (graduates) and the group of the arts area had  $M=3,37$  (students),  $M=3,18$  (graduates).

Higher standard deviations (S), which suggest more explicit variations of the results, were observed in the student sample for the component of readiness to change opinion, and for trust in knowledge and readiness to change opinion in the graduate sample. The most significant components of professor's epistemic authority from the aspect of influence: readiness of students and graduates to change opinion and behaviour have lower ratings than the components directly related to professor's knowledge. A similar tendency was observed also in the study conducted in the sample of Israeli students (Raviv et al., 1993). In general, the results of epistemic authority assessments show a successful implementation of professors' authority dimension "source of knowledge or accepted truth" (Pace, Hemming, 2004), which is an essential sign of epistemic authority (Heritage, Raymond, 2005; Kruglanski et al., 2005; Quiamzade, Mugny, Chatard, 2009).

A comparison of the results obtained in the student and graduate samples with the results obtained in the original study (Raviv et. al., 1993) lead to a conclusion that in general, when viewing the results of Study 1 and Study 2, there has the following tendency: Students and graduates of universities located in Riga rate professors' epistemic authority higher than Israeli students (see Table 2).

A comparison of the results on the level of the sample shows that the results of Study 2 are similar to the results obtained in the original study, and this, in general, suggests similar tendencies in assessment of professors' epistemic authority regardless of cultural environment and the time distance when the measurements were made. The following question is put up for discussion: What factors determine that, in the study conducted in Israel, statistics students have given high ratings for professor's epistemic authority (significantly higher than psychology students), but sciences students and graduates of Riga universities have provided lower rating for professors' epistemic authority than students and graduates of the social area. According to the interpretation given by the Israeli researchers (Raviv et al., 1993), there

might be two explanations for the results of the students of Riga universities: 1) Students of the sciences in universities of Riga are more sceptical and less structured than Israeli statistics students and study respondents in year 1993; 2) the assessed professors in the area of sciences in Riga universities provide less consequent knowledge. However, the results of assessment of professors' (one concrete area) epistemic authority assessed in the Israeli study and the results of the study conducted in the area of sciences at Riga universities (which included several study courses related to the area of sciences) cannot be compared directly.

**Table 2. Comparison of Average Indicators (M) for Epistemic Authority of Professors in Student Samples in Israel and Riga**

Israel	Riga (2011)	Compared statistic indicators	Compared groups	
			M (1)	M (2)
		N		
Psychology students (Raviv et. al., 1993)		76	3,86	–
Statistics students (Raviv et. al., 1993)		71	4,68	–
	Social area students	101;51	3,97	4,40
	Social area graduates	142;58	3,95	4,36
	Sciences area students	105;51	3,96	4,24
	Sciences area graduates	55;66	3,93	4,00
Average result in student sample (Raviv et. al., 1993)		147	4,25	–
	Average result for student sample	307;152	4,02	4,30
	Average result for graduate sample	248;210	3,93	4,25

*M (1) – compared results of Study 1; M (2) – compared results of Study 2*

### Conclusions

The epistemic aspect of authority is demonstrated by authority's structural element „source of knowledge or accepted truth”. Perception of an epistemic authority takes place in the social context in the knowledge transmission and exchange process, with emergence of social judgements. It has been empirically verified that, perceived epistemic authority of a professor includes multiple dimensions: the cognitive with its factors „professor's expertness” and „professor's knowledge” and the cognitive-emotional – trust in professor's knowledge, which is related to perception of objectivity. The empirical results show that, in retrospective assessment of students' actual interaction with the

professor and graduates' time-remote interaction with the professor, professors' epistemic authority is generally assessed as a medium-level authority. The assessments provided for the components of the professor's epistemic authority vary in two studies between low and high. Professor's knowledge and trust in professor's knowledge are rated higher. However, the results of the assessment vary between low and medium in the first study to medium and medium high in the second study. This shows possible influence of social and demographic factors. A comparison of the results on the level of the sample shows that the results of Study 2 are similar to the results obtained in the original study, and this, in general, suggests similar tendencies in assessment of professors' epistemic authority regardless of cultural environment and the time distance when the measurements were made.

However, further studies are necessary to have more detail for the components and the factors. While studying student-perceived epistemic authority of professors, results have been obtained which can be used for: 1) professional development of professors in management of the study process; 2) further research. Further studies would be useful: 1) to identify factors which determine the comparatively low ratings provided for component „students' readiness to change behaviour"; 2) to study students' epistemic dependence on the professor as an essential source of information, which may reveal the factors of perceived epistemic authority of the professor in more detail; 3) to study how professors perceive their epistemic authority and professional efficiency as a condition for being an authority.

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# LATENT STRUCTURE OF REFLECTIVE LEARNING AT THE HIGHER EDUCATIONAL INSTITUTION: MIXED METHODS RESEARCH RESULTS

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***Abstract.** The article presents results of the research, conducted using mixed methods research strategy: the reflective learning model as a prerequisite for curriculum development and improvement in university studies. The qualitative study was implemented using unstructured reflections, written by 65 prospective special educators studying at the university. The phenomenological hermeneutical method of data analysis enabled to disclose students' experiences as preconditions for reflective learning, continuing studies at the university, and reveal impact on changes in personal conceptions, based on reflection of experienced situations. The quantitative study, which was attended by 389 students, aimed to disclose general trends of students' reflective learning in theoretical and practical studies. Primary and secondary factor analyses enabled to disclose the latent structure of the investigated phenomenon – reflective learning. The constructed reflective learning model, based on prospective special educators' example, can be described by 7 key dimensions, which can be treated as main trends, seeking improvement of the curriculum, implementing reflective learning at the higher education institution, and development of students' reflection competency during studies.*

***Keywords:** reflective learning, higher education, mixed methods research.*

## Introduction

Solving educational problems, it is emphasized that in the learning society the requirements for higher education are related to the development of learners' competencies enabling reflective, cooperation-based participation in public life and professional activities in various complex contexts and situations (Stefani et al., 2010). The discourse on learning at the higher educational institution requires the person to learn and understand his/her learning that has occurred (Nicholls, 2001). Modern higher education studies must focus on the student, who is characterized as an active participant of the (self-) educational process: searching, experimenting, creating his/her theories. Teaching and learning become inseparable processes, providing the very learner with the opportunity to responsibly understand his/her own learning process.

Analyzing the process of specialist education, Seibert & Daudelin (1999), emphasize that the higher educational institution should offer the environment creating favourable conditions for reflective learning. Reflective learning includes investigations of one's actions, professional development, interrelations of theory and practice, personal, social and political emancipation. The analysis of scientific sources (Osterman & Kottkamp, 2004; Boud et al., 2005)

demonstrated that reflective learning enabled students to combine theoretical and practical knowledge, which they acquire studying and doing their practice, build their personal theories and understanding about future professional activities. Reflective learning at the higher educational institution is characterized as an interactive process in which learners investigate their experiences, use reflection to steer from impulsive and routine activities, discover and unconsciously construct new meanings, insights, provide new perspectives; this is a process of integrating existing and new knowledge, applying theoretical knowledge in practice (Jarvis et al., 2004; Moon, 2004). Regardless of what kind of formal knowledge the learner will get in the learning process, he/she forms a peculiar understanding of the phenomenon or activity; i.e., creates his/her theories.

The process of learning and, therefore, reflection, is individual, stemming from personal views, attitudes and values (Moon, 2004). Often students' practical experience is confined to technical skills to be applied in specific situations. On the other hand, theoretical knowledge acquired at university is not related to practical activities. Thus, the need to integrate reflection on practice and theoretical studies at the university comes to prominence, focusing on the fact that modelling of reflective learning at the higher educational institution is a non-finite process. Developing reflection ideas, higher educational institutions educating prospective professionals can constantly adjust the curriculum, developing reflective learning and the student's as a reflective practitioner's competencies. The scientific problem formulated in the article can be expressed by one *research question*: What are the specific trends of modeling prospective specialists' reflective learning at the higher educational institution and what is their content?

*The research subject*: latent structure of reflective learning at the higher educational institution.

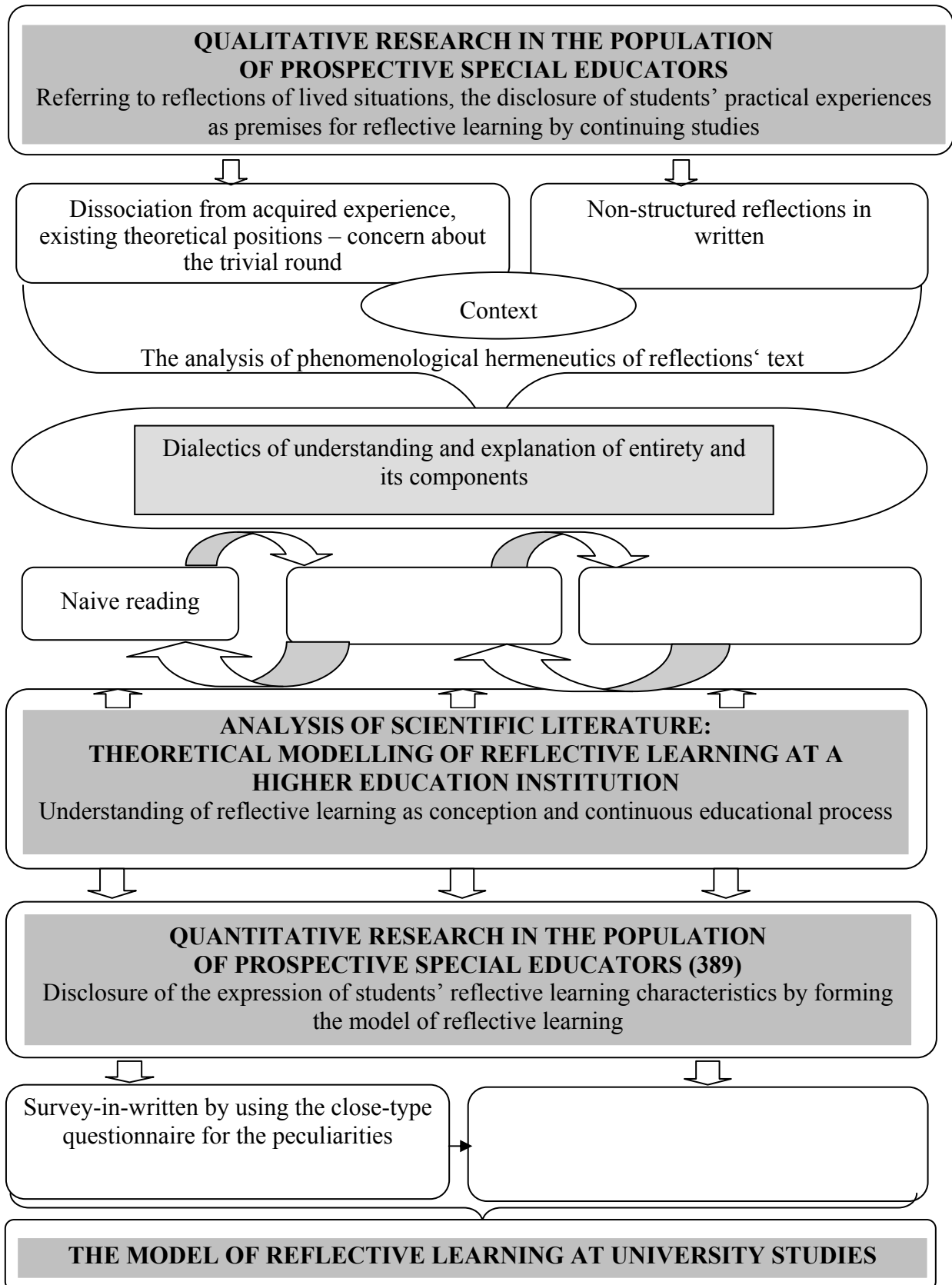
*The research aim* to disclose latent structure of prospective professionals' reflective learning at the higher educational institution, identifying the most effective mechanisms of this model.

## **Methodology**

The research process was carried out in accordance with stages of strategy of consistent procedures (see Fig. 1).

The study employed the mixed methods research strategy, based on the combined use of quantitative and qualitative methods, applying the strategy of consistent procedures, which reveals different characteristics of the same phenomenon, specifies and expands results (Greene & Caracelli, 1997; Creswell, 2003). Application of the concept of mixed methods enabled to diagnose, reflect and highlight students' employed practical models during

theoretical and practical studies and key factors influencing students' self-reflection and reflection on activities and studies.



Mixed methods research results are presented in accordance with the specific chosen type of presentation of results, when theoretical, quantitative and qualitative research results are published in separate journals, giving clear references to other articles that have already been published by the author (Stange et al., 2006). This article presents final research results, having implemented the mixed methods research strategy.

*The first stage of the research – the qualitative study* – included non-structured reflections in writing, written by 65 prospective special educators studying at the university, who were given open-ended questions. Phenomenological hermeneutic data analysis method enabled to disclose students' experiences as preconditions for reflective learning, continuing studies at the university, and as influences on changes in personal conceptions, based on reflection of experienced situations (Bubnys & Žydžiūnaitė, 2007; Bubnys & Žydžiūnaitė, 2008; Bubnys, 2011)<sup>6</sup>.

*Research literature analysis* was performed following the qualitative study stage as a connecting link between qualitative study and quantitative study. Qualitative study results serve as primary information for selection of sources and also seeking to ground obtained results (Bubnys, 2007; Bubnys & Tuominienė, 2008; Bubnys & Žydžiūnaitė, 2010; Bubnys, 2012).

*The quantitative study* was implemented in order to highlight manifestation of students' reflective learning dimensions, forming the reflective learning model. Operationalisation of the research subject, based on scientific analysis of sources and qualitative study results, was followed by preparation of the questionnaire. The study involved 389 students, aiming to reveal general trends of students' reflective learning in theoretical and practical studies. Peculiarities of manifestation of reflective learning characteristics were disclosed applying *descriptive statistics*, which was the basis of primary quantitative data processing: calculation of frequencies, data percentages, means, standard deviation, mode, median. *Multivariate statistical methods: factor analysis*, when processing the data *the exploratory and confirmatory* factor analysis were applied. Qualitative study results reveal peculiarities of manifestation of prospective special educators' reflective learning characteristics (Bubnys & Gudonis, 2009; Bubnys, 2010).

### **Latent Structure of Reflective Learning in University Studies**

Primary and secondary factor analyses enabled to disclose the latent structure of the investigated phenomenon – *reflective learning* (see Fig. 2). The quantitative study extends and supplements the results of the qualitative study, disclosing trends of reflection on student experience and its integration in theoretical and practical studies at the university in relation to other participants of the educational process.

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<sup>6</sup>There are references to the results of published studies of every stage

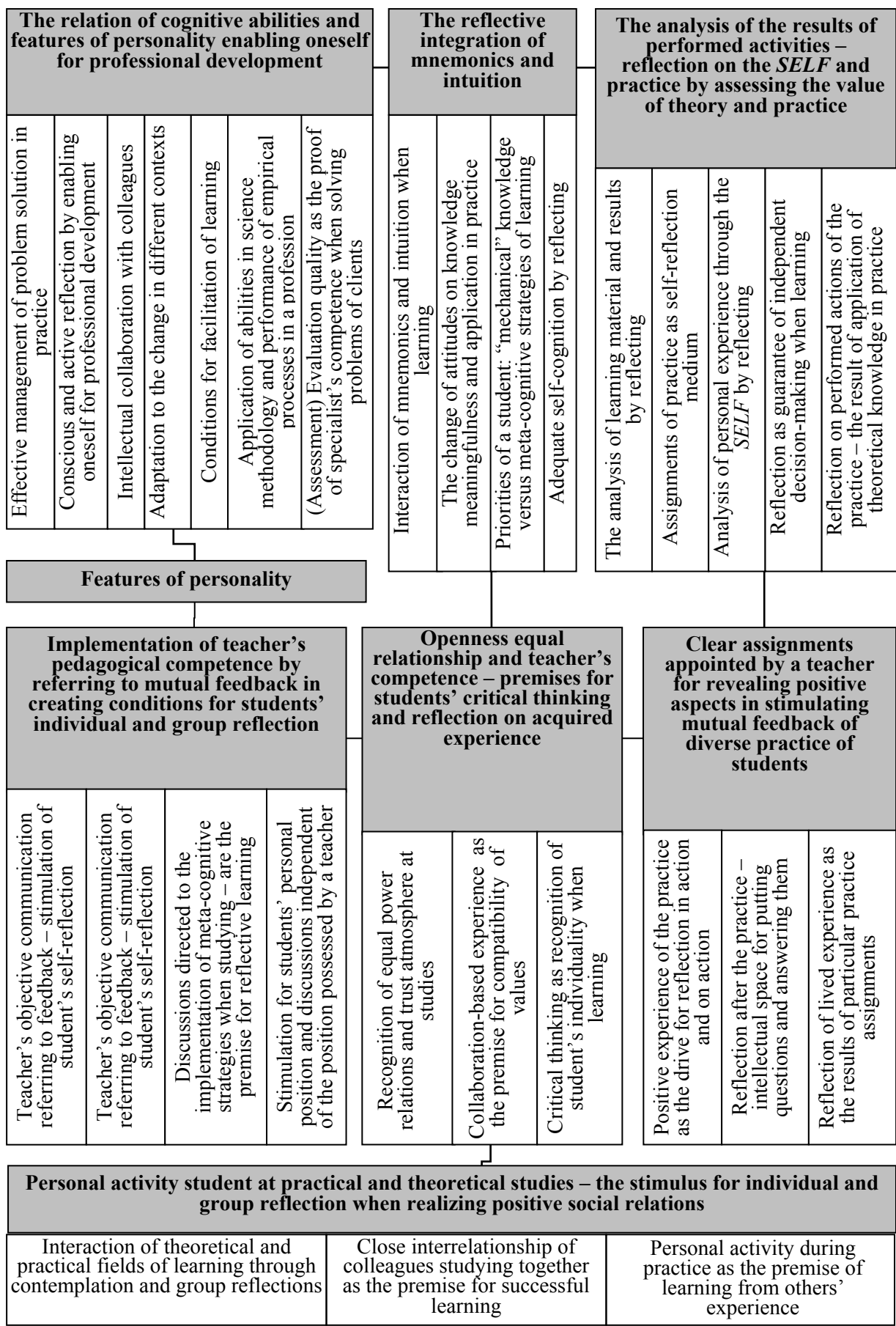


Figure 2. The Model of Reflective Learning at University Studies

The constructed reflective learning model, based on the example of prospective special educators, can be described in seven key dimensions.

***The link between cognitive abilities and personality traits, empowering oneself for professional development.*** The dimension is characterized as a dimension of prospective professionals' competence development, empowering the prospective specialist for professional development. The main focus falls on cognitive abilities and personality traits and their interrelationship. The first dimension reveals that students relate essential traits of the student's personality to moral (ethical) approaches, positive partnership, which is grounded on cooperation with all persons involved in the educational process. Distinguished groups of abilities and personality traits create preconditions for corresponding modelling of the teaching/learning process in university studies so that these abilities and personality traits are developed and create preconditions for reflective learning both during studies and in the future professional activity.

***Reflective integration of memorization and intuition.*** This dimension is defined as interrelation of student's absorbed knowledge during studies and personal approaches, as a choice of learning peculiarities (habits), i.e., specific learning strategies while studying. Successful reflective learning at the higher educational institution includes the learner's intellect, emotions, intuition and lived sensory experience. It is important that during learning all these features should be combined with each other because this would enhance meaningfulness of learning and knowledge absorption. Thus, students are not passive recipients of knowledge, when learning outcomes are determined by the quantity of knowledge and its mechanical mastering. They are active developers and initiators of their system of knowledge. The student's priorities ("mechanical" knowledge versus metacognitive learning strategies) determine the student's approaches towards obtained knowledge. Reflective mastering of theoretical knowledge, deepening in the content of knowledge and its linking with personal experience enable the student to change his/her attitudes towards the very learning process and towards his/her as a professional's development. Intuitive guess and learning by heart are among students' most often used ways of memorising new materials. Intuitive knowledge absorption without reflective thinking becomes accidental and unrelated to the student's direct experience and experienced emotions.

***The analysis of results of performed activities: reflection on the self and practice, evaluating the value of theory and practice.*** This dimension includes reflection of personal experience through one's self, analysis of learning outcomes through reflection, application of practical tasks as measures of self-reflection in the educational process, distinguishing the result of reflection as a guarantee of students' independent decisions and of application of theoretical knowledge in practice.

Planning learning activities, it is necessary to draw attention to the structure and content of the course, which are treated as the most important elements of

the reflective learning process (Peltier et al., 2005). Students must be provided with conditions to analyze study materials, perceive the essence of tasks and, most importantly, it must be foreseen that they discover personal benefit of given tasks for themselves as prospective professionals. It becomes relevant to appropriately distribute time for individual tasks during the course. In the reflective model most of the time has to be allocated for reflection and evaluation of learning achievements and for discussion of knowledge application possibilities in practice.

Emphasising the value of theory and practice and interconnection of these areas while learning, the type and purposiveness of tasks for students that they perform during practice, gain relevance. It is important that students should perceive the benefit and purpose of notes, which they write down during their practice. Practice supervisors together with students should exhaustively discuss value and necessity of assigned tasks, their benefits for the student's personal growth, professional development or changes in personal approaches and values.

***Realization of the teachers' pedagogical competency, based on mutual feedback, enabling students' individual and group reflection.*** The dimension puts emphasis on the importance of the teacher's pedagogical competency, creating corresponding conditions for implementation of reflection in the study process. Creating reflective learning environment at the higher educational institution, it is important that the teacher should understand that teaching constitutes creation of corresponding conditions for students to learn. The teacher's subject-based communication that is grounded on feedback determines teacher-student parity relationships. The reflective cooperation-based learning process provides opportunities for the student to discuss issues of concern with teachers of individual subjects and to receive effective feedback about effectiveness and results of learning, which helps students to plan their own learning pace and time because teachers help students to understand their own learning; i.e., the system of knowledge, its interrelations and meaningfulness. Efficient feedback promotes the student's self-reflection on himself/herself as a learner, on his/her learning habits, obtained knowledge and its practical value, encourages assessment of personal learning achievements, future plans and prospects.

Discussions focused on implementation of metacognitive strategies create preconditions for reflective learning (Efklides, 2008), therefore, the teacher should choose such teaching methods which would promote interest in the delivered subject. Discussions with students on ways and strategies of learning the subject help students to discover their own learning style and type. The importance of the teacher as an assistant and facilitator comes to prominence because the teacher has to allocate sufficient time for analysing students' difficulties in the learning process and coping with them. A lot of time in the learning process has to be allocated for discussions about students' performed works and tasks, type and criteria of evaluation.



***Openness, tantamount relationships and the teacher's competence as preconditions for students' critical thinking and reflection on acquired experience.*** The dimension discloses the importance of tantamount teacher-student relationships, grounded on mutual openness, for the development of students' critical thinking and reflection on acquired experience.

Critical thinking is a critical factor in reflective learning because learning involves complex activities (Black, 2005; Choy & Cheah, 2009). The essential problem is that students of the higher educational institution have too little or no opportunities to systematically reflect using their own modelled or lived experience, fostering critical thinking skills, which they as prospective professionals need. The authoritarian teaching style, "closed" type of interrelationships and too high requirements for students determine students' conformist learning manifestations: they avoid sharing certain information about themselves with teachers due to unwillingness to be misunderstood; they seek to please teachers, refusing of their own approaches, and accept knowledge of the delivered subject as unquestionable truth.

Students have to be provided with sufficient assistance, grounded on tantamount and open interrelationships, forming learning to learn skills, which are particularly important for a reflective professional. Reflecting independently or assisted by specialists of the higher educational institution, students are getting used to identify their approaches, attitudes and values, integrate new understanding and formulate generalizations, which would enable them to make positive changes in their future professional activity situations. Teachers should not treat difficulties faced by students as a sign indicating learners' weaknesses; on the contrary, this should be a motive to encourage students to reflect on their learning, discovering reasons of these difficulties and foreseeing possible solutions. Both the teacher's disposition, his/her reflection ability and the striving that students follow their example are important.

***Clear tasks, given by the teacher, highlighting positive aspects in students' versatile practice and promoting mutual feedback.*** This dimension focuses on the student's as a learner's experiences gained together with professionals in the practice placement, grounds purposiveness of practice tasks developing students' reflection competency. The main objective that the learner and his/her supervisor should pursue is transfer of experience and assistance, cognising peculiarities of the special educator's profession, applying theoretical knowledge in practice.

During practice the ability to apply theoretical knowledge, reflection and critical-analytical thinking abilities are formed in the student's activities, which are directly related to the tasks to be performed by the student in order to account for practice. Reflective writing and diary methods are the main instruments to analyze practice experience (Moon, 1999); however, the quantitative study results disclosed that in many cases practice diaries became a formal descriptive document rather than the analytical document. Often the

analysis of experience in the diary is unreal and contrived; therefore, during practice students should be provided with conditions enabling them to experience situations that would be directly related to the task. Practice supervisor should help to create such conditions, comprehensively analysing tasks given for the student. Reflection on learning requires that students should evaluate performed tasks in accordance with clear criteria so that they can compare their progress with goals, which had been formulated in cooperation with teachers and/or practice supervisors. Clarity of practice tasks, their type and perception of their importance would promote students to evaluate their experiences anew and analyze their abilities and perception. Self-evaluation should shed new light on the already existing knowledge and acquired experience.

***The student's personal activeness in practical and theoretical studies as a stimulus for individual and group reflection, implementing positive social relationships.*** The dimension includes the student's personal activeness, analyzing his/her learning experience and maintaining close, understanding-based interrelationships with group colleagues/students, teachers and practitioners.

The student's personal activeness and aspiration to share personal experience and learn from other persons' experience through cooperation create preconditions for emergence of reflective learning. The ability to share experience acquired during practice with teachers of individual subjects enables students to analyse the taken over experience comprehensively and from different perspectives. Efficacy of reflective learning is determined both by relationships between the teacher, educators of the institution, students and by links between the very learners- practitioners. Cooperation of the latter in the reflective learning process is emphasised by Dempsey et al., (2001), who state that sharing ideas and views with others who had lived similar experience is the basis of reflection.

To sum up, it should be stated that the constructed reflective learning model discloses key dimensions, which can be treated as key trends of improving the curriculum, implementing reflective learning at the higher educational institution and improving students' reflection competency during studies. It must be emphasised that modelling of reflective learning at the higher educational institution is a non-finite process. Conceptual modelling forms the perception that this is a contextual and situational process, which becomes meaningful only in the presence of empirical data and interpretation of subjects' experience. Continuous analysis of accumulated data enables students to deeper understand their learning and their prospective professional activity, and, based on reflection results, to correct their own actions. Accordingly, higher educational institutions, applying reflection in the teaching/learning process, can make adjustments in their curriculum.

## Conclusions

Dimensions of the model are to be considered as trends improving education of special educators, modelling vocational education curriculum at the higher educational institution at the levels of theoretical studies (academic), practical studies (practical) and at the student's personal (individual) level.

Reflective learning in university studies is modelled considering clusters of cognitive abilities and personality traits, related to the prospective professional's personality maturation and professional development, which are projected by students as being relevant for the prospective special educator. The established key groups of abilities representing the dimension *development of competencies and personality traits* outline the trends of education of the prospective specialist, provide for the development of his/her abilities of conscious and active reflection on action and in action, abilities of creating conditions to facilitate learning and effectively solve problems in practice.

The dimensions of the model include *the pedagogical-didactic competency* of the teacher and practitioners. The interaction of the university teacher, educator-practitioner and student, based on mutual trust and openness, subject-based cooperation create prerequisites for the development of the student's critical thinking. Dimensions distinguished at academic and practical levels distinguish themselves by integrity and overlap. Reflection on the self, on learning materials and results of analysis are to be underlined in the content of the latter. The parameter *the student's personal activeness during studies* is to be emphasised, disclosing the importance of manifestation of personal motivation for individual and group reflection, implementing positive social relations with colleagues.

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## THE PROMOTION OF CROSS-CURRICULAR PROBLEM SOLVING ABILITIES OF PRE-SERVICE SCIENCE TEACHERS THROUGH COOPERATIVE LEARNING

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**Abstract.** *Inquiry-based science teaching (IBST) can be realized with a help of different educational technologies. An educational project carried out at Lithuanian University of Educational Sciences used a framework of cross-curricular (biology, chemistry and physics) learning content, learning concepts (learning through cooperation, PBL) and learning method (a nine phase cycle of project activities with self-evaluation at the end of each phase). A case study of application of cross-curricular relationships while teaching pre-service science (biology, chemistry and physics) teachers at Lithuanian University of Educational Sciences was carried out. Quantitative and qualitative methods were used, together with observation of activities of 120 respondents (pre-service teachers) in learning through cooperation. The results revealed that PBL based on cross-curricular content provided suitable conditions for reaching higher levels of problem solving abilities.*

**Keywords:** *problem-based learning, problem solving abilities, cross-curricular content, cooperative learning.*

### Introduction

The development of society in the 21<sup>st</sup> century requires a new creative class. Creativity is an important feature of society, and is disclosed through the generation of new ideas, adaptation to changing situations, and solutions to problems (EC, 2010). Problems can be solved while working individually or in groups. The ability to create new intellectual products while working in cooperation is important in the creative society (Florida & Tinagli, 2004). Labour market experts, managers of human resources, and vocational education and training experts find these abilities to be essential. A 2010 Euro barometer survey of 31 European countries showed that 67% of leaders in the business and public sectors highly valued employees' team working abilities, whilst these employers also thought that analytical skills, problem solving and adaptation to new situations were important.

There are still, however, significant obstacles to the measurement of collaborative tasks within large-scale international surveys such as PISA (Reeff, Zabal & Blech, 2006). The PISA results suggest that it is necessary to pay attention to problem solving abilities, as, on average in OECD countries, half the students were unable to solve anything other than basic problems (PISA, 2003; 2012).

In inquiry-based science teaching (IBST), a teacher begins not with a statement but with a problem. PBL is an effective method of instruction in many areas, and employs open-ended questions that are not limited to a single correct answer. Questions elicit diverse ideas and opinions, and require students to work as a group (Kim, Hannafin & Bryan, 2007; Zion, 2008).

IBST engages students in authentic and problem based learning activities where there may not be a correct answer. Cross-curricular problems often involve multiple goals, which are in conflict amongst each other, as progress towards one may detract from progress towards the other(s). Learning through cooperation can help in solving cross-curricular problems. Elaboration and weighing of priorities is required for the problem solver to achieve a balance between the goals (Blech & Funke, 2010; Brown, Harris & Russell, 2010). Cross-curricular problems are frequently ill-defined (Mayer & Wittrock, 2006).

The use of PBL based on cross-curricular content requires the shift of knowledge from one subject to another in each cross-curricular teaching situation (horizontal shift). This shift provides a new character, creates problem situations, and encourages the acquisition of new information or reveals new aspects of the knowledge acquired (Funke, 1991; Edelson, 2001).

Solving cross-curricular problems also creates favourable conditions for the improvement of general, subject and cross-curricular abilities. Problem solving as cognitive processing is directed at transforming a given situation into a goal-oriented situation where no obvious solution is available (Mayer, 2006). These generic abilities are best developed when they are drawn on intentionally, but they should not be taught in isolation from any program content. They are a joint responsibility and require shared planning so that all of them receive sufficient attention (Barnes, 2011; PISA, 2012).

The evaluation and self-evaluation are important parts of PBL. Many researchers have investigated the evaluation of problem solving abilities (Blench & Funke, 2010; Greiff & Funke, 2008; Leutner, Klieme, Meyer, & Wirth, 2004; Osman, 2010). However, there is a lack of research about the role of evaluation and self-evaluation in PBL (Scott, 2014).

Learning through cooperation, problem based learning and use of cross-curricular relationships are common, but insights into the application of these models in educational practice, especially while training pre-service teachers, are still lacking.

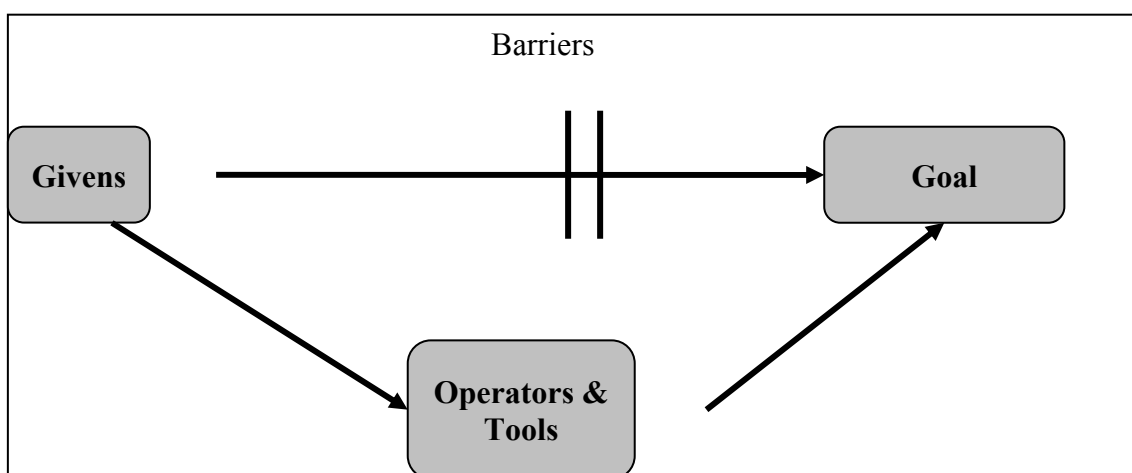
The mentioned aspects of problem based learning have led to **the problems**: what are cross-curricular problem solving abilities of pre-service teachers? How does learning through cooperation influence cross-curricular problem solving abilities?

**The objectives**: to disclose the cross-curricular problem solving abilities of pre-service science teachers and to reveal the role of collaboration in the promotion of problem solving abilities.

## Theoretical background

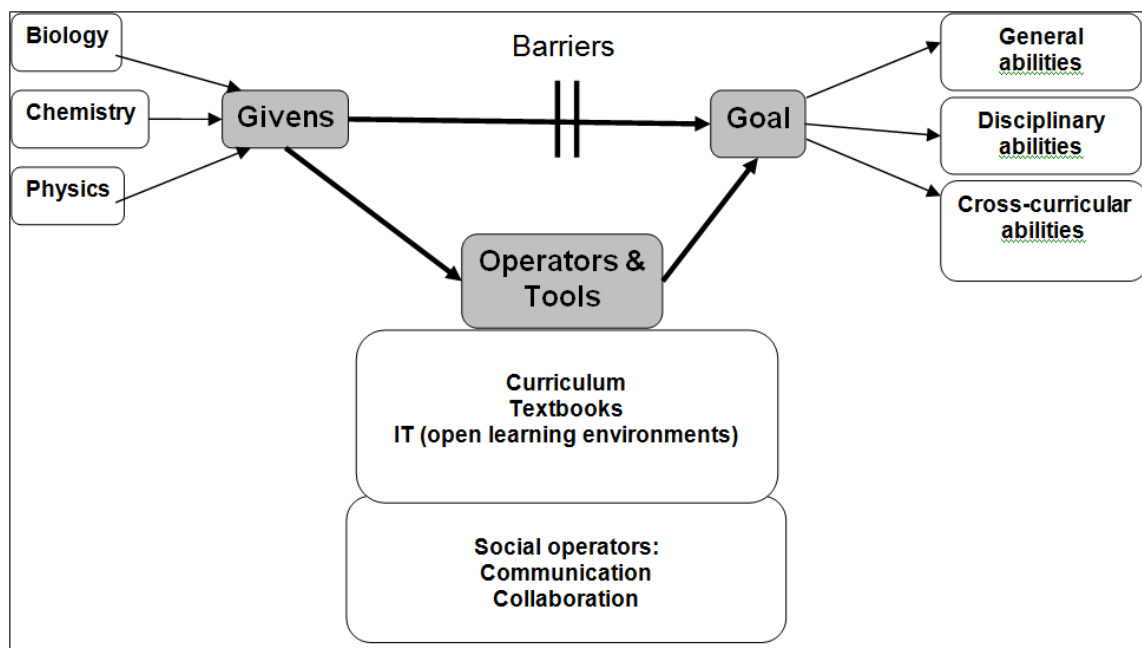
Constructivism provides a methodological background of IBST that can be realized by using different learning practices, such as *discovery learning* (Anthony, 1973), *problem based learning* (PBL) (Schmidt, 1983), *inquiry learning* (Papert, 1980), *experiential learning* (Boud, Keogh & Walker, 1985) or *constructivist learning* (Steffe & Gale, 1995) These practices are based on constructivism (Kirschner, Sweller & Clark, 2006), who suggest that learning based on constructivism can be called both *problem-based learning* and *inquiry-based learning*.

The theoretical background of PBL can be found in the pragmatism philosophy of J. Dewey at the beginning of the 20<sup>th</sup> century. In his books *Experience and Nature* (Dewey, 1925) and *The Quest for Certainty* (Dewey, 1929), J. Dewey rejected the theory of cognition which holds that a person is an observer of the world. According to him, the person fights for survival while solving problems. K. Duncker (1945) tried to describe problem situations by saying that a problem exists when a person has a goal but does not know how to achieve it. P. Frensch and J. Funke (1995) created a model of the problem situation (Fig. 1). According to the model, the ‘given’ is the knowledge that a person has about the problem. The ‘operators’ are the admissible actions that can be performed to achieve the desired goal state (outcomes) with the assistance of the available tools. It is necessary to overcome barriers between experience acquired and new cognition in every problem situation.



**Fig. 1. Problem situation model (according to Frensch & Funke, 1995)**

We supplemented the model of P. Frensch and J. Funke (1995) and adjusted it to PBL in our activities (Fig. 2). The givens are composed of the content of physics, chemistry and biology, while the goal consists of general (communication, ability to learn, and cognition), subject and cross-curricular abilities. The group of operators and tools consists of two subsets: curriculum and social operators.



**Fig. 2. Learning model based on cross-curricular content applied at Lithuanian University of Educational Sciences**

Cross-curricular content determines social interaction (Fig. 2). Cross-curricular links among the content of different disciplines have a subjective character. The search for cross-curricular relationships is an active process in which individual students can interpret connections between facts, and can find specific relationships between the content of biology, chemistry and physics. This diversity of links is easily disclosed when the same project is implemented in a group of students studying different science programs. The diversity of cross-curricular relationships therefore enhances aspects of learning through cooperation, including the ability to achieve a single solution, and the ability to choose similar models of cross-curricular relationships and problem solving scenarios.

Cross-curricular educators, however, have little information about how to implement problem-based learning in classrooms where multiple disciplines are represented (Keebaugh, Darrow, Tan & Jamerson, 2009). Gaps in knowledge may be filled by observation and exploration of the problem situation. This often involves interaction with a new system to discover rules that in turn must be applied to solve the problem.

### **Methodology**

*Method of research.* A case study of application of cross-curricular relationships while teaching pre-service science (biology, chemistry and physics) teachers at Lithuanian University of Educational Sciences was carried out. Quantitative (questionnaires) and qualitative (semi-structured interview)



methods were used together of activities of the pre-service teachers in learning through cooperation.

A project carried out at Lithuanian University of Educational Sciences combined *learning content* (cross-curricular content [biology, chemistry and physics]), *learning concepts* (learning through cooperation, PBL) and a *learning method* proposed by Foldevi (1995). According to the method, the learning cycle is composed of nine phases: 1) Creating scenarios for a problem situation; 2) Creation of a group plan; 3) Formulation of a hypothesis for finding a solution to the problem; 4) Brain storming; 5) Definition of the problem; 6) Formulation of learning tasks; 7) Deepening one's knowledge; 8) Discussions and careful research of knowledge; 9) Application of knowledge in practice. The self-evaluation of abilities is performed at the end of each learning phase.

We extended M. Foldevi's method by applying it not just to students of a single subject but also to cross-curricular content of different science subjects (biology, chemistry and physics). In order to provide favourable conditions for learning through cooperation, the time schedule of subject didactics seminars for pre-service teachers studying different subject programs was synchronised. Heterogenous groups studying different science subjects were formed. They implemented one cross-curricular project in two seminars (four hours in all) on subject didactics. They also worked independently (for three hours) between the two seminars.

Each group worked exclusively on cross-curricular problems within short-term projects. They had to create models of cross-curricular relationships, predict possible links and suggest methods for their analysis during lectures. For example, they had to present the theme "Atmosphere: its physical and chemical aspects". From the point of view of chemistry, it was important to disclose the structure of atmosphere, the formation of oxygen and oxidation of metals. From the point of view of biology and physics, pre-service teachers had to disclose the importance of oxygen to life (photosynthesis, respiration, etc.), as well as the formation of atmosphere and its layers, etc.

IBST is characterized by a variety of levels. We referred to the theory of H. Banchi & R. Bell (2008) when deciding how to teach pre-service teachers. The highest level (open inquiry) is reached when learners identify a problem, methods for its solution, and explanations for the cross-curricular phenomena themselves. Therefore, the method proposed by M. Foldevi corresponds to open inquiry, as its six phases are devoted to the search for solutions to problems.

*The instrument of quantitative research.* We used the PISA (2012 instruments) for the evaluation of problem solving abilities. They are reliable and valid.

*The sample of quantitative research.* The respondents were 120 pre-service science teachers, comprising two thirds of third and fourth year science students studying at Lithuanian University of Educational Sciences.

*The sample of qualitative research.* A semi-structured interview, based on methodology PISA (2012) revealed the attitude of pre-services teachers towards the PBL. The sample of the qualitative research was purposive modal instance sampling (Patton, 2002). A qualitative study was conducted with 40 pre-services teachers.

**Results**  
**The results of qualitative analysis**

We used the methodology of the PISA (2012) field trial problem-solving framework in order to assess the attitudes of pre-service teachers towards problem solving abilities and their self-evaluation. The methodology describes levels and criteria for problem solving abilities. At least four levels of proficiency can be identified in showing how problem-solving abilities grows and develops (PISA, 2012). We used these levels to highlight differences between strong and weak problem solving abilities (Table 1).

**Table 1. Four levels of proficiency of problem solving abilities of pre-service science teachers**

High ability criteria	Low ability criteria
1. Able to plan and execute solutions that involve a relatively high number of steps	1. Able to plan and execute solutions that involve only a few steps and simple reasoning
2. Able to understand and relate information presented in a variety of familiar or unfamiliar representations	2. Able to understand or to relate information only between familiar representations
3. Able to deal with situations involving many variables where there is high dependency between the variables	3. Able to solving a problem unless it involves only one or two variables with limited dependency
4. Able to discover undisclosed information or handle unanticipated obstacles	4. Able to discover undisclosed information if instructions are provided to direct exploration activity

Levels of problem solving abilities are defined according to these activities are planning and execution of solutions, understanding and relating information, dealing with situations, and handling unanticipated obstacles (Table 1).

According to PISA (2012), problem-solving abilities depend on the content of a particular activity, e.g. planning and execution of solutions that involve a relatively high number of steps (high ability criteria), and planning and execution of solutions that involve only a few steps and simple reasoning (low ability).

The answers of the pre-service science teachers revealed that PBL based on cross-curricular content provided suitable conditions for reaching higher levels

of problem solving abilities, that were not limited by only a few steps and simple reasoning „Implementation of a project is constantly related with thinking how to explain a phenomenon from the point of view of physics, chemistry and biology. It is easier for me to analyze a problem from the point of view of physics. The latter tasks are more understandable and it is not necessary to go deep into them“.

PBL on the basis of cross-curricular content promotes understanding and discovering of new information. Cross-curricular projects change attitude towards sources of information and the Internet: „Searching for subject information is an easy task. It is necessary to write the keyword and you get what you want. Therefore, it is not suitable for implementing cross-curricular projects. There is a problem regarding keywords and cross-curricular relationships that should be found by ourselves.“

In summary, PBL on the basis of cross-curricular content creates suitable conditions for the improvement of problem solving abilities, as cross-curricular content involves a relatively high number of steps, promotes the processes of dealing with situations involving many variables, and helps in discovering undisclosed information.

The answers of the pre-service teachers disclosed that solving of cross-curricular problems through learning in cooperation made the self-evaluation of activities complicated. It was obvious that the pre-service science teachers knew the contents of their own individual subject (biology, chemistry or physics), but that they lacked broader understanding of other science subjects. For example, a student studying physics at university level lacks knowledge regarding chemistry and biology. Therefore, only cooperative work with other students can overcome that problem and the implementation of cross-curricular projects becomes possible.

### **The results of quantitative analysis**

The construct validity of our quantitative research was ensured by the use of the PISA field trial problem-solving framework (PISA, 2012). Construct validity requires the use of the correct measures for the concepts being studied. Problem solving abilities were our main concept, made up of exploring and understanding, representing and formulating, planning and executing, monitoring and reflecting. These abilities are formed at different phases in the Foldevi's methodology (Table 2).

According to the PISA (2012) criteria for problem solving evaluation, the pre-service science teachers self-evaluated their own abilities, as well as problem solving abilities of other members working in the same group.

We distinguished two stages of self-evaluation. The first stage was performed after finishing a short-term cross-curricular project, while the second was carried out at the end of the didactics course, with all short-term projects

already finished. The student teachers evaluated problem solving abilities in cross-curricular projects by using a three-grade scale: “excellent”, “well”, and “weakly”. The same scale of evaluation was applied at the beginning and end of the project (Table 3).

**Table 2. The problems solving abilities (from PISA 2012 field trial problem solving framework) at different phases of Foldevi’s method**

Problem solving abilities	Phases of Foldevi’s methodology	Evaluation criteria of problem solving abilities
Exploring and understanding	1; 2; 4; 5	Exploring the problem situation (observing; searching for information; finding obstacles).
		Understanding given and discovered information, demonstrating understanding of relevant concepts.
Formulating and representing	3 and 7	Formulating hypotheses, organising and critically evaluating information.
		Representing the problem by graphical, tabular, symbolic or verbal representations.
Planning and executing	6; 8; 9	Planning of goal setting, devising a plan or strategy to reach the goal state, including the steps to be undertaken.
		Executing a plan of problem solving
Monitoring and reflecting	1-9	Monitoring of intermediate and final results, detecting unexpected events.
		Reflecting on solutions, critically evaluating alternative solutions, looking for additional information or clarification of the goals.

**Table 3. Self-evaluation of problem solving abilities of pre-service science teachers (percentage frequency in the first and the second diagnostic studies)**

The abilities of problem solving competency	First diagnostic study (grades)			Second diagnostic study (grades)		
	Excellent	Well	Weakly	Excellent	Well	Weakly
Exploring Understanding	35.6	51.3	13.1	38.2	47.8	14.0
	40.2	44.6	15.2	38.8	49.0	12.2
Formulating Representing	29.2	49.2	21.6	29.8	47.9	22.3
	53.3	29.2	17.5	55.5	26.5	18.0
Planning Executing	67.5	22.5	10.0	68.1	20.7	11.2
	62.5	33.3	4.2	67.0	27.9	5.1
Monitoring Reflecting	39.0	40.0	21.0	44.1	37.1	18.8
	33.3	41.1	25.6	38.8	39.5	21.7

The first study was performed at the end of the first half of the year. It was revealed that participants self-evaluated *planning*, *executing*, and *representing* as their best abilities, while *formulating*, *reflecting*, *monitoring*, and *exploring* were

self-evaluated as somewhat worse. Rating of *monitoring* and *reflecting* abilities as “*excellent*” improved after the second half of the year. This qualitative conclusion was checked quantitative with the help of Freedman test for dependent samples. The differences in the evaluation abilities of problem solving and other problem solving abilities (representing, planning and executing) were statistically significant (Table 4). The results did not support positive changes to self-evaluation scores of *monitoring* and *reflecting* abilities after the second half of the year. We might assume that longer projects were necessary but there may be other reasons.

**Table 4. The differences between pre-service science teachers self-evaluation of problem solving abilities (Freedman test)in the second diagnostic study**

Problem solving competence	Monitoring	Reflecting
Exploring	0.101	0.059
Understanding	0.066	0.072
Formulating	0.085	0.098
Representing	0.044*	0.035*
Planning	0.000*	0.000*
Executing	0.023*	0.018*

The results of the quantitative study supported the conclusions of the qualitative study regarding problem-solving abilities. The latter research revealed that pre-service teachers experienced difficulties in problem solving (scientific inquiry): „*Each of our projects is a small problem that is necessary to solve. Finding solutions to the problem are the most difficult parts, while practice and technique play secondary roles. It is more difficult to decide what to do, not how to do*“.

The results of the quantitative study showed that only one third (29.2 %) of the respondents ranked their ability to *formulate hypotheses*, and *organise and critically evaluate information* as *excellent*, whilst a much higher percentage (67.5 %) of the respondents ranked their *planning* abilities as *excellent*.

Self-evaluation of cross-curricular problem solving was, therefore, an intricate and complex task: „*Self-evaluation of cross-curricular projects is possible only while working in a group of students studying different science subjects. It is necessary to discuss and help each other in order to achieve common agreement on evaluation*“.

Learning through cooperation facilitated the self-evaluation of problem solving by pre-service teachers studying different science subjects. Individual self-evaluation of cross-curricular problem solving was not an easy task as participants lacked appropriate knowledge of other science subjects.

## Conclusions

1. Problem solving as cognitive processing is directed at transforming a given situation into a goal-oriented situation. Cross-curricular problems often involve multiple goals and seeking to achieve them makes favourable conditions for the application of knowledge in new situations. The shift of knowledge from one subject to another changes the character of activities, and encourages the acquisition of new information or discovering new aspects of knowledge already acquired. Solving cross-curricular problems encourages the application of the main elements of IBST: problem solving (scientific inquiry), 'hands-on' activities, customized learning, argumentation scaffolding, and metacognitive scaffolding.
2. PBL, when based on cross-curricular content, creates suitable conditions for reaching higher levels of problem solving abilities: planning and executing solutions that involve a relatively high number of steps; understanding information through a variety of familiar or unfamiliar representations; dealing with situations that involve many variables and/or where there is high dependency between variables; handling unanticipated obstacles.
3. Finding solution to cross-curricular problems is a specific 'given' component. It is necessary to refer to individual experience of a particular subject while solving cross-curricular problems. Pre-service science teachers know the content of one science subject well but there may be a lack of knowledge regarding other science subjects. Therefore, the aim of solving cross-curricular problems is to analyse an object or phenomenon from the point of view of different science subjects, and then gaps between the 'givens' and 'goals' appear. These gaps can be reduced through cooperative learning. Educating teachers of biology, chemistry or physics through cooperative learning should be an important component of science didactics.
4. Solving of cross-curricular problems in cooperation reveals new aspects of evaluation and self-evaluation abilities. Individual evaluation of solving cross-curricular problems is not sufficiently objective, and pre-service teachers studying only one science subject are unable to self-evaluate the results of cross-curricular problem solving, as they lack knowledge and abilities of other science subjects. Cooperative learning enhances the self-evaluation of cross-curricular problem solving by paying attention to decisions of those studying a different science subject.

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## ATMIŅA KĀ KOGNITĪVO SPĒJU MODUĻA SASTĀVDAĻA

### *Memory as Acomponent of Cognitive Ability Module*

**Juris Firsts**

**Ineta Robiņa**

**Velga Bunne**

Rīgas 1. medicīnas koledža

**Abstract.** *The work deals with the process specificity that affects the learning environment. The authors characterize the cognitive ability formation specificity analysing memory as its significate component. Memory as a cognitive ability formation component has great importance in the process of learning. Memory extention is a substantial component of the learning process dynamic development assurance that gives rise to innovative solutions in accordance with the changing environmental demands, and it contributes to the mission, vision and goal achievement of the named institution as well.*

**Keywords:** *memory, cognitive ability, higher education, process of learning.*

### **Ievads**

#### ***Introduction***

Atmiņa kā kognitīvo procesu sastāvdaļa tiek apskatīta daudzu autoru publikācijās. Īpaši tiek akcentēta atmiņas daudzveidība un nozīmība informācijas un pieredzes apmaiņas nodrošināšanai. Tiek akcentēta ne tikai spēja izvērtēt atmiņu konkrētam respondentam, bet arī veidot to kā savas darbības modeli mācību procesa organizēšanā zināšanu pārvaldības ietvaros. Priekšplānā izvirzās cilvēka loma un inovatīva procesa organizēšana. Šajā kontekstā tiek apskatītas savstarpējās sakarības starp atmiņas daudzveidīgo raksturu un tipisku uz zināšanām mērķētu studiju procesu ar tālāku analīzi. Atmiņas kompleksā daba vienmēr ir izpētes vērtā un to sev par mērķi izvirzīja ne viens vien pētnieks.

Kāds ir pamats izteikt apgalvojumu, ka kustības darbības atmiņāun iegūtās informācijas apstrādeprātā ir saistīti lielumi? Atmiņa, kas balstās uz veikto darbību vienmēr iesaista prātu, kas šo procesu kontrolē, regulē un veido izziņas procesa rezultātā spēju un prasmju formēšanos (Miyake & Shah, 1999).

Atmiņas nozīmīgums ir augstu vērtēts dažādos kontekstos, tai skaitā informācijas aprites procesā zināšanu pārvaldības modeļos, kas savukārt nodrošina konkurētspēju. Process, ar kuru organizācijas attīstās, organizē un dalās zināšanās, ir zināšanu pārvaldība, un tas var būt ilgtspējīgas konkurences priekšrocības avots (Hatch & Dyer, 2004). Šai procesā veidotās un pieejamās jaunās un esošās zināšanas piedāvā milzīgu izaicinājumu un iespējas organizācijām, tai skaitā izglītības iestādēm konkurēt reģionā.

## **Metodika** *Methodology*

*Pētījuma mērķis:* raksturot kognitīvo procesu sistēmu, salīdzināt atmiņu veidus, lai labāk izprastu, kādas metodes pielietot mācību procesā labākai zināšanu apguvei.

*Pētījumā izmantotā teorētiskās izpētes metodes:* zinātniskās literatūras daļēji strukturēta atlase (*literature survey*); zinātniskās literatūras padziļināta analīze (*literature in-depth study*).

*Datu vākšanas metodes:* kvantitatīvā metode - atmiņas tipa noteikšanas tests, kurā tika izmantotas 3 kartītes ar 20 dažādiem lietvārdiem (Valtners, 1999).

*Datu analīzes metodes:* Kronbaha alfa metode datu ticamības pārbaudei, vārdu biežuma noteikšanai, izmantojot statistiskās datu apstrādes programmatūru SPSS 22.

Pētījuma izlasi veidoja 277 respondenti (studenti) laika posmā no 2010. līdz 2014. gadam.

*Darba gaita.*

Pētījumā iesaistītie respondenti saņēma kartītes un instrukciju. Vārdi tika sadalīti pa 20 trīs grupās. Pirmās kartītes 20 vārdi tika saukti. Uzdevumu izpildei patērētais laiks tika fiksēts (intervāls: 5 sekundes). Tālāk pētījumā iesaistītajiem dalībniekiem bija jāreproducē vārdi, kas bija uzrakstīti kartītē, lai noteiktu pēc dzirdes producēto vārdu skaitu. Otrās kartītes 20 vārdus paši respondenti atvēlētajā laikā lasīja pie sevis, pēc noteiktā laika respondentiem bija jāreproducē vārdi, kas bija uzrakstīti kartītē, lai noteiktu pēc redzes producēto vārdu skaitu. Trešās kartītes 20 vārdi tika respondentiem (studentiem) diktēti, kurus bija jāpieraksta ar 5 sek. intervālu, šajā posmā vienlaicīgi darbojās rakstība, dzirde un redze.

Pētījums tika veikts, lai noformulētu sekmīgākus mācīšanās nosacījumus.

## **Kognitīvais process** *Cognitive processes*

Kognitīvie procesi sniedz iespēju iegūt un pārstrādāt informāciju savas darbības mērķtiecīgai vadīšanai. Kognitīvo procesu sistēmu veido sajūtas, uztvere, uzmanība, atmiņa un domāšana. Cilvēku sajūtas un uztvere saistīta ar apkārtējās vides informācijas atpazīšanu, nepieciešamā atlasīšanu un apstrādi. Veidojas katra indivīda neliels zināšanu pārvaldības modelis

A. M. Serban un J. Luan (2002) atsaucas uz pieciem iemesliem, kas ieinteresē, nosaka un definē zināšanu pārvaldības lomu: informācijas pārslodze un haoss; informācijas plūsmas sastrēgumi; informācijas un prasmju segmentācija un specializācija; darbaspēka mobilitāte; konkurence. Tas viss rosina izveidot sistēmu, kas dotu katram būt spējīgam savlaicīgi atrast

nepieciešamo informāciju. Savukārt tas sniedz iespēju vadīt procesus efektīvāk, racionālāk, labāk pārvaldīt informāciju.

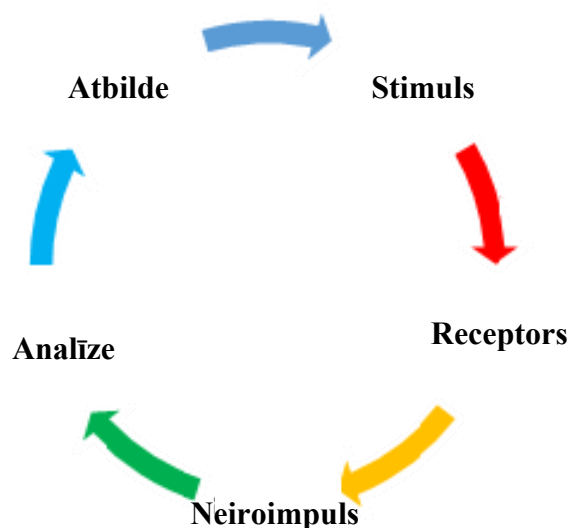
Ir dažādi veidi, kā klasificēt zināšanas. J. B. G. Tilak (2002) zināšanas klasificē vai nu kā „ar pieredzi iegūtās” zināšanas, vai arī zināšanas, kuras ir iegūtas pētnieciskā vai zinātniskā izziņas procesā.

G. M. Steyn, (2004) piedāvā savu skatījumu par zināšanām un to saistību starp datiem un informāciju.

1. Ar zināšanām ir jāsaprot apzināts un vadīts darbības process.
2. Zināšanas noved pie lēmumu pieņemšanas un rīcības plānošanas.
3. Zināšanas ir nemateriāls aktīvs, kas izpaužas konkrētas, apzinātas darbības plānošanā un realizācijā (Steyn, 2004).

Viens no būtiskiem faktoriem vajadzīgās informācijas atpazīšanā, tās atlasīšanā un zināšanu veidošanā ir atmiņa, kas nodrošina galveno mērķi - prasmju un spēju formēšanos. Atmiņas galvenā funkcija ir vajadzīgās informācijas atpazīšana, iegaumēšana, saglabāšana, reproducēšana un nevajadzīgā (nepielietojamās informācijas) aizmiršana.

Atmiņa nodrošina domāšanas procesu, un tas savukārt pārveido iegūto informāciju tālākam procesam, tas ir - apsvēršana, lēmuma pieņemšana, plānošana un secinājumu formulēšana. Domu pārvēšana vārdiskā izteiksmē ir svarīga katra indivīda kognitīva darbība. Atmiņa balstās uz katra indivīda sajūtu pakāpes un uztveres īpatnībām, bet tā savukārt atkarīga no ārējās vides stimula, receptora jutīguma, un tālākā procesa specifiskuma (neuroimpulsa izplatības ātruma, analīzes spējas, atbildes reakcijas).



**1.att. Kognitīvais process** (adaptēts no Wang Y, Wang Y, 2006)

*Fig.1 Cognitive process* (adapted from Wang Y, Wang Y 2006)

Sajūtas grupējas pēc to izcelsmes, veidojot indivīdam noteiktu izziņas procesu ar komplicētu analīzi un rīcību. Sajūtu grupa, kas informē par iekšējās vides vajadzībām, piemēram, izsalkums, slāpes un iekšējo orgānu darbības

disfunkcijas klīniskās pazīmes nodrošina indivīda pašsaglabāšanos. Sajūtas, kuras nodrošina adekvātu rīcības modeli, piemēram, līdzsvars, kustību koordinācija, nodrošina spēju veikt precīzu un adekvātu darbību. Sajūtu grupa, kas novērtē apkārtējo vidi, piemēram, redze, dzirde, oža, garša, dod iespēju adekvāti orientēties laikā un telpā.

Uz dažādām sajūtām balstīts psihisks process, kas pamatojas ar informācijas iegaumēšanu (kodēšana), saglabāšanu un reproducēšanu, veido atmiņas bāzi. Nav vienota uzskata par atmiņas procesu un tādēļ tiek analizēti dažādi atmiņas modeļi. Vienkāršākais no tiem ir iedalījums ģenētiskajā atmiņā, kas saistās ar iedzimtību dzimtā (glabājas katra indivīda genotipā un tiek nodots asinsradniekiem no paaudzes uz paaudzi) un mehāniskā atmiņa, kas balstās uz informācijas iegaumēšanu. Mehāniskās atmiņas veida veicinošie faktori ir indivīda griba, loģika, ko pastiprina darbība ar informāciju (rakstīšana, lasīšana u.c.) Atmiņai piedēvē vadošo lomu izziņas procesā, kas izpaužas ar gūtās pieredzes un informācijas iegaumēšanu, saglabāšanu un reproducēšanu.

Atmiņa aktivizē domāšanas procesus, sagatavojot studentus konkurētspējīgu zināšanu apgūšanā. Šis uzdevums prasa indivīdam pastāvīgu evolūciju, izziņas procesa dinamisku attīstību, dod iespēju iegūto rezultātus analizēt, prognozēt iespējamās darbības un attīstības virzienus, kā arī aktīvi atbildēt uz visiem izaicinājumiem, kas izriet no zināšanu radīšanas (Stukalina, 2008).

### **Atmiņas veidi pēc pieejas** *Types of memory for approach*

#### **Pēc iegaumēšanas un saglabāšanas ilguma (atmiņas blokmodelis)**

*According to memorization and retention durability (memory block model)*

Atmiņas veidošanās, kur galvenais akcents tiek likts uz informācijas pirmatnējo apstrādi caur indivīda sajūtām. Pēc pirmapstrādes informācija nonāk īslaicīgajā atmiņā. Daļa no informācijas, kuru indivīdam nepieciešams pielietot, nonāk ilgstošajā atmiņā, bet nepielietojamā informācija dzēšas (pēdu pastāvīgās dzēšanas teorija, pēdu interferālās dzēšanas teorija), tādējādi tiek saglabāts tikai nepieciešamais.

Sensorā atmiņa ir process, kas noris receptoru līmenī (informācijas saglabāšanas līmenis). Informācijas plūsma ir liela un saglabāšanas ilgums 0,1-0,25 sekundes. Šajā laikā tiek izlemts par informācijas atbilstību izvirzītajam mērķim.



Atmiņas pēctēls ir īslaicīgās tēlainās atmiņas izpausmes forma, uz šīs bāzes veidojas ilgstošā tēlainā atmiņa (eidētiskā atmiņa - εἰδὴ - tēls vai priekšmets).

Atmiņas priekšstati veidojas uz visu maņu orgānu (dzirde, redzes, oža, tauste, kustības u.c.) sniegtās informācijas pamata. Vērtējums raksturojas ar daudzdimensionālu īpašību kopu un izteikts kā vērtētāja intelektuāli apstrādāta informācija, tā ir vispārināta kā vērtējums plašākā nozīmē.

Vārdiskā -loģiskā atmiņa ir daudz komplicētāks un specifiskāks atmiņas veids. Vārdi kalpo ne tikai priekšmetu apzīmēšanai, bet arī kā informācijas nesēji. Šajā gadījumā nav raksturīga vārdu precīza iegaumēšana, bet gan tas informācijas apstrādes modelis, kas akcentē galveno un būtisko izvirzītā mērķa sasniegšanai. Šis atmiņas modelis ir tuvs domāšanas procesam, tas prasa mērķtiecīgu darbību (Lee & Kang, 2002).

Vārdiski loģiskās atmiņas informācijas nesējs ir vārds (skaitlis, formula u.c.) kā simbols, kas ietver sevī daudz plašāku informācijas apjomu nekā tā tiešā nozīme. Šajā gadījumā uztver ne tikai vārdu, bet arī tā simbolisko nozīmi, kas ieslēdzas procesā cilvēka analītisko spēju atbilstoši sagatavotības pakāpei (Lee, Kang, 2002).

### **Atmiņas veidi pēc informācijas grupēšanas pazīmēm** *Types of memory for information grouping characteristics*

Mehāniskā atmiņa apgūst un atceras tikai domas vārdisko noformējumu, bet neapgūst domas būtību, neveidojas uz dziļas izpratnes pamata un kopsakarību ar jau zināmo. Jaunībā mehāniskā atmiņa ir spēcīgāka nekā vēlākajos gados. Iegaumēšanas process formējas pēc kopsakarības, līdzības un secības vai kontrastu laikā un telpā. Šis atmiņas veids izpaužas, risinot konkrētas situācijas ar mērķi atcerēties informāciju īslaicīgā laika posmā.

Mehāniskā atmiņa ir atkarīga no smadzeņu centru (hipokampa, vidus smadzeņu u.c.) kopsadarbību. Šis atmiņas veids vērsts uz konkrētas informācijas iegaumēšanu ar mērķi to prezentēt konkrētā vietā un laikā. Tādēļ šādu atmiņas veidu sauc arī par apzinātu (tiešo) atmiņu.

Loģiskā atmiņa ir kopsadarbības modelis jau ar zināmo. Līdz ar to informācija labāk saglabājas un to labāk var pielietot praksē, jo informācijas grupēšana veidojas pēc būtiskām pazīmēm, to iekļaujot augstākās pakāpes jēdzienos un vērtējumu sistēmās. Loģiskā atmiņa ir produktīvāka nekā mehāniskā atmiņa. Loģiskā atmiņa ir spēja no atsevišķu parādību vērošanas atrast vispārīgas likumības, izdarīt pareizus secinājumus.

### **Atmiņas veidi pēc darbības īpatnības** *Types of memory after the nature of the activities*

Atmiņu iedala veidos, ņemot vērā darbības īpatnības, kurās tās realizējas. Atbilstoši psihiskās aktivitātes raksturam.

Kustību atmiņa (motorā atmiņa) – izpaužas dažādu kustību vai darbību un ar to saistā informācijas iegaumēšanā, saglabāšanā, atpazīšanā un reproducēšanā. Šis atmiņas veids parādās indivīdam visagrāk un ir svarīgs cilvēka normālai attīstībai, nodrošinot dažādas sarežģītības pakāpes kustību iemaņu vai prasmju apgūšanai. Šī atmiņa sekmē kustību iemaņu pilnveidošanu.

Emocionālā atmiņa izpaužas jūtu jomā, tā ļauj cilvēkiem iegaumēt, saglabāt un reproducēt pārdzīvotās izjūtas. Emocionālo atmiņu veidošanās motivē cilvēkus mērķtiecīgākai, radošākai un inovatīvai darbībai. Emocionālās atmiņas veicina pārskatīt indivīdam savu uzvedību, rīcību un morāles normas. Emocionālā atmiņa balstās uz jūtām, ko cilvēks pārdzīvojis. Šis atmiņas veids attīsta indivīda tādas emocionālās īpašības kā līdzjūtību, līdzietību un izpratni par cita indivīda emocionālo pārdzīvojumu

Tēlainā atmiņa nodrošina informācijas atcerēšanos, kas saistīta ar tādiem cilvēka maņas orgāniem kā redze, dzirde, oža un tauste. Izmantojot savus maņas orgānus, tiek uztverti un saglabāti atmiņā notikumi, dabas ainavas, teātra izrādes, mūzika, ziedu smaržas un citi apkārtējās vides notikumi. Šo maņu orgānu uztveres spējas ir katram cilvēkam ir ļoti atšķirīgas, pie tam – dažādās vecuma grupās. Tēlainā atmiņa pilnīgi noformējas 15 – 18 gadu vecumā. Katram indivīdam ir atšķirīgi dominējošie analizatori un līdz ar to atšķirīga uztvere. Ar šo atmiņas veidu cilvēks spēj ilgstoši saglabāt redzēto un atveidot to ar lielu precizitāti.

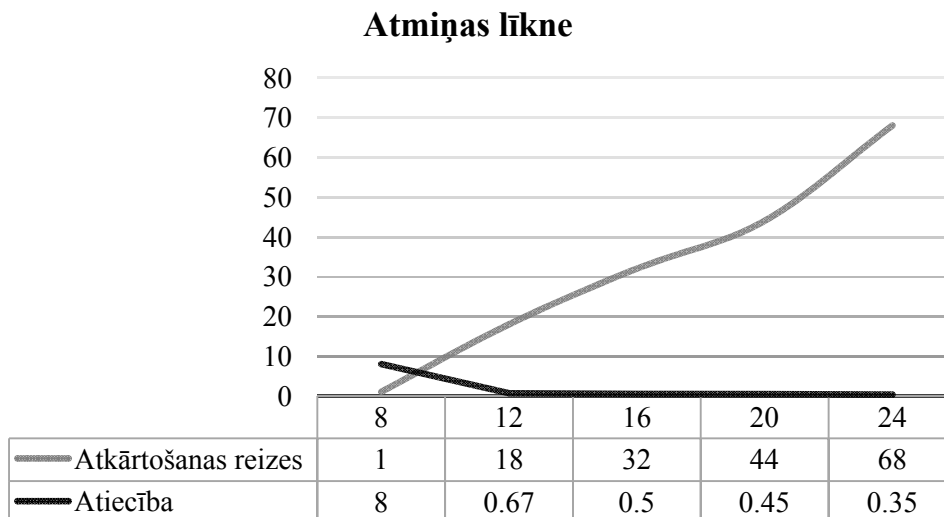
### **Atmiņas iedalījums pēc darbības mērķa** *Memory break down by activity target*

Netīšās (netiešās) atmiņas gadījumā iegaumēšanas proces notiek bez īpaša mērķa, automātiski. Šo atmiņu veicina spilgti notikumi un pārsvarā tie ir tieši vai netieši saistīti ar paša cilvēka personību. Ar laiku cilvēka pieredze palielinās, tiek pārvērtēta attieksme pret daudzām lietām un notikumiem.

Tīšās (tiešā) atmiņas (mnēmiskā darbība) – mērķis ir iegaumēt un saglabāt informāciju. Tā tiek izkopta galvenokārt studiju procesā. Šajā gadījumā cilvēks atceras ne tikai mērķtiecīgi iegaumēto informāciju, bet arī to, kas bijis līdzās. Līdzās esošo informāciju sauc par fona atmiņu (Cornoldi, Rigoni, Venneri, Vecchi, 2000). Šie atmiņas veidi netiek savstarpēji pretstatīti, bet gluži otrādi – minētās pieejas papildina viens otru atmiņas padziļinātā izpētē, jo atmiņai ir vairāki veidi (Vorobjovs, Kudiņš, 1996).

### **Atmiņas procesi** *Process memory*

Iegaumēšana – tas ir atmiņas pamatprocess, ko veido pieredzes uzkrāšana, papildinot esošās zināšanas vai arī revidējot jau uzkrāto. Iegaumēšana var būt īslaicīga, ilgstoša, netīša un tīša. Galvenā mnēmiskā darbība ir atkārtošana.



**3. att. Atmiņas likne** (Vorobjovs, Kudiņš, 1996)  
**Fig. 3. Memory curve** (Vorobjovs, Kudiņš, 1996)

Pēc daudzu pētījumu datiem konstatēja vairākas atziņas – palielinoties iegaumējamo elementu skaitam, samazinās procesa efektivitāte. Iegaumējamo elementu skaitu var palielināt, ja šis process tiek daudzveidots ar dažādu sajūtu elementiem. Vislielākais aizmirstības periods seko uzreiz pēc materiāla apgūšanas, kas liek izdarīt secinājumus par laiku, kad nepieciešams apgūt un atkārtot apgūto, lai nebūtu vairākas reizes jāsāk no sākuma (Vorobjovs, Kudiņš, 1996).

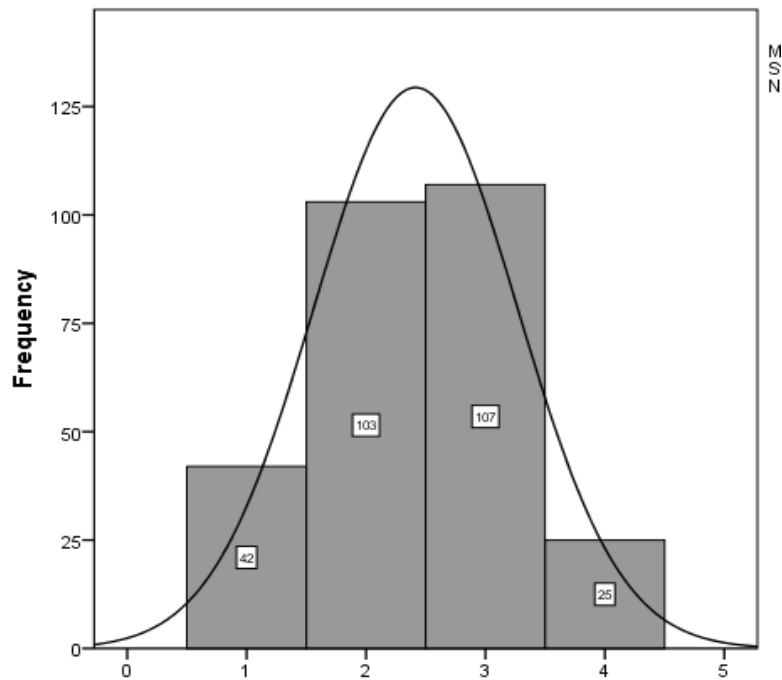
Atmiņa tiek samazināta emocionāla pārdzīvojuma gaidās (proaktīva bremzēšana), tūlīt pēc stresu izraisoša momenta (retroaktīva bremzēšana) un fiziskas un / vai garīgas pārpūles (pārmēra bremzēšana).

### Pētījuma rezultāti *Results*

Nosakot atmiņas tipu: dzirdes, redzes un kombinēto (dzirdi, redzi un rakstību) metodiski izmantojot 20 piedāvātos vārdus, pirmi dati pēc reproducēto vārdu skaita tika grupēti 4 grupās: pirmajā grupā reducēto vārdu skaits no 7 līdz 9 vārdiem; otro grupu veidoja no 10-12 reducēto vārdu skaits; trešajā grupā reducēto vārdu skaits bija no 13 līdz 15 vārdiem, savukārt ceturtajā grupā reducēto vārdu skaits bija no 16 līdz 18 vārdiem. Pētījuma ietvaros netika veidota atsevišķa reducēto vārdu grupa no 19 līdz 20, jo neviens no 277 respondentiem neatbilda kritērijiem.

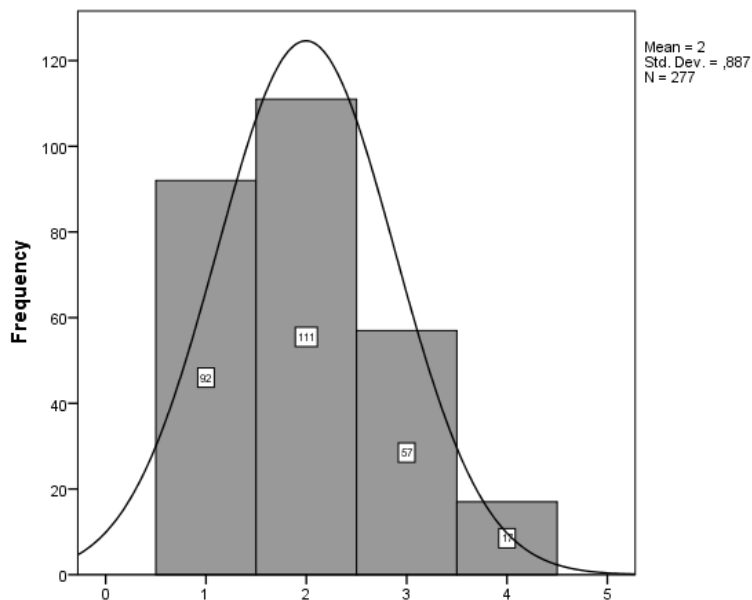
Izvērtējot respondentu sadalījumu pēc atmiņas veida: dzirdes, atmiņā paturēto vārdu skaita, var secināt, ka lielākā daļa (n=107) atceras no 13 līdz 15 vārdiem, kā arī otru nozīmīgu grupu veido respondenti (n=103), kuri atceras no 10 līdz 12 vārdiem (4.att.)





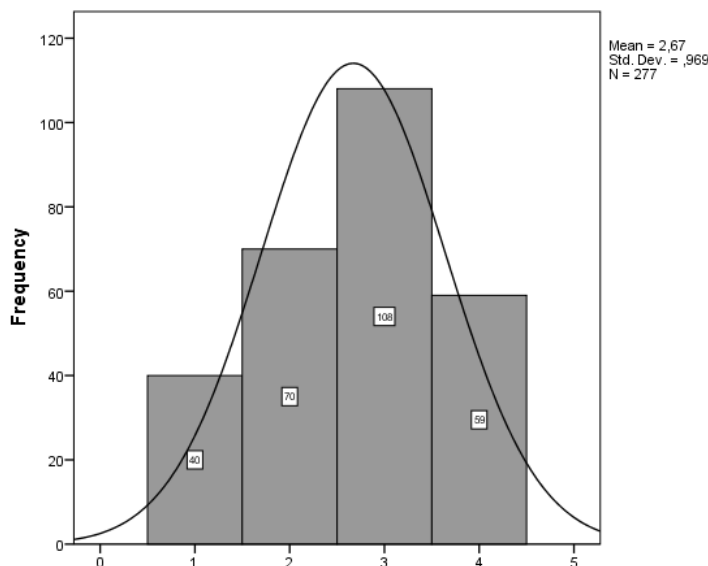
**4. att. Respondentu sadalījums pēc atmiņā (dzirdot) paturēto vārdu skaita**  
**Fig 4. The respondent classification by the number of memorised words**  
*(from the heard ones)*

Analizējot respondentu sadalījumu pēc atmiņas veida: redzes - atmiņā paturēto vārdu skaita, var secināt, ka lielākā daļa ( $n=111$ ) atceras no 10 līdz 12 vārdiem, kā arī otru nozīmīgu grupu veido respondenti ( $n=92$ ), kuri atceras no 7 līdz 9 vārdiem (5.att.).



**5. att. Respondentu sadalījums pēc atmiņā (redzot) paturēto vārdu skaita**  
**Fig 5. The respondent classification by the number of memorised words**  
*(from the seen ones)*

Izvērtējot respondentu sadalījumu pēc kombinētās atmiņas veida (dzirde, redze, rakstība) atmiņā paturēto vārdu skaita, var secināt, ka lielākā daļa (n=108) atceras no 13 līdz 15 vārdiem. Savukārt otru grupu veido respondenti (n=70), kuri atceras no 10 līdz 12 vārdiem. Pielietojot kombinēto atmiņas veidu, 59 respondenti atceras no 16 līdz 18 vārdiem (6.att.).



**6. att. Respondentu sadalījums pēc atmiņā (kombinētā- redzot, dzirdot, rakstot) paturēto vārdu skaita**

*Fig 6. The respondent classification by the number of memorised words (from the combined: heard, seen, written)*

Analizējot iegūtos datus, var secināt, ka respondenti pielietojot redzi, dzirdi un rakstību, labāk atceras pēc kombinētās atmiņas veida paturēto vārdu skaitu. No 277 respondentiem 13 līdz 15 vārdus no 20 piedāvātajiem lietvārdiem atceras 108 studenti, kā arī salīdzinoši ar citiem atmiņas veidiem no 16 līdz 18 vārdiem atceras 59 respondenti, kas ir salīdzinoši augstāks rādītājs, nekā pielietojot tādus atmiņas veidus kā dzirdi un redzi.

### **Secinājumi** **Conclusions**

1. Analizējot dažādu autoru viedokļus, kā arī iegūtos datus, jāakcentē spēja izvērtēt atmiņas veidu konkrētam studentam, kā arī jāveido to kā darbības modeli mācību procesa organizēšanā.
2. Studiju efektivitāte pieaug, ja veido jēgpilnu studiju vidi ar agrīnu teorētisko zināšanu aprobāciju izvēlētajā profesijā vidē (Anderson, L., & Krathwohl, D., 2000).
3. Mijiedarbība starp dažāda veida atmiņām ļauj modelēt daudzveidīgu pieeju mācību procesa veidošanā, kur sasniedzamais rezultāts ir efektīvāks, ja pielieto atmiņas komponentus atsevišķi (Burgess, N. et al., 2001).

## Summary

The paper deals with the process specificity, which affects the learning environment in the college. The author describes the cognitive ability formation process specificity analyzing memory as its important component. Memory as the cognitive ability formation component plays an important role in the learning process. Memory building is an important part of the learning process dynamic development ensurance which creates innovative solutions in response to changing environmental requirements and assists to accomplish the mission, vision and the goals of the institution.

The aim of the study is to describe the cognitive processes system, compare the type of memory so that to understand better what methods can be used for more effective knowledge acquisition in the learning process.

The author applied quantitative method as a data collection method - the memory type identification test, and used 3 cards with 20 different nouns. The study sample consisted of 277 college students in the period from 2010 to 2014. The resulting survey data shows that more respondents better remember the being memorised number of words at combined type of memory (hearing, vision, writing). Of 277 respondents 108 students, which account for 39%, remember 13 to 15 words of offered 20 nouns.

Analysing the opinions of various authors, as well as the data collected, it is concluded that emphasis has to be made on the ability to assess the memory of a particular respondent and on the development of it as an operational model for the learning process organization.

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## KOMPETENCE – KARJERAS IESPĒJU GARANTS

### *Competence as a Career Opportunity's Guarantor*

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**Abstract.** *The aim of the research is to investigate the essence of the notion „competence” and the differences in the usage of the career's terminology in semantic, methodological and pragmatic areas in academic theories of the second part of the 20 century; to work out evaluation criteria by comparing the succession of the notions capacity. The research is based on the Latvian and international sources of scientific literature – books, magazines, sources in digital form, and etc. A personality was investigated holistically (Džarviss (Jarvis, 2010); Devis (Dove, 1976); Kross (Cross, 1981)):*

*Body (genetic, physical, biological; reflection, self-capacity);*

*Mind (know-how – the cognitive skills being based on knowledge and competence; readiness for life activities; an attitude as a means of creativity; a system of evolution; imagination, confidence, sense).*

**Keywords:** *ability, career, competence, creativity, intelligence capacity, reflection, self-esteem, spirituality.*

### Ievads

#### Introduction

Pētījuma mērķis ir sakārtot intelektuālā kapitāla semantisko lietojumu kompetences inovatīvo paradigmu attīstībā un novērst variatīvā skaidrojuma pretrunas gan teorētiskā gan akadēmiskā lietojumā. Noskaidrot sakarību starp jēdzieniem kompetence un karjera stratēģiskā plānošanā un personības pašvērtējumā.

Pamatojoties uz fenomenoloģijas teoriju, tiek sakārtoti jēdzienu „kompetence” un „karjera” mijattiecības un jēgas veidošanās faktoru ietekme, domāšanas lauks, prāta mērķtiecīga vērstība, jēgas konstituēšana un interpretācija tēlos, saskaņošana ar izglītības procesa subjektu.

Teorijā tiek sniegta kļūdaina klasifikācija (veidi, struktūra, līmeņi, virzieni, sfēras u.c.). Piemēram, vērtējot cilvēka spējas (sasniegumus), izdala zināšanas, prasmes un kompetenci, pamatojoties uz funkcionālo raksturojumu; netiek ievērots sinerģijas princips personības attīstībā un sociālās pārmaiņās.

Pētījuma struktūru veido hipotētiskais pieņēmums sniegt problēmas teorētisko analīzi, autoru nostādnes, attieksmi, individuālās apziņas un zemapziņas mijiedarbību, sasniegumu rezultativitātes rādītāju sistēmu.

Veiktās pētījuma metodes un pieejas ir teorētiskā analīze, autoru pieredzes pedagoģiskais un zinātniskais izvērtējums, interviju un apsekojumu materiālu vispārinājums, izmantojot empīriskās metodes primārās informācijas iegūšanai, primārās un sekundārās datu apstrādes un analīzes metodes (Garleja, 2010; Kangro, 2010).

Pētījumā tiek skaidrotas kompetences un karjeras jēdzienu atšķirības un nozīmība, to lietojums Latvijas izglītības sistēmā un normatīvos aktos. Pētījumā izmantota humānistiskā pieeja – Es tēls, interese, vajadzības, pieredze, intelektuālā darba produktivitāte.

Problēmas uzdevumi skaidroti pamatojoties uz personības intelekta struktūrelementu mijiedarbību izziņas procesā mūsdienu izglītības paradigmā, vērtību sistēmā, sociālā vērtējumā, dzīves darbībā.

### **Kompetences jēdziens, tā raksturotāji** *The concept of competence, its descriptors*

Raksta autori kompetenci skaidro no diviem aspektiem: „cilvēks veselumā” un „cilvēka garīgums”. Vispārējā skatījumā jēdziens *kompetence* ir radies no vācu valodas (Kompetenz <lat. competentia – sagādīšanās, atbilstība) un tiek skaidrots kā iestādes vai amatpersonu pilnvaru apjoms;

- lietpratība, zināšanas, izpratne kādā jomā, jautājumā vai jautājumu kopā (Svešvārdu vārdnīca, 1999);
- nepieciešamās zināšanas, profesionālā pieredze, izpratne kādā noteiktā jomā, jautājumā un prasme zināšanas un pieredzi izmantot konkrētā darbībā (Pedagoģijas terminu skaidrojošā vārdnīca, 2000);
- tiesīgums (kādā jautājumā), pilnvaru apjoms; lietpratība, plašas zināšanas, izpratne (kādā jautājumā, kādā jomā) (Latviešu valodas vārdnīca, 2006).

Sākotnēji kompetences jēdziens plaši tika lietots, galvenokārt sarunvalodā saistībā ar indivīda gatavību *profesionālai darbībai*. *Profesionālā kompetence* kā jēdziens tika ieviesta 60-tajos gados, kad D. Makelands (McClelland, 1973) raksturoja cilvēka zināšanas, prasmes un attieksmes, kas parādās specifiskā uzvedībā rakstura īpašībās, vērtībās un motīvu dispozīcijā, izpildot kādu darbu vai lomu.

1980. gadā Dž. Klemps (Klemp, 1980) definēja *darba kompetenci*, kas ir personai piemītošas īpašības, un izpaužas efektīvā vai izcilā darba sasniegumā. Bet, piemēram, angļu valodā ir atšķirība starp jēdziena kompetence (angļu val. – competency, competencies), kā indivīda uzvedības pazīmēm, kuras ir cēloņsakarīgi saistītas ar efektīvu vai izcilu darba izpildi (Boyatzis, 1982), un kompetenci kā lietpratīgumu, arī prasīgumu (competence, competences), kas tiek skaidrotas kā spēja pildīt darbības kādas nodarbošanās ietvaros atbilstoši iepriekš noteiktam standartam (Fletcher, 1991; Jessup, 1991).

R. Baders (Bader, 1990) uzskata, ka profesionālās kompetences būtība ir cilvēka spēja un gatavība atbilstoši darboties profesionālajās situācijās, personiski plānojot un sabiedriski uzņemoties atbildību, t. sk., spēju rast risinājumu, pamatojoties uz savām zināšanām, pieredzi un idejām, prast šo risinājumu gan novērtēt, gan pilnīgot, tādējādi attīstot savu darbības spēju.

Līdz 20. gadsimta 90. gadiem galvenokārt runāja par nepieciešamajām kompetencēm jeb kvalifikāciju kādas profesionālās darbības veikšanai kā sinonīmiem.

90.- gadu beigās kvalifikāciju no kompetences sāka nodalīt, tas ir, sākot veidot tieši *profesionālās kompetences* raksturojošu skaidrojumu. Rezultātā, ir nodalītas indivīda attiecīgās speciālās zināšanas, prasmes un spējas (King et al, 2001), (Dubois, Rothwell, 2004), ko iegūst mācoties un izmantojot pieredzi, no indivīda vispārīgajām zināšanām un iemaņām (Spencer & Spencer, 1993), (Bruck, 2002) u.c.

Cilvēkam ir domāšanas transformācijas spēja, kas ļauj apzināti likt lietā intelekta struktūrelementus: emocionālo, kognitīvo, sociokultūras, un veidot garīguma potenciālu, emocionālās asociācijas, kognitīvo sapratni un uztveri, apzināties sevi, ieklausīties sevī, vērtēt savu uzvedību, attieksmi, pozīciju un attīstības stratēģiju. Cilvēks pats ir sev pieejams izpētes objekts; paštēls (zīmols), ko veido intelektuālā darba produkts, pieredze, izziņas prasme, analītiskā domāšana – kā pašizziņas instrumenti.

Pieredze veidojas darbībā, uztverē, apjēgšanā, asociācijās. *Pieredze* ir spēja novērtēt lietas, procesus, objektus, situācijas, attiecības. *Pieredze* var būt ģenētiska, zinātniski iegūta, teorētiska. Teorētiskie pieņēmumi palīdz pārvērst cilvēka individuālos dotumus kognitīvā darbībā, veidot monolītu pasaules uztveri (J.A. Students).

Indivīda pieredze veidojas pamatojoties uz fenomenoloģijas likumsakarībām caur domāšanu, iztēli, darbību, individuāliem dotumiem, kreativitāti, refleksiju.

*Refleksijas* spēja ir iekšējs dialogs, kurā cilvēks izmanto emocionālo intelektu, pārdomā savu uzvedību situācijās, ievēro citu cilvēku vērtējumu, izvēlas rīcības taktiku, aktivizē pašapziņu.

Analītiskā izvērtējumā kompetence ir spēju sistēma, subjekta izziņas vajadzības attīstības veseluma procesuāls, integrējošs rādītājs, sociālā kvalitāte, kas izpaužas spēju sistēmā ar individuāli psiholoģiskām un darbības virzienu akcentuācijām (1.att.).

Kompetence ir integratīva kategorija, kas raksturo mījsakarības starp spējām, pieredzi, intelektu, interešu plašumu, pašmotivāciju, pašregulāciju, emocionālo inteliģenci (D. Goleman).

Spējas nav prece, ko var nopirkt veikalā. Cilvēkam pašam ir jānovērtē savu dabas doto spēju potenciāls un jāmeklē ceļi to tālākai attīstībai. Daba devusi spēju domāt, spriest, sazināties, radīt garīgas vērtības, veidot attiecības, izvīrīt un realizēt personīgi un sociāli nozīmīgus mērķus.



1.att. Kompetences spēju sistēma

Figure1. The system of competence skills abilities

### Personības pieredzes iegūšana

Ar jēdzienu „kompetence” ir saistīti jēdzieni „kvalifikācija, profesionālisms, gatavība darbībai” un citi cilvēkpotenciāla kvalitātes raksturojumi. Diemžēl, to lietojums ir atšķirīgs un sistemoloģijā personības attīstībai neatbilstošs (personības attīstības sistēmas rādītāji ir intelekts, prāts, griba, motivācija, atbildība, pašvērtējums, jūtas, emocijas, morāle, radošums u.c.). Piemēram, M. Rokičs izdala vērtību pamatveidus:

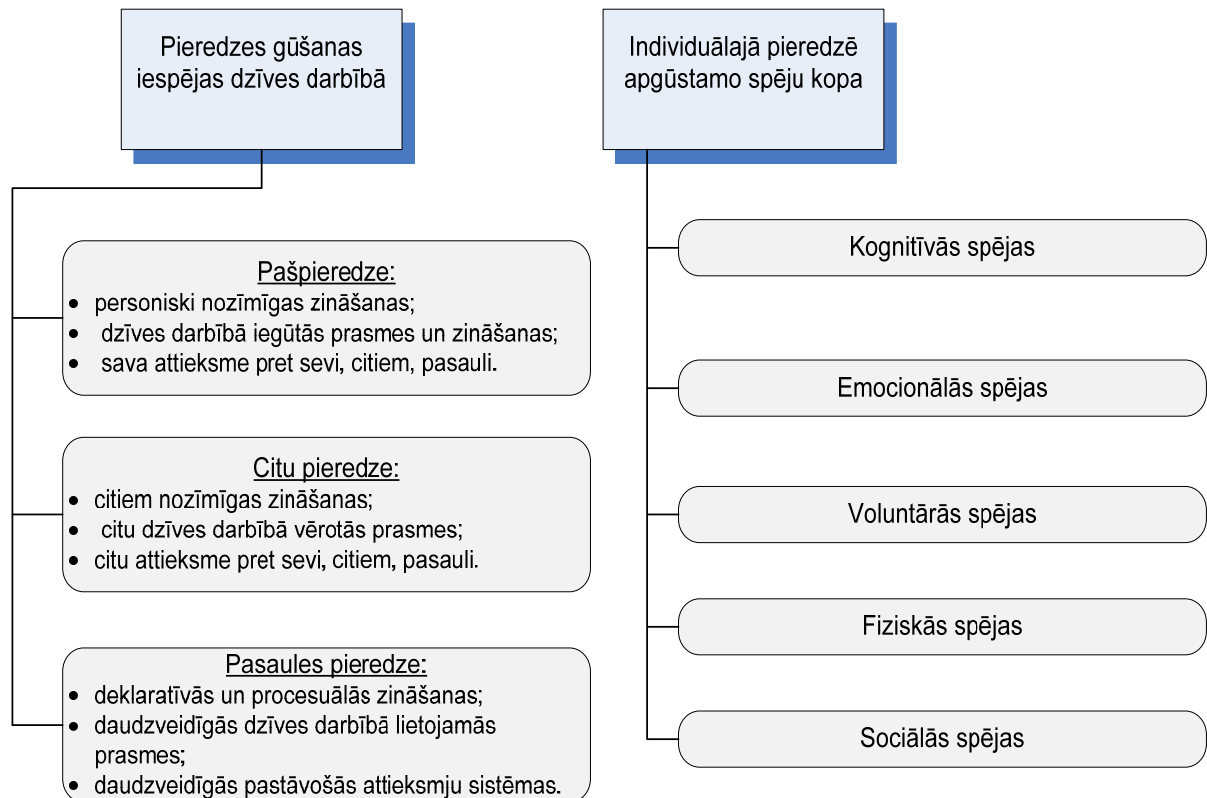
- profesionālās afektīvās jeb jūtu vērtības;
- profesionālās kognitīvās vērtības (zināšanas, prasmes, radošums);
- profesionālās psihomotoriskās vērtības (iemaņas);
- saskarsmes (sadarbības) vērtības, kas izpaužas spējā pašizteikties, komunikācijā, tā ir spēja pārliecināt citus; integrēti saskatīt problēmas jaunā veidā, atbrīvoties no tradicionālās domāšanas un izvirzīt *hipotēzi*; spēja novērtēt netradicionālās idejas vērtību.

Lai atbilstoši novērtētu iepriekš nosaukto jēdzienu atšķirības un lietojumu, tas ir jāsasaista ar kompetences attīstības hipoģenēzes un kognitīvās attīstības posmiem: kulturālo, sociālo, emocionālo, ekonomisko, ir jāpievēršas holistiskai kompetencei (R. Deist, J. Winston).

Jēdziens „profesionālisms” teorētiski ir skaidrots kā personības attīstības un profesionālās darbības sistēmiskas mijiedarbības rezultāts (Бодров, 1942; Bohm, 1979) u.c.



Individuālajā pieredzē personība attīsta savas emocionālās, fiziskās un sociālās spējas, dzīves darbībā tiek pilnveidotas zināšanas un prasmes, kas tiek iegūtas gan pašpieredzē, gan saskarsmē ar citiem cilvēkiem, veidojas emocionālais intelekts, personības garīgums (Casio, 1989) (2.att.).



**2.att. Pieredzes gūšanas avoti**  
**Figure 2. The sources of experience**

Emocionālais intelekts ir psihs dinamiskā struktūra, kas veidojas zināšanām, pieredzei, iztēlei, gribai, garīgām vajadzībām mijiedarbojoties.

Personības garīgums ir iegūto un iedzimto spēju izpaušme uzvedībā. Garīgumu nevar iemācīt teorētiski no grāmatām; tas ir jāizjūt apziņas un zemapziņas integrācijā, harmonijā ar sevi, sociālā percepcijā, kognitīvā aktivitātē, ievērojot sinerģijas principus (H. Rīds, Ž. Piažē, V. Franks, Dž. Brunners, S. Frenē).

Garīgums veidojas un attīstās emocionālā, kognitīvā, sociālā intelekta sistēmas vienotībā (Matsumoto, 2001).

Intelekts ir spēju struktūra, kas nodrošina prāta darbības izziņas rezultātu, problēmu risināšanu nestandarta situācijās, tas ir uztveres spēju un uzvedības rādītājs.

Cilvēks sevi apliecina attīstot kognitīvo, metakognitīvo un intencionālo pieredzi (Pавел, 2002), (Kangro, 2010):

- *Kognitīvā* pieredze izpaužas informētībā;

- *Metakognitīvā* pieredze – intelekta darbības vadīšanas prasmē, kritiskās domāšanas spējā, prasmē izvēlēties problēmas risināšanas optimālu variantu un pamatot izvēli;
- *Intencionālā* pieredze – prasme vadīt un līdzsvarot prāta darbību ar apkārtējās vides prasībām, sistemātiski atjaunot savu informācijas potenciālu.

Intelekts ir garīgās darbības spēju kombinācija, un atklājas intelekta struktūrā (Vailers, 2001): SQ – gara inteligence; EQ – emocionālā inteligence; IQ – kognitīvā inteligence. Inteligences mērījumos var izmantot šādu rādītāju sistēmu (D. Holsters), (Vailers, 2001):

runas kvalitāte; matemātiskā domāšana (Kangro, 2010); loģiskā spriestspēja; telpiskā iztēle, tēlainība; asociatīvā atmiņas kapacitāte; kinētiskās spējas; mākslinieciskās un muzikālās spējas; pašvērtēšanas prasmes (atbildība, tolerance, pašmotivācija, stresa vadīšana, griba).

*Sociālā kompetence personības pieredzes ieguvē*

Sociālas prasmes saistās ar konkrētu situāciju, resursiem, vajadzībām, sociālām normām. Sociālo kompetenci var sasniegt, ja cilvēks attīsta diferencētu sociālo uztveri, spēju spriest, sociālo uzvedību.

Franču psihologs Piere Bourdieu darbā „Die feinen Unterschiede” raksturo kompetenci kā kapitālu un izdala trīs tā veidus: kulturālo, sociālo un ekonomisko. Ar ekonomisko kapitālu saprotam spēju pārvaldīt naudu, vērtīga slietas un sasniegumus, ko var ienesīgi investēt; ar sociālo kapitālu – kolektīvu priekš-investēšanu, kas galvenokārt notiek caur ģimeni vai izglītības iestādēm.

Sociālās spējas ir personības gatavība adaptēties sociālajā vidē, konkrētos sociālajos apstākļos, kā arī nestandarta situācijās u.c. Tā ir interakcijas prasme, spēja cīnīties pret ikdienas izaicinājumiem, empātijas spēja, mērķorientētība, spēja strādāt komandā.

Sociokultūra – zināšanas par sociālo vidi, identitāti tajā, prasme izvēlēties sociālos orientierus un pieņemt lēmumus, prasme izvēlēties komunikēšanas līdzekļus, metodes, formas; prasme saistīt teksta semantisko jēgu ar jūtu un emociju valodu; mobilitāte, elastība, sirds izglītība, prasme vadīt agresivitāti, kautrību, noslēgtību.

Sociālās kompetences rādītāji dažādu autoru pētījumos ir atšķirīgi. Piemēram, humānistiskajā psiholoģijā sociālās prasmes raksturo cieņa, iejūtība, sadarbība, attieksme, līdz pārdzīvošana, socializācijas līmenis (R. Bergens, P. Kutnickis, E. Durkheims, K. Tillmans, D. Lieģeniece, Ā. Ādlers u.c.). Sociālā kompetence tiek saistīta ar socializācijas būtību, ar cilvēku sociālajā vidē, viņa iekšējiem pārdzīvojumiem, sociālo realitāti, mijattiecībām, laiku un telpu.

Ārzemju literatūras sociālās kompetences struktūrā izdala šādu virzienu (Byham, Moyer, 2000), (Horton, 2002), (Earley, 1992):

- operatīvā (zināšanas par sociālajām institūcijām, to darbību);
- verbālā (prasme uztvert tekstu kontekstā, tā daudznozīmība, tulkojums)

- sociāli psiholoģiskā (sociālo lomu pārzināšana saskarsmē);
- sociālais intelekts mijattiecībās;
- Ego kompetence (savu stipro un vājo īpašību apzināšanās un prasme vadīt subjektīvo potenciālu).

Ar sociālo kompetenci cieši saistīts ir sociālā intelekta jēdziens.

Sociālais intelekts un sociālā kompetence ir jauns mijattiecību un komunikācijas pētniecības virziens. Pirmo reizi sociālā intelekta jēdziens minēts E. Torndaika 1920. gada pētījumos. Vēlāk parādās N. Kentora pētījumi grāmatā „Personība un sociālais intelekts”. 1937. gadā G. Olports sniedz pētījumus par sociālā intelekta un sociālās uzvedības saistību.

1960. gadā parādās pētījumi par sociālo kompetenci komunikācijā un sociālajā percepcijā. Sociālā intelekta un kompetences pētīšanas metodikā ievērojamu ieguldījumu snieguši Dž. Gilfords, M. Sallivens, H. Aizenks, V. Kunicina u.c.

Dž. Gilforda un M. Sallivena tests „Pašregulācija un starppersonu attiecības” ļauj noskaidrot neformālās komunikācijas un personības potenciāla lomu sociālajā uzvedībā (piemēram, motivācija uz panākumiem – kļūt ievērojamam, sasniegt karjeras virsotnes).

Sociālā kompetence vairāk attiecas uz pārmaiņām sociālajā vidē. Sociālā kompetence var izpausties: a) tieksmē saprast pārmaiņu būtību, saistīt to ar savu emocionālo uztveri; b) cenšanās aizmirst iepriekš darbojošos bloķējošos nosacījumus; c) vēlme atrast optimālu risinājumu jaunos pārmaiņu apstākļos; d) pareizi uztvert citu cilvēku vēlmes, vajadzības, prasības un tiesības.

### **Kompetence un karjera** *Competence and career*

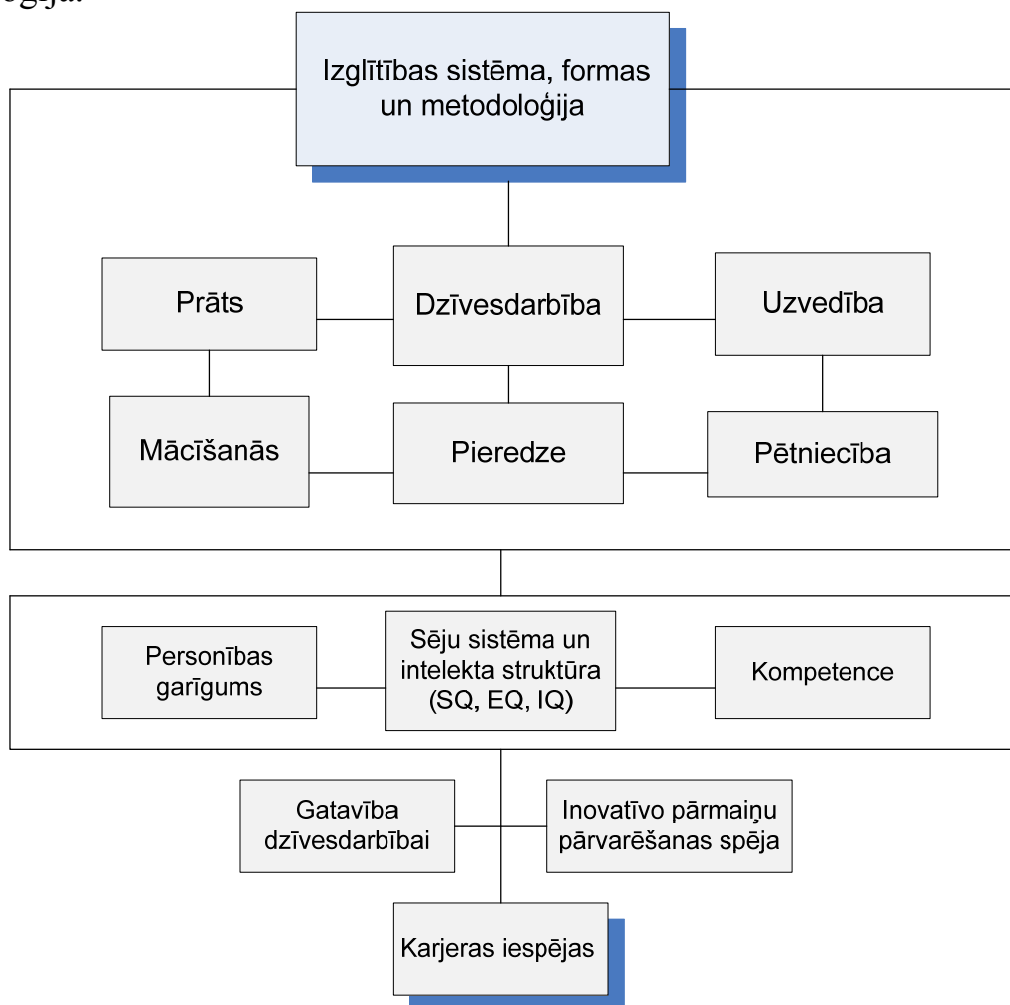
Karjera ir mērķtiecīgs, jēgpilns cilvēka dzīves ceļa gājums, personības kompetences pašvērtējuma objektivitātes apliecinājums, kompetences kapacitātes pārvēršana produktīvā intelektuālā kapitālā.

Karjera ir pašregulācijas process, kurā kompetences radītā pievienotā vērtība ir sociālā atzinība vajadzību apmierināšanas formā. Kompetence ir karjeras *iespēju garanta hipotētiskā* versija, jo karjerai izvirzītās prasības var mainīties atkarībā no inovācijām, globalizācijas ietekmes, klimata izmaiņām un izglītības kvalitātes.

Tātad kompetence ir celtnes pamats, bet celtni ir jāveido, pamatojoties uz indivīda pašvērtējuma objektivitāti un karjeras plānošanas stratēģiju – ilgtermiņa pamatmērķu un darbības virzienu noteikšanā.

Karjera ir kompetences realizācija darbībā. Darba tikums, attieksme pret darbu, kreativitāte uzvedībā saistās ar cilvēka izpratni par mērķi, dzīves jēgu, godu, taisnīgumu, cildeno, skaisto karjerā un kompetences pēctecības realizācijā.

Aktuāla problēma mainīgos sociāli-ekonomiskos apstākļos ir kompetences un karjeras pēctecības nodrošināšana (3.att.). Lai atbildētu uz šiem jautājumiem ir veikti nozīmīgi starpdisciplināri pētījumi ārvalstīs un arī Latvijā pieaugušo pedagoģijā.



3.att. Kompetences un karjeras iespēju pēctecība izglītības sistēmā

Figure 3. The succession of competence and career opportunities in education system

Karjeras stratēģijas plānošanā jāievēro sistēmiskuma, kompleksuma, funkcionalitātes, progresivitātes, optimalitātes vispārteorētiskie principi.

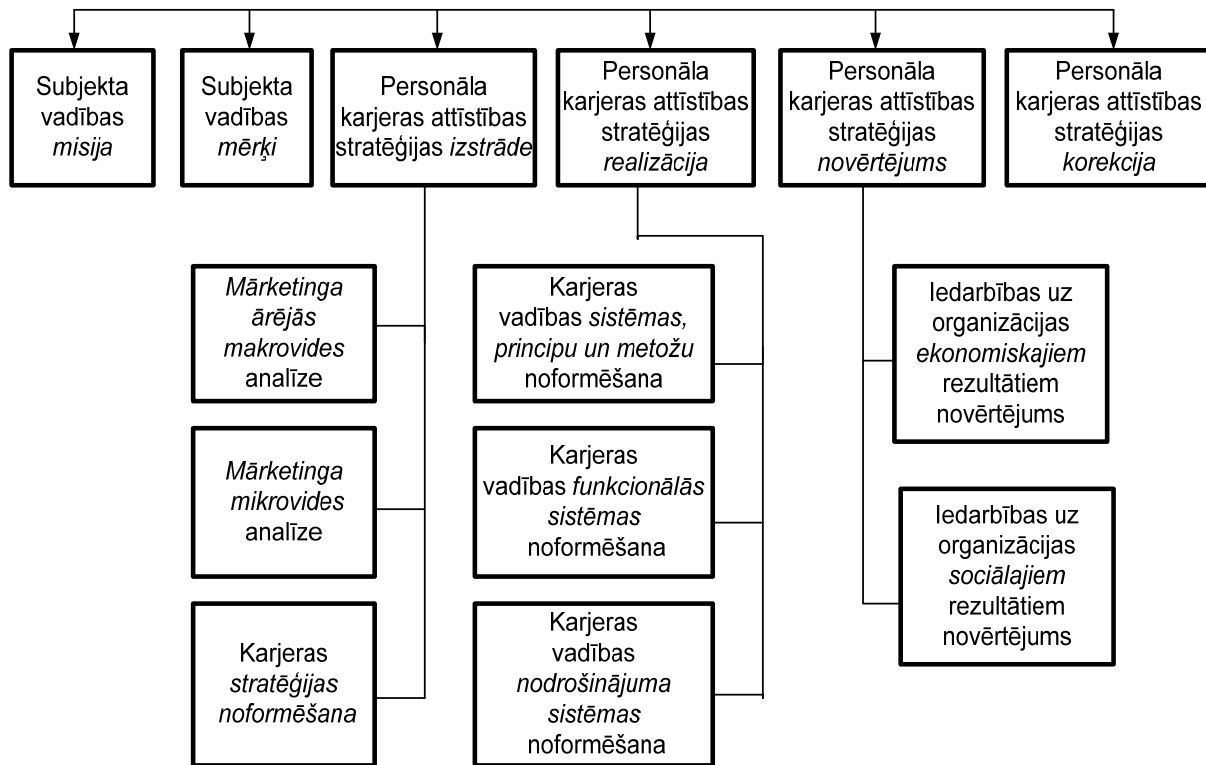
Centrālā vieta organizācijas karjeras vadības stratēģijā ir *subjekta misijas noteikšana*. Karjeras subjekta vadības misija atspoguļo stratēģijā iekļauto grupu intereses un sabiedrības nostādni (darba devēja, darbinieku, vietējo iestāžu u.c.).

Misijai jādarbojas saskaņā ar sabiedrības interesēm, sociālkultūru, ārējo un iekšējo vidi, to ierobežojumiem, sabiedrisko apziņu un globalizācijas procesiem. Misijas ietvaros nosaka karjeras vadības mērķus. Mērķiem jābūt ierobežotiem laikā un telpā, samērojamiem, skaidriem, sasniedzamiem, produktīviem.

4. attēlā ir dots raksta autoru veidots modelis karjeras stratēģijas izstrādāšanai balstoties uz viņu veiktajiem pētījumiem (Garleja, Vidnere, 2000), (Garleja, 2010), (Kangro, 2010) un avotiem (Boitmane, 2006), (Byham, Moyer,

2000), (Dombrovska, 2009), (Oganisjama, 2005), (Jaunākie darba piedāvājumi, 2015), (Personāla atlase..., 2015), (Theories of career choice, 2015)

Kā redzams 4. attēlā, karjeras attīstības stratēģijas izstrādāšanai nepieciešams veikt mikrovides un makrovides analīzi, iedarbības novērtējumu uz organizācijas speciāli ekonomiskajiem rādītājiem, kā arī jāizvērtē korekciju nepieciešamības supervīzija.



**4.att. Karjeras attīstības stratēģijas posmi**  
**Figure 4. The stages of career development strategy**

Kā papildinājumu aplūkojam izstrādātās teorijas, studiju modeļus un tipoloģijas, kas ir izmantojami karjeras attīstības stratēģijas izveidei:

1. Darba pielāgošanas teorija (Davis et al, 1968) – skaidro indivīda un vides atbildības problēmas un izglītības posmu pēctecības jautājumus;
2. Dž. Hollanda karjeras tipoloģijas teorija (RIASEC) – pētīta personības tipu apmierinātība ar profesiju un noteikta korelācija starp tiem (Holland, 1996), (Richards, 2006).
3. Maijers-Briges tipu indikatoru teorija (Litauere, 2014), (Lice-Kruze, 2010) – izstrādāta, pamatojoties uz Karla Gustava Junga personības tipu teoriju saistībā ar racionālo un iracionālo domāšanu.

No teorētiskā vispārinājuma izriet, ka karjeras veidošanās pamatā ir personības kompetences sasniegumi, individuālā pieredze, pašvērtējums, spēju sistēma, kreativitāte, personības inteliģence-garīgums, cilvēka attīstība kopveselumā.

## Secinājumi *Conclusions*

1. Kompetence ir komplekss indivīda raksturojums, kas ietver personības vērtību orientāciju, zinātību zinātkāri, uzvedības motivāciju, garīgumu. Kompetences struktūru veido personības intelekts kopveselumā – gara inteligence (SQ), emocionālā inteligence (EQ) un kognitīvā inteligence (IQ).
2. Kompetence veselumā izpaužas spēju sistēmas rādītājos un attieksmēs:
  - cilvēks – laiks;
  - cilvēks – vērtības;
  - cilvēks – zinātne;
  - cilvēks – kultūra;
  - cilvēks – politika
  - cilvēks – spriestspēja, prāts
  - cilvēks – individuālā uzvedība, sociālā percepcija, kognitīvā aktivitāte.
3. Kompetence ir personības intelektuālās kapacitātes apliecinājums, izglītības sistēmas produktivitātes rādītājs (4.att.)
4. Kompetences sasniegumi atspoguļojas karjeras iespējās, personības attīstības kopveselumā reālā darbībā (veiktspējā). Karjera ir indivīda pūliņu rezultāts, kognitīvā aktivitāte, sociālās percepcijas spēja, intencionālā pieredze.
5. Jēdzieni – kompetence, karjera, intelekts personības attīstībā, var kļūt par cilvēka garīguma nosacījumu, ja tiek ievērotas didaktiskās likumsakarības un principi izziņas procesā; funkcionālas darbības pēctecība; intelekta spēju struktūra veselumā; apziņas un zemapziņas integrācija gara kultūrā.

## Summary

A new line in educational policy is moral and intellectually, a sociological interpretation of its initiative, think and action. This is part of boarder strategy of social reorganization, the ambivalence of democracy and Educational Policy.

This paper is concentrated the relationship between education, cultural and intellectually managerially and communicative skills, multicultural values of ethnics, culture, creativity in the lifelong learning processes. This means new pedagogical approaches for all society.

The aim of the research “Competence as a career opportunity's guarantor” is to determine the semantic methodological and pragmatic implementation of the notions “competence” and “career” as well as difference in various authors' definitions and evolution criteria by comparing the individuals competence his and her career's choose.

The proposed research was conducted on the basis of the theoretical analysis of Latvian and foreign scientific literature (Jarvis, 2010, Dove, 1976, Cross, 1981 etc.)

The intellectual system of personality's spiritual development was investigated in a whole: the significance of personalities' skills assessment during choose of a future career activities' sphere and readiness for life activities in the area.

The authors provide views and their own attitude to the not denying the scientists' conceptual approach and substations.

The authors of the research are believed that the given investigation conforms to the contemporary innovative education paradigm and specialists' imposed requirements.

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## PROMOTING STUDENTS' SELF-REGULATORY LEARNING SKILLS IN ONLINE INTERCULTURAL LEARNING

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**Abstract.** *The rapid growth of online distance education has implied the need to rethink delivery structures and pedagogical practices that were once appropriate (Beldarrain, 2006). Learning and teaching in a distance learning environment is a learning method that promotes interactivity, independence, and cooperation, creates favourable conditions for the students to work independently, improves accessibility of the studies, allows successfully handling work and studies and the same time, and ensures flexibility of the studies. Self-regulation is essential to the learning process. It can help students create better learning habits and strengthen their study skills, apply learning strategies to enhance academic outcomes, monitor their performance, and evaluate their academic progress (Zumbrunn et al., 2011). For students to be successful in an online course, it is necessary to work on pedagogical instruments and scenarios. **The aim of the research** presented in this article is to discuss the influence of online learning and pedagogical instruments and scenarios for promoting students' self-regulatory learning skills.*

**Keywords:** *online learning, intercultural learning, intercultural education, pedagogical scenario, self-regulatory learning, self-regulatory learning skills, intercultural competence.*

### Introduction

Online learning, the use of electronic media, and information technologies provide new opportunities for flexible course delivery: the emphasis on asynchronicity in online learning increases the scope for flexibility in the study process, meets a growing demand for part-time study, continuous professional development and lifelong learning. Researchers emphasize such factors as appropriate course design, technology, and environment, as well as personal traits of the students who tend to learn and are successful in online courses. Our article focuses on a virtual course, in which all or the majority of aspects of the course are delivered online: the course guide, electronic discussions, student support, and submission of assignments. Recently, distance education has moved to a more constructivist understanding of the teaching-learning process, where students are expected to actively construct knowledge for themselves by interacting with the instructor and the material to be learned. In this model, the instructor serves as a facilitator of the teaching-learning process, rather than the primary transmitter of knowledge (Sherry, 1996). Online courses have increasingly been adopting the constructivist approach, thus requiring a higher degree of interactivity between teacher and student. For students to be successful

in an online course, it is necessary to work on pedagogical instruments and scenarios. They have big influence on students' self-regulation and motivation in the learning process. Self-regulation is essential to the learning process (Jarvela & Jarvenoja, 2011; Zimmerman, 2008). It can help students create better learning habits and strengthen their study skills, apply learning strategies to enhance academic outcomes, monitor their performance, and evaluate their academic progress (Zumbrunn et al., 2011).

**The aim of the research** presented in this article is to discuss the influence of online learning and pedagogical instruments and scenarios for development of students' self-regulatory learning skills. In order to achieve the aim of the research, the quantitative research has been chosen. The research consists of two parts: 1) the first stage has involved quantitative research within the framework of the ARIADNE<sup>7</sup> project, which has provided the possibility to assess the effectiveness of educational activities for development of the Master's degree students' personal traits necessary in order to use the developed distance learning courses, and the educational effect of such activities on the expression of personal traits. Integration of educational activities into the process of Master's studies has been aimed at encouraging students' personal improvement and development of personal traits. 307 Master's degree students at two Lithuanian universities took part in the research: 20 – Klaipeda University (KU), the rest – Siauliai University (SU) students studying under Master's degree programmes of educational sciences, economics and management. Student survey was conducted using a structured questionnaire. The questionnaire was comprised of 7 diagnostic sections (linguistic skills and knowledge, research skills and knowledge, career and time management skills and knowledge, information literacy and computer skills, social interaction/communication skills, intercultural competence and personal traits) and 46 diagnostic variables. 2) The second stage – quantitative research, using questionnaires developed within the framework of the MASTER project – has provided possibilities to evaluate the assessment methods and strategies developed in the online course “Intercultural Communication and Research” (IC&R) in Moodle and aimed at the *learning to learn* strategy, allowing the Master's degree students to monitor, identify and evaluate own progress in the study process. Participants of the both stages were the same Master's degree students that attended the same course in IC&R. At the second stage of the research, 174 Master's degree students were required to fill out a questionnaire,<sup>8</sup> comprised of 31 statement on validity, reliability, transparency of assessment strategies used in the IC&R course.

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<sup>7</sup>The questionnaire was developed during participation in the EU-funded project “Development of competences of international research collaboration in Master's degree programmes(ARIADNE)” (No. ESF/2004/2.5.0-03-415/BPD-185).

<sup>8</sup> The questionnaire was developed within the framework of the international Socrates / Minerva project “M.A.S.T.E.R. – Mobility, Assessment, Selection, Technology and E-learning Research” (No. 229580-CP-1-2006-1-NL-Minerva-M, 2006–2008).

## **Features of online learning and importance of students' self-regulated learning**

Use of online learning implies application of new pedagogic and didactic models (shifting from face-to-face to virtual teaching). As a result, the role of such learning models as problem-based learning, project-based learning is becoming more important. Four additional criteria must be taken into account when considering online courses. The word "online" implies the Internet. Students are no longer tied to the learning time and space, and have the possibility to communicate and work in a team regardless of their geographic locations. Unlimited accessibility of the Internet also creates the necessity to develop the guidelines or method that would empower the students to learn at the time most suitable for them (The success of online students, however, has been primarily investigated in terms of student ease with computer technology or satisfaction with the program rather than intrinsic characteristics such as self-directedness, self-motivation, emotional self-regulation, or persistence. Moreover, emotional characteristics that have been linked to online success include persistent effort, internal locus of control, and self-efficacy (Holcomb, King, & Brown, 2004; Wang & Newlin, 2000). Self-regulated learning (SRL) is a process that assists students in managing their thoughts, behaviours, and emotions in order to successfully navigate their learning experiences. This process occurs when a student's purposeful actions and processes are directed towards the acquisition of information or skills. Generally, models of SRL are separated into three phases: forethought and planning, performance monitoring, and reflections on performance (Zimmerman, 2008; Zumbrunn et al., 2011).

Communication/interaction is one of the most influential components not only in online studies, but also in other educational methods, as communication and interaction stimulate students' motivation to learn (Schellens & Valcke, 2005; Vrasidas & Zembylas, 2003). Interaction and communication become even less feasible and more difficult to ensure in a fully virtual educational process that completely abandons face-to-face meetings (Bromme, Hesse, & Spada, 2005). Such important components of communication as context, body language, intonation become even harder to implement in the online method (Jonassen & Kwon, 2001). Whereas interaction is very important in maintaining learners' motivation, an instructor working in a Virtual Learning Environment is required to be active and encourage students (Bryant, Khale, & Schafer, 2005; Schellens & Valcke, 2005). Successful students need to be able to monitor their own learning and progress, peer support, exercise good time management skills, and draw on experience to find resources on the Internet. Online success is further predicted by several self-regulatory functions including effective self-management, emotional self-regulation, self-generated motivation, self-efficacy, persistence, and internal locus of control (Wang & Newlin, 2000). Factors that reduce online success include student's educational background (experiences,

majors, interests, motivations, lack of prior knowledge and skills) (Wang & Newlin, 2000), and lack of written communication and/or time management skills in combination with unrealistic online course expectations (Timmons, 2004).

Studies show that online learning and virtual communication may determine higher students' dropout rates, linked to the lack of motivation. Motivation may be improved by several factors: clear instructions, uninterrupted teacher-student, student-student communication, and reduction of isolation in general. Another way to improve motivation is to delegate the student with more responsibility in learning process planning and allocation. This approach is referred to as Guided Independent Learning, fostered by active learning environment, where a student is the explorer responsible for the learning process, while the teacher is responsible for supervision and support. One of the studies on student characteristics for online learning success (Kerr et. al, 2006) has emphasized three important aspects of online learning: reading and writing proficiency, independent learning and motivation and computer literacy. Useful results have been found during the analysis of independent learning, which consists of items that assess one's ability to manage time, balance multiple tasks, set goals, and one's disposition regarding self-discipline, self-motivation, and personal responsibility. The current investigation has found that independent learning is positively associated with self-esteem and Internet self- efficacy, and that students with high independent learning scores have significantly higher course grades than low independent learners.

Prompt feedback encourages interaction/communication during online courses. The variety of assessment instruments that may be provided in an online course empowers students to test and assess own knowledge and receive prompt and individualized feedback that contributes to the learning process. Feedback is important to promote students' use of metacognitive strategies in their learning tasks (Schwartz et al., 2007). Cognitive science researchers have established that metacognition and self-regulation are important components in developing effective learners in the classroom and beyond (Zimmerman, 2001). According to the authors, there is nothing more humiliating and demotivating in an online course that absence or disregard of the feedback to the efforts (Schellens & Valcke, 2005). Development of an assessment procedure is not an easy task, as it requires considering the pedagogical principles and objectives of the tasks. For example, in case of learning activities related to team work, assessment should be directed not only towards learning outcomes and products, but towards the study process as well. Therefore, it is important that assessment and feedback is given by the teacher not only at the end of semester, but also throughout the period, while the students are performing the tasks. Such attention to the student and his/her achievements increases student's motivation to study.

## **Online course “Intercultural Communication and Research” (IC&R): description of the pedagogical scenario**

Several online courses were developed and tested during the ARIADNE project (Content and Language Integrated Learning courses (CLIL), Foreign language courses (English/German for Specific Purposes), and the course of Intercultural Communication and Research (IC&R); however, only the shifts that have occurred during the IC&R course and the related research results are used in this article to present the research results. Online course of “Intercultural Communication and Research” (IC&R) consisted of 15 topics and assignments for students, each topic had discussion forums and all these activities had evaluation system, which helped assess students throughout the study process. The majority of the topics of the online IC&R course covered conventional aspects of intercultural competence (cultural dimensions, types of cultures, description of problems of intercultural communication, non-verbal communication, development of intercultural competence, etc.). The IC&R course was aimed at enhancing Master’s degree students’ intercultural research competences, conveying differences of research activity in various countries, creating equal conditions for the students to compete in the global research area; therefore, its online version also covered the topics aimed at developing good research paper, article writing skills, ability of taking critical approach towards scientific theories, understanding the importance of research ethics and presentation skills. All 15 assignments were subject to the deadline (one assignment in one week). Thus, the course was fairly intensive and long (15 weeks of intensive work). The assignments were creative, requiring the students to apply the theoretical material to explanation of their cultural context rather than reproduction of the knowledge they had acquired by reading, thus implying development and demonstration of interpretation skills. The IC&R course involved several assignments intended to present and reflect on the personal experience (filling in the research competence and experience portfolio, analysis of individual cases based on the presented literature, filling in own research CV, participation in forum discussions on each topic). Assignments and assessment instruments provided within this course matched each other (e.g. the portfolio was a learning instrument and a self-assessment instrument at the same time). The course was primarily intended for development of intercultural competence, but also aimed at development of other competences and characteristics, in particular, personal traits. One of the aims of the course (although not the major) was improvement of students’ skills in working in an online environment. One of the indirect aims of the course was development of personal traits, which is related to formation of positive online learning culture.

Various novel assessment strategies were chosen and applied to the IC&R course: self-assessment, group assessment, peer assessment, and portfolio, or competence portfolio. Different forms of assessment were used in development

of intercultural competence in MASTER project course “Intercultural communication for Research”: besides teacher assessment, respondents pointed out that self-, group-, peer-, portfolio assessment forms were frequent in the course. *Learning journals, diaries, reflective logs, e-portfolios* are some of the most important educational tools, which depend on the collection of the additional evidence. The students think over and collect the documentation of their intercultural experience, cultural difference, the peculiarities of the foreign and their own culture. If such documentation is filled in the other intercultural context (for example, if the student takes part in the exchange programme) and lives abroad, it allows him/her to remember and evaluate the experience (thoughts, feelings, etc.) after he/she is back home. This can be the basis for discussion with peer students. Diaries provide certain guidance for writing, and are not only the form of evaluation, but also the tool of the organization of the studies.

Portfolio allows documenting and fixating student’s intercultural experience during his/her stay in other country, performing self-assessment in different environment and presenting the evidence of the mastering of intercultural competence. Filling in the electronic and paper portfolio helps form students’ understanding of how they live and learn, how their communicational and organizational skills improve. The most important goal of the filling in the portfolio is to improve students’ learning process, creating the possibility for reflection on the learning process; develop the skills that grow as a result of the critical reflection.

### **The role of education tools for development of Master’s degree students’ self-regulatory learning skills**

In order to reveal development of self-regulatory skills during the IC&R course, the respective questions on personal traits and attitudes that cover critical thinking, self-regulation, creativity and sense of responsibility were included into the questionnaire. Factor analysis was performed both at the beginning and at the end of course; however, only the results of the factor analysis at the end of the semester were included in the table below (see Table 1), as the respondents have marked the section of Personal traits and attitudes as one of the main both at the beginning, and at the end of semester. This could have been determined by learning methods, new educational activities during the semester. For example, “Critical and adequate self-assessment” was related to performance of challenging assignments. At the beginning of semester, students, who previously had had no possibility to assess own foreign language, etc. skills, faced challenging assignments and had to reassess (probably, critically) their skills. Moreover, the IC&R course involved a lot of self-assessment assignments. Such assignments may have been related to critical self-assessment, better understanding of what should be improved and how. The “Intercultural

Communication and Research” course has revealed the importance of tolerance. Statements “responsibility” and “independence (independent implementation of assignments)” used in the questionnaire have reflected the traits developed by the online course, as the assignments and examinations were subject to deadline, which implied independent and responsible learning. The students were required to perform a lot of assignments – one assignment per week. In order to successfully implement the assignments, the students, first, had to become familiar with the material (read at least 10-15 pages of research articles, lecture transcripts, etc.), and then proceed to the assignment.

**Table 1. Results of the factor analysis at the end of semester**

<b>Factors and questionnaire statements</b>	<b>L</b>	<b>r/itt</b>	<b>α (cronbach)</b>
<b>1. Personal traits and attitudes</b>			0.90
Critical assessment of oneself, own competences	0.70	0.71	
Openness to novelty (novel learning methods, techniques, subjects)	0.66	0.71	
Critical and adequate self-assessment	0.61	0.66	
Independence (independent implementation of assignments)	0.76	0.72	
I am creative, original and innovative	0.58	0.66	
Understanding what should be improved and how	0.59	0.63	
Understanding what is core and subject-matter competence	0.51	0.61	
I am responsible for own actions (able to implement assignments in a timely and thorough manner)	0.52	0.57	
Ability to reflect on own research-related and professional progress	0.44	0.63	
Tolerance to otherness (other cultures, other practices)	0.47	0.59	

All students who took part in the research worked in the online Moodle environment and analysed articles from the list of references provided by the teachers and international databases. This factor has validated the fact that the notion of competences, contents, and understanding of the construct are related to work methods. The possibility for the students to study online has probably led to improvement of their self-regulatory learning skills and personal traits in consistent work, sense of responsibility, time management. Statements of the factor “Personal traits and attitudes” have received the best evaluations (M=4, maximum value M=5), compared to other competences developed under online courses designed during the project. On the other hand, these variables have been noticed to receive the best evaluations at the beginning of the project as well. Although the evaluation by the Master’s degree students was good, they still considered that their personal traits and attitudes should be improved further. Minor improvement in evaluation of self-regulatory learning skills and personal traits during the semester (in the course of learning under the

ARIADNE project) is explained by the fact that the shift of personal traits and attitudes requires more time than duration of one semester and more intensive experiential learning close to the demands of real-life social and occupational environment than provided by classroom or distance learning.

### Shift of self-regulatory learning skills and personal traits during the semester

Integration of educational activities into the process of Master’s degree studies was aimed at fostering students’ personal improvement, development of self-regulatory learning skills and personal traits. Although the main aim of Master’s degree programmes is development of research competence, training of specialists for the labour market is inseparable from development of the respective personal traits. A good specialist who works in an international setting is required to possess the sense of responsibility, be thorough, capable of self-regulation, open to otherness and novelty, creative. Therefore, respective means of pedagogical influence were used by giving the students independent assignments that had to be performed by the students individually, in a responsible, creative, and timely manner. Statements providing evaluation of personal traits were also provided during the research. The research has revealed that evaluation of the self-regulatory learning skills and all personal traits improved at the end of semester (see Fig. 1).

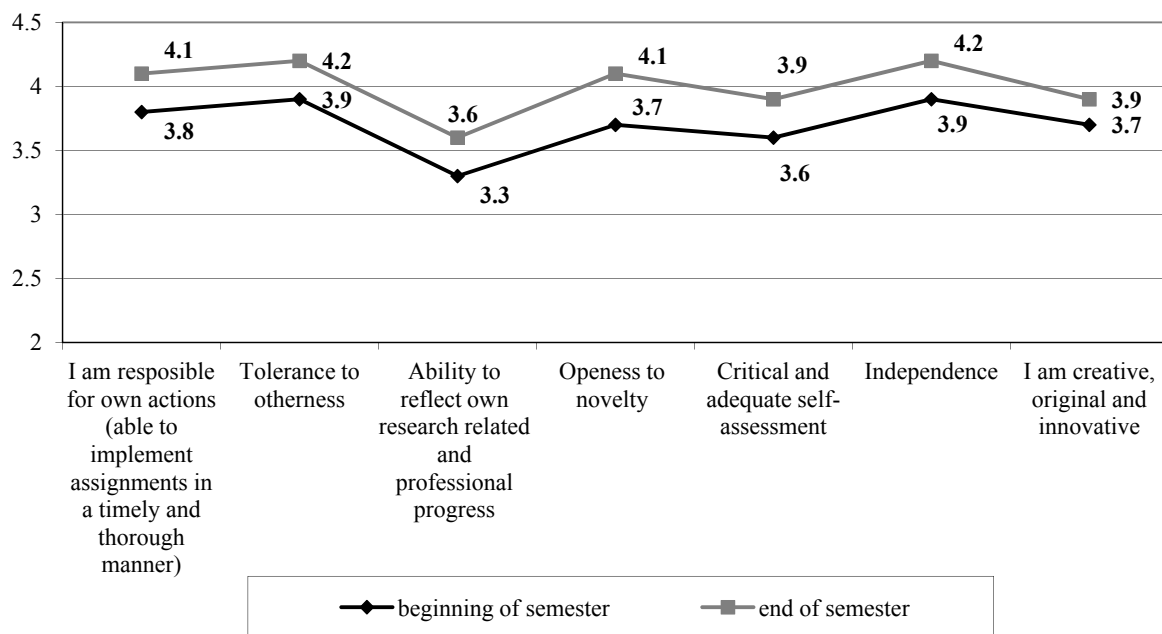


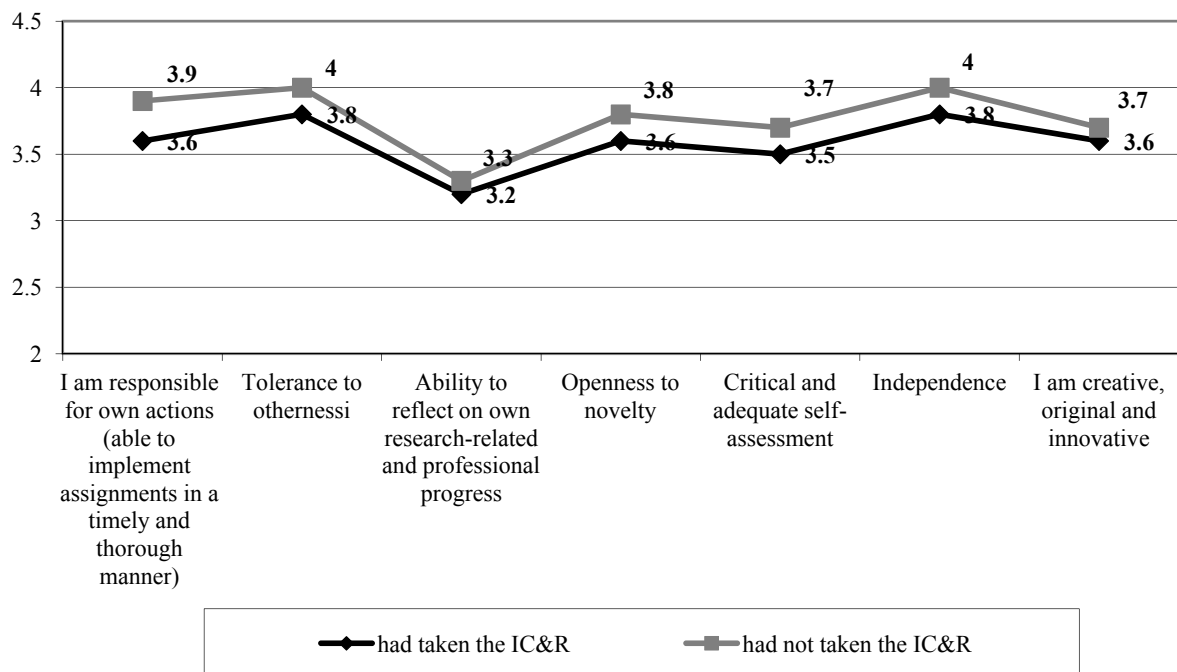
Figure 1. Shift of evaluation of self-regulatory learning skills during the semester

Personal traits are an important component of the competence of international research collaboration, and are closely linked to the intercultural competence. They reflect the students’ attitude towards studies, their acceptance



of educational innovations, openness to other cultures. Personal traits also cover critical and adequate self-assessment, self-regulation, creativity, and originality.

Spearman’s correlation analysis on the association between theoretical scales of the competences in international research collaboration has shown strong correlation between the scale of self-regulatory learning/personal traits and the scale of intercultural competence ( $r = 0.623$ ,  $p = 0.000$ ). Statements “tolerance to otherness”, “openness to novelty”, “critical and adequate self-assessment” on the scale of personal traits reflect various aspects of intercultural competence: attitude towards novelty as a type of otherness; cultural and critical consciousness.



**Figure 2. Evaluation of self-regulatory learning skills at the beginning of semester**

Comparison of evaluations of self-regulatory learning skills and attitudes by the Master’s degree students who had completed the IC&R course with the evaluations by those who had not taken this course yet demonstrated the following general tendency: Master’s degree students who had not taken the IC&R course provided better evaluation of their personal traits at the beginning of semester than the students who had completed the IC&R course (see Fig. 2), while the differences between evaluation of personal traits and attitudes by the both groups became smaller at the end of semester (see Fig. 3). Students who had taken the IC&R course provided worse evaluations of their attitudes at the beginning of semester (the evaluation was held at the end of semester, as already mentioned), as a number of critical self-assessment assignments were given during the IC&R course (at the beginning, middle, and end of semester), giving better credit and assessment to those students whose self-assessment was

adequate and critical, compared to those whose self-assessment was inadequate and uncritical.

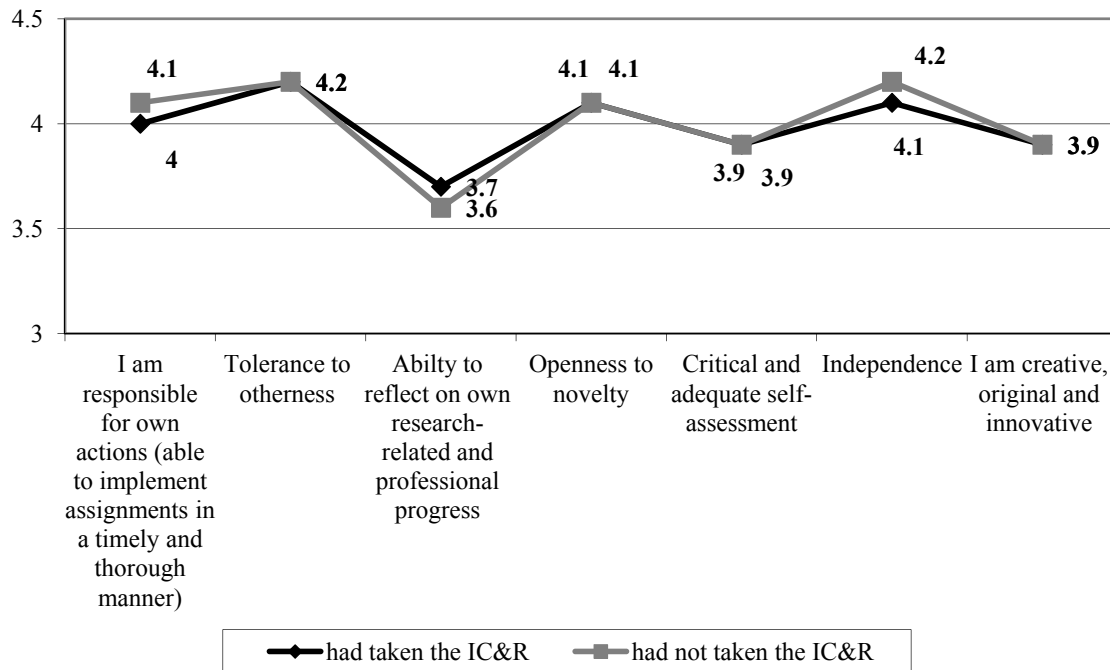


Figure 3. Evaluation of self-regulatory learning skills at the end of semester

On the other hand, having completed a number of critical self-assessment assignments and by learning to monitor own progress, students who had completed the IC&R course made bigger progress in development of their attitudes and personal traits, which has been supported by the significantly higher progress indicators (see Table 2). These results of evaluation of self-regulatory learning skills and attitudes reflect the controversy of the methodology applied to the research. Whether worse or better, self-assessment is not directly related to assessment of actual level of competences. However, the perception may be expanded by the education curriculum and methods: where the pedagogical influence is directed towards education of critical thinking, adequate and even worse self-assessment is a kind of educational goal. Worse evaluation of the initial level of personal traits and attitudes by the students of IC&R at the end of the course compared to the students who had not taken the course may be considered as a result of the entire pedagogical process during the course: educational methods were aimed at educating critical (possibly, worse) assessment of own competences in students (remember the well-known quote by Socrates: “I only know that I don’t know anything”). Application of students’ self-assessment instruments to assessment of progress in competence development faces the challenge of assessing real-life situation in cases, where students’ levels of self-criticism differ: students’ critical self-assessment educated purposefully during the research period influences insufficient self-assessment of competences by students, which means that **actual** (assessed not

subjectively, critically or uncritically) level of competences and progress remains unanalysed and unrevealed.

**Table 2. Progress indicators of assessment of self-regulatory learning skills by students who had taken and who had not taken the IC&R course**

Assessment statement	Assessment by students who have taken the IC&R course (M)			Assessment by students who have not taken the IC&R course (M)		
	Beginning of semester	End of semester	Progress indicator	Beginning of semester	End of semester	Progress indicator
I am responsible for own actions (able to implement assignments in a timely and thorough manner)	3.6	4.0	<b>0.4</b>	3.9	4.1	<b>0.2</b>
Tolerance to otherness	3.8	4.2	<b>0.4</b>	4.0	4.2	<b>0.2</b>
Ability to reflect on own research-related and professional progress	3.2	3.7	<b>0.5</b>	3.3	3.6	<b>0.3</b>
Openness to novelty	3.6	4.1	<b>0.5</b>	3.8	4.1	<b>0.3</b>
Critical and adequate self-assessment	3.5	3.9	<b>0.4</b>	3.7	3.9	<b>0.2</b>
Independence	3.8	4.1	<b>0.3</b>	4.0	4.2	<b>0.2</b>
I am creative, original and innovative	3.6	3.9	<b>0.3</b>	3.7	3.9	<b>0.2</b>

### Conclusions

As distance education continues to grow, it is important to design the online course the way that would lead to students' successful education. The research has shown that online learning and pedagogical instruments and scenarios promoting students' self-regulatory learning skills (ability to manage time, balance multiple tasks, set goals, and one's disposition regarding self-discipline, self-motivation, and personal responsibility). A more research-based approach to student assessment for online courses may improve the success of online courses for students, instructors, marketers, and academic institutions. With a greater understanding of how distance learners think and learn, and how personality corresponds to academic success online, educators may be able to design better-fitting online courses and better advise the students on the courses to take.

The research has demonstrated that the students who have completed the IC&R course, implemented a number of critical self-assessment tasks and have

been learning to monitor own progress, have made greater progress and achieved bigger shift in self-regulatory learning skills and attitudes. These results of assessment of personal traits and attitudes reflect the controversy of the applied methodology. Whether worse or better, self-assessment is not directly related to assessment of the actual level of competences. However, the perception may be expanded by the educational curriculum and methods: where the pedagogical influence is directed towards education of critical thinking, more adequate and even worse self-assessment is a kind of educational goal. Worse evaluation of the initial level of personal traits and attitudes by the students of IC&R at the end of the course compared to the students who had not taken the course may be considered as a result of the entire pedagogical process during the course: educational methods were aimed at educating critical (possibly, worse) assessment of own competences in students.

During the research, students were found to consider that their self-regulatory learning skills and attitudes still needed to be improved; and only minor improvement in assessment of personal traits during the semester (during the IC&R course) was determined by comparison of the research results at the beginning and end of semester. This is explained by the fact that the shift of personal traits and attitudes requires more time than duration of one semester and more intensive experiential learning close to the demands of real-life social and occupational environment than provided by classroom or distance learning.

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## IZVĒLES STUDIJU KURSA IZVEIDES UN ĪSTENOŠANAS PIEREDZES ANALĪZE AUGSTSKOLĀ

### *Creating and Implementation Elective Courses at Higher Education Institution- Experience Analysis*

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Rīgas Stradiņa universitāte, Bioloģijas un mikrobioloģijas katedra

**Abstract.** *Rīga Stradiņš University (RSU) Internal Rules of Studies No 1 stipulate that alongside the compulsory study courses, students must choose a number of elective courses in all six years of their studies. A considerable part of medical students are planning to work as general practitioners. Current trends in the society and health care allow to conclude that more and more patients wish to use natural remedies therefore family doctors must possess good knowledge in this field. The staff of the Department of Biology and Microbiology offers an innovative study course „Medicinal Plants and Their Use”. The course must correspond to the highest quality standards in order to be chosen by the students. The article summarizes the experience in developing the course, as well as analyses its implementation, evaluation and perfection.*

**Keywords:** *Elective Courses, analysis of the experience, implementation, evaluation, perfection.*

### **Ievads**

#### **Introduction**

Rīgas Stradiņa universitātes (RSU) misija ir sagatavot Eiropas un pasaules līmeņa speciālistus veselības aprūpes un sociālo zinātņu jomā. Studiju laikā iegūtajām zināšanām, prasmēm, kompetencēm un attieksmeijābūt atbilstošām Eiropas Savienības prasībām un humānajām tradīcijām, tām jāveido stabils mūžizglītības pamats.

Rīgas Stradiņa universitātes (RSU) studiju reglaments I nosaka, ka paralēli obligātajai studiju programmai students sešos studiju gados piedalās dažādās *izvēles* studiju priekšmetu programmās. Daļa medicīnas fakultātes studentu nākotnē plāno izvēlēties ģimenes ārsta specialitāti. Pēc sabiedrībā un veselības aprūpē novērotajām tendencēm secinām, ka aizvien vairāk pacientu kā alternatīvu ķīmiskajiem preparātiem gan terapijā, gan veselības profilaksē, izvēlas ārstniecības augus. Kompetences ietvaros ģimenes ārstam būtu jāorientējas šajos jautājumos. Pārskatot studiju programmas secinājām, ka iegūt šādas zināšanas studentiem nepiedāvā neviens studiju priekšmets un tas varētu radīt problēmas turpmākajā darba praksē topošajiem speciālistiem. Bioloģijas un mikrobioloģijas katedras sēdē tika pieņemts lēmums pieteikt un izveidot inovatīvu izvēles studiju kursu „Ārstniecības augi, to izmantošana”. Tas varētu

būt liels izaicinājums docētājiem, jo jāizveido tāds izvēles studiju kurss, kuru studenti izvēlētos, tātad tam jābūt kvalitatīvam, interesantam un noderīgam.

Pētījuma mērķis: izvēles studiju kursa izveides, īstenošanas, pilnveides modeļa izveide un aprobācija.

### **Studiju kursa izveides un īstenošanas konteksts** *Context of the study course creation and implementation*

Mūsdienīgs studiju process tiek aplūkots kā mijiedarbība. Tāpēc studiju kursa izveidē tika ņemts vērā jau pedagogijā zināmais pedagogiskās mijiedarbības modelis, tā pamatā ir attiecības starp docētāju, studentiem un studiju saturu, kurā docētājs un students ir līdztiesīgi partneri, un svarīgāka ir studenta mācīšanās nevis mācīšana (Špona, Žogla, 2001; Krastiņa, Pipere, 2004 u.c.). Docētāju uzdevums ir piedāvāt studentiem aktuālu mācību saturu, interesantas mācīšanās iespējas un modernu mācību vidi, kur, no vienas puses, katram interesantam būtu iespējams atrast sev nozīmīgu mācīšanās saturu un sev piemērotu mācīšanās veidu, bet, no otras puses, - mainīties spējīgu mācīšanās vidi, kurā mācīšanās procesa dalībnieki aktīvi darbojas, analizējot, pētot, uzlabojot savu mācīšanos, līdz ar to pilnīgojot savu kompetenci (Tiļļa, 2006).

Pirms studiju kursa „Ārstniecības augi, to izmantošana” piedāvājuma izstrādes tika analizēti augstākās izglītības pētnieku veiktie pētījumi par studiju kursa satura veidošanu un īstenošanu, ņemti vērā ieteiktie četri secīgie posmi:

1. piedāvājuma izstrāde,
2. īstenošana,
3. izvērtēšana,
4. pilnveide (pēc Allen, 2004; Kennedy, 2007).

Studiju kursa piedāvājuma izstrādē jānosaka studiju kursa *mērķi un rezultāti*, un to formulēšanā jāvērs fokuss uz tām zināšanām un prasmēm, kuras būs nepieciešamas jaunajiem speciālistiem, piemēram, spēja analizēt situāciju, argumentēt, loģiski noformulēt un pamatot savu viedokli par ārstniecības augu terapeitisko efektu un ārstniecības augu preparātu izvēli atbilstoši mērķim, prognozēt iespējamās blakusparādības.

D. Kenedijs studiju rezultātus definē kā formulētas zināšanas un prasmes, ko students būs spējīgs demonstrēt pēc studiju kursa apguves (Kennedy, 2007).

Studiju kursa piedāvājuma izstrādē kā nākošais secīgais solis ir mērķu un rezultātu realizēšanai nepieciešamo *resursu plānošana*, tas ietvertu kvalitatīvi sagatavotu docētāju piesaisti, atbilstošas studiju vides nodrošināšanu, piemēram, sadarbība ar farmācijas katedras docētājiem, drogu ievākšanu, lekciju un nodarbību realizēšanai nepieciešamā tehniskā aprīkojuma iegāde. Pēc tam sekostudiju kursa *satura* izstrāde. Analizējot augstākās izglītības pētnieku veiktos pētījumus par studiju kursa satura veidošanu secināts, ka sekmīgā satura apgūvē liela nozīme ir pastāvīgai studentu iesaistīšanai (Allen, 2004; Karulis, 2014; Kennedy, 2007; Līgotne, 2014). Lai studiju kursa saturs atbilstu reālajām

dzīves vajadzībām ārstu praksē, tika intervēts Latvijā labi pazīstamais fitoterapeits dr. A.Tereško un ilggadējā RSU Farmācijas fakultātes dekāne profesore V. Eniņa. Iegūtā pieredze tika iestrādāta studiju kursa saturā.

Visu iepriekš aprakstīto darbību rezultātā tika izveidots izvēles studiju kursa piedāvājums 2. līmeņa profesionālās augstākās izglītības studiju programmās „Medicīna” divu kredītpunktu apjomā gan latviešu, gan ārzemju studentiem. Izstrādātais piedāvājums (studiju kursa ceļvedis) ir pieejams studentiem RSU mājas lapā, lai viņi ar to iepazītos un veiktu izvēli. Studiju kursa ceļvedī studenti uzzina šī studiju kursa mērķi, galvenos satura jautājumus, plānoto studiju rezultātu (zināšanas, prasmes, kompetences) un vērtēšanas kritērijus.

Tika uzsākta *studiju kursa satura īstenošana*, kas ir loģisks turpinājums pēc piedāvājuma izstrādes. Mūsu gadījumā tas bija liels izaicinājums un varētu tikt definēts kā piltopētījums, kura laikā jāiegūst atgriezeniskā saite par izveidoto studiju kursu.

Studiju kursa saturā ietverti dažādi, ar konkrētu zināšanu apguvi saistīti uzdevumi, piemēram, izskaidrot ārstniecības augu ievākšanas, žāvēšanas un uzglabāšanas nosacījumus, pamatot ārstniecības augu izmantošanu konkrētu slimību ārstēšanā, skaidrot to ietekmi uz organismu, ieteikt ikdienā lietojamas nomierinošās un vitamīnu tējas. Teorētisko jautājumu apguve tika īstenota 10 lekcijās. Savukārt bez teorētisko zināšanu apguves būtiska ir arī prasmju apguve, piemēram, atpazīt Latvijā izplatītākos ārstniecības augus, grupēt ārstniecības augus pēc iedarbības mērķa, pierādīt augos esošās biogēnās vielas, skaidrot eksperimenta rezultātus par biogēno vielu ķīmiskajām un fizikālajām īpašībām un to pamatstruktūru, pagatavot tējas, uzlējumus un novārījumus, lietot zāļu reģistra un uztura bagātinātāju datu bāzes, lietot lekcijās un nodarbībās apskatīto ārstniecības augu latīniskos (latviskos, krieviskos u.c. atbilstoši dzimtajai valodai) nosaukumus un terminus, svarīga ir arī prasme diskutēt par drogu izmantošanu terapijā un profilaksē un citas prasmes. To apguve tika īstenota 10 praktiskās nodarbībās.

Studiju kursa noslēgumā studentiem tika ieplānota kombinēta ieskaite (teorētiskā un praktiskā daļa) ar vērtējumu: ieskaitīts vai neieskaitīts.

Gan studiju kursa īstenošanas laikā, gan tā noslēgumā notika studiju kursa *izvērtēšana un pilnveide*, kas uzskatāmi par būtiskākiem aspektiem kvalitātes nodrošināšanā, jo ietver divu iepriekšējo posmu analīzi (Allen, 2004; Kennedy, 2007; Līgotne, 2014).

Izvērtēšana tiek balstīta uz divu pamatkomponentu analīzi: procesa un rezultātu izvērtēšanu, jo tieši process ir kā ceļš, kas ved pie rezultāta. Izvērtēšanai nekad nav tikai fakta konstatācijas funkcija, pats būtiskākais ir mobilizējošā funkcija, tas ir, virzība uz pilnveidi un inovācijām (autores publikācija Pašnovērtējums mācību procesā, RaKa, 2006).

Studiju kursa procesa un rezultātu izvērtēšanā tika izvēlas atbilstošas metodes un veikta iegūto datu analīze. Šajā publikācijā autore detalizētāki



aplūko studiju kursa izvērtēšanas un pilnveides posmu, jo studiju kursa ilgtspēju ietekmē tā kvalitātes izvērtēšana un pilnveide.

### **Studiju kursa izvērtēšanas rezultāti** *Outcomes of course evaluation*

Pētījuma organizācija un norise. Pedagoģiskais pētījums tika veikts Rīgas Stradiņa universitātē studiju kursa „Ārstniecības augi, to izmantošana” ietvaros no 2012.-2015.gadam. Pētījumā tika iesaistīti studiju kursa 4 docētāji, atbalsta personāls un 166 studenti. Pētījumā izmantotas kvalitatīvās un kvantitatīvās datu iegūšanas metodes: strukturēta pedagoģiskā novērošana, fokusgrupu diskusija un anketēšana, un datu apstrādes, analīzes metodes.

Praktisko nodarbību laikā docētāji veica strukturētu pedagoģisko novērošanu ar mērķi noskaidrot, vai piedāvātais saturs atbilst studentu interesēm un vajadzībām, vai satura apguvei ieplānotas atbilstošas metodes, resursi un laiks. Iegūtie dati tika salīdzināti ar studentu aptaujas datiem un fokusgrupu diskusijā iegūto informāciju. Fokusgrupu diskusijas tika organizētas 1 x semestrī, pēc studiju kursa realizācijas, ar mērķi analizētstrukturētā pedagoģiskā novērošanā un studentu aptaujā iegūto informāciju par studiju kursa saturu mērķiem, rezultātiem un resursiem. Tajās piedalījās studiju kursā iesaistītie docētāji un atbalsta personāls. Apkopojot rezultātus, izvirzītas galvenās risināmās problēmas: satura apjoms un atbilstība mērķim, studiju kursa īstenošanas laiks jeb vieta semestra ietvaros, un resursu pietiekamība.

Salīdzinot iegūtos rezultātus, tika noskaidrots, ka satura apjoms atsevišķās nodarbībās ir bijis salīdzinoši liels. Uz to norāda gan docētāju, gan studentu atbildes: „samazināt apgūstamās informācijas daudzumu”, „iesaku izlaist botānikas daļu”, „nepietiek laika atsevišķām aktivitātēm nodarbības laikā”. Studenti ieteica vēl vairāk akcentēt tādu praktisko prasmju apgūšanu kā augu atpazīšanu dabā, to ievākšanu un praktisko pielietošanu, piemēram, studenti raksta: „vēlētos papildus nodarbības par augu pielietojuma analīzi”, „vairāk situācijas no dzīves”, „vairāk akcentēt dažus nozīmīgākos augus, jo augu ir tik daudz, grūti visus atcerēties”, „katrā nodarbībā stāstīt par klīniskiem gadījumiem”, „praktisko darbu skaits varētu būt mazāks vai nodarbības laiks ilgāks, jo sanāca aizkavēties pēc nodarbības, lai darbu pabeigtu”. Tātad pilnveide jāveic satura apjoma precizēšanā un realizācijā, jāiekļauj vairāk praktisko situāciju. Kāds students raksta - „iespējams, teoriju varētu pasniegt vienkāršāk”.

Daļa studentu un docētāju ieteikumu ir par studiju kursa plānojuma laiku semestra ietvaros, piemēram, „kursam būtu jābūt garākam, ārstniecības augu efektu un darbības izprašanai ar vienu semestri nepietiek”, „laika trūkuma dēļ nepatika, ka kurss notiek semestra beigās”, „studiju kursu veiksmīgāk būtu realizēt rudenī vai pavasarī, bet ne ziemā, tas dotu iespējas novadīt dažas praktiskās nodarbības dabā”. Studenti iesaka neplānot šo studiju kursu pēc

obligāto studiju kursu apguves, bet vienlaicīgi visa semestra garumā, jo „kurss notiek pirms sesijas, un tas traucē apgūt gan kursu, gan gatavoties sesijai”.

Lai docētājs varētu veiksmīgi realizēt praktisko nodarbību, lai tajā studenti sasniegtu studiju rezultātu, tam nepieciešami atbilstoši resursi. Izvērtējot katedrā esošo resursu atbilstību katrai praktiskai nodarbībai, fokusgrupu diskusijā savos vērojumos dalījās docētāji un atbalsta personāls. Rezultātā izveidots katrai nodarbībai visatbilstošāko resursu saraksts. Sava darba organizēšanai šāds resursu plānojums ir svarīgs atbalsta personām, kā arī aprīkojuma sagādes speciālistiem, lai varētu savlaicīgi iegādāties nepieciešamos resursus.

Izveidojot jaunu studiju kursu, docētājiem bija svarīgi noskaidrot, vai tā saturs atbilst studentu interesēm. Tāpēc izvērtējot anketu datus, noskaidrots, ka visaugstāk tika novērtēta tēju, novārījumu un uzlējumu gatavošana, problēmsituāciju analīze un C vitamīna pierādīšanu. Šo nodarbību laikā studenti mācījās pareizi gatavot ārstniecības augu ūdens izvilkumus. Docētāji nodarbībās novēroja, kad studentiem pārsteigumu sagādāja atsevišķu drogu pareiza gatavošana. Piemēram, pagatavojot macerātu, ārstniecības augu drogas tiek aplietas ar istabas temperatūras ūdeni un atstātas uz 30 minūtēm. Šādi gatavo altejas auga saknes drogas. Problēmsituāciju analīzei bija plānotas divas pēctecīgas nodarbības (vienā uzmanība fokusēta uz pieaugušiem pacientiem, otrā uz bērniem). Studenti pēc pacienta sūdzībām meklēja, kāda ārstnieciskā iedarbība ir vajadzīga, lai atvieglotu pacienta stāvokli un risinātu problēmu, kādus ārstniecības augus, to drogas un preparātus varētu lietot fitoterapijā un kādas ir iespējamās blaknes un kontrindikācijas šo augu un to drogu, arī preparātu lietošanā. Docētāji novēroja kā studenti izmanto pieejamos informācijas avotus, tai skaitā datu bāzes. Studentiem ir būtiski pārbaudīt, vai šo ārstniecības augu lietošana kopā ar izrakstītajiem medikamentiem ir droša, kādas ir iespējamās blaknes un kontrindikācijas šo augu un to drogu, arī preparātu lietošanā. Pēc docētāju domām šādu prasmju apguve būs nepieciešama ārstu praksē. Pēc pirmās studiju kursa realizēšanas reizes docētāju fokusgrupu diskusijā nolēma izveidot jaunu praktisko nodarbību C vitamīna pierādīšana ārstniecības augos un drogās. Studenti izmantos titrēšanas metodi, kuru apguvuši vidusskolas ķīmijas un medicīniskās ķīmijas kursā. Tā kā praktiskās iemaņas studentiem jau bija, novitāte šajā studiju kursā bija uzstādītā hipotēze un situācijas aprakstā minētā problēma par literatūrā sastopamo faktu, ka dažu augu lapās ir vairāk C vitamīna nekā ogās, piemēram, upenēs (Rubīne, Eniņa, 2004; European Pharmacopoeia, 2014). Lai šādu praktisko nodarbību docētāji varētu novadīt, tika organizēts praktisks seminārs ar ķīmijas katedras docētājiem. Nākošajā semestrī šis darbs tika realizēts studiju kursā un nodarbības augstais novērtējums apliecina radītās problēmsituācijas atbilstību studentu interesei darboties praktiski, pierādīt vai noraidīt izvirzīto hipotēzi. Savukārt, kā visneinteresantāko nodarbību studenti novērtēja augu morfoloģisko pazīmju noteikšanu. Tāpēc tika pieņemts lēmums šo nodarbību pārstrādāt. Šāda

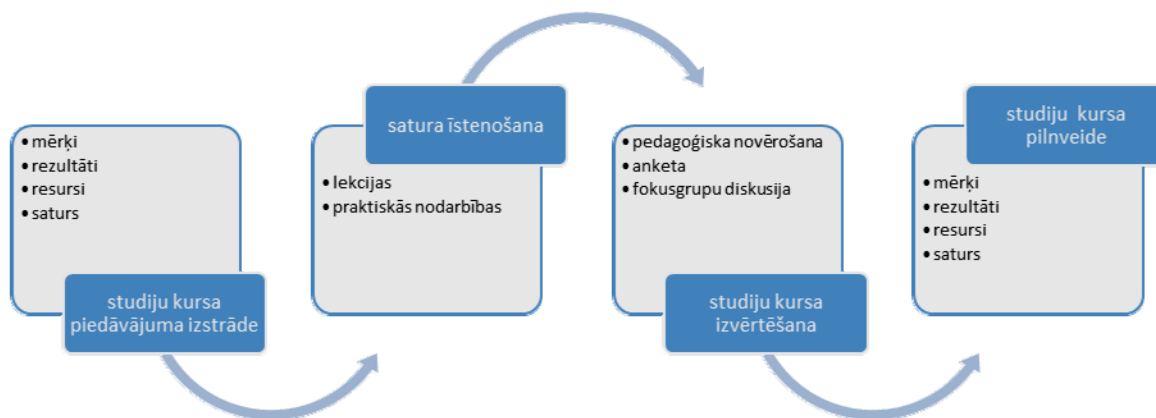
studentu atbilžu analīze docētājiem sniedz apstiprinājumu par izvēlētā satura aktualitāti un atbilstību studiju kursa saturam.

Lai varētu izvērtēt studiju kursā iekļautā satura atbilstību studentu vajadzībām, anketā studenti vērtēja arī 3-5 būtiskākos ieguvumus, mācoties šo studiju kursu. Studentu viedokļos dominēja iegūtās zināšanas par pareizu ārstniecības augu ievākšanu un pielietošanu. 85% studenti uzsver, ka iegūtajām zināšanām ir praktisks pielietojums, piemēram, „pratīšu orientēties ārstniecības augos un ieteikt to lietošanu”, „zināšu, kur meklēt informāciju par augiem”, „uzzināju, kuras drogas var izmantot uzlējumam, tinktūru pagatavošanā”, „var noderēt, ceļojot brīvā dabā, ja tuvumā nebūs aptiekas”, „būšu pārliecinātāka tēju vācēja”, „zināšu, kā uzlabot pacienta pašsajūtu”, „iemācījos, kā strādāt ar datu bāzēm un kāda ir mijiedarbība ar medikamentiem (ko var un ko nevar lietot kopā ar ārstniecības augiem)”. Studenti raksta, ka apguvuši jaunas eksperimentālās prasmes - ūdens izvilkumu un ekstraktu pagatavošanu, iemācījušies, kā veselīgāk dzīvot un kā atgūties pēc slimības. Studentu atbildēs atspoguļoti plānotie studentiem sasniedzamie rezultāti praktiskajās nodarbībās. Tas liecina arī par docētāju mērķtiecīgi virzītu studentu darbību nodarbībās.

Docētājiem, izvērtējot studiju kursa satura kvalitāti, bija svarīgi uzzināt, vai studentu ieceres izvēloties šo studiju kursu piepildījās. 67% studentu raksta, ka piepildījās pilnībā, daži studenti komentē, ka „piepildījās un pat vairāk nekā biju cerējusi”, „ir iegūtas ne tikai zināšanas, bet arī priekšstats, kur meklēt informāciju”. Savukārt 33% studentu atbild, ka ieceres piepildījās daļēji, jo „nedomāju, ka būs jāmacās par augu lapām un formām”, „vairāk vēlējos gadījumu analīzes”, „gribējās vairāk iedziļināties konkrētu augu darbības efektos”, „nebiju gaidījusi, ka tik nopietns gala pārbaudījums būs B kursam”, „gaidīju, ka būs praktiskākas lietas, piemēram, krēmu un balzamu gatavošana”.

Studentu viedoklis ir būtisks, tāpēc, docētājiem regulāri atjaunojot un pilnveidojot studiju programmas un kursus, tiek uzlabota RSU sniegtās izglītības kvalitāte, pieejamība un ilgtspēja. Jebkuram studiju kursam jāatbilst augstākajiem kvalitātes rādītājiem.

Apkopojot iegūto pieredzi, izveidots studiju kursa izveides, īstenošanas, pilnveides modelis (skat. att.), kuru varētu savā darbā izmantot citi augstskolas docētāji.



**1.att. Izvēles studiju kursa izveides, īstenošanas, pilnveides modelis**  
*Fig.1 Model of Elective course creation, implementation, and perfection*

### **Secinājumi** *Conclusions*

Izveidotais pieredzes analīzes modelis studiju kursa satura veidošanā un īstenošanā secīgi ietver: piedāvājuma izstrādi, īstenošanu, izvērtēšanu, pilnveidi. Viens no būtiskākajiem posmiem ir procesa un rezultātu izvērtēšanu, jo tieši process ir kā ceļš, kas ved pie rezultāta. Izvērtēšanai nekad nav tikai fakta konstatācijas funkcija, pats būtiskākais ir mobilizējošā funkcija, tas ir, virzība uz pilnveidi un inovācijām. Izvēles priekšmetu būs iespējams realizēt docētājiem tikai tad, ja studenti izvēlēšies to apgūt, tāpēc svarīgs priekšnosacījums ir tā kvalitāte. Ar to saprotot studiju kursa satura atbilstību studentu interesēm un vajadzībām. Studiju kursa satura īstenošanā ir būtiski sniegt labu teorētisko un praktisko zināšanu bāzi. To apliecina iegūtie dati: 85% studenti uzsver, ka iegūtajām zināšanām ir praktisks pielietojums, jo tieši praktiskās nodarbībās apgūtās prasmes studenti uzskata par visnozīmīgākajām. Studentu atbildēs atspoguļoti plānotie studentiem sasniedzamie rezultāti praktiskajās nodarbībās. Tas liecina arī par docētāju mērķtiecīgi virzītu studentu darbību nodarbībās.

### **Summary**

The developed model of experience analysis of the course content creation and implementation encompasses the following: offer design, implementation, evaluation, perfection. One of the main stages is the evaluation of the process and the outcomes. Evaluation is never just a function of finding facts; the key role is played by mobilizing function of the process which is aimed towards the development and innovation. An elective subject can be implemented only if students choose to learn it, so it is important to ensure its high quality which would meet students' interests and needs. Provision of good theoretical and practical knowledge is the key factor in course content implementation. This is evidenced by the findings that 85% of the students emphasize that the course has a practical application and students consider the practical skills gained during the course as being the most important.

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## СОДЕРЖАНИЕ И ФОРМИРОВАНИЕ КЛЮЧЕВЫХ КОМПЕТЕНЦИЙ МЕНЕДЖЕРОВОБРАЗОВАНИЯ

### *Content and Formation of Key Competencies of Managers' Education*

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**Abstract.** *The article considers the issues of further improvement of higher education quality through training of managerial staff of higher education institutions and their reserves for the effective organization of the educational process, development of their knowledge, skills and habits in the training course "Education quality management". The course allows listeners to improve their professional skills in accordance with the requirements of the management activities necessary to achieve the quality of higher education, to develop new professional managerial knowledge, skills and habits and related competencies as well.*

**Keywords:** *Education quality management, managerial staff training, professional development, professional activity, modern approaches, project work.*

### **Введение** *Introduction*

В последние годы в системе высшего образования Узбекистана уделяется большое внимание вопросам качества. Определяется это превращением показателей качества в рыночной экономике в главный фактор конкурентной борьбы и научно-технического прогресса. Качество выпускника вуза зависит от многих факторов. Это профессионализм преподавателей, условия и обеспеченность учебного процесса, мотивация обучаемого, современные технологии обучения, системы контроля знаний, мотивация педагогического труда и многое другое. Учитывая огромную значимость системы высшего образования, актуальным выглядит вопрос о качестве образовательных услуг и комплексном подходе к его управлению (Stella, 2004).

Качество - комплексное понятие, характеризующее эффективность всех сторон деятельности: разработка стратегии, организация учебного процесса, маркетинг и другие. Важнейшей составляющей всей системы

качества образования является качество (в широком смысле этого слова) выпускников вуза. При этом последние должны рассматриваться, с одной стороны, как потребители (информации, которую они получают в вузе), с другой - как поставщики собственных знаний и умений работодателю. Под управлением качеством выпускника будем понимать постоянный, планомерный, целеустремленный процесс воздействия на всех уровнях на факторы и условия, обеспечивающие формирование будущего специалиста оптимального качества и полноценное использование его знаний, умений и навыков (Селезнева, 2003).

Качество образования опирается на три ключевых основания:

- цели и содержание образования;
- уровень профессиональной компетентности преподавательского персонала и организации их деятельности;
- состояние материально-технической и научно-информационной базы процесса обучения (Карпенко, 2012).

Для успешности деятельности высших образовательных учреждений по обеспечению качества образования в условиях конкурентной среды большое значение имеет качество управления. Квалификация руководителя-менеджера становится важнейшим фактором обеспечения эффективности и качества образовательного процесса (Исмадияров, 2006).

Деятельность руководства высших образовательных учреждений распространяется на мероприятия по инициации создания системы менеджмента качества, формированию организационной структуры системы качества вуза, разработке миссии, видения, основных ценностей, политики и целей в области качества, процессов стратегического планирования, а также регулярного контроля функционирования системы качества вуза. Приверженность руководства идеям качества и его способность выделять соответствующие ресурсы в основном определяет успешность реализации планов по внедрению системы качества учреждения образования (Похолков, 2004).

В целях формирования у руководителей высших образовательных учреждений необходимых навыков в области обеспечения и управления качеством мы вели исследования по менеджменту качества образования. На основе научных подходов изучили потребность руководителей, сформировали базу данных по знаниям, навыкам и умениям по менеджменту качества в образовании и определили содержания курса повышения квалификации. Разработанная учебная программа способствует повышению профессионализма руководящих кадров высших образовательных учреждений на основе совершенствования и углубления управленческих знаний, умений и навыков в области обеспечения качества высшего образования.

Курс ознакомить слушателей с новейшими достижениями в сфере управления качеством высшего образования, современными методами и

инновационными технологиями обеспечения качества образования, развивает слушателей знаний, умений и практических навыков по управлению качеством обучения в образовательном учреждении. Деятельность слушателей курсов направлена на понимание и углубленное изучение вопросов:

- сущности современных подходов к изучению качества образования;
- нормативных документов, регламентирующих деятельность профессорско-преподавательского состава, руководителей высших образовательных учреждений в системе управления качеством образования; моделей качества и механизмов их реализации в практике образования;
- особенностей управления качеством в высших образовательных учреждениях;
- современных методик, технологий и возможностей учебно-воспитательной среды для обеспечения качества образовательного процесса;
- современных методов и технологий диагностирования и оценки достижения качества.

Данная статья посвящена вопросам содержания и формирования ключевых компетенций менеджеров в сфере обеспечения качества образования. Овладение данными компетенциями в рамках разработанной программы курса повышения квалификации, позволит руководителям эффективно решать разнообразные задачи и выполнять профессиональные функции на основе единства обобщенных знаний и умений, универсальных способностей. Последующее развитие ключевых компетенций происходит посредством сочетания опыта работы и дальнейшего самообразования. Ключевые компетенции занимают основное положение и соотносятся с философской, мировоззренческой, общеметодологической подготовкой менеджера в сфере обеспечения качества образования. Ниже приводятся результаты наших исследований по содержанию курса повышения квалификации руководителей.

### **Требования, предъявляемые к знаниям, умениям и навыкам слушателей**

#### ***The requirements to knowledge, skills and habit of listeners***

В процессе обучения в курса слушатели ознакомятся с основными принципами построения систем качества образования в вузе, возможностью их внедрения как механизмов управления процессами вуза и контроля качества высшего образования для обеспечения подготовки конкурентоспособных специалистов. По нашему мнению слушатели по итогам курса должны обладать следующими компетенциями:



- способностью реализовывать лидерские качества в процессе совершенствования культуры качества в ВУЗе;
- способностью мотивировать всех участников образовательного процесса к активному участию в процессах обеспечения качества;
- способностью использовать знание современных тенденций в образовании при решении образовательных и профессиональных задач;
- способностью использовать современные технологии диагностики и оценивания качества образовательного процесса;
- способностью анализировать результаты научных исследований и применять их при решении конкретных задач по обеспечению и повышению качества.

В результате освоения модулей курса:

Слушатель должен знать:

- законодательные акты и нормативно-правовые документы в сфере обеспечения качества образования;
- сущность современных подходов к трактовке понятий «качество образования», «культура качества образования», «обеспечение качества образования», «управление качеством образования»;
- современные мировые тенденции развития систем обеспечения качества высшего образования;
- принципы обеспечения качества образования;
- модели и механизмы управления качеством образования в высших образовательных учреждениях;
- основы инновационной деятельности в сфере обеспечения качества;
- методы оперативного, тактического и стратегического планирования в процессе обеспечения качества;
- роль и функции руководящих кадров в области обеспечения качества образования;
- механизмы работы с международными организациями по обеспечению качества образования;
- методы и механизмы проведения самооценки качества образования в ВУЗе и эффективное использование их результатов в целях обеспечения качества.

Слушатель должен уметь и иметь навыки:

- разрабатывать стратегию ВУЗа в области обеспечения и повышения качества образования;
- разрабатывать и внедрять инновации, направленные на развитие культуры качества в ВУЗе;

- мотивировать всех участников образовательного процесса в обеспечении качества образования;
- анализировать, оценивать и прогнозировать эффективное использование внутренних ресурсов применительно к обеспечению качества, определения проблем и нахождения их эффективного решения;
- осуществлять эффективное управление системы мониторинга качества образования;
- разрабатывать меры по совершенствованию качества образования на основе результатов аттестации образовательного учреждения и педагогических кадров, а также на основе экономических показателей образовательного учреждения;
- использовать информационно-коммуникационные технологии в процессе обеспечения качества;
- организовывать маркетинговые исследования в сфере обеспечения качества.

**Учебные модули и содержание курса**  
**«Менеджмент качества образования»**  
*Training modules and contents of the training course on*  
*“Education Quality Management”*

**Модуль 1. Современные подходы в обеспечения качества**

Изучается категория качества в образовании. Обеспечение и повышение качества в регуляторной среде организации и управления высшим образованием. Оценка качества, аудит и аккредитация качества. Планирование качества образования. Формирование нового качества образования как стратегическая цель вуза.

**Модуль 2. Особенности управления качеством образования в вузе, роль и функции руководящих кадров в его обеспечении**

Рассматриваются основные функции управления качеством образования. Факторы совершенствования управления качеством образования. Личность руководителя, стиль руководства и эффективность управления. Стратегия руководства педагогическим коллективом по обеспечению качества обучения.

**Модуль 3. Организационная среда обеспечения качества образования в вузе**

Участники образовательного процесса как основной фактор обеспечения устойчивого развития системы образования. Качество образования как интегрированная характеристика степени ценности свойств обучения, воспитания и развития. Показатели качества предоставления образовательных услуг: государственные образовательные стандарты высшего образования; показатели государственной

аккредитации и лицензирования; стандарты и рекомендации для гарантии качества высшего образования.

#### **Модуль 4. Индикаторы в системе обеспечения качества образования**

Основные функции индикаторов качества: способствовать развитию культуры повышения качества на уровне провайдеров профессионального образования и обучения (ПОО); улучшать прозрачность качества обучения; повышать взаимное доверие в предоставлении обучения.

#### **Модуль 5. Вовлечение студентов в процесс обеспечения качества образования**

Участие студентов в системе гарантии качества высшего образования. Вовлечение студентов в принятии решений на уровне вуза. Формы воздействия студентов на улучшение и совершенствование процесса образования. Вовлечение студентов в процедуры гарантии качества в зависимости от требований национальных систем и культурной и исторической роли студентов в сфере высшего образования.

#### **Модуль 6. ИКТ и обеспечение качества образования**

Создание и развитие информационного общества. Применение информационно-коммуникационных технологий (ИКТ) в образовании. Внедрение ИКТ в образование. Особенности передачи знаний. Современные ИКТ как фактор повышения качества обучения и образования.

#### **Модуль 7. Инновационный менеджмент в обеспечении качества образования**

Особенности имиджа ВУЗа и его конкурентоспособности. Заинтересованность руководства ВУЗа в получении объективной внутренней оценки качества образовательного процесса. Стиль руководства и методы управления.

#### **Модуль 8. Международный опыт в обеспечении качества образования**

Международные методы оценивания высшего образования. Международный опыт в обеспечении качества образования (Европейская Ассоциация Университетов, Европейская Сеть по Обеспечению Качества Высшего Образования, Европейская Комиссия, Национальный Союз Студентов Европы, а также национальные агентства и ассоциации, университеты и министерства). QAA - Агентство по контролю качества высшего образования.

#### **Модуль 9. Мониторинг и контроль качества образования**

Сущность мониторинга. Задачи, функции мониторинга. Методы и формы мониторинга. Виды мониторинга. Основные действия по организации мониторинга. Инструментарий мониторинга.

Учебный процесс курса повышения квалификации предлагается организовать по следующей последовательности (Таблица 1):

Таблица 1. План-график проведения учебных занятий по курсу  
*Schedule of lessons on this course*

Направления подготовки	Недели	Дни	Название тренингов	Часы
I. <b>Общая подготовка</b> (Социальный и нормативный контекст)	I неделя	День 1	Прохождение входных тестовых испытаний	2
			Развитие общества, образования и воспитания, нормативно-правовая база, вопросы модернизации	4
II. <b>Общая профессиональная подготовка</b> (Вопросы обеспечения качества на национальном уровне)		День 2	Концепция и принципы обеспечения качества образования, повышение качества образования	6
		День 3	Роль, функции и специфика управления качеством в системе высшего образования	6
III. <b>Подготовка по специальности</b> (Вопросы обеспечения качества на институциональном уровне)		День 4	Международный опыт в обеспечении качества образования	6
		День 5	Организационная среда обеспечения качества образования в вузе (кейс технологии, знакомство с центрами обеспечения качества). Индикаторы качества образования	6
		День 6	Организация проектной работы в группах. Составление плана действий по реализации проектов	6
<b>Всего по первой недели</b>				<b>36</b>
	II-III недели	<b>Самостоятельная работа (Работа над проектами)</b>		<b>72</b>
III. <b>Подготовка по специальности</b> (Вопросы обеспечения качества на институциональном уровне)	IV неделя	День 7	Мониторинг и контроль качества. ИКТ и обеспечение качества образования.	6
		День 8	Вовлечение студентов в процесс обеспечения качества образования.	6
		День 9	Инновационный менеджмент в обеспечении качества образования.	6
IV. <b>Защита проектов</b>		День 10	Презентации проектов.	6
		День 11	Презентации проектов.	6
V. <b>Аттестация</b>		День 12	Прохождение выпускных тестовых испытаний. Оценка. Выдача сертификатов.	6
<b>Всего по четвертой недели</b>				<b>36</b>
<b>Итого по курсу</b>				<b>144</b>

## **Принципы организации практических занятий самостоятельной работы**

### ***The principles of organization of practical workshops and independent learning***

На практических занятиях слушатели развивают практические аспекты модулей, знания, умения и навыки по практическим задачам, а также темам по организации и проведению деятельности управления качества образования. Практические занятия проводятся в малых группах с применением интерактивных методов обучения. Кроме того, рекомендуется самостоятельно пользоваться учебной и научной литературой, электронными ресурсами, раздаточными материалами.

Самостоятельная работа должна быть представлена в виде проекта.

Индивидуальная работа над проектом дает участникам курса следующие возможности:

- *Изучить практические аспекты* обеспечения и повышения качества на институциональном уровне, согласно стратегическим приоритетам, потребностям и интересам организаций;
- *Применять знания*, полученные в ходе курса, например: концепции и принципы обеспечения качества, национальные требования, международные направления – к конкретным сферам практической работы (таким, как участие студентов или работодателей в повышении качества, или использование данных обеспечения качества для внесения улучшений в работу);
- *Совместно работать* в малых группах (командах по проектам), обмениваясь опытом и идеями, собирая информацию и данные, анализируя проблемы и разрабатывая решения;
- *Представлять выводы* своих проектов всем участникам курса, как для того, чтобы поделиться своими новыми идеями и знаниями с другими, так и для получения отзывов и предложений от коллег – таким образом проекты могут внести вклад в массив знаний, создаваемый в ходе курса.

Этапы организация самостоятельной работы слушателей:

Команды по проектам будут созданы на шестой день программы курса.

- Участники курса будут разбиты на группы по 3-5 человек на основе общих интересов к основным темам, выбранным их организациями (ректоры и проректоры).
- В команды по проектам войдут участники из разных организаций, из одного и того же региона, с разными обязанностями (например, руководящие сотрудники, отвечающие за преподавательскую работу, исследования, управление финансами и т.п.).

- В шестой день каждая группа напишет предложение и план действий по проекту для изучения выбранной ими темы.
- Команды проектов будут работать над своими проектами и потратят на них 72 часа за 2 недели (36 часов в неделю); это время будет использовано для проведения исследования, разработки предложений и подготовки презентации.
- Преподаватели-тренеры модулей будут готовы предоставлять командам по проектам свои консультации и экспертные рекомендации.
- Команды по проектам будут получать поддержку от: (1) тренеров курса (т.е., каждая группа получит «советника») и (2) виртуальной учебной платформы, которую можно использовать для предоставления информации, ресурсов и общения между членами группы, чтобы они могли делиться предложениями и материалами.
- В первое два дня четвертой недели каждая группа по проекту сделает презентацию (30 минут) о целей своего проекта, проделанной работы и результатов; в презентации будут участвовать все члены группы. Презентации будут записываться на видео, чтобы можно было распространить эту информацию и в дальнейшем использовать при проведении такого курса (их также можно будет загрузить на виртуальную учебную платформу).
- Вслед за каждой презентацией коллеги дадут свои отзывы; будут проведены критическое обсуждение и дебаты (45-60 минут) этой темы среди участников курса, под руководством тренеров.
- Каждый участник курса напишет краткий индивидуальный отчет (1 страница) в котором будет показано, чему они научились из этих презентаций и дискуссий.
- Оценка курса будет состоять из презентаций команды и индивидуального отчета на основе «зачет – не зачет»; отличные работы получают оценку «Зачет с отличием».

При проведении курса информационно-методическое обеспечение реализуется на основе учебно-методических и раздаточных материалов, слайдов, интернет ресурсов, вебинар технологий и on-line консультаций.

Кроме этого, предлагаются научные статьи в журналах, материалы республиканских и международных конференций, семинаров по вопросам повышения качества образования.

### **Заключение** *Conclusion*

Результаты наших исследований показывают, что современному менеджеру образования необходимы не только знания, умения и навыки в области управления образовательными процессами, но и соответствующие

компетенции. Ключевые компетенции менеджеров образования должны развиваться через обучение на целевых курсах повышения квалификации.

Содержание курсов повышения квалификации должно отражать современное состояние и требования к уровню подготовленности менеджеров, новейшие достижения в сфере управления качеством высшего образования, современные методы и инновационные технологии обеспечения качества образования, развивать у слушателей знания, умения и практические навыки по управлению качеством обучения в образовательном учреждении.

Разработанная в рамках наших исследований учебная программа курса повышения квалификации служит для дальнейшего совершенствования качества высшего образования, развития профессионального мастерства и освоению новых управленческих знаний кадрами по нормативно-правовым основам организации и управления процессами образования и воспитания, модернизации учебного процесса, современными принципами, подходами обеспечения качества образования в вузе.

#### **Summary**

Research results show that the modern manager of education should be equipped with not only knowledge and skills in the management of educational process, but also with the relevant competences. Key competencies of education managers should be developed through professional development.

The content of professional development courses should reflect the status and requirements for the training level of managers, the latest achievements in the field of quality management in higher education, modern methods and innovative technologies to ensure the quality of education, develop listeners' knowledge, skills and habits for quality training management in an educational institution.

Developed within the framework of our research professional development course program is aimed at further improvement of higher education quality, professional skills development and acquisition of new management knowledge based on legal organization and management of education and upbringing processes, modernization of educational processes with modern principles and approaches of quality assurance of education at the higher education institution.

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## СТРУКТУРНЫЕ СОСТАВЛЯЮЩИЕ КРЕАТИВНОГО ПОТЕНЦИАЛА ПЕДАГОГИЧЕСКИХ КАДРОВ ВУЗА

### *Structural Components of Creative Potential of University Pedagogical Personnel*

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**Abstract.** *The article deals with the specifics of professional activity of pedagogical personnel and structural components of creative potential have been marked; specific statistically significant criteria of evaluation have been found out, pedagogical reserves of educational process of improving and developing of creative potential of pedagogical personnel. Conditionally components of creative potential of pedagogical personnel have been marked, creative potential of pedagogical personnel have been evaluated. Pedagogical Pedagogical of educational process of improving and developing of creative potential of pedagogical personnel have been offered.*

**Keywords:** *professional activity, structural components of creative potential, evaluation criteria, components of creative potential.*

### **Введение** *Introduction*

На современном этапе развития общества возникает необходимость активного поиска новых резервов качественной подготовки конкурентоспособных специалистов. Огромная роль при этом принадлежит педагогу, обладающему креативным потенциалом. Такой педагог способен создать и поддерживать в образовательном процессе креативную среду, которая в свою очередь способствует воспитанию специалистов умеющих находить оригинальные решения возникающих проблем, способных к творчеству. Изучение креативности, проблем ее формирования и развития на протяжении многих лет рассматривались в известных работах Ф. Баррон, Д. Гилфорд, Н. Маслоу, Е. Торранс, К. Роджерс, Р. Стернберг, Ж. Тэйлор и других. Ученые выделяли в личности черты (Гилфорд, 1962) чувствительности к проблемам, беглости, гибкости, новизне, (Роджерс, 1959) способности озадачиваться, концентрироваться, принимать конфликты, готовность к преобразованиям, (Маслоу, 1962) самопроизвольность, выразительность, легкость и др. В последнее время активно развивается когнитивный (Боден, 2004) и многофакторные (Любард, Муширу, Горджиман, Занасни, 2009, Амабаил, 1982, Стернберг, Любарт, 1995) проблемы формирования креативности.



Широкое распространение получила концепция нестандартного мышления (де Боно, 2005), теория креативного класса (Флорида, 2005) способность создавать продукт (Лэндри, 2006).

Целью данной статьи является показать, что в этих условиях формирование и развитие креативного потенциала педагогических кадров требует анализа специфики профессиональной деятельности педагогических кадров и выделить структурные составляющие креативного потенциала, определить конкретные статистически значимые критерия оценки, выяснить педагогические резервы образовательного процесса по совершенствованию и развитию креативного потенциала педагогических кадров. Объектом исследования выступает педагогический процесс формирования и развитие креативного потенциала педагогических кадров высших образовательных учреждений.

### **Структура составляющие креативного потенциала профессорско-преподавательского состава вуза**

#### ***Structural components of creative potential of university pedagogical personnel***

Для объективного выделения специфики профессиональной деятельности педагогических кадров в аспекте структурных составляющих креативного потенциала был проведен анализ ее структуры и связанных с ней теоретических знаний и практических навыков, необходимых преподавателю. Так, по мнению большинства исследователей (Ахматова, Гурье, 2011, Исянова, 2014, Ковальчук, 2006, Пинчук, 1998, Детискин, 2011, Шукшинов, 1994), в связи с внедрением инновационных технологий в систему современного образования в нынешних условиях деятельность преподавателя должна соответствовать следующим принципам: интеграции образования; дифференциации и индивидуализация образования; демократизации образования; педагогического гуманизма доверие и уважение к личности; стремление и умение чувствовать другого как себя; сотрудничество; умение слушать обучаемых; уважение личностной позиции.

Реализация этих принципов требует перехода от нормативной к инновационной, креативной деятельности, которая предусматривает изменение характера образовательной системы, содержания, методов, форм, технологий обучения и воспитания. Целью образования в таких условиях является свободное развитие индивидуальных способностей, мотивов, личностных ценностей разносторонней, креативной личности.

Одним из профессионально-важных качеств педагога, условий успешности его как профессионала является стремление его к инновационной педагогической деятельности. Это мотивировано тем фактом, что инновационные педагогические достижения предусматривают

новое видение проблемы образования и воспитания, создают новые педагогические технологии, которые предоставляют образовательному процессу признаков нестандартности и оригинальности, а главное создают более оптимальную форму актуализации познания, воспитания, мышления. Следовательно, открытость этим достижением будущих педагогов - важная составляющая креативного потенциала педагогических кадров.

Креативный потенциал, также формируется путем осознания педагогом необходимости поиска новых методов и способов обучения, ухода от стереотипов, так и требования общества, и цели учебно-воспитательного процесса требуют гибкости решения проблем, нестандартности подхода к обучению и воспитанию. При этом, креативный потенциал педагогических кадров проявляется в умениях воспринимать и нестандартно решать профессиональные проблемы, используя наиболее оптимальные средства, успешно взаимодействовать с окружением, особенно в нестандартных ситуациях, реализуемых в способности создавать оригинальные продукты, которые имеют личностную и социальную значимость, в способности к созданию нового, в нетрадиционном подходе к организации учебно-воспитательного процесса. Дружинин В.Н., и Хазратов Н.В. на основе анализа работ Гилфорда Дж., Торренса Е., Боно Э. и др. выявили двадцать восемь личностных факторов креативности - способностей и свойств личности, оказывающих влияние на формирование и развитие креативности. Результаты исследования Богоявленского Д. показали, что креативные люди характеризуются большой вариативностью в сочетании личностных черт. Общей оказалась одна черта - эмоциональная лабильность. Творческие люди выделяются своей индивидуальностью: они оригинальны, с богатым внутренним миром, склонны к абстрактному, нешаблонного мышления.

Проведенный анализ специфики профессиональной деятельности педагогических кадров в аспекте структурных составляющих креативного потенциала (Исянова, 2014) позволяет условно выделить следующие компоненты креативного потенциала педагогических кадров: мотивационный; проблемно-чувствительный; информационный; мыслительный; самодостаточный; коммуникативный; альтруистический; аналитический; конструктивный; инновационный.

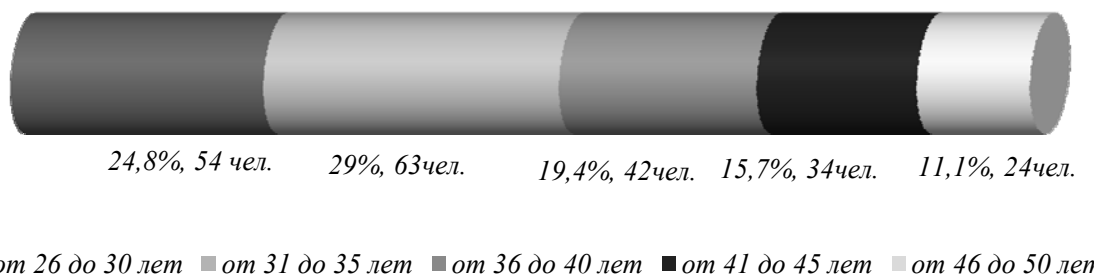
Такой подход позволяет учесть особенности педагогического процесса и выявить связь системы обучения с настоящим. Факторы макросреды (политическая, социокультурная ситуация), как и факторы микросреды (вид учебного заведения, среда в учебном коллективе, экономическое положение субъектов обучения) определяют наличие и спектр тех проблем, которые необходимо творчески решать во время педагогически-воспитательного процесса. Факторы окружения влияют на

личность, ее творческий и когнитивное развитие, а значит, влияют и на сам продукт, средства и возможности его реализации. В свою очередь, процесс проявления креативности определяется специфическими характеристиками как проблемы, так и личности, которые определяют свойства этого продукта, к которому стремится индивид. Развитие креативности педагогов требует наличия у них базовых знаний, определенных способностей и постоянного повышения их уровня. Творческая деятельность педагога тесно связана со способностью работать с речевой информацией, активно пользоваться языком как средством мыслительной деятельности и коммуникации и создавать благоприятные условия для овладения обучаемыми определенными знаниями, навыками.

### **Оценка креативного потенциала педагогических кадров** *Evaluation of creative potential of pedagogical personnel*

Оценка креативного потенциала человека всегда привлекали внимание многих ученых. На сегодняшний день разработаны и применяются различные методы по оценке данной особенности, среди которых можно выделить тестирование, проблемные задачи, эксперимент. В научной литературе, преимущественно 20 века тесты вызвали много споров. Одни считали их точным инструментом для изучения способностей, другие отрицали тестовые методы. Вместе с тем, тесты помогают выявить те особенности человека, по которым можно было бы предсказать грядущие его успехи. Тесты ставят испытуемого в такие условия, в которых он выдает ровно столько способностей, сколько того требует задача выборки, с которой проводится диагностика. Ответы на один и тот же стимульный материал будут существенно отличаться у педагогов и врачей, у выпускников школы и высших образовательных учреждений. В каждом отдельном случае диагностики нужно практически полностью разрабатывать тестовые нормы и нормы оценивания каждой выборки с помощью специальных формул, что требует довольно много времени и определенных навыков. Применение в рамках настоящего диссертационного исследования предлагаемых различными исследователями методик оценки креативности не приемлемы, так как они не предусматривают педагогическую деятельность, а также условия информатизации. В связи с этим, нами была разработана экспериментальная методика позволяющая проводить оценку креативного потенциала с учетом, как педагогической деятельности, так и условий информатизации высшего образования. Основу методики составляет опросник состоящий из 49 вопросов и утверждений раскрывающие характеристику статистически значимых компонентов креативного потенциала, выделенных нами с помощью факторного анализа и вычислений коэффициентов результатов экспертного опроса, и шкалы

«Искренности» психодиагностической методике «ЕРІ» автором которой является Айзенк Г. Для облегчения порядка проведения оценки креативного потенциала, а также обработки получаемых результатов нами был разработан бланк ответов к экспериментальной методике.



**Рис. 1. Возрастная характеристика выборки обследования по экспериментальной методике оценки креативного потенциала педагогических кадров (n=217)**  
**Fig. 1. Age characteristics of the sample survey on the experimental methodology for assessing the creative potential of pedagogical staff (n = 217)**

Вместе с тем, для адекватного практического использования экспериментальной методике необходимо определения её надежности, валидности, а также проведения стандартизации. Определения надежности, валидности а также стандартизация основана на результатах обследования по экспериментальной методике 217 преподавателей высших образовательных учреждений в возрасте от 26 до 50 лет, средний которых составляет 34,5 лет. Так, преобладающий состав выборки являются респонденты в возрасте от 31 до 35 лет (63 чел., 29%), наименьшее количество обследуемых в возрасте от 46 до 50 лет (24 чел., 11,1%) (Рис.1). Вместе с тем выборка охватывает практически все нас интересующие возрастные группы педагогических кадров в относительно равных количественных показателях. Данный факт является позитивным, так как характеризует достаточную репрезентативность выборки, тем самым повышает степень достоверности определения надежности, валидности, а также проведения стандартизации экспериментальной методике. Как правило, надёжными считаются результаты, если при повторном измерении они повторяются. Надежность экспериментальной методике это тех же условиях. Временной интервал зависит от возраста, а также событий, происходящих с испытуемым в жизни. Тест интервал-ретест. За индекс надежности принимается коэффициент корреляции между результатами двух тестирований. Полученная высокая корреляция может быть результатом тренированности испытуемого на заданиях подобного типа; низкая корреляция может быть результатом происшедших изменений с испытуемым, а также может свидетельствовать о

ненадежности методики. Таким образом, вычисление надежности экспериментальной методики проводилось путем повторного опроса на одной и той же выборке респондентов, с последующим корреляционным анализом полученных баллов. Данный подход к определению надежности различных диагностических методик определять как ретестовая надежность. Вместе с тем, в целях снижения уровня запоминания предусмотренных методикой вопросов повторное обследование проводилось в среднем через один месяц. После проведения первичной обработки результатов опроса с учетом восьми шкал был проведен корреляционный анализ данных, который проводился по непараметрическому критерию «Kendall tau» при помощи программного комплекса «Statistica-6.0» (Таблица 1).

**1. Таблица. Результаты корреляционного анализа повторного обследования респондентов по экспериментальной методике оценки креативного потенциала педагогических кадров (n=217)**

*1. Table. The results of the correlation analysis re-survey respondents in the experimental methodology for assessing the creative potential of pedagogical personnel (n = 217)*

<i>№ шкал</i>	<i>Наименования признаков сравнения</i>	<i>Коэффициент корреляции Kendalltau при статистической значимости <math>p &lt; 0,05</math></i>
1	результаты 1-го опроса - мотивационный компонент / результаты 2-го опроса - мотивационный компонент	0,68
2	результаты 1-го опроса - информационный компонент / результаты 2-го опроса - информационный компонент	0,74
3	результаты 1-го опроса - инновационный компонент / результаты 2-го опроса - инновационный компонент	0,75
4	результаты 1-го опроса - коммуникативный компонент / результаты 2-го опроса - коммуникативный компонент	0,67
5	результаты 1-го опроса - аналитический компонент / результаты 2-го опроса - аналитический компонент	0,71
6	результаты 1-го опроса - конструктивный компонент / результаты 2-го опроса - конструктивный компонент	0,64
7	результаты 1-го опроса - самодостаточный компонент / результаты 2-го опроса - самодостаточный компонент	0,72
8	результаты 1-го опроса - проблемно-чувствительный компонент / результаты 2-го опроса - проблемно-чувствительный компонент	0,78
Среднее значение коэффициента корреляции		0,71

По результатам корреляционного анализа была определена статистически значимая корреляционная зависимость по всем восьми шкалам сравнения. Вместе с тем шкала №8 - проблемно-чувствительный компонент (0,78) и шкала №3 - инновационный компонент (0,75) имеют наиболее высокий коэффициент корреляции и их можно характеризовать как более устойчивые в сравнение со шкалами №6 - конструктивный компонент и №4 - коммуникативный компонент. Соответственно данные шкалы характеризуются менее устойчивыми, так как они имеют менее значимые коэффициенты корреляции - 0,64 и 0,67.

**Педагогические резервы образовательного процесса по  
совершенствованию формирования и развития креативного  
потенциала педагогических кадров**  
*Pedagogical reserves of educational process of improving and developing of  
creative potential of pedagogical personnel*

Формирование и развитие креативного потенциала педагогических кадров является важным условием их профессионального самосовершенствования и одновременно одним из показателей эффективности педагогической деятельности. При этом, проведенное исследование позволило определить педагогические резервы образовательного процесса по совершенствованию процесса формирования и развития креативного потенциала педагогических кадров, которые отражаются в следующих практических рекомендациях:

1. Активизация мотивации к креативной деятельности. Мотивационный компонент является важнейшим составляющим креативной педагогической личности, который определяет ее поведение и отношение к окружающему миру.
2. Акцентировать внимание при решении учебно-познавательных и профессиональных проблем на развитие самостоятельности и ответственности обучаемых.
3. Усилить направленность педагогического процесса на развитие творческой (креативная) активности обучаемых.
4. Формирование креативности на основе личностно-деятельностного подхода.
5. Препятствовать формированию конформного мышления и поведения, не поощрять ориентацию на мнение большинства.
6. Развивать воображение и не подавлять склонность к фантазированию.
7. Формировать чувствительность к противоречиям, умение обнаруживать и сознательно формулировать их.
8. Обеспечить широкое использование в образовательном процессе задачи открытого типа, когда нет одного правильного решения.

9. Шире применять проблемные методы обучения, которые стимулируют установку на самостоятельное открытие нового знания
10. Обучение специальным эвристическим приемам решения задач различного типа.
11. Привлекать обучаемых к совместной с преподавателем исследовательской деятельности.
12. Способствовать созданию пространства для возможности креативной самореализации как обучаемых, так и преподавателей.
13. Создавать креативную атмосферу на занятиях во время учебного процесса.
14. Увеличивать долю производительных типов деятельности обучаемых во всей системе обучения.
15. Использовать различные виды учебно-творческих задач при изучении общепрофессиональных и специальных дисциплин.
16. Обеспечить широкое участие обучаемых в научно-исследовательской работе.
17. Использовать традиционные и нетрадиционные формы организации учебного процесса.
18. Обеспечивать индивидуальный подход к каждому обучаемому по организации его работы направленной на формирование и развитие креативного потенциала.
19. Создавать в профессиональной подготовке атмосферу для развития интуиции обучаемых.
20. Обеспечивать развитие у обучаемых уверенности в своих силах, веры в способность решить любую задачу.
21. Стимулировать стремление обучаемых к самостоятельному выбору целей, задач и средств их решения (как в больших, так и в незначительных вопросах).

### **Заключение**

Проведенный анализ специфики профессиональной деятельности педагогических кадров в аспекте структурных составляющих креативного потенциала позволяет условно выделить десять компонентов креативного потенциала педагогических кадров.

Проведение экспертной оценки с последующим факторным анализом полученных результатов позволили уточнить компоненты креативного потенциала педагогических кадров и ранжировать их по статистической значимости.

Выявлены педагогические резервы образовательного процесса по совершенствованию формирования и развития креативного потенциала педагогических кадров.

### Summary

The analysis of the specificity of professional activity of pedagogical personnel in terms of the structural components of creative potential allows roughly to divide into ten components of the of the creative potential of teachers.

Peer review followed by a factor analysis of the results allowed specifying the components of the creative potential of pedagogical staff and ranking them according to statistical significance.

Identified pedagogical reserves of educational process of improving and developing of creative potential of pedagogical personnel.

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## IMAGE OF THE UNIVERSITY FACULTY IN THE VIEW OF STUDENT TEACHERS

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**Abstract.** *In the article „Image of the University Faculty in the View of Student Teachers”, the methods of survey and analysis of performance results are used to explore the image of university faculty in the experience of students of teacher education and pedagogics. An illustrative example is one of the key tools of education in pedagogics. It is significant to investigate the image of university faculty in teacher education because the university teacher also serves as a model of the professional pedagogical performance for student teachers in teacher education. The article highlights the visual image of the university teacher and their most typical personality traits that might have impacts on the future professional performance of student teachers.*

**Keywords:** *image, university faculty, student teachers, model.*

### Introduction

Individuals representing various professions are to comply with certain formal requirements with regard to their professional competence. However, there are also informal requirements for other personal qualities in the professional performance, such as behaviour in public, personal traits, dressing style, which any specialist in the particular profession is expected to possess. The society has certain stereotypes in its perception of professions, and such perceptions build the image of professions or positions. Intentional creation of personal image in the society is highly significant nowadays. It is of particularly high importance in the professions involving interactions with other people. (Lejniece, 2005) Therefore, the outer image of a teacher is essential regardless of the level of education in which they work, and this equally applies to each individual and the profession as a group in general. Furthermore, the outer image cannot be isolated from the inner world of the individual.

Studying the professional performance and competence of the teacher is comparatively traditional in pedagogical research. The image of the university faculty has not been studied in Latvia, and the stimulus for such research was the research into the image of the teacher. In Latvia, the image of the teacher has been studied by the scientists Iveta Kestere and Baiba Kaļķe (2010, 2014), who have identified in their research studies that the image of the teacher is a „pedagogical tool”. It is twice as significant to investigate the image of the university faculty in teacher education because a university teacher also serves as a model of the professional pedagogical performance for student teachers in

teacher education. In teacher education, a university teacher not only *teaches* the content, but also demonstrates *how to teach*.

In their image, the university teacher should intentionally promote and highlight the qualities which facilitate students' studying, awareness of educational needs, attitude towards learning, and the chosen professional performance.

The aim of this research study was to find out the image of the university faculty as perceived by student teachers, because the university teachers might use their own example to influence the opinions, points of view, action, behaviour, and style of students to support the awareness of their professional identity among student teachers. To achieve the aim set for the research, the selected research methods included a survey and performance analysis.

### **Overview of Previous Research**

*Image* is a widespread category in the area of etiquette, and, in its narrowest meaning, it „describes a purposefully created view of people or things. In the broadest meaning of the word, every individual has their image (including teams, organisations, professions, etc.). It is the way the individual is perceived by other members of the society.” (Lejniece, 2005, 31) Image is a perception that implies the inner and outer personal characteristics and social roles.

Psychologists and etiquette experts believe that the outer image of an individual (appearance, language, voice tone, facial expressions, gestures) shape the initial positive or negative perception of the personality. It has been calculated mathematically that the clothing and body language represent 55% of the first impression about the individual, 38% of the impression is the verbal language, and the role of the content of what is being said is just 7% (Kestere, 2007).

The clothing plays a significant role in the formation of the attitude towards the individual because the manner is as important as the content. The clothing is socially and historically pre-determined (Weber & Mitchell, 1995). In her analysis of the ethical aspects in the work of a pedagogue, Z. Lejniece has also indicated that clothing plays a significant role in the development of the image of the pedagogue. The clothing is a significant source of information in the communication process. It is a personality-characterising special sign which contains information about the gender, age, social status, profession, temperament, and other characteristics, shapes the trend with regard to the evaluation of the individual. „creates a view of the person and describes their readiness for certain action. (...) describes the formation of the self-image of the person, skills of demonstrating it, and the degree of its development.” (Lejniece, 2005, 31-32).

Significant components in the image of the faculty are well-trained voice, clear speech, and adequate body language. All these aspects of a personality are significant mediators in the performance of the university teacher, which is the basis of successful cooperation with the students. At the same time, these communication abilities can always be purposefully improved in the performance of the university teacher. Sources in tertiary pedagogics acknowledge that mutual kindness, respect, demonstration of attentiveness, and honesty should be ensured in the initial university teacher to student communication in particular. Students, for example, highly appreciate it if during the first meeting time is devoted to becoming acquainted with them and their experience. Only by knowing their students the university teacher will be able to organise an exciting, intensive, and student-centred process of studies (Böss-Ostendorf & Senft, 2010).

The image of the university faculty has been described in literature at various stages of the development of academic positions. For example, the image of a professor in a medieval university is not easy to reproduce today due to a shortage of autobiographical writings. However, it can be seen that the professor had a standing in the community and was recognised by the colleagues and the church (Verger, 1993; Vandermeersch, 1996). The image of the typical medieval professor is largely created by drawings and paintings where the professor is shown as standing in the rostrum while giving a lecture, and, moreover, is depicted as an elderly man.

In late 60s of the 20<sup>th</sup> century, student protests against the obsolete teaching style of the professors took place in several West-European states. The symbol used at that time for the negative image of the university faculty was a professor standing in the rostrum and delivering a lecture. In their protest campaigns, the students' demand that such professors should be dismissed from their departments was used as a slogan. In Germany, for example, this student movement, accompanied by demand for democracy and emancipation, was the beginning of the development of didactics which nowadays still influences the demands for the professional development of the university faculty in the area of pedagogical performance.

At the end of 2014, the Latvian Television demonstrated the Danish sitcom „My Sister's Children” („Min søsters børn”) where a brother of a mother who has a large family was a respected university professor in children's psychology, but it turned out in the practical upbringing of the sister's children that not all theoretical assumptions regarding the development and education of children are true and can be applied. The image of this professor in the film demonstrates a frequently existing assumption in the society that professors are explicit theoreticians, but lack skill in dealing with everyday problems. Another typical point of view in the discussion about the image of the contemporary university teacher is that not all outstanding scientists can be good teachers.

In early 90s of the 20<sup>th</sup> century, university teachers of 13 countries from all around the world participated in a *Carnegie Foundation* survey aimed at finding out the professional image (*Berufsbild* in German) of the university faculty and the professional reality in an international comparison. The common characteristics are high levels of independence in the professional performance (the so-called academic freedom); the tasks to be performed are very complex (joining of scientific and pedagogical performance). The academic and scientific titles, and the academic tradition also play a significant role. Nevertheless, differences have been highlighted between the university teachers working in universities and those working in vocational colleges, for example (Enders & Teichler, 1995). The common finding in the research studies about university teachers in various epochs is that the academic staff is a largely heterogenous professional group. Nevertheless, the university faculty is believed to be the key precondition for a successful (quality) study process.

In the past the university professor was an elderly person with extensive experience, but nowadays they have become younger (often younger and less experienced than the students sitting in the auditorium). The researchers of Teacher Educator also point out that teacher's profession is undergoing rapid contextual changes. The university teachers working in teacher education must tackle new challenges.

The methodological literature in university pedagogy describes the university teacher as a model (*Vorbild* in German) and the importance of a model in the professional performance of the younger faculty. It is emphasised that the self-perception of university teachers largely depends on what pedagogues have been teaching them previously. Moreover, one may speak about both positive and negative models (i.e., what the university teacher should not be). It is acknowledged that the model most typically has subconscious influences. The German researchers (Böss-Ostendorf & Senft, 2010) indicate that the participants of university faculty professional development seminars often find it challenging to answer the questions: What is your model pedagogue? What personal qualities made them a model? University teachers sometimes name their school teachers and not their university faculty. Furthermore, the characterisations may differ largely, and even contradict. For example, a model may be an elderly or a younger person, more reserved or dynamic, one who uses interactive teaching methods, or one who is able to use the „conventional” methods to arouse interest and has helped the students to achieve their learning results. The key common characteristics in the model university teacher are the attitude that is based on the interest in the development of the student, support, and understanding, in conjunction with very good professional competence in the respective field.

The image of the university teacher is also characterised by the requirements for their competence and its characterisation. Research studies also discuss the image of the teacher linking it to the professional competence of the

teacher (Kestere, 2005). In the context of this research study, the image of the university teacher is the view existing in the imagination of the students, a generalised depiction of the reality, an ideal. „Ideal – a view of a model for human behaviour and mutual attitudes. The subjective ideal depends on the upbringing, the environment, and the personal life experience. (..) Ideals are the perceptions in a particular community, group of people, or in an individual regarding the model in the process of the development of attitudes.” (Špona, 2004, 67). A. Špona has also pointed out that ideals facilitate life-long formation of attitudes towards other people and the individuals themselves. „The life offers an endless diversity of situations to children, young people, and adults of today. Everyone needs more or less stable reference points. One of such reference points is ideals. The aim of upbringing is an ideal perception of the personality we would like to see. Publicly recognised models become ideals in the practice of upbringing, and they fall within customs, standards. Individuals internally acknowledge the ideal as significant for them.” (Špona, 2004, 68). Ch. Reitzer (2014) also acknowledges that only a university teacher who meets the functions of a model can convincingly facilitate further development of their students and colleagues, by therefore being like a signpost which not only shows the direction, but also encourages, facilitates motivation, and inspires. In the context of research into the image of the university teacher, the following question becomes topical: What reference point the image of the university teacher is in the view of student teachers?

An example is a paragon, model (example of upbringing, example of a teacher, being an example for others), whereas a model is „an example of how to perform similar activities; what one wishes to emulate, an example (in action or performance)” (Skujina et al., 2000, 118). In pedagogics, the model is the most influential tool of education. The university teacher has sufficiently large influence on their students. The style of teaching in a university reflects the conviction of the university faculty and the system of views with regard to the aims and objectives of education, and this theoretical basis determines the routine study process. The values, points of view, wishes, manner of behaviour, and even the outer appearance of the university faculty are transmitted to students and may influence their further professional motivation and performance. Thus, the personal example of the university teacher may influence student teachers' life performance, because the study process develops their understanding of both learning and teaching, and also determine their awareness of what an „efficient” teacher is in their opinion.

It is said in the book „Becoming a Teacher Educator. Theory and Practice for Teacher Educators” by authors from the Association of Teacher Education in Europe (ATEE) (Swennen & van der Klink, 2009) that „teacher educators” include all those who work full-time or part-time in pre-service and in-service teacher education. Teacher educators must be academics and highly skilled practitioners at the same time. Many university teachers are primary school or

school teachers when they become teacher educators, or they develop the career of a teacher and their career as university teachers simultaneously. It is essential for a university teacher in teacher education in a university to be a researcher as well.

The researcher of adult education Jörg Knoll has used the idea of H. Altmann 'Teachers teach as they were taught, not as they were taught to teach' (Altmann in Knoll, 1998, 17) to justify that the personality of the university teacher is like a tool and a model. It is emphasised in the literature on pedagogy that the university teacher should be aware that the students learn not only what the university teacher tells (the content), but also the way the university teacher offers, structures, reflects, and interprets this content. Thus, the future professionals also acquire the type of thinking, models of behaviour, and the professional culture. (Knoll, 1998; Böss-Ostendorf & Senft, 2010) Ch. Reitzer (2014) has pointed to the principle that a role model sometimes tells more than a thousand words. She describes three types of role models. The first one is the university teacher as a role model, because the university teacher always has the function of being an example. With their experience and mentioned examples, the university teachers encourage the students to express their opinions and compare them with the reasoning of the university teachers. It is thus shown that reflection is significant in the identification of a model. Models also include peers whom students initially find it easier to identify themselves with. Examples of role models can also be offered in video materials. J. Knoll points out that, along with the explicit dimension of teaching in a university, there is the implicit dimension of teaching in a university, i.e., the way the university teacher treats their students. A special role in the unity of these two dimensions is played by the study areas in which the students are prepared for work with people. Behaviour and action act silently, unnoticed, along with the content of the studies (Knoll, 1998). The influence of this invisible potential on the personalities of student teachers, their professional development, and performance has not been researched in Latvia.

### **The Research Methodology and Research Base**

Considering the theoretical rationale of the researched problem, the qualitative design was chosen for the study. The aim of the qualitative study includes gaining more in-depth understanding of the image of university teachers in the view of students based on comprehension of versatile, socially constructed realities and looking at them within the context of teacher education.

The research sample consists of 85 students (future teachers) of the Faculty of Education, Psychology, and Art of the University of Latvia.

The most suitable method selected for the acquisition of the practical results of this research study was a modified survey consisting of a single question. Although the data obtained during the survey cannot be attributed to

entire Latvia (because they are based on the responses received from 85 respondents), they build an understanding of the image the university faculty have in the view of student teachers. The research sample was chosen randomly, i.e., it consisted of students with various levels of higher education (students of Level 1 vocational study programmes, Bachelor and Master degree study programmes) who were willing to take part in the survey. The second method used by 7% of all respondents was analysis of the performance results, as those who preferred to do so were allowed to draw the university faculty.

Investigation of the image or portrait of a professional group based on the data obtained in a survey, on the one hand, allows to get the „arithmetic mean”. However, due to prevalence of qualitative data in the investigation of such an issue, one cannot speak about any mathematical calculations, but rather about a descriptive characterisation.

### **Data Analysis Methods and Results**

One may hypothetically assume that the image of the university faculty influences not only the students' understanding of the duties of the academic staff, but also the pedagogical performance as such, responsibility, and awareness of the professional identity of student teachers.

In the questionnaire, the students had to provide a free description of the typical university faculty in their opinion (appearance, age, gender, clothing, footwear, accessories, voice, and other characterising features which seem significant).

What is the image of the university faculty in the view of student teachers then? The historians of pedagogics M. Vick (Vick, 2000) and A. Novoa (Nóvoa, 2000) suggest that the following should be considered when analysing the image of the teacher: gender, age, clothing, accessories, hair style, voice tone (how clearly, with what modulation, how loud, and how calmly the teacher speaks), facial expressions, body language, gestures (smile, eye contact), location in the classroom (how much time during the lesson the teacher spends sitting, how close they are to the learners), manners.

Since the university faculty perform many of the functions the teacher performs, the analysis of the image of university teachers was based on the above criteria, which were adapted to the environment in the institution of higher education. Using content analysis, the data were analysed by the authors of the study and the article. The content analysis included coding of information and grouping of the statements provided in the questionnaires by the categories describing the image of university teachers.

**Gender.** The respondents often mention university teachers of both genders, but females still prevail in the drawings. It is mentioned in several (9) questionnaires that the gender of the university teachers depends on the field they work in (predominantly males in the exact sciences and mostly females in



the humanities and social sciences, an exception being the direction of art studies where the faculty mostly consists of males). Compared with the contemporary school where feminisation of the teacher's profession takes place (Kestere & Kalke, 2014), the process of feminisation is not that explicit in this study regarding institutions of higher education: 53% of the respondents mention female university teachers, 28% mention male university teachers, and the remaining 19% say that the gender is not important.

**Age.** In Latvia, people become university teachers after taking their Master's or Doctoral degree, which means the age of 25 years or more. The respondents also show that the age of a typical university teacher is between 40 and 70 years, and one student has mentioned that the age is above 30 years. University teachers must have certain *life and research experience* (henceforward, text in italics reflects quotations from the questionnaires), they are *wisepeople who are able to present themselves well in various public premises. They are not elderly, but with a lot of experience.* Thus, the age of the university teacher is not important for students. Instead, it is their competence and experience they can share.

**Clothing, Footwear.** The professional performance of a pedagogue and the outer image associated with it cannot be described unequivocally. To a certain extent, its formation will depend on the degree of education and the area the pedagogue works in, what courses they teach, and what teaching methods they use. For instance, the clothing of a university teacher giving lectures in social sciences will be different from that of a university teacher conducting laboratory work in natural sciences.

This idea is confirmed in the questionnaires filled in by the student teachers: a female university teacher usually thinks about the harmony of styles, colours, patterns, shapes, and also about comfort. They normally wear trousers or a skirt, a costume, dark, calm, ascetic colours (black, brown, grey), also white. The clothing has no bright colours. It is tasteful and stylish. The footwear mentioned includes boots or classic shoes on a low or high heel. The responses provided by the respondents can be divided into two groups. The majority think that female university teachers follow the clothing and footwear fashion trends, whereas others say that the clothing is old-fashioned, *the appearance is insipid; the clothing could be more modern.* A female respondent points to an interesting regularity which exists between the clothing and ethical conduct: *The clothing mainly depends on the course they teach. Typically they dress conservatively, but it is more pleasant and, therefore, the environment becomes more positive if the university teacher wears „non-restricting clothing”, with certain ethical standards being followed, of course.*

The male university teacher is *slightly stout*, wears a suit, a tie which is typically mentioned as unusual, one that does not match the suit, *the clothings has a European touch (functionality and quality over famous brands), clean and*

*shiny leather footwear.* A drawback mentioned is socks that do not match the rest (2 respondents). *The only accessory is a watch.*

**Accessories and Jewellery.** The students have paid more attention to the accessories and jewellery. A male respondent has linked the reality and the preference in his response by indicating that the university teacher's *accessories highlight the clothing or the nature of the university teacher, something that shows the personality would be preferable.* The accessory mentioned in association with male university teachers is a briefcase containing a lot of documents, whereas for female university teachers it is a rather large handbag *which holds its shape.* Spectacles have been mentioned 7 times. The most frequently mentioned accessories include tablet computers, quality pens (which also get lost), whiteboard pens, a planner with the university emblem, *a mobile phone which is not displayed openly.* There are differences with regard to the jewellery the respondents notice: 12 respondents think they are inconspicuous, small, 32 respondents emphasise that the jewellery (brooches, necklaces, earrings, beads, bracelets, rings) are carefully selected, quality (*it is not imitation jewellery, gold jewellery*). 3 respondents mention scarves that not only complement the attire, but also help keep warm.

**Hair.**Female university teachers wear predominantly short hair, the hair is always clean and neat (11 respondents).

**Voice.**As seen by the students, the voice tone of the university teachers is individual, but loud (*loud enough to shout louder than disobedient students*), sonorous, confident voices tend to prevail. *The voice is the most important. It should not be monotonous. It is typically clear, with varying tonality.* The university teacher is able to change the intonation to maintain the attention of the audience. The voice tone is *addressing, pleasant, and the speech is clear. Always speaks confidently, freely, naturally, calmly.* Still *always slightly tired voice.* If the voice is silent, the students think that this suggests *lack of any interest.* A monotonous voice tone, which suggests dullness, is specifically mentioned in association with male university teachers. The university faculty have a rich vocabulary, but a large part of it is complicated and not understandable to the student. The speech is mostly a monologue which is tiresome for students and prevents them from active involvement.

**Facial Expressions and Gestures.** Only a few respondents have mentioned gestures and facial expressions, by saying it is adequate. *The facial expressions of the university teacher are pleasant, comes into the auditorium with a smile, gestures with both arms, but not over-excessively.* 1 respondent indicates that the gestures are emotional and there is too many of them. Smiling is more often mentioned in association with female university teachers (12 respondents).

**Manners and Behaviour.** The analysis of the students' questionnaires shows that many have described not only the behaviour and manners of the university faculty in them, but also their character traits. It is specified that the

teachers in the Faculty of Education, Psychology and Art are very responsive, understanding, helping, open, communicable. It is always possible to talk with them, they are cooperation-centred, able to captivate and inspire students. *Mostly, many university teachers like their job and come to their students with joy, but still 30% of them work just “for a tick”, and their lectures are boring.* The personal properties and character traits mentioned by many respondents include tolerance, understanding, experience. Sense of humour has been mentioned in the responses of 9 respondents.

Male university teachers are silent and even-tempered; they do not go too much into detail. Female university teachers are more open, demanding, and even-tempered. University teachers give assignments that require working independently, and they like discussion. The plan of the lecture is sometimes not followed, i.e., the female university teacher *gets carried away so much in her speech that no one remembers or understands any more how she came to this.* 1 respondent feels awe, respect, sometimes concern, and even fear when meeting a member of the university faculty. Speaking about the competence of the university teachers, students think that the university teachers are knowledgeable in their areas, are able to debate convincingly and consider various different points of view (*very good at expressing themselves about various points of view in a intelligent manner*), have sufficient command of the new information technologies. The evaluations are based on criteria instead of assessment of the individual abilities. The sessions often follow the same pattern (either a PowerPoint presentation or oral explanation).

The location in the room has not been described by any respondent, and the drawings also show the university faculty in an „empty space”. 1 respondent has added that female university teachers stand and thus demonstrate their respect towards their students, and another respondent has mentioned that *it is important for the university teacher to move around the room and address the students individually*, and it is essential that they spend time *just to have a friendly chat with the students*. Such a sign might suggest a specific feature in the audience of student teachers, i.e., explicit need for contact.

In 7 questionnaires, the students have used the debitive mood, and this suggests that they describe a typical university teacher instead of an ideal one.

## **Conclusions**

The model is the most influential tool of education in pedagogics. The university faculty play a significant role in the training of the future students and in the process of their becoming teachers. Students perceive the values, points of view, preferences, manner of behaviour, and even the outer appearance of the university faculty, and this may have impacts on the professional performance of student teachers later on in their career.

The importance of the image of the university teacher and their being a model can be seen in the statements provided by the student teachers in their questionnaires, such as *they [university teachers] are in front of an audience and deliver their message. A university teacher is a responsible individual, as they are responsible for what their students will become after the lectures. I can now take many things over from the university teacher and use them in my own future.*

It was revealed in the study that the university faculty in teacher education according to the students of the Faculty of Education, Psychology and Art of the University of Latvia consists of females (53% of the responses) or males (28% of the responses) between 40 and 70 years of age.

What could student teachers learn from the university faculty then? They are always dressed smartly and tastefully, with matching clothing items, wear leather shoes or boots (females).

The mentioned accessories include spectacles, tablet computers, pens, bags of various types. Female university teachers wear quality, interesting, inconspicuous jewellery. The voice is loud, convincing, sonorous. The facial features and gestures are adequate, sometimes over-emotional.

The personal properties and the character traits of the university teachers are important. Responsiveness, helpfulness, respect towards the student, sense of humour, pedagogical competence are the positive features the student teachers might potentially use later on in their professional careers. One can conclude that student teachers find it important for the outer expressions of the university teacher to match their personality (values, attitudes, and actions), so that the university teacher not only teaches how to teach, but also uses their own example to demonstrate these ideals to their students during the sessions.

Of course, negative manifestations can be seen in the image of the university faculty as well, such as lack of interest, inability to plan, excessive use of foreign words in their speech, ignoring of the individual achievements in the assessment.

Studying the image of the university faculty is one of the tools for the evaluation of the quality of the studies in the institution of higher education which includes both aesthetic and ethical aspects of the professionalism of the university teacher. Its results help the university faculty understand how they are perceived by the students, what the students pay attention to in the outer appearance of the teacher, and what they evaluate in the performance of the university teacher. Consequently, this knowledge may be useful for the university teachers themselves in their self-improvement based on better awareness of the influences of their personalities and performance on the students.

One of the directions for further research is comparison of the image of the university faculty between various sectors, the influences thereof on the motivation of the future specialists for professional performance.

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## EVALUATION OF PSYCHOMETRIC PROPERTIES OF THE STATE AND TRAIT ANXIETY INVENTORY SCALE IN A STUDENT SAMPLE

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**Abstract.** *Problems with anxiety are one of the most common presenting problems for university students that affect the mental health. A sample of students (total  $n=318$ ) were administered Spielberger's State and Trait Anxiety Scale. The demographics of the participants included 38.4% ( $n = 122$ ) males and 61.6 % ( $n =196$ ) females, participants ranged in ages from 18 to 25 years old. The average age of respondents was 20.92 ( $SD=2.07$ ). This study was conducted to evaluate of psychometric properties of the Spielberger's State-Trait Anxiety Inventory form in a student sample. The internal consistency for the STAI was calculated by Cronbach alpha coefficient ( $\alpha = 0,809$ ). Principal component analysis with Varimax rotation was performed to assess the factor structure for the total sample that yielded four factors. Descriptive statistics were also calculated for the sample. They were found to be moderately trait anxious ( $M = 38.89$ ,  $SD = 8.92$ ) with lower state anxiety ( $M = 35.79$ ,  $SD = 9.80$ ). The findings of this study suggest that the scale was shown to be reliable and may be valid for measuring anxiety in a student sample.*

**Keywords:** *factor analysis; psychometric properties; strait-trait anxiety inventory; students.*

### Introduction

Anxiety and stress are among the most important factors that have been studied within the framework of the science of psychology. Anxiety can be defined as an unpleasant mood or emotion described as uncertainty. That mental state can be caused by an unknown or non-specific source, and concerned about the future (Tyrer, 1999). There are different types of anxiety disorders: social anxiety disorder, panic disorder or specific phobias. Some anxiety level is a normal person emotional state that can be experienced when faced with a problem at work, before taking a test, or making an important decision. The scientific literature is noted that one of the main causes of mental disorders has increased the anxiety level (Stein & Stein, 2008). The beginning of the study is related to the major changes that are caused by stressful situations and psychological pressure among young people. Students have to adapt to the new demands, whether it be their new responsibilities, unusual environment, different style of teaching or changes of social status. That may be main factors of raising the anxiety level. Early diagnosis of the problem and providing

support activities will contribute to the students' adaptation to their new social environment.

The aim of this study was to investigate psychometric properties, such as factorial analysis and mean values, of the Latvian version of the trait form STAI in a student sample.

### **Research design and methods**

The study is based on Spielberger and colleagues developed the State-Trait Anxiety Inventory form. That is valid self-reported anxiety measures and it is worldwide used scale. Anxiety as a personality trait is characterized by a status or acquired behavioral dispositions that provide individuals to perceive a wide range of objectively safe objects as a threat-based. It causes the increasing the state anxiety that intensity is not adequate to objective danger level. In other words the scale measures the intensity of how much anxiety a person feels “right now” (state anxiety STAI-S) and the frequency of how often a person generally feels anxious (trait anxiety STAI-T) (Spielberger, 1985).

Spielberg scale is developed in students sample research and demonstrate excellent psychometric properties by comparing with other instruments such as the Taylor Manifest Anxiety Scale and the Anxiety Scale Questionnaire. Evidence of concurrent validity of these scales with the STAI has been found to range from .70 to .85. (Spielberger, 1985).

This indicates that STAI scale can be applicable to determine the level of anxiety in students' sample.

The Latvian version of the STAI was used in this research that was validated and standardized by Shkushkovnika in 2004 (Škuškovnika, 2004).

The STAI consists of two self-report scales that measure state (STAI-S) and trait anxiety (STAI-T). Participants are asked to read the statements, and then circle the number to the right of the statement to indicate. Choices included 1 = not at all; 2 = somewhat; 3 = moderately so; and 4 = very much so. The STAI-S items contain statements of how people feel at the current moment “right now”. The STAI-T items statements of how they feel generally. Each scale has twenty statements such as: „I feel safe” (STAY-S) and „I worry too much over something that really doesn't matter” (STAY-T). Choices included 1 = almost never; 2 = sometimes; 3 = often; and 4 = almost always. Spielberger (1983) reports that the scale can vary from a minimum of 20 to a maximum of 80, with those reporting higher scores exhibiting more self-reported symptoms of anxiety.

The study subjects were students of Rezekne Augstskola and Latvian Academy of Sport Education. The demographics of the participants included 38.4% (n=122) males and 61.6% (n=196) females, for a total of 318 participants. Participants ranged in ages from 18 years old to 25 years old. The average age of respondents was 20.92 (SD =2.07)

## Results

In his study, the Cronbach's alpha coefficient was .809 that confirms the high internal consistency of the scale. Analyzing the differences between genders, it was used the Mann-Whitney and Wilcoxon criteria. The study reveals statistically significant differences between female and male data in some statements. Analyzing situational anxiety indicators, it was found that there is a statistically significant difference in irritability, anxiety and subjective self-perception. Women are less than men experiencing irritability in stressful situations ( $p < .005$ ) whereas men are less worried ( $p < .005$ ). While women under stress situations much more than men, it is important to feel pleasant ( $p < .005$ ). There were found two statistically significant differences between the statements that describe anxiety as personality traits. First of all, men less than women are worried about the things that really are not important ( $p < .005$ ), while women unimportant thought comes to mind and worry about that more than it is for men ( $p < .005$ ).

The factor analysis was conducted as the main component of the examination of the validity of students' anxiety study. In order to assess the suitability of data for factor analysis, Bartlett's test for sphericity and Kaiser Meyer-Olkin (KMO) test for sampling adequacy were carried out for STAI-S and STAI-T scales.

**Table 1. The conformity of the research group for factorial analysis according KMO and Bartlett's Test (STAY-S, n=318)**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy	.875
Bartlett's Test of Sphericity. Approx. Chi-Square	2226.552
df	190
Sig.	.000

Analyzing STAY-S results provided by respondents, was founded that according to the obtained KMO criterion value the study sample has a good correspondence for factorial analysis as Kaiser Meyer-Olkin criterion value is greater than 0.7 ( $0.875 > 0.7$ ). With Bartlett's criteria was checked the correspondence of observations for factor analysis. The significance level of obtained data is less than 0.05 so study sample results correspond for factor analysis ( $p < 0.05$ ) (Table 1).

Extraction of factors was based on the screen plot, where only 4 components (Component Number) have greater angle and Eigenvalue greater than one (1.0) that confirming the four factor structure.

Principal component analysis with Varimax Kaiser Normalization rotation was used to determine the main factors. Factor structure was obtained after the seventh rotation.

With the first factor significant positively correlated nine STAY-S components. The first component of the content consists of 9 parts with weight



of the factors above 0.6. The items: security = .875; stable = .853, comfortable=.822; calm=.799, pleasant = .744; content = .736; satisfied=.704, self-confident= .669; relaxed = .657 were consolidated as the „*inner comfort*” factor.

The second factor combine five STAY-S statements which have tide positive correlation. The second factor content consists of four components with a weight above 0.6. The items: upset= .746; worried= .711, worry about possible misfortune= .660; indecisive = .642 and one component – 'scared' (.525) was aggregated as „*cognitive interpretation*” factor.

With the third factor significantly positively correlated four STAY-S components. The third component consists of 4 statements with a weight factor above 0.6 (tense = .726; strained = .726; nervous = .671; jittery = .659) and this factor is called the „*internal discomfort*” factor.

The fourth factor includes one statement “I feel at ease” (.643) and this factor was named as “*subjective perception of easiness*” factor. One component of STAI-S scale - „confused” does not correlate with any factor. Thereby the analysis of the STAI-S structure distinguishes four factors: inner comfort, cognitive interpretation, internal discomfort and subjective perception of easiness (n = 318).

Analyzing STAY-T results provided by respondents, was founded that according to the obtained KMO criterion value (0.885>0.7) the study sample has a good correspondence for factorial analysis. The Bartlett's criteria significance level of obtained data is less than 0.05 so study sample results correspond for factor analysis (p <0.05) (Table 2). Principal component analysis with Varimax Kaiser Normalization rotation was used to distinguish the main factors. Factor structure was obtained after the fifth rotation.

**Table 2. The conformity of the research group for factorial analysis according KMO and Bartlett's Test (STAY-T, n=318)**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy	.885
Bartlett's Test of Sphericity. Approx. Chi-Square	1749.745
df	190
Sig.	.000

With the first factor strongly positively correlated seven STAY-T components. The first component of the content consists of 7 statements with weight above 0.6. The items: feel secure = .815; feel pleasant = .804; I am happy = .804; content = .790; satisfied = .782; steady = .745; calm and cool = .654 were consolidated as „*inner harmony*” factor.

The second factor aggregate eight positively correlated STAY-T components. The content of the second factor consists of six components with a weight factor above 0.6 (unimportant thoughts = .794; disturbing thoughts = .734; state of tension over concerns = .684; worry about

unimportant = .621; I cannot forget the bitterness = .620; difficulties are piling up = .610) and two components with a weight factor below 0.6 (nervous = .583; lack of self-confidence = .582), and this factor was named „*cognitive self-concept*”.

The third factor includes one statement “I feel rested” (.732) and this factor was named as the „*rest*” factor.

Also the fourth factor includes one statement „I wish I could be as happy as others seem to be” (.902) and this factor was named „*feelings of happiness*” factor.

Three statements of STAI-T scale (make decisions easily, feel like failure, feel inadequate) do not correlate with any factor (n=318).

Thereby the analysis of the STAI-T structure also distinguishes four factors: inner harmony, cognitive self-concept, feelings of happiness and rest.

### Discussion

Many researches reveal that the beginning of study in university or college may be the reason for an increasing of the anxiety level (Aktekin et al., 2001; Bouteyre, Maurel, & Bernand, 2007; Mundia, 2010). Students usually have raised level of anxiety compared to other age groups, and it is found in a number of studies around the world (Wong et al., 2006). Wong and colleagues founded that students have increased anxiety level is 41% of cases, high level of stress 27% and depression 21% of the respondents.

In Sweden, Karolinska University Institute of Medicine study was founded that 12% of students have anxiety or depression that significantly affects the general health (Dahlin, Joneborg, & Runeson, 2005). In USA Internet-based questionnaire revealed that 15.5% of students have depression or anxiety symptoms. This can be affected by many factors such as: shyness (Leary1991), lack of time, new daily tasks (Bouteyre et al., 2007) unusual environment, repeated failures of studies, financial difficulties and public presentations (Head & Lindsey, 1983).

Peden and colleagues found out that 35 percent of female students have high levels of depression (Paden at al., 2000). Several studies reveal that women have higher anxiety level than men (Bekker & van Mens-Verhulst, 2007).

The researches among student population points that anxiety is increased and it is more often for women (Mundia, 2010). The results of study using the STAI scale in USA university showed that male students anxiety level is lower (M = 39.48) than women (M=40.78). In this research for total 132 respondents sample the average anxiety level was 40.25 points (SD=12.05) (McKnight & McKnight, 2012). Another study data in USA university shows that students from Europe has increased the anxiety level (M = 40.02, SD = 11.10). Spielberg founded that for college students’ male (full-time) STAI-S mean anxiety level is

36.47 points (SD=10.02) and respectively 38.76 points (SD=11.95) for females (Spielberg, 1983).

Our study findings partly concord with the above mentioned data because average score of STAY-S for men was 35.42 and STAY-T 38.31 points, but for women respectively 36.02 and 39.25 points. It indicates the tendency that students in Latvia have lower anxiety level.

There are some carried out studies of STAY factorial analysis. Those studies distinguish two factors. The first factor reflected mainly the mood dimension, while the other one was closely connected with emotions or cognitive aspects of anxiety (Andrade et al., 2001). Also Bieling and colleagues study reveals two factors that were associated with depressive and anxiety expression (Bieling et al., 1998). However, we believe that the four-factor selection and analysis allows better determine numerous aspects of the anxiety.

This study has some limitations. Our study included almost twice as many female participants as male so the construct validity for men and women might be different. Another limitation is the limited diversity of the sample in terms of nationality as according Shkushkovnika Russians had higher anxiety level than Latvian population (Škuškovnika, 2004). Thus, future studies need to recruit larger samples of male participants to confirm the psychometric properties of the STAI in different genders and age groups.

## **Conclusions**

The state and trait anxiety inventory scale showed promising evidence of reliability and validity for using in Latvian universities students sample. The analysis of situational anxiety data reveal the statistically significant differences between women and men irritability, anxiety and subjective self-perception ( $p < .005$ ). The data of anxiety as personality traits shows that men are much less worry about the things that really are not important than women. But for women unimportant thought runs through their minds more often than it comes to men ( $p < .005$ ).

STAI-S structure distinguishes four factors: inner comfort, cognitive interpretation, internal discomfort and subjective perception of easiness. One component - „confused” does not correlate with any factor ( $n = 318$ ).

The STAI-T structure also distinguishes four factors: inner harmony, cognitive self-concept, feelings of happiness and rest. Three statements: make decisions easily, feel like failure, feel inadequate do not correlate with any factor ( $n=318$ ).

Managing emotions is an important psychological issue. Early detecting and proper handling of anxiety problems is a major challenge for improving mental health in student population. Using adequate research instruments could help to solve this problem.

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## ETHICAL COMPETENCE AND POSSIBILITIES OF DIALOGIC EDUCATION

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**Abstract.** *This article is dedicated to the possibilities of shaping ethical competence through dialogic education. The problem of shaping a future specialist's ethical competence in many respects depends on the quality of teaching ethics as a training discipline as well as on the teaching methods. Dialogic education is the most promising form of moral values introduction and ethical competence development.*

**Keywords:** *Dialogue, communication, morals, ethics, competence, education, pedagogical activities.*

### Introduction

A contemporary educational process strives not only for the professional development of a future specialist, but also for the shaping of a future specialist's personal qualities – educating a person with a high level of integrity and ethical culture. That is why, in addition to a high level of professional competence, the model of a trained specialist must also contain the ethical component.

Is the intellectual potential of moral values sufficiently represented in the educational process, in the content of educational programmes and curricular today? It may be said with confidence that the ethical side of development of a future professional is inexcusably neglected and disregarded.

The majority of academic and professional programmes existing in Latvia do not provide for the teaching of ethics letting alone implementing a policy focused on cultivation of moral values. For instance, in the Professional Bachelor's Degree Programme TEACHER of the University of Latvia among 11 qualifications only 2 have in their plans a course of study in Ethics. Many programmes consciously discard humanitarian subjects in favour of strengthening professionally oriented disciplines. The tendency of education towards larger practicalness and pragmaticity is caused by today's realia. Education is concentrated on the solution of immediate questions. The effectiveness of education is basically evaluated in the predicates of efficiency, usefulness and utility. But while solving the pragmatic, immediate problems, education should not lose sight of the semantic basis of European education – comprehensive spiritual education of a person and belonging to the Absolute. Education should be perceived as a solution not only to procedural and technological, pragmatic tasks, but also as a motion towards overcoming the finiteness of human existence through the assertion of the ideals of Truth, the

Good and Beauty. Nothing but pragmatism and the lack of consideration for the spiritual and moral side of training of future specialists in our country predetermined the author's reference to the problem of ethical competence.

**The goal of this article:** is to describe the possibilities of shaping ethical competence through dialogic education. Dialogue is viewed as a methodological principle for ethical competence development. The author believes the dialogue-based ethical education may be examined as a strategic direction in the development of ethical education. The essence of dialogue consists of the skill to accept the values of another person, to develop own moral values, to formulate one's point of view, to resolve contradictions, and to develop a system of values. Dialogue supports education aimed at the cultivation of ethical competence. Dialogue becomes a procedure leading to the development of future specialist's ethical competence.

**Materials and Methods:** Author's his research was based on general philosophical positions, thus demonstrating the methodological opportunities of ethical competency building through dialogical education.

### **Ethical Education**

The basic problem of education today consists in the absence of ideas and purposes. Such ideas are absent, first of all, because in society no one poses any philosophical questions which can do nothing but provide education with a durable basis for its prosperity. The purposes of education must be formulated by society and the state rather than by teachers, theorists of education or institutes and universities. Unfortunately, our state policy in the field of education has neither long-term nor short-term plans to say nothing of strategic purposes. For this very reason, educational establishments, on the basis of their own resources and ideas about the needs of the society, develop programmes, pass expensive accreditation and prepare diverse specialists not thinking about the prosperity of Latvia and morals of future specialists.

Absence of the demand for ethics and moral philosophy in the process of training of future specialists results from the loss by education of its age-old mission – all-round education of a person, and from transforming educational services into the sales market. Describing the state of science and education, Lyotard established that contemporary education is not focused on 'the retention of a human face', but is built on the idea of competence. The competency building approach was maturing and comprehended not inside education; it was rather a reply to the specific request from a professional field. It is focused on the system of education that would answer the needs of the fast-changing world and contemporary labour market. In the new economy, society needs new people who have competences needed by a specific customer. In terms of education it means concentrating on the solution of immediate tasks. Fundamental and humanitarian (ethical) knowledge is subject to radical

reduction in favour of technological knowledge. Education has been allotted the role of a factory where workers needed by social and economic institutes are being stamped (Lyotard, 1998). Education ceases being an end in itself and is evaluated quite materialistically, i.e. by its efficiency at the labour market. Interest in education is determined not by the tendency towards creative development and moral improvement of a person, but in the possibility of acquiring a prestigious and well paid office. Education has started to adjust to the market and propose itself as the goods. The humanistic mission of education has reduced to the level of training of specialists needed by society and production.

Commercialization of knowledge and utilitarian interest in education is the process that cannot be ignored. At the same time, it is difficult to agree with the fact that orientation to the labour market expels from education the tendency of a person towards moral improvement and development of own creative potentials. The world in which knowledge is merchandise, education – a service, and a student – a client, forces to think about the search for the ways of constructing such educational system in which moral and professional competences mutually supplement each other. This task is not simple since the essence of education and the essence of professional activity principally differ. Personality, its improvement and moral development have always been and remain the purpose of education, whereas the purpose of professional activity is success. The purpose of education and production coincide neither in terms of the form nor in terms of the content, which means that as a minimum it is necessary to reduce the oppositely directed vectors to a common denominator. While solving competence-based tasks, education should not leave out the central idea of education – the spiritual and moral development of a person which requires a fundamental change in the attitude towards ethical aspects of the educational process. According to Hans-Georg Gadamer, education is not just ‘the cultivation’ of the natural advances of a person, not just ‘the perfection’ of mental abilities to a certain model significant for one or another historical stage. The essence of education lies in the fact that a person makes him/herself a spiritual being in every respect. The one who gives oneself to details cannot be considered an educated person (Gadamer, 1975).

The isolation of moral and ethical component as the substantiating element in the professional training of a specialist is caused by the marked world tendency towards the humanization of education (Aronowitz, Giroux, 1991). The need for ethical education is obvious, since a person’s ethical orientation contributes to the retention of society assigning to its development a proper direction, i.e., drive to the realisation of the good.

Education deprived of the ethical component prepares certified workers but not professionals capable of assuming responsibility for the results of their activity. For knowledge to become a person’s authentic obtainment, it should not only be reflected in the consciousness by virtue of its objective value but



should also be meaningful for a person. Knowledge passed through the needs, interests, feelings and values is opened not only to the mind but also to the heart, which makes it possible for a person to differently see the world, differently feel, wish and act (Зинченко, 1996).

And vice versa, knowledge without morals generates very energetic but dangerous people, well functioning executors, obedient ‘screws’, but at the same time indifferent, incurious and following ‘their’ selfish interests. Unfortunately, modern education is oriented to exactly this approach. Today, concentration of knowledge around the axis of moral values is not yet observed, even though humanisation of education, according to the etymology of the word, means focusing on a moral component of cognitive and practical activity. The task of the humanistically oriented education consists in the awakening of the essential forces of a human. Strange as it may seem, a higher school pays no attention to the mind, memory, conscience, will, concern, feeling of responsibility, adherence to principles, civic consciousness and many other moral qualities and professional competences showing spiritual aspects of the student’s essential forces. Even if contemporary education focuses its attention on the ethical upbringing, it sooner does it spontaneously rather than purposefully and methodologically apprehended. A change in this state of affairs would be possible if the pedagogical association’s efforts, among other things, were focused also on the development in students of understanding of what is going on. It is impossible to teach integrity to students; it is necessary to form readiness for the understanding, ability to reflect and think independently. Together with knowledge translation, education actualises even more vital questions ignoring which would impose a threat to the very bases of human existence. Age-old Kant's questions ‘What am I?’ and ‘What should I do?’ have not only preserved their urgency, but are of key importance.

It is important not only to be professionally prepared; a degree to which a person is socially and psychologically adapted to the problems of dynamically developing society is not less important. The ethical qualities of graduates, their skill to associate, and their moral positions appear as the first-rate criteria in the course of their screening and employment. Moral qualities and the civic stance make it possible to reduce the risks of economic instability and consequences of political situation. It is important that after having acquired good education in one or the other field a specialist would work for the good of community rather than to its disadvantage. When choosing a profession, as Benjamin Franklin insisted in his ‘moral code’, it is necessary, first of all, to consider its ethical side, then – public significance of the profession and only finally – its profitableness. Pursuit of profits is disastrous for the soul of a person and for society (Ayzekson, 2013). In other words, it is important that a graduate of the faculty of law knows the laws well; but his/her having the sense of right and wrong is no less important. A future economist would not only know how to count financial benefit, but also would think about the social responsibility of

business. For a teacher, moral qualities are not less important than pedagogical knowledge. The moral qualities of a teacher are also the essential aspect of his/her professionalism. The moral and professional qualities of a teacher are indissoluble. Such professional qualities as accuracy, concentration, and benevolence have moral value just like moral qualities are necessary in the performance of a professional duty. The moral qualities of a teacher, such as honesty, good faith, responsiveness, kindness, sympathy, make it possible not just to fulfil professional responsibilities, but also to ensure a positive moral and emotional background, which is so important for a successful pedagogical process. Thus, improvement in the quality of ethical education becomes the vital need of contemporary education.

### **Ethical Competence**

Ethical competence implies a specialist's ability to recognise ethical problems in life and professional activity, to possess ethical categories, the skill to solve ethical conflicts, the skill to make a moral choice on reasonable grounds.

Ethical competence determines a person's moral choice and moral responsibility for his/her behaviour in any situation. Ethical competence is expressed in a person's skill to achieve self-control, to independently formulate a person's moral responsibilities and to require their fulfilment from him/herself, and to self-evaluate what has been done. In this case it is necessary to note that self-appraisal is accomplished not from the absolutely subjective perspective, but from the perspective of social good.

Ethical competence of a specialist is the skill to follow ethical standards recognised in society and professional environment. It is an ability to use ethical and legal rules regulating the attitude of a person toward a person, to society, to environment. It is a demonstration of respect for people and tolerance to the representatives of another culture. Ethical competence provides readiness for the maintenance of partner relationships, the skill to critically evaluate one's merits and deficiencies, helps to select ways and means for the development of merits and minimisation of actions which are conditioned by the negative traits of nature.

Formation of ethical competence as readiness to use the knowledge, practical skills and abilities acquired in ethics as well as adequate methods of activity in solving practical and theoretical problems associated with moral choice situations is a rather complicated pedagogical task.

First of all, there is sense in talking about a person's ethical competence only if notable attention is paid to ethical education. Knowledge of the basic principles of ethics, the skill to apply ethical doctrines and categories to analyse specific situations provides the necessary theoretical component of ethical education. Therefore, it is difficult to overestimate the role of ethics as a central

element in training of a professional possessing ethical competence. It is important that curricula included subjects saturated with the ethical content. The point at issue is not only the classical courses in ethics, moral philosophy, history of manners and cultural behaviour. It is important that every discipline, every subject contained an ethical component, and discussion of moral issues would be subjected to practical tasks. Ethical competence is formed from the body of social and humanitarian knowledge in philosophy, history, history of culture, ethics, psychology, sociology, and jurisprudence. Knowledge of communication psychology and business etiquette is also an important source of moral improvement. And it is also important that these events are not one of a kind. Teaching of ethics and moral culture formation must become systemic and continue throughout all the years of instruction.

Secondly, formation of ethical competence is conditioned by the specific character of morals as a form of public consciousness. For this very reason the study of ethics is associated with a number of difficulties. First of all, the danger consists in sliding to moralising, which is most frequently expressed either in the form of dogmatism or in the form of relativism.

At the same time, theorisation should be avoided when teaching ethics. The advantage of the theoretical approach consists in the ability to mobilise philosophical, general sociological knowledge for the understanding of morals. Scholasticism and absolute dissociation with the content of life become a disadvantage. Abstract and theoretical, and speculative reasoning on the theme of morals that is not related to the specific life situations, loses significance and ability to influence the students' values. Not the definitions of the good and evil, conscience, duty, honesty and rightfulness but the understanding of how to retain dignity and human face in the contradictory world of economic competition and political instability are important for a contemporary student and a future specialist. And such formulation of the question is not new. Aristotle said that the task of ethical education is not to know what virtue is, but to be virtuous. Therefore, the problem is in the selection of adequate techniques for presenting ethical materials. Education needs a technique for the development of a person's system of values which would stimulate the genuine interest of students in the basics of integrity and morals, which would actualize their respective needs, feelings, emotions, and thoughts.

Under such conditions, a need arises for a new type of teacher who adheres by a motivational value system and is capable of subject-subject interaction on the basis of equal ethical principles. The idea of actualisation of moral values not through learning, i.e. the transfer of truth, but by means of cooperative pedagogy oriented toward dialogue and giving a possibility to search for its sense is rather promising. The interrelation of dialogue, education and morals is multifaceted and not yet articulated to the end. However, there is no doubt that the dialogic model of education implicitly contains the approaches quite significant for the contemporary ethical education. Their thematisation and

reflection opens a way for the harmonic integration of dialogic problems into pedagogical practice and revealing their heuristic possibilities for the acquisition of moral values. Moral values can be learned and acquired only by means of finding contradictions in one's behaviour, thoughts, concepts, and nothing but the dialogic structure of communication contributes to this. Joint activity and communication of the teacher and students, their dialogic interrelations are a guarantee of successful acquisition of moral culture and ethical competence development.

### **Dialogic Approach**

Dialogic communication in the process of forming of future specialists' moral values is one of the key problems of contemporary education. The place of dialogue in education was known already at the dawn of pedagogical studios. However, dialogue in many pedagogical systems fulfilled a rather applied function and was used as a rhetorical figure instead of acting in the form of the so-called 'Socratic dialogue'. Today, it is hardly possible to revive Socratic dialogue the way Socrates did that.

For Socrates, the basic means of the search for the truth were maieutics and irony. When literary translated from the Greek language, maieutics means 'the art of midwifery', i.e., the skill to render aid at birth. By maieutics, Socrates implied the skill of extracting knowledge concealed in a person with the help of questions. As to the method of irony used by Socrates, he pretended to be ignorant or told something opposite to what he was actuality thinking. These methods, isolated from the unique personality of Socrates, cannot create the pedagogical effect characteristic of the Socratic dialogues.

However, if we look at dialogue as the essential form of comprehension of human existence, turning to the idea of Socratic dialogue makes sense due to the fact that exposure to moral values is facilitated by dialogic communication. Dialogue in this case is not understood only as a form of speech act, but as a form of a person's existence in the world, as a means of joint existence of the parties involved in the educational process. One of the most important characteristic features of dialogue is the mutual focus of the communicating parties. Parties participating in a dialogue must face each other, must be interested in and open to each other (Buber, 1995). 'Only participation in the existence of other living beings reveals the sense and basis for our own existence' (Buber, 1995). According to M.M. Bakhtin, the truth is not born and is not located in the head of a person; it is born among people who discover the truth together in the process of their dialogic communication (Бахтин, 1986). Dialogue is an original method of human interrelations. Dialogue and communication is not something secondary happening with the already ready-made individuals who previously existed in isolation. On the contrary, dialogue constitutes their existence. In fact, human essence is realised only by means of

dialogic communication. Dialogue is a process in which 'I' can discover itself and thereby achieves true self-realisation.

Organising dialogic communication is one of the most complicated tasks faced by education. Its purpose is to disclose in a dialogue every person's potential which is possible if a teacher sees in each individual a specific personality, considers his/her moral experience and ethical principles. Dialogic education proclaims the idea that a student is not an object and the end product of social influences, but rather a subject of free, responsible and moral improvement. Dialogic education is not interested in a simple transfer of ethical data and information to students. In contrast to the traditional course of ethics aimed, in the first place, at the transfer of information, dialogue does not imply moralising and precepts. Dialogue rests on the formulation of questions which change the moral horizon and make it possible for a student to strengthen his/her beliefs and/or carry out the overestimation of values. Platonic 'Paideia', which has not lost its urgency today, emphasises the importance of the way which every student must take independently changing him/herself in the tendency toward the ideal of spiritual and moral perfection. Socrates communicated to his students something more than only knowledge. The very death of Socrates attested to the fact that there are things which are impossible to express unambiguously with the help of concepts and definitions. Any person can recall his/her teachers and educators who have played the decisive role in his/her professional and moral formation. Most likely, words and knowledge given by them were of secondary importance. It is sometimes difficult to recall what exactly they were talking about and it is not even important how they were doing that. But the presence of these people in our life, communication with them, their enthusiasm, their personal interest, responsibility and love for the work have considerably contributed to the formation of our views and moral beliefs.

This way, from the 'technical' point of view, dialogue develops critical abilities, develops the skill to pose questions, examine alternatives, understand paradoxes and note contradictions. Dialogue develops the ability to give definitions, pass from the semantic analysis of ethical terms to their pragmatic analysis, develops the power of reasoning and the ability to arrange points of view in order, the skill to build dialogue and carry on a conversation. Dialogue enhances the formation of moral beliefs and develops common humanitarian culture.

In addition, dialogue solves even broader humanistic problems. Dialogue helps a person to go outside the borders of his/her 'own self' into the world of the generally significant values. Shaping of values is a rather long and contradictory process. It requires a person to be interested, implies internal work, diligence and concern, but it does not imply immediate results. In the process of dialogue it is necessary to learn to listen to another person and to adequately react to what has been said. In the course of discussion and

communication mental and discursive living through possible moral experience, allocation of roles, and detection of multivariance of escaping a moral collision is taking place. Daily activities and routine cause moral stale which atrophies the motivational sphere and threatens to convert a future specialist into the unprincipled, indifferent executor and bureaucrat. The dialogic approach becomes a means of training both moral and social responsibility of future specialists.

### Conclusion

This way, the dialogic approach may be examined as a strategic direction in the development of ethical education. The essence of dialogic communication based on the Socratic method consists of the skill to accept the world of values of another person, to develop own spiritual and moral values, to conduct a spiritual dialogue, to formulate and defend one's point of view, to resolve contradictions, and to develop a system of values. It is fundamentally important to note that if attitude with preferred orientation to the knowledge reflects the ability of a student to acquire and reproduce data and ethical information, then attitude with orientation to the dialogue supports education aimed at the cultivation of ethical competence. Dialogue becomes a procedure leading to the development of a student's viewpoint which is more important than acquiring the rules of conduct, standards of morals and non-critical abidance by the requirements of moral codes. Pedagogical activity with the attitude towards the creation of dialogue introduces a student to the values the acquisition of which will contribute to the development of future specialist's ethical competence.

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## MULTICULTURAL APPROACH TO EDUCATION

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**Abstract.** *The article discusses the definition of a multicultural approach to education. The views of foreign and Russian researchers on this problem are represented. Features of a multicultural approach - dialogue of cultures in historical and contemporary context, cultural pluralism, multi-ethnicity – are showed. It is concluded that in Russia the term "multicultural approach to education" is used in the meaning „multi-ethnic”.*

**Keywords:** *cultural identity, cultural pluralism, cultures of various ethnic groups, dialogue of diverse cultures, multicultural approach to education, multi-ethnicity.*

### Introduction

The growing social value of learning and mastering a foreign language led to the emergence and rapid development in the theory and methodology of teaching foreign languages such direction as multicultural approach to education. It is a multicultural approach to education of students by means of a foreign language that plays an important role in their development, education and cultural self-determination.

However, an analysis of a number of scientific papers on the issue of multicultural education shows that scientists have not reached a consensus as to what is a multicultural approach to education, and how it should be implemented. Different researchers emphasize different conceptual elements that they believe should define a „multicultural approach” to education, have a different view of its goals and objectives, and have divergent views on how a multicultural approach to education can be implemented.

In this paper, we attempt to propose our vision of the essence of a multicultural approach to education.

### Background

In many respects, the development of a multicultural approach to language education is associated with the emergence of the socio-cultural approach to teaching foreign languages. Unlike some other existing cultural approaches, her approach draws attention to the possibility of not only learning a foreign language, but at the same time learning the culture of the bearers of the studied language, including their ethnic, social, and religious characteristics.

We define a multicultural approach to foreign language teaching as one which includes the aspect of learning the culture of the target language. This definition, in our opinion, is especially relevant given the socio-cultural realities which exist in the various republics of the Russian Federation. The learning

environments in most high schools across Russia are highly multicultural, which, in turn, creates a need for designing educational approaches which can address the unique needs arising within such contexts.

The problem of a multicultural approach to education has gone through several developmental stages. First, it was limited to the problem of creating schools that reflected the national interests of particular ethnic groups; then, the problem was broadened to creating educational institutions that were multi-ethnic. Currently, the problem is considered from even a wider perspective that considers human culture as a whole where there is dialogue between cultures on a wide spectrum. For example, V.N. Tsaturov, having compared the traditional philosophical-pedagogical and humanistic paradigms in education, proposes an ethno-humanistic paradigm which is based on a new principle of combining ethnic and world cultural traditions in the process of transmitting cultural and historical experiences to students (Tsaturov, 2000).

V. V. Makayev sees the main purpose of a multicultural approach to education in “conditions for creation a person capable of active and effective life in a multi-ethnic and multicultural environment, possessing a strong sense of understanding and respect for other cultures, ability to live in peace and harmony with people of different nationalities, races, and beliefs.” (Makayev, 1999).

According to some Western scholars the main precondition for the development of a multicultural approach to education as a scientific paradigm was the social movement towards granting equal rights to racially and ethnically underrepresented groups in the early 70s of the 20<sup>th</sup> century. For several historical reasons, the period before that was marked by a general lack of access of ethnic minorities to secondary and higher levels of education. Under the pressure from the socio-political movement for desegregation of education, the American government took a number of radical measures which allowed racial and ethnic minorities, predominantly black African Americans, to have access to educational institutions of the traditional „white majority”.

Therefore, within this context, the term „multicultural education” was initially understood as „multi-ethnic education” - i.e. education for representatives of various mostly underrepresented cultural groups. Subsequently, the supporters of equal rights for racial and ethnic groups were joined by representatives of the feminist movement, and various other socio-political groups. That is the main reason that the Western conceptualization of the term „multicultural approach to education” first and foremost means access to education by the representatives of different cultural groups, and the notion of adequate representation of members of these groups in educational settings takes a secondary place on the scale of importance.

Therefore, some Western experts in multicultural education (Adams, 1991; Banks, 1994; Gollnick & Chinn, 1990) understand culture as a way of life, which a certain group of people follows. As a consequence, American



educational science (Banks, 2006; Nieto, 2000), among other things, distinguishes racial, ethnic, secular, religious, political and social societal divisions, as well as the culture of youth and adults.

A well-known Russian specialist in multicultural education G.D. Dmitriev also identifies different types of cultures based on: ethnicity (Russian, Jewish, Udmurt, etc.), gender (male, female), ideological views (communist, democratic, and others), economic system (planning, market, natural, and others) and many other parameters (Dmitriev, 1999).

An individual belongs to multiple cultural layers (social, tribal, gender, age, professional, sports, etc.). Viewed from this perspective, a person is a matrix of many different cultures. This is an important underlying principle of multiculturalism within which a student can also be thought of as a repository of several cultures: male-female (gender), urban-rural (community), child-teenager (age), black-white (race), Slavik-Sakha (ethnicity), rich-poor (socio-economics), etc.

### **Application of a multicultural approach to education in Russia**

Education, therefore, creates the context which presents the opportunity to understand individuals from a wider socio-cultural vantage point. However, education „can not cover all types of variability in human development and life; it is always based on its own „invariant” view of the essence of a human being „ (Buyeva, 1997). That is, all educational systems have specific socio-cultural roots, which define cultural and linguistic diversity of their students. Therefore, educational systems differ in how they define multi-culturalism.

In light of this, according to various reasons, the focus of a multicultural approach to education in Russia is to first of all provide access to education to representatives of different ethnic groups. However, the problem of ethnic multiculturalism is solved differently depending on the specific geographical area of Russia within which a given educational system is embedded. Traditionally, the question of a multicultural approach to language education has arisen in regions where there is a substantial concentration of representatives of different ethnic groups (e.g. Southern Urals, Volga region, Northern Caucasus, Western Siberia and the Far East). One solution to the problem of multi-cultural education in such places is to create separate ethnic schools or classes for members of that or the other ethnic community. Thus, in Russia the term „a multicultural approach to language education” does not necessarily mean the inclusion of representatives of different cultural groups within the same educational context, as it usually does in the West; in Russia it is increasingly used to mean „multi-ethnic.”

The presence of equal opportunities for all ethnic groups to realize their cultural needs in a system of education contributes to the preservation and development of ethnic cultures. „The multicultural model (in education) is

aimed at preserving and developing the cultural identity of national minorities and minor ethnic groups, study of minor cultures, the publication of books in native languages and related dialects. It encourages inter-ethnic contacts and fosters respect for the values of other cultures. It has a particularly beneficial effect on the younger generation: children learn from each other customs and traditions rather than textbooks; they become acquainted with the cultural geography of the world ... ,, (Kravchenko, 2001).

A contemporary socio-cultural situation is characterized by the fact that a person is at the boundary of different cultures which demands of him/her continual intercultural interaction through dialogue, understanding the cultural identity of others and developing a cross-cultural awareness. Prejudice against other cultures is a result of cultural ignorance on the basis of which there is a heightened risk of development of ideology of separatism, ethnocentrism and discrimination and socioeconomic and educational spheres are not immune to it. Therefore, there is the urgent need for an effective educational policy aimed at developing positive intercultural relations and prompting educational institutions to include both major and minor ethnic groups in their educational structures. This is believed to facilitate the development of intercultural competence among a younger generation, their ability to function within a larger, national environment, as well as smaller, minor cultural spaces.

In order to prevent xenophobia, it would be helpful to adopt the view of a human being acting as a unity of general (universal), special and individual (personal) factors. In this respect, F.G. Yalalov's three-factor model of an ethno-regional educational systems is worthy of careful consideration. According to this model, the content of education should consist of: 1) an ethno-cultural component with a representative of a particular ethnic group (individual); 2) a cross-cultural component with a representative of the Russian culture (special); and 3) a multicultural component with a representative of the universal human culture (general) (Yalalov, 2002). It is also important that there is a close contact between one's native culture, other cultures and the world community as a whole.

Recent works devoted to the analysis of education reform under the conditions of social crisis, has shown that multicultural education contributes to the preservation and development of cultural diversity. This is reflected in the State Program of National Revival of the Peoples of the Russian Federation and in the National Educational Doctrine, as well as other government documents. We maintain that the content of education and training should be drawn from the knowledge heritage of national cultures, as well as from the overall experience related to cultural contacts between various ethnic groups. It appears that the most effective way to preserve, develop and self-realize a culture is through contact with the surrounding cultures. Therefore, the core principle of revival and renewal of national identity is based on the idea of the unity of traditions and innovations.

## **The main features of a multicultural approach to education**

Thus, the prospects of developing a federal system of education are intimately associated with the main features of a multicultural approach to education. One of them is the principle of dialogue of diverse cultures of which much has been said by V.S. Bibler. He argues that culture is „a space of many spaces”, and „the inside of each culture - art, philosophy, morality, theory” (Bibler, 1991). Here the emphasis is on the simultaneous co-existence and communication between people of different cultures. The accent is on „communication of cultures as a collection of individuals, capable of infinite actualization; that is, the very definition of culture implies communication of different minds across the spectrum ranging from complete misunderstanding to true understanding” (Bibler, 1991). V.S. Bibler suggested a type of dialogue in which all philosophical and cultural systems are accepted as equals and can co-exist and interact. According to the concept of the philosopher, every subject of culture must feel incompleteness of being in front of an endless variety of the world culture. In such circumstances the only reasonable way of genuine unity of different cultures can be recognized only a dialogue between them.

All this implies that one becomes aware of culture only through interaction, through a dialogue of different cultures, which can lead to the essential features of all cultures becoming apparent and comprehensible. In modern conditions the interaction of cultures is characterized by the fact that by way of comparison the universal culture can help to understand the objective value of one's own „native” culture and reveal its new modes of functioning, as well as to enable one to make predictions about its further development. In the process of cultural interaction increases the number of perceived values which consequently changes the very nature of perception itself. Perception becomes more „sharp-sighted” and is able to reflect the properties of a cultural object in all of its nuances and details. Isolation and the desire for closure can result in a gradual degradation of a culture. A culture without contact with other cultures preserves its identity at too high cost and runs the risk of descending „below the level of culture” (Stepin, 1991).

Pluralization of cultures is one more foundational principle of a multicultural approach to education. Simply put, pluralism is a theoretical stance, opposed to monism, which maintains that the world is based on many independent spiritual essences. According to some American scholars, cultural pluralism argues not so much for the ontology of cultural diversity, as for the integration and interconnection of different ethnic experiences each of which is equally true and valid (Feibelman, 1987).

There are a lot of manifestations of this conceptual view: decentralization of education, establishment of private, non-governmental educational institutions, introduction of bilingual education, expansion of ways of acquiring knowledge, creation of regional and national educational institutions,

development and introduction of social science subjects with the multicultural content into the education curricula, formation of global thinking, deepening of national self-knowledge as a fundamental principle of pluralistic worldview (Mukhametzyanova, 1996).

Democratization of the educational system improves the socio-economic development of a society, transforms society, and expands educational space.

Pluralization deepens and fixes democratic achievements, promotes the formation of a new philosophy of life, a new culture of thinking on a universal, global scale, based on a variety of national cultures and plurality of ways of acquiring knowledge; in other words, pluralization is aimed at human development. According to some experts, concerned with the problem of introducing pluralism into the European system of education, profound processes of transformation have taken place, covering the entire system and which have radically changed the traditional role of education (Mutulusa, 1993). Challenges of its humanistic, cultural and international aspects should be considered within a global context; that is to say, in a context which includes the problems affecting the entire world community. Sometimes it happens that some pluralistic concepts, yet not being clearly defined, are still widely used and prove useful in solving important problems. This is equally true to all notions of multiculturalism and pluralization of education.

Indeed, a person should strive for multiculturalism, even if he was brought up and educated in a certain kind of culture and consciously adhered its norms and values. He must be open not only to the existing forms of culture in his society, but also to those which existed in the past, replacing each other in successive generations by means of symbolic systems in all their originality and richness. As a spiritual creature he has the right to choose the direction and content of his spiritual life and the values of the entire cultural repository of humanity. A person can and should perform actions in determining his/her own way of life; he/she should not only adopt to the existing conditions, following the already established rules and traditions, but he/she should also organize life according to his/her chosen values and beliefs while relying on his/her own experience, as well as the experience of others.

### **Conclusion**

The analysis of the problem of a multicultural approach to education has revealed a number of its essential features: dialogue of cultures in the historical and contemporary context; cultural pluralism; multi-ethnicity.

The idea of intercultural, interethnic pluralistic dialogue, being the basis of a multicultural approach to education, allows us to consider the same phenomenon from different angles and to advance arguments according to the comparative analysis of the „general” versus „specific” within their unified dialectical framework.

Thus, a multicultural approach to education is an educational approach aimed at finding a balance between ethno-cultural diversity and stable social ties, preserving and promoting the variety of ethnic and cultural realities with a view to the progressive development of an individual in a multicultural society. It aims to preserve and promote the diversity of ethnic and cultural values, norms, patterns and forms of activity prevailing in the society, and to transfer this heritage to younger generations.

The cultural picture as a system of different values and cultural patterns is unified not by its unitarily, but by multiplicity and variety of elements, each of which has a right to exist within it. Thus, a system of education should take into account cultural diversity, dialogical relationships of national and universal values and promote its uniqueness through integration with society.

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## CHANGES IN QUALITY OF LITHUANIAN HIGHER EDUCATION: THE ASPECT OF ORGANISATIONAL LEARNING

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**Abstract.** *This article deals with processes of change in quality of higher education in Lithuania, focusing on the aspect of organisational learning of the academic community. It is maintained that organizational learning empowers teachers of higher educational institutions to pursue common aims, develop their competencies at individual and collective levels, adapt to the constantly changing environment and accumulate new knowledge, reflecting on their activities. These processes and their implementation are determined by modern management of the higher educational institution, promoting every member of the academic community (teacher) to become a member of the learning organisation individually and in a team. Collective knowledge created in such manner undoubtedly makes impact on quality of higher education.*

**Keywords:** *changes in quality of higher education, learning organization, organizational learning.*

### Introduction

**The research problem.** The modern society is characterized by constant changes, global activities, excessive information, abundance of technologies, continuous knowledge building and its pragmatic use. Therefore, in order to cope with challenges of the 21 century individuals seek both to obtain required knowledge and to purposefully modify their learning and process information in ways that would enhance their learning, develop creativity and help to act in the conditions of continuous changes. Such new societal approach to learning also determines changes in quality of higher education in Lithuania, which are directly influenced by international agreements in the Bologna Process documents<sup>9</sup>.

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<sup>9</sup>(The Bologna Declaration (1999); Prague Communiqué (2001); Berlin Communiqué (2003); Bergen Communiqué (2005); London Communiqué (2007); Leuven and Louvain-La Neuve Communiqué (2009); Commission Communiqué “Europe 2020, A strategy for smart, sustainable and inclusive growth”, Brussels, (2010); Statement of the Second Bologna Policy Forum (2010); the Communication from the Commission to the European Parliament, Council, the European Economic and Social Committee and the Committee of the Regions; “Supporting growth and jobs - an agenda for the modernisation of Europe’s higher education systems” (2011); Bucharest Communication (2012); the Communication from the Commission to the European Parliament, Council, the European Economic and Social Committee and the Committee of the Regions; “European higher education in the world” (2013).

It is evident that higher educational institutions have to face new challenges and new aims, which are exhaustively analysed in scientific studies (McMahon, Thakore, 2006; Bulajeva, 2011; et al.). In the functional aspect higher education is usually defined as the highest level of education, involving various aspects of scientific researches, implementation of general and professional education, encompassing personality development. On the other hand, the concept of higher education is perceived as dualistic as it focuses both on learning and work at higher educational institutions. Thus, it is not only students who are learning. Teachers, who teach students, must also constantly improve and pursue higher qualification. Processes taking place in the changing area of higher education inspire the aspiration to consistently manage changes, understand reality and situations, effectively plan and manage activities of the organization (Trigwell, 2001; Kvederaitė, 2009; Edintaitė, 2012). It becomes evident that the academic community has to prioritise the ability to build and share collective knowledge and values, developing the idea of *organizational learning*<sup>10</sup>, which unifies and enables the university community to naturally work together pursuing common aims; i.e., successful implementation of study aims and expected outcomes.

In recent years there have been a lot of discussions and articles about parameters of changes in quality of higher education. However, it has to be stated that so far it has still remained relevant to analyse learning environments favourable for today's reality of higher education, which are characteristic to the learning organization (Jucevičienė, 2007, 2008; Edintaitė 2012; Kvederaitė, 2009). Therefore, this article deals with processes of change in quality of Lithuanian higher education, focusing on dissemination of the idea of *organizational learning*, responding to the aim of the European Higher Education Area (EHEA) to seek formation of competitive European higher education, enabling the academic community to become active citizens of the democratic society, and creation of conditions for personality development in continuous learning processes. In response to that, the chosen *research subject* is changes in quality of higher education, enabling promotion of manifestation of teachers' organizational learning.

**The research aim:** to define trends of manifestation of organizational learning in the context of changes in quality of higher education.

**Research objectives:** 1) to discuss conditions inspiring changes in quality of higher education, 2) to disclose peculiarities of manifestation of organizational learning; 3) to highlight possibilities of organizational learning in processes of changes in quality of higher education.

The *methods* used in the article were theoretical analysis, analysis of scientific literature and documents.

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<sup>10</sup>Organisational learning takes place when people learn together, accumulating, analysing and using knowledge sources in order to contribute to implementation of aims of an organisation (Jucevičienė, 2007).

## The Conception of Change in Quality of Higher Education

In recent years, higher education is described alongside with *quality*, which has become a widely used concept. This is quite natural because changes in aims of higher education inevitably change the conception of quality assurance in higher education, which is determined by increasing massiveness of higher education, competition, changing societal requirements and students' expectations of study quality, growing public interest, accountability requirement, etc.

In general terms, quality of higher education is understood as suitability of aims pursued by the higher educational institution (compliance with the mission of the higher educational institution, stakeholders' expectations), suitability of material resources and conditions of the institution and effectiveness of activities in order to reach defined strategic aims. In other words, quality assurance in higher education is a process that ensures that higher education is in line with expected outcomes or established minimal requirements (Harvey, 2004).

It should be noted that official concern about the quality of higher education was expressed almost twenty years ago, when the European Ministers of Higher Education, responsible for higher education, approved *The Bologna Declaration*, which set the aim to create a unified *European Higher Education Area* by 2010. One of the key aims of this document is promotion of cooperation in Europe in the quality assurance area. The ideas of The Bologna Declaration are actively developed in *The Berlin Communiqué* (2003), *The Bergen Communiqué* (2005), *The London Communiqué* (2007) and in other Bologna Process documents, focusing on *quality of studies* as one of priority areas of higher education.

The conception of changes in quality of higher education is comprehensively analysed in studies conducted by foreign and Lithuanian scholars (Williams, 2009; Tavenas, 2004; Sallis, 2002; Harvey, 2004, 2008; Salter, Tapper, 2000; Vroeijerstijn, 1995; Pivoras, Skaburskienė 2012; Misiūnas, 2007; Savickienė, 2005; et al.). Different scientists define the aspect of the said concept quite differently. For example, A. Vroeijerstijn (1995) presents quality of higher education as a systematic and continuous process, involving the accountability element; E. Sallis (2002) presents quality assurance as a concept, which includes management, assessment, monitoring, improvement and culture; G. Žibėnienė (2006) defines quality of studies as certain systematic procedures, facilitating assessment and management of activities of the institution; J. Parri (2006) highlights both maintenance of the level of quality of higher education and its continuous improvement. Although the diversity of approaches towards quality of higher education, which have come to prominence, leads to multiple nature of the conception of quality, it is evident that the majority of authors follow the common position providing



sound arguments that demonstrate that *quality* is not a final result but a constantly changing process, grounded on:

- commitment of every member of the community to continuing improvement through activities;
- formation of the management system for improvement of quality;
- direct involvement of the community in processes of changes and improvement of quality.

In other words, universal participation of the academic community in processes of changes in quality is directly related to its readiness for changes, striving to improve professional competencies by means of the model of the *learning organization* (EUA, 2007). According to K. Watkins, V. Marsick (1992), the key principle of the learning organization is learning through action, reflection on personal experience, its reflection and change, opportunities to acquire new experience. This means that higher educational institutions must attempt to form the academic community in which all members share common aims, individually and collectively developing their competence, are able to get involved in the process of changes, take responsibility and adapt to the constantly changing environment.

### **Organizational Learning Manifestation Opportunities in Processes of Changes in Quality of Higher Education**

The discussed analysis of the conception of changes in quality of higher education demonstrates that we should not take the higher educational institution for granted but treat it as a dynamic process that results in a *non-finite quality of activities*. The perception that quality of education is a non-absolute criterion gives impetus to constantly change: develop in order to become a more effective and *learning organization*; i.e., the one that would purposefully grow, understand reality, dynamics and the situation in the market, which would effectively, efficiently and flexibly plan its activities (Šedžiuvienė, Vveinhardt, 2012).

The model of the learning organization is widely analysed by both Lithuanian and foreign authors (Bogard, 1991; Gersick, Bartunek, Dutton, 2000; Beresnevičienė, 2000; Kvedaravičius, Dagtė, 2006; Kvedaravičius, 2000; Simonaitienė, 2003; Bersėnaitė, Šaparnis, Šaparnienė, 2006; Andrikiienė, Anužienė 2006; Tubutienė, Poškutė, 2007; Jucevičienė, 2007; Trakšelys, 2011, etc.), providing a variety of descriptions of the *learning organization*. The term *learning organization* is still treated as a kind of neologism both in scientific literature and actual practice of organizations, which is namely inspiring its indefiniteness (Bukantaitė, Remeikienė, 2007).

Analysing the model of the learning organization, K. Trakšelys (2011) summarises characteristics of the *learning organization* describing it as an organization continuously creating knowledge, disseminating information,

promoting changes, understanding the importance of novelties, striving for renewal. It is important to note that strategy formation in the learning organization is treated as a learning process. Employees are involved in policy making of the organization, general formation and implementation of its vision and mission. In this context the *learning environment* becomes relevant, in which members of the organization should have their development opportunities, which would ensure learning in all links of the organization, invest in education, promote systematic thinking, personal mastery, team training, etc. Exploring the concept of the *learning organization* N. Šedžiuvienė and J. Vveinhardt (2012) distinguish several most important criteria: 1) culture of learning, promoting continuous learning and changes, which form the ideology of the organization; 2) knowledge as activities of the organization, grounded on knowledge and know-how (not just its accumulation but also sharing); 3) systematic thinking, creating and developing the universal learning system (the organization is perceived as a system); 4) flexibility – the organization's ability to adapt to trends of rapid changes, foreseeing changes; 5) collaboration – development of collaborating teams to break free from hindrances of communication transference. We have to note that the described criteria are identical to characteristics of the learning organisation mentioned by K. Trakšelis (2011) and inherent to insights of discussed authors, characterizing the *learning organization*.

Application of the model of the *learning organization* as an innovative tool in higher education is certainly attractive in the present time, when issues of changes in quality are actualized. Formation of the higher educational institution as an open and flexible *learning organization*, which is constantly improving, developing and creating new knowledge, would help the university to make contacts with the external environment, this way developing the ability to respond to its changes, accept information from outside and provide it with information about itself (e.g., about its achievements, cultural norms, traditions, future plans, etc.), ensuring mutual feedback. Such openness of the organization, according to V. Kanišauskaitė (2011), determines the vision, strategy, aims of the higher educational institution and creates favourable conditions for the university to promote changes in the environment in order to both survive and develop. Learning processes taking place in the *learning organization* enable the higher educational institution to develop its competencies, activity opportunities, empowering the academic community to learn, ponder, explore its perspectives and experience, and to transform obtained data into knowledge that would be accessible to all members of the organisation and significant for achievement of aims of the institution. Besides, such learning in the team enriches intellectual resources of the higher educational institution because discussions with colleagues turn the individual's acquired knowledge into the common property of the organisation. Thus, in the broad sense the *learning organization* can

undoubtedly *positively* contribute to the transformation of quality in higher education.

The prerequisite for giving a sense to the ideas of the learning organization and for making potential impact on quality of higher education is *organizational learning*. V. Tubutienė and S. Morkūnaitė (2008) argue that organizational learning is the key factor determining that the organisation is learning because the essential aim of the learning organisation is its members' continuous learning, improvement, knowledge accumulation and sharing. It is namely organisational learning that responds to these needs, empowering every member of the academic community to get involved in the learning organization: continually learn individually and collectively, cooperate, refusing the role of the passive observer, which so far has been inherent to scholars. This can be achieved through learning levels, which are analysed by T. K. Thomsen (2003), B. Burnes, A. Colour (2004), P. Jucevičienė (2007), V. Stanišauskienė (2007) and others. The authors examine three levels of organizational learning: single-loop, grounded on *operational learning*, i.e., questioning (What were our intentions? What have we achieved? What were we doing?), identifying mistakes of the organization, while their correction enables the organization to continue implementing its policy and aims; double-loop, related to *crisis management*, when learning involves identification, correction and modification of fundamental norms of the organization, including values and aims; triple-loop, associated with *review and reflection of previous activities* of the organization in order to master learning activities and insights. The said scientific studies state that all three levels of organizational learning are different but can be combined and applied at the higher education institution at the individual and collective level, depending on the maturation level of the institution.

In modern higher education area this dimension of organisational learning becomes significant for new knowledge formation, which helps to break free from the "frame" of one's experience and detect what is effective, seeking positive changes in quality of higher education in the successful and competitive learning higher educational institution (Walton, 1999; Kahane; 2004; Jucevičienė, 2007; et al.).

Namely the environment grounded on *organizational learning* at the *higher educational institution* turns into the denominator, which is a prerequisite for existence of modern and successful learning organization. *Organizational learning* helps to envisage individual and collective gaps, correct them through continuous improvement and the like. This positively shapes strategic performance of the organisation, outlines the direction in which the higher educational institution will turn: whether it will only be concerned about the learning process of employees as individuals (*learning-orientated* organization) or pursue to enable individuals' *organizational learning* and develop the shift in human resources. The described learning environment can inspire the need for

higher education to reconstruct itself, enabling academic community members to become more flexible and adaptable to rapid change and novelties, make responsible decisions and shed a new light on problems enabling the organization – the academic community of the institution – to constantly learn, seeking improvement of quality in higher education.

### Conclusions

1. Lithuania's accession to the European Union was followed by the radical reform in the higher education system, changes in the attitude towards the conception of quality in higher education. The Bologna Process documents and scientific studies present the conception of quality in higher education as a systematic and continuously ongoing process, in which actively participating academic community – students, teachers, scientists – experience changes in thinking and activities. Universal participation of the academic community of higher educational institutions in processes of changes in quality is directly related to its readiness for changes, striving to improve professional competencies, take responsibility and adapt to the constantly changing environment.
2. Disclosed dimensions of changes in quality of Lithuanian higher education have highlighted the need for giving a sense to the *learning organization* in the contemporary higher education, in which the academic community is empowered to create new knowledge, optimise information dissemination opportunities, promote changes, consciously perceive the importance of the need for novelties in the higher educational institution, seek constant renewal.
3. One of the key factors seeking improvement of quality in higher education is *organizational learning*, which empowers every member of the academic community to get involved in the learning organization: continually learn individually and collectively, cooperate, refusing the role of the passive observer, which so far has been inherent to scholars. Namely such learning environment can inspire the need for higher education to reconstruct itself, enabling academic community members to become more flexible and adaptable to rapid changes, make responsible decisions and shed a new light on problems enabling the organization to constantly learn, seeking *improvement of quality in higher education*.

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## LINKING THEORY AND PRACTICE IN BUSINESS STUDY PROCESS

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**Abstract.** *The research paper presents a teaching methodology of Innovation management by using a practical innovation management assessment on-line tool. Empirical study is made with a group of business students, and the results of the research are presented for discussion. The theoretical part of the paper is based on desk research on innovation assessment methods and IMP<sup>3</sup>rove as one of them. IMP<sup>3</sup>rove is an on-line assessment and benchmarking platform for a comprehensive assessment of companies' innovation management.*

*The practical part of the research is focusing on a case study in the RISEBA University. The use of the IMP<sup>3</sup>rove platform is integrated in the study process. IMP<sup>3</sup>rove platform is used for academic purposes to link innovation management theory and practice. The latest two years students' feedback on the IMP<sup>3</sup>rove assessment method and its usefulness as a learning method are summarized and analyzed, and proposed for discussion and further improvements.*

**Keywords:** *experiential learning, IMP<sup>3</sup>rove, innovation management, innovation metrics, linking theory and practice, SMEs.*

### Introduction

In the conditions of rapid technological development, market globalization and geopolitical instability, the companies face more and more challenges to stay competitive. Innovation and its purposeful management in the companies is one of the keys to success and competitiveness. Therefore recently most of the universities all over Europe have included innovation management in their curricula (OI-Net, 2015), and providing business students with theoretical background of innovation science. However, innovation, particularly open innovation, is not just a theoretical issue. Firstly, innovation as a driving force of economy requires multidisciplinary approach and a close cooperation between involved parties. Secondly innovation requires a range of competences – theoretical knowledge and skills to apply it into practice (OECD, 2011). Studies of innovation management should be closely linked to the real environment where innovation is developed and applied. During the innovation management studies in university, students should acquire the knowledge and skills for managing innovation in a company, starting with idea generation and screening, doing research and new product development, implementing the research results and commercializing them.

Teaching and learning innovation is a special area of pedagogy, called innovation pedagogy. The core idea in the application of innovation pedagogy is to bridge the gap between the educational context and working life (Penttila, Kairisto-Mertanen, 2013), or in another words linking academia and industry,

theory and practice. Following to the previous research on teaching innovation management, the author concluded that “teaching open innovation requires new, innovative teaching methods, based on constructivism theory. Innovation teaching methods should be active teaching methods, corresponding to full learning style, including experiment, experience, reflection and conceptualization (Lapina, Slaidins, 2014).

In this paper the author offers a new but already approbated solution of teaching innovation management. This methodology includes teaching of theoretical knowledge of innovation management, and application of this knowledge for measuring the company’s innovation performance, i.e. performing company’s innovation metrics. In order to measure a companies’ innovativeness, the students have to measure input, process and output indicators. This way the students learn in practice all details related to innovation management in the company. It is important to mention, that all students studying in professional master’s business programs in RISEBA, are working in parallel to their studies, and most of them are working in managerial positions. It means they have access to a company, and its innovation performance data. For innovation metrics, the author has chosen the IMP<sup>3</sup>rove methodology, which is based on a holistic approach to innovation management, and provides students with a comprehensive practical experience in measuring innovation performance and benchmarking innovation management at companies. Doing the innovation management assessment and benchmarking exercise, the students obviously link together theoretical knowledge with practice. During the assessment, the learning process continues - students expand and strengthen their knowledge with its practical application. As innovation management is a multidisciplinary subject, students have to implement also knowledge gained in other subjects (e.g. financial accounting, protection of intellectual property rights, etc.). As additional learning benefit, students gain also team-working skills, strengthen their analytical thinking to analyze the innovation management and benchmarking report, and to develop the operation plan for improvement of innovation performance in the company.

The aim of the paper is to present the IMP<sup>3</sup>rove-based learning as a tool for linking theory and practice in business studies at university professional study programs. The author shares the results of implementation of IMP<sup>3</sup>rove-based learning of innovation management in the RISEBA University in the period of years 2013-2015.

The theoretical part of the paper is based on desk research on innovation assessment methods and IMP<sup>3</sup>rove as one of them. The practical part of the research is focusing on a case study of IMP<sup>3</sup>rove-based learning in the RISEBA University, as well as the author’s ten years’ experience in teaching innovation management. 12 business students feedback in a form of interview is summarized and analyzed. At the end, the conclusions, recommendations and thesis for further discussion are proposed.



## **Experiential learning and innovation metrics as a learning tool**

In business world, when we speak about learning, we understand both traditional learning by gaining explicit knowledge, but also reflective learning – analyzing the own practical experience, and the lessons learned from clients, partners and competitors, leading to the tacit knowledge. Especially this other type of learning requires special skills to learn. J. Bessant distinguishes two important components in learning (Bessant, 2003). The first involves the accumulation and development of a core knowledge base – the “core competence” - which differentiates the firm from others and offers the potential competitive advantage. It is a systematic and purposive learning and construction of a knowledge base. The second component is long-term development of a capability for learning and continuous improvement across the whole organization. Learning is the engine that creates innovation – new things and new ways of doing things do not appear by magic, but via the operation of the learning cycle (Bessant, 2003).

In order to learn, the learner has to realize a full learning cycle. The learning cycle consists of four elements, which all are crucial for learning and involvement in innovation: concrete experience or experiencing (learning from specific experiences, relating to people, being sensitive to feelings and people), reflective observation or reflecting (carefully observing before making judgments, viewing issues from different perspectives, looking for the meaning of things), abstract conceptualization or thinking (logically analysing ideas, planning systematically, acting on an intellectual understanding of a situation) and active experimentation or doing (showing ability to get things done, taking risks, influencing people and events through action) (Kolb, Fry, 1975).

In order to ensure practical or experiential learning, the students should learn by implementing their knowledge in practice. For business students, studying innovation management, usually different types of questionnaires are offered to assess the innovation performance of their companies. In fact, doing assessment of specific company indicators, students have to go in depth analysis of the performance of the company, this way analyzing the reasons of success and failure. Students learn to read and receive signals of success or failure by analyzing the company’s innovation data, and conceptualize the conclusions and implement them in further improvements.

From another side, innovation metrics is very important for a company to monitor the development of the company’s innovation eco-system. Firstly metrics help managers to make informed decisions based on objective data, which is especially valuable given the long-term nature and risk associated with certain innovation projects. Second, metrics affect behavior by helping align goals and actions with the best interests if the company

Usually in reviewing innovation performance, the indicators and measures are divided into three main groups – inputs, process and outputs. According to

Muller, the input indicators measure those variables which set the preconditions for successful innovation. They can be measured in terms of money, talent and time devoted to innovation. Process metrics address those variables that affect the movement of ideas through the pipeline process, but the output metrics measure the results of innovation (Muller et.al., 2005). According to Tidd, (Tidd, et.al., 2003), measures of specific outputs of various kinds – for example, patents and scientific papers as indicators of knowledge produced, or number of new products, are indicators of product innovation success. Operational or process measures, such as customer satisfaction surveys measure and track improvements in quality and flexibility. Measures of strategic success, where the overall business performance is improved in some way and where at least some of the benefit can be attributed directly or indirectly to innovation, for example, growth in revenue or market share, improved profitability, higher value added. When measuring innovation performance, we could also consider a number of more specific measures of the innovation process or particular elements of it, for example – number of new products introduced over past three years and percentage of sales and profits derived from these new products due to them; number of new ideas generated at start of product innovation system; failure rates – in the development process, in the marketplace; customer satisfaction measures – was it what the customer wanted; time to market (average, compared with industry norms), and cost of product versus sector trends; quality versus sector trends; testability; man-hours per new product, etc. (Tidd., et.al., 2003).

In general, the innovation metrics are tools to evaluate and analyze capacity and potential of innovation. There are four types of innovation metrics (Trias & Kotler, 2011):

- Economics - sales from new product launch, profit from the launch of new product, total ROI in innovation;
- Intensity - number of innovations in services, business models; number of ideas generated per year; number of innovation projects in the pipeline / ongoing projects; investment in R&D;
- Effectiveness - success rate in new product, average investment per project, average impact of investment per successful project;
- Culture - percentage of employees that produce ideas; rate of ideas per employee per year; percentage of time spent on innovation; number of departments that innovate on an ongoing basis.

The innovation culture indicator is a clear input indicator; economics is output indicator, but intensity and effectiveness belong to the innovation process metrics.

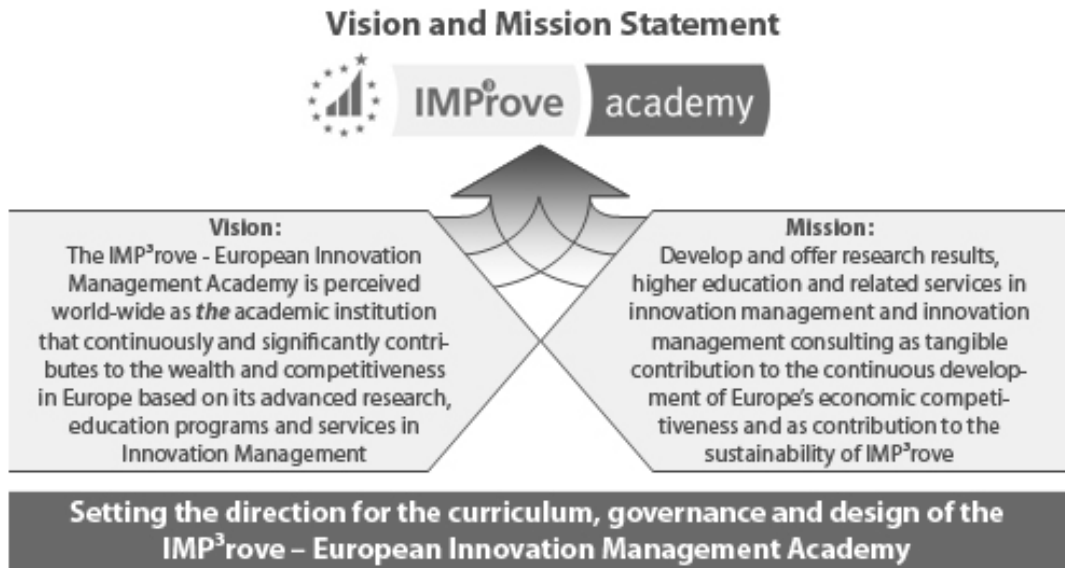
Usually, when some methods are introduced and applied for company's innovation performance assessment, only some of the above mentioned indicators are assessed. However, the IMP<sup>3</sup>rove methodology provides a holistic approach to a company's innovation management, and includes all elements of the innovation metrics.

## **IMP<sup>3</sup>rove methodology in academic environment**

IMP<sup>3</sup>rove is an acronym of Improving Innovation Management Performance with sustainable Impact. IMP<sup>3</sup>rove innovation management assessment and benchmarking methodology was developed within European Commission 6<sup>th</sup> Framework project from 2006 – 2008, and approbated during 2008 – 2011. Since 2012 IMP<sup>3</sup>rove is not funded by EC any more, and it has adapted its business model to the new conditions. IMP<sup>3</sup>rove provides an open platform for small and medium size enterprises (SMEs) and other target groups to assess their innovation management performance and compare it with the performance of other relevant sector companies in Europe (IMP<sup>3</sup>rove, 2015).

The IMP<sup>3</sup>rove methodology initially was the main target group for the IMP<sup>3</sup>rove project (European Communities, 2008). The methodology and related on-line tool was created for SMEs to assess their innovation management performance, analyze the assessment results and go on with improvements to achieve better results. The IMP<sup>3</sup>rove team emphasizes that IMP<sup>3</sup>rove is an excellent tool to raise the competitiveness of companies. To survive in today's highly volatile innovation landscape, SMEs need to create a continuous flow of new ideas and require managerial capabilities to turn these ideas into profitable growth. There is empirical evidence of the interrelation of a systematic and holistic approach towards innovation management and profitable growth. To turn innovation expenditures into profitable growth, SMEs need to address all dimensions of Innovation Management at strategic, operational and cultural level including the innovation enabling factors (European Union, 2012).

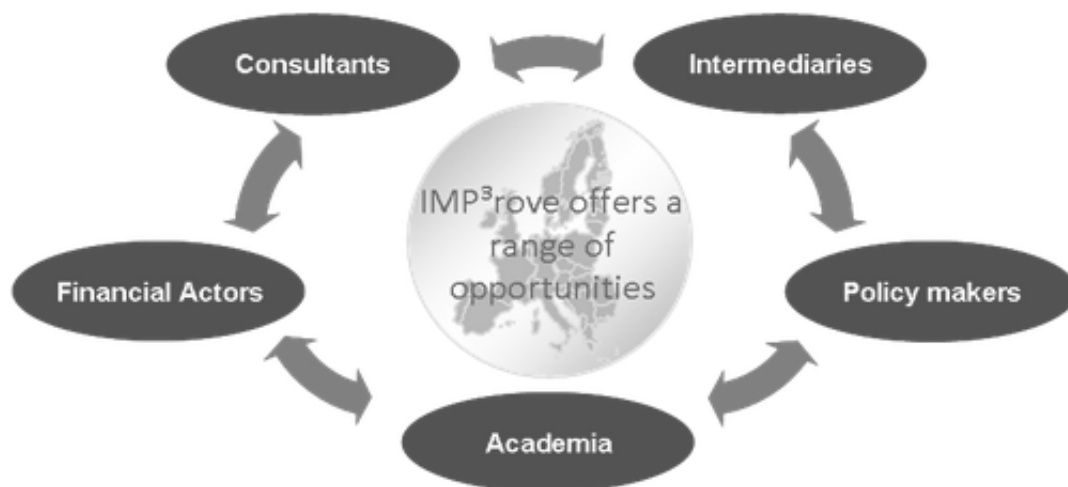
Besides SMEs, other key beneficiaries of IMP<sup>3</sup>rove are consultants, intermediaries, financial advisors and policy makers. In year 2008 the IMP<sup>3</sup>rove methodology was recognized as the best innovation tool in Europe, and was awarded by Europe Innova prize. The project continued, and the methodology was developed, simultaneously thinking about independence of EU funding and its sustainability. Already in 2010, IMP<sup>3</sup>rove launched a new concept of IMP<sup>3</sup>rove Academy, pointing out academic organizations as partners and also beneficiaries of IMP<sup>3</sup>rove community. IMP<sup>3</sup>rove Academy positions itself as world-wide academic institution, developing and offering innovation management research results, implementing innovation management in higher education (Fig.1).



Source: IMP³rove Core Team, 2010 ; www.improve-innovation.eu; IMP³rove is a registered trademark

**Figure 1. IMP³rove Academy mission and vision** Source: IMP³rove, 2015

The key partners and beneficiaries of IMP³rove are SMEs, consultants, intermediaries, financial advisors and policy makers and academia (Fig.2).

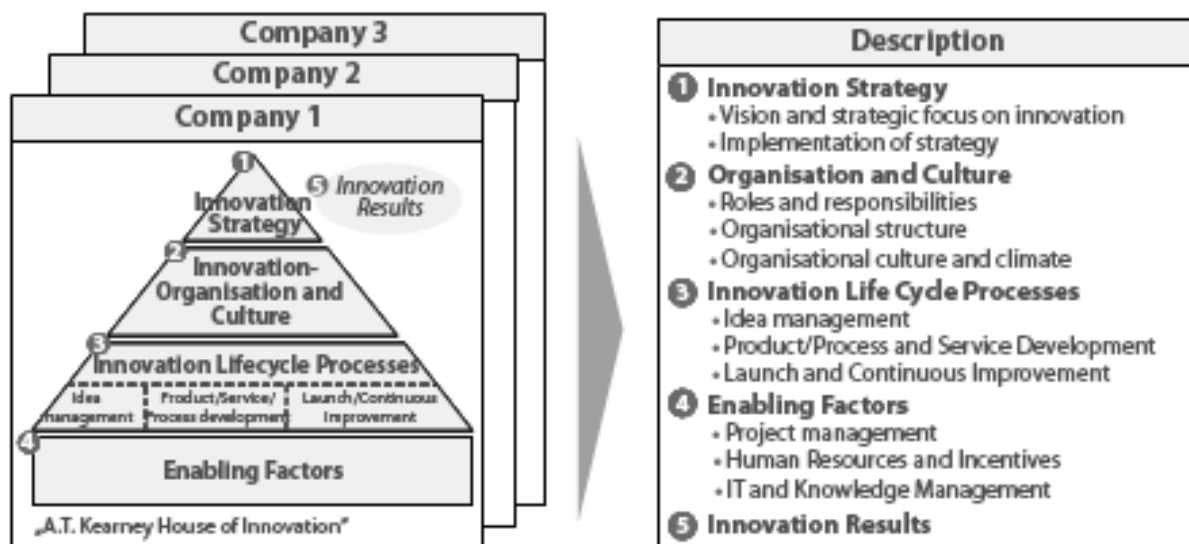


**Figure 2. Partners and beneficiaries of IMP³rove Network.** Source: IMP³rove, 2015

In many cases, the beneficiaries of the IMP³rove may belong to more than one of the partner groups mentioned above. For example, students of professional business programs usually represent two of the target groups – both SMEs and academia. This was the main argument to find a solution for using IMP³rove platform as a learning tool for business students. IMP³rove Innovation Management approach addresses all the aspects of Innovation management relevant to SMEs.

These include innovation strategy, innovation organization and culture,

innovation life cycle processes with idea management; and the development of new products, services, processes, organizational structures and business models; as well as the launch and continuous improvement. IMP<sup>3</sup>rove approach also addresses enabling factors for innovation management such as project management, human resource management, and knowledge management. In this way, IMP<sup>3</sup>rove builds on a holistic approach to Innovation management. (European Communities, 2008) The IMP<sup>3</sup>rove innovation management concept includes all innovation management dimensions in SME, representing input, process and output indicators (Fig. 3). The IMP<sup>3</sup>rove innovation management concept is useful to learn all aspects of innovation management and to link them together with knowledge gained in other than innovation management courses in university curricula, as well as with the practical experience gained working in SMEs.



Source: IMP<sup>3</sup>rove Core Team, 2010 ; [www.improve-innovation.eu](http://www.improve-innovation.eu); IMP<sup>3</sup>rove is a registered trademark

**Figure 3. IMP<sup>3</sup>rove innovation management concept.** Source: IMP<sup>3</sup>rove, 2015

IMP<sup>3</sup>rove team offers a wide variety of services to the Academic Community, including (IMP<sup>3</sup>rove, 2015):

- Integration of the IMP<sup>3</sup>rove Approach into the curriculum for future Innovation Management professionals on bachelor, master or executive level,
- Cooperation in developing special programs on Innovation Management within the regular curriculum or as Summer School program “IMP<sup>3</sup>rove for Students”,
- Integration of selected components of the IMP<sup>3</sup>rove Training curriculum into the existing program,
- Development of new programs on Innovation Management for small and medium sized enterprises,
- Integration of proven courses on Innovation Management into the

program of the IMP<sup>3</sup>rove – European Innovation Management Academy,

- Networking opportunities within the international IMP<sup>3</sup>rove network.

Besides cooperation opportunities, IMP<sup>3</sup>rove has clearly defined the research, learning, quality benefits of the academic community:

- Effective combination of practical experience and academic research,
- Access to an innovative platform to further develop the research activities in the area of Innovation Management for competitiveness of enterprises,
- Building on a proven methodology based on the European pre-standard in Innovation Management Assessment,
- Opportunity to contribute to the economic development of the local enterprises.

IMP<sup>3</sup>rove team shares the experience of good practices in cooperation between academia and SMEs (European Communities, 2008). For example, former experience of University of Applied Sciences in Austria shows that IMP<sup>3</sup>rove approach can be an integral part of the curriculum. This includes the IMP<sup>3</sup>rove assessment, benchmarking, interpretation and the benchmarking report with the support of a trained improve expert, and development and implementation of the measures that will close the gaps identified. The experiences gained in this practical application of IMP<sup>3</sup>rove can later become part of students' thesis.

This approach was tried and tested in RISEBA University, study years 2013/2014 and 2014/2015, on small groups of students, studying entrepreneurship in master's level business program.

### **Case study in the RISEBA University – IMP<sup>3</sup>rove methodology integration in learning innovation management**

According to the OECD study (OECD, 2011) the skills for innovation and research can be divided into basic skills, academic skills, technical skills, generic skills, soft skills and leadership skills. The pedagogic experience shows, that methodologically the most difficult to learn are the generic skills, like problem solving, creative thinking, ability to learn and ability to manage complexity, soft skills, like team work, motivation building, communication, violation and initiative, receptiveness for innovation, ability to manage emotions and behavior during interaction, as well as multicultural openness, and leadership skills like team building and steering, coaching and mentoring, lobbying and negotiating, coordinating. To acquire those skills, teachers integrate acquiring those particular innovation skills as learning outcomes, as well as use specific teaching methodologies.

In the case of Latvia teaching innovation management usually is organized in professional study programs. Professional business study programs are

oriented to link university and entrepreneurship. Usually it is organized by internship in companies, different case studies, company visits and visiting lecturers from the business world. However, the trial to integrate a readymade in-depth assessment and benchmarking method in the teaching methodology, to acquire and strengthen knowledge of innovation management in Latvia is a new experience.

RISEBA University is a private higher education institution, mainly focused to studies of business, economics and arts. Being international school, RISEBA is offering studies in three languages: Latvian, English and Russian. The academic staff is highly professional, both academically and professionally. All the master's programs of Business studies include a course related to innovation management (RISEBA, 2015). In order to ensure a link between theoretical studies and practice, an experiment was organized with two relatively small business student groups (altogether 28 students) in the period of 2013/2014 study year and 2014/15 study year. The author of this paper, being a teacher of Innovation Management course, did observation of the learning process, communicated with IMP<sup>3</sup>rove administration (legal issues, feedback for the quality of the assessment form), and assisted the IMP<sup>3</sup>rove assessment in the class. During this period 15 Latvian SMEs innovation management assessments were done. The companies are registered in IMP<sup>3</sup>rove database, thus giving contribution to the European benchmarking database. After accomplishing the study course, twelve students were interviewed to summarize their feedback on IMP<sup>3</sup>rove assessment integration in the learning process. Qualitative data analysis of the interviews is provided in this study.

During the course, the students were introduced to the theory of innovation management, by using the IMP<sup>3</sup>rove concept. At the beginning of the course, students were informed that they will have to make the IMP<sup>3</sup>rove assessment of their company innovation management, analyze it and on the basis of the analysis they will have to develop the operation plan for company's innovation management improvements. There were organized practical classes, where students filled the IMP<sup>3</sup>rove assessment forms with the assistance of the teacher, who is a registered IMP<sup>3</sup>rove guide.

To fulfil the IMP<sup>3</sup>rove assessment, students need to have access to detailed and also sensitive and confidential company information. As not all the students work in managerial positions, those students who could not access information and accordingly do IMP<sup>3</sup>rove assessment, were joining the teams of other students, taking managerial positions at their work. This way there were organized student teams (2-3 students) for analyzing one company. The team work turned out to be very successful, as it contributed to the learning process – discussion, communication, sharing experiences, reflecting, making decisions, as well as thinking from unusual perspectives and relating theory to the practice. During the assessment process, the students already made the first conclusions – about level of innovation organization and culture, as not all the data necessary

for assessment are recorded in the company; about lack of innovation strategy, as the company's managers in most cases have not studied innovation management and have not set an innovation strategy; about lack of specific knowledge on new product development, intellectual property, which they acquire during the learning process in the class. Also the exam in this course is organized in untraditional way – the student teams orally present the assessment results and the company innovation management development plan.

Seven from the interviewed students were assessing the companies they are working in a managerial position, five students – participated in the assessment team. All the students confirmed that this is the first time they experience this type of learning and exam. All the students noted that they liked this form of learning, one of them especially pointed out that it is because this learning form has linked theory to practice. All the students who assessed their own companies confirmed that this assessment gave an opportunity to learn more about the company they work; all students agreed that this form of learning strengthened their knowledge about innovation management. However, students also listed the difficulties they faced during the learning process. Most of the students pointed out that the difficulties have been related to language. The study language for those students is Latvian, but the on-line assessment form is not available in Latvian. Therefore 7 of 12 students pointed out that their insufficient English language has been the main obstacle for doing assessment, and four of them – that related terminology in English has caused problems. Six students realized that their knowledge on the companies' innovation performance was insufficient, because this type of knowledge is not cultivated (collected and stored) in the company. This shows that the companies in general, show low innovation culture indications, and it corresponds to the data students gained in their companies' on-line assessments. Another weak point of most of the assessed companies is the low indicators regarding innovation strategy. This can be explained with the fact of the companies' managers' insufficient knowledge of innovation management, and lack of innovation related strategic approaches. Also low performance of innovation results was a common feature to almost all of the assessed companies. This fact corresponds to the country indicators in innovation results in general (European Union Scoreboard, 2014).

The students were asked to present proposals for improvements of the IMP<sup>3</sup>rove - based learning. Only two of them were suggesting translating the assessment form in Latvian; two students were suggesting devoting more time to explanation of the specific terminology in the class. One student pointed out that this assessment has been a good incentive to learn more in detail about the company and to follow its innovation performance. In general, this assessment methodology requires a repeatedly assessment after some time (e.g. a year), to compare the results and to evaluate the achievements. Eight students answered that they would like to do it repeatedly, and that means they are very much engaged in their company development and they appreciate the method. As the



online assessment result provides students with detailed data of their companies' performance, the students were asked if they would like to use the assessment results in their Master Thesis. Five of the twelve students gave affirmative answers. As only seven of the interviewed students were assessing their own companies, then five of them are a remarkable result.

To conclude the summary on the case study results, the two year experience has been successful, and after slight improvements in the course syllabus, it is planned to continue the started approach in RISEBA University master's professional business programs.

### **Conclusions**

1. The success of the IMP<sup>3</sup>rove-based learning of innovation management lies in the experiential learning. Learning goes through full learning cycle – applying the theoretical innovation management concepts in practice (experiment), then reflecting and analyzing data, conceptualizing the results, and making conclusions and new concepts for further experimentation.
2. The learning method utilizing the metrics of innovation performance supports professional learning outcomes – it helps to learn more about the company, brings unusual insights of company's performance, providing a holistic analysis of the company success, as well as paves a path to the improvement of company competitiveness in Europe.
3. The benefits for business students of IMP<sup>3</sup>rove-based learning, are following:
  - Linking business to studies and effective combination of practical experience and academic research;
  - Learning more about the company they are managing or being employed;
  - Development of soft skills, like team work, communication, initiative, receptiveness for innovation;
  - Deepening and strengthening their knowledge on innovation management;
  - Applying a new, advanced IT-based learning method.

### **Recommendations and thesis for discussion**

The conclusions in general are positive and are targeted to further improvements and implementation of IMP<sup>3</sup>rove-based learning of innovation management. From the case study analyzed, it is obvious that IMP<sup>3</sup>rove-based learning really links industry and academy, as well as theory and practice in a very highly appreciated form for students.

It may be recommended to adapt the IMP<sup>3</sup>rove-based learning methodology in other business universities, but there are some restricting

factors, such as the language of the on-line assessment form, and the ability of teachers to assist this assessment, as well as the assessment costs.

In order to avoid the language problem, a further discussion and negotiation with governmental representatives about translation of the IMP<sup>3</sup>rove assessment tool into Latvian language is required.

In order to apply the IMP<sup>3</sup>rove-based learning of innovation management in larger scale, it would require innovation management teacher training in IMP<sup>3</sup>rove methodology. Currently there are 6 persons in Latvia, gained IMP<sup>3</sup>rove training, and only the author of this paper applies it in practice, particularly for academic purposes.

Both recommendations – translation of the assessment form and teacher training can be solved with EU funds supported project, where the author of the paper might take a coordination role.

The third restriction for implementation regarding the assessment costs has to be solved by the universities. According to RISEBA experience, it is possible to sign a licensing agreement with IMP<sup>3</sup>rove administration on implementation of the method only for academic purposes.

According to the long-term experience of cooperation with the IMP<sup>3</sup>rove team, and the presented case study on the IMP<sup>3</sup>rove-based learning of innovation management in RISEBA University, the author considers that the IMP<sup>3</sup>rove tool has an enormous capacity both for improving the SMEs competitiveness, and learning innovation management in whole Europe.

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## SVEŠVALODU INTEGRĀCIJA STUDIJĀS

### *Integration of Foreign Languages in Study Process*

Diāna Liepa

Rīgas Pedagoģijas un izglītības vadības akadēmija

**Abstract.** *The aim of the article is to describe language learning conditions for improvement of students learning experience. The practical task is to promote students' knowledge about language learning, foreign language learning pedagogical conditions and its transformation in the study process. The study is carried out in previous research analysis to gain insight into the overall situation of the foreign language studies in Latvia. The research provides an explanation of students' learning and teaching conditions, the results show that a unified foreign language study conception should be developed and implemented in practice.*

**Research Methods.** *Theoretical methods: analysis of scientific and methodological literature, modelling. Empirical research methods: methods of data acquisition – observation, experimenting, data analysis by using the data processing software SPSS 17.0. The research is based at the Riga Teacher Training and Educational Management Academy RTTEMA Pre-School and Primary School Teacher programmes.*

**Keywords:** *teaching, learning, study process, foreign languages, acquisition.*

### Ievads

#### *Introduction*

Pētījumā tiek veikta iepriekš veikto pētījumu analīze, lai gūtu ieskatu par kopējo situāciju svešvalodu studijās Latvijā. Pētījuma kontekstā nozīmīgākie ir pētījumi par izglītības iestāžu spēju veicināt kompetenču apgušanu, jo to secinājumi izmantojami svešvalodu studijās. Aprakstīts empīrisko datu apstrādes rezultātu izvērtējums, veikta rezultātu vispārināšana. Izstrādātas pedagoģiskās rekomendācijas un vadlīnijas. Mācīšanās un mācīšanas esošās pieredzes analīze liecina, ka svešvalodu studijās tiek izmantotas dažādas valodas apguves pieejas (integrētā, strukturālā, funkcionālā, interaktīvā, uz saturu vērstā). Svešvalodu docētāju izpratne par valodas apguvi, studijās izmantoto jēdzienu nozīmi, studentu mācīšanas un mācīšanās principiem ir ļoti atšķirīga (Liepa, 2011:611).

Valodu studijās joprojām dominē tradicionālo pedagoga un studenta attiecību saglabāšana. Svešvalodu studijās nav vienotu valodas prasmju apguves, vērtēšanas un pašnovērtēšanas kritēriju. Vienotas koncepcijas trūkums kavē studentu radošas pašpieredzes veidošanos svešvalodu studijās. Studiju kursu aprakstu analīze ļauj secināt, ka svešvalodu studiju kursu plānošanā un organizēšanā svarīgi ievērot vienotus nosacījumus valodas apguvē, kritēriju izmantošanā, integrēta satura veidošanā, studiju pedagoģisko principu izmantošanā, rezultātu analīzē (Liepa, 2011:611).

**Pētījuma mērķis:** aprakstīt svešvalodu studiju nosacījumus studentu mācīšanās pieredzes pilnveidošanai.

Praktiskais uzdevums ir sekmēt studentu zināšanas par valodu apguvi, svešvalodu studiju pedagoģiskajiem nosacījumiem un to transformāciju studiju procesā.

Pētījuma metodes:

teorētiskās metodes: zinātniskās, metodiskās literatūras analīze, esošās prakses analīze, modelēšana; empīriskās metodes: datu ieguves metodes – novērošana, anketas izstrāde, anketas aizpildīšana, iegūto datu analīze. Pētījuma dati interpretēti kvantitatīvi ar datu analīzes programmu, anketas rezultāti apstrādāti, izmantojot matemātiski statistiskās metodes, attēloti grafiski, analizēti un interpretēti.

Pētījumā piedalījās Rīgas Pedagoģijas un izglītības vadības akadēmijas studenti. Pētījumā pārstāvētās pedagoģijas studiju programmas: „Pirmsskolas un sākumskolas skolotājs” un „Pirmsskolas skolotājs”.

### **Svešvalodu studiju raksturojums Latvijā** *Characterization of Latvian foreign language studies*

Lai varētu sekmīgi konkurēt Eiropas Savienības darba tirgū, augstskolu absolventiem nepieciešamas atbilstošas svešvalodu prasmes un kompetences. Augstākajās mācību iestādēs svešvalodu var apgūt kā atsevišķu studiju kursu un kopā ar kādu citu studiju kursu, lasot profesionālo literatūru. 2006. gadā veiktajā Labklājības ministrijas ESF nacionālās programmas darba tirgus pētījumā „Profesionālās un augstākās izglītības programmu atbilstība darba tirgus prasībām”, analizējot kvantitatīvās aptaujas datus par izglītības iestāžu spēju veicināt prasmju apgūšanu, secināts, ka atsevišķas prasmes tiek vērtētas dažādi un pastāv atšķirības starp profesiju grupām un izglītības iestādēm. Vismazāk respondentu nav apmierināti ar izglītības iestādēm par savas specialitātes pārzināšanu un prasmi patstāvīgi mācīties, kā arī par prasmi sameklēt informāciju. Gandrīz puse respondentu (46,3%) uzskata, ka ir pilnībā apmierināti ar zināšanām un prasmēm savā specialitātē, 40% ļoti pozitīvi vērtē sniegtās prasmes patstāvīgi mācīties un strādāt komandā. Vismazākais pilnībā apmierināto respondentu skaits ir attiecībā uz svešvalodu prasmēm (25%), tādējādi var secināt, ka augstākās izglītības iestādes nepietiekami daudz vai nepietiekami augstā līmenī nodrošina svešvalodu apguvi. Samērā maz pilnībā apmierinātu respondentu ir arī attiecībā uz izglītības iestādes iemācītajām prasmēm piemēroties un darboties jaunās situācijās (29,9%). Šī tendence ir bīstama mūsdienu tirgus ekonomikas apstākļos, kad ļoti būtiska ir spēja pielāgoties izmaiņām darba tirgū. (*ESF nacionālā programma „Profesionālās un augstākās izglītības programmu atbilstība darba tirgus prasībām”*, 2007:64)

Analizējot pētījuma rezultātus, var secināt, ka izglītības ieguldījums darba tirgū nepieciešamo prasmju apgūšanai ir zemāks, nekā nepieciešams. (*ESF nacionālā programma „Profesionālās un augstākās izglītības programmu atbilstība darba tirgus prasībām”*, 2007:65)

Labklājības ministrija veica arī pētījumu par mācību laikā apgūto prasmju pašvērtējuma saistību ar darbu atbilstoši izglītībai. (*ESF nacionālā programma „Augstāko un profesionālo mācību iestāžu absolventu profesionālā darbība pēc mācību beigšanas”*, 2007:222)

Pētījuma rezultāti liecina, ka svešvalodu prasmes ir vissliktāk apgūtās dzīvei nepieciešamās prasmes. „Pedagogu izglītība un izglītības zinātnes” programmas absolventi svešvalodu prasmju apguvi novērtējuši viszemāk

(*ESF nacionālā programma „Augstāko un profesionālo mācību iestāžu absolventu profesionālā darbība pēc mācību beigšanas”*, 2007:222).

Pēdējos gados vairākās Latvijas augstskolās svešvalodas kursam paredzētais laiks tiek arvien vairāk samazināts. I. Rudzinska veica pētījumu par svešvalodu studijām Latvijas augstskolās, kura rezultātā radās šādi secinājumi:

- vispopulārākā ir tekstu lasīšana no mācību grāmatām (68%), bet vismazāk studentu lasa garākas literatūras vienības (garāki teksti par 5 lpp.);
- no rakstīšanas aktivitātēm visplašāk tiek izmantota e-pasta vēstuļu rakstīšana (68%), bet neliels skaits studentu raksta referātus un pierakstus par mācīšanās aktivitātēm (14%);
- runāšanas aktivitātes tiek lietotas visvairāk: 100% studentu atbildējuši, ka nodarbībās veido dialogus, strādā grupās, individuālās prezentācijas praktizējuši 43%;
- 68% studentu atzīst, ka uzdevumi nodarbībās un pārbaudes darbos viņiem ir par grūtu;
- 100% studentu atzīst, ka studiju procesa laikā viņi uzņem informāciju, bet tikai 30% un 46% studentu atzīst, ka apraksta notikumus, izsaka viedokli – tātad var secināt, ka studiju procesa norise joprojām ir tradicionāla;
- studiju sasniegumu vērtēšanā visvairāk (89%) tiek izmantoti testi. (Rudzinska, 2008:475)

Minēto pētījumu analīzes rezultāti apliecina vienotas koncepcijas izstrādes un izmantošanas nepieciešamību svešvalodu studiju kursu plānošanā un organizēšanā.

Izvērtējot studiju virzienus Latvijā, eksperti pārliecinājās par to, ka studiju process pilnveidojams visās augstskolās. Daudzās mācību iestādēs mācību metodes ir tradicionālas, trūkst inovācijas un modernu risinājumu. Vērojama nepietiekama angļu valodas iekļaušana studiju programmās un tās regulāra lietošana gan studentiem, gan arī pasniedzējiem. Vairākās augstskolās studenti angļu valodu nereti pārvalda labāk par personālu. Angļu valoda būtu vairāk lietojama saskarsmē, apmācībā un studiju darbos, ietverot studiju programmās plašāku un regulārāku angļu vai citas svešvalodas pielietojumu gan sarunvalodā, gan rakstveidā. Ieteicams darbos lietot vairākas svešvalodas – krievu un angļu kopā ar latviešu valodu. Mērķtiecīgāk jāpaplašina studentu un pasniedzēju angļu valodas zināšanas, kā mutiskās, tā arī rakstiskās, atbilstīgi Eiropas valodu

kompetences nosacījumiem. („*Ekspertu vērtējums pa studiju virzieniem Latvijā*”[http://www.aip.lv/ESF\\_projekts\\_publ\\_32\\_9.htm](http://www.aip.lv/ESF_projekts_publ_32_9.htm))

Ekspertu vērtējumā konstatēts, ka izglītības programmu īstenošanā ir laba sadarbība ar citām augstskolām Eiropā un ārpus tās, sadarbība starp Latvijas augstskolām vērtējama kā vāja.

Pētījuma secinājumi ņemami vērā svešvalodu studiju plānošanā un organizēšanā. („*Ekspertu vērtējums pa studiju virzieniem Latvijā*”[http://www.aip.lv/ESF\\_projekts\\_publ\\_32\\_1.htm](http://www.aip.lv/ESF_projekts_publ_32_1.htm))

Pašreizējā situācijā Latvijas augstākajā izglītībā meklējami jauni risinājumi. Kā alternatīvs variants tiek piedāvāts augstākās izglītības modelis, kas balstīts uz moduļu principa. Studiju moduļa izpratnē nav būtisku atšķirību no eksistējošās studiju programmu sistēmas. Tomēr studiju moduli var izprast arī atšķirīgi – kā patstāvīgu, pabeigtu studiju daļu. Studiju modulis tiek saprasts kā vairāku studiju kursu kopums, kuru apgūstot studējošais iegūst konkrētas kompetences, kas ir skaidri formulētas, pazīstamas darba tirgū un nodrošina izglītības turpināšanas iespējas gan formālajā, gan neformālajā izglītībā. Augstākās izglītības modelim, kas balstīts uz moduļu principu, ir vairākas priekšrocības:

- ļauj studējošajam brīvi veidot savu studiju programmu, ņemot vērā savas vajadzības un nepieciešamību;
- ļauj īstenot mūžizglītības principu, dažādos dzīves posmos pēc nepieciešamības atgriežoties studēt kādā noteiktā modulī, papildinot jau esošo kvalifikāciju ar jaunu;
- moduļa struktūra ir elastīga, vienkārši nomainīt vienu moduli ar otru. (*Jermolajeva, 2007:17*)

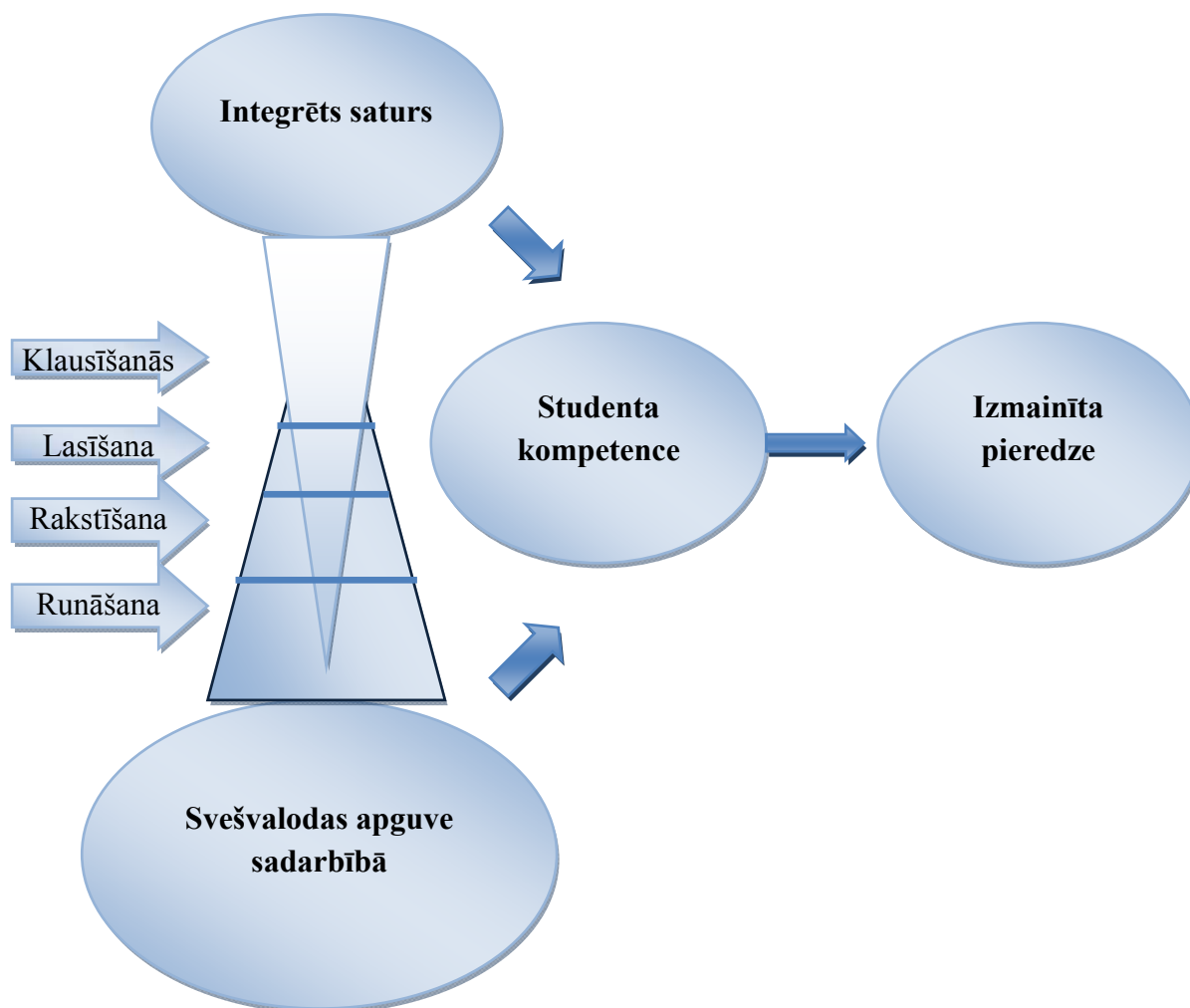
Moduļi ir orientēti uz dažādām jomām, tajos iekļautie kursi centrēti uz problēmām un ir interdisciplināri, tiek izmantota zinātņu integrācija, dominē uz studentiem centrēta pieeja, liels studentu patstāvīgo studiju īpatsvars. (*Blūma, 2006:21*) Augstākās izglītības sistēmā iezīmējas problēma par demokrātisku, brīvu, atbildīgu, pašnoteiktu izglītības subjektu no vienas puses un izglītības institūciju kā ierobežojošo varas struktūru – no otras. Pakļaujoties augstskolas formālo prasību bezierunu izpildei, tiek riskēts ar studentu un mācību spēku patstāvīga intelektuālā ceļa meklējumu pazaudēšanu. Piemēram, jaunas radošas idejas var palikt nerealizētas, atduroties pret obligātu studiju plānu. Protams, pašu studentu atbildība par patstāvīgu studiju procesa plānošanu arī saistīta ar risku. Skatot studēšanas brīvību visplašākajā filozofiskajā nozīmē, runa ir par brīvību uzņemties atbildību. Studentiem ir būtu jābūt atbildīgiem par savām idejām, darbību, viņu uzdevums ir apzināti izvērtēt studiju programmās apgūto. (*Rubene, 2006:13*).

Svešvalodu studijās veidojama vienota koncepcija (vienas augstskolas mērogā, starp augstskolām, starptautiskās sadarbības ietvaros), kas pamatots uz valodas apguves nosacījumiem, studiju pedagoģiskajiem principiem, starpdisciplināro pieeju, svešvalodu studiju rezultātu: studentu pieredzes apguvi,

mācīties un vienībā lietot svešvalodu. Svešvalodu studijās izmantojami vienoti vērtēšanas un pašnovērtēšanas kritēriji.

Saskaņā ar svešvalodu studiju modeli, svešvalodas studijas raksturo

- studentu pieredzes izzināšana (valodas prasmju apguves līmeņu noteikšana, valodas mācīšanās pieredzes apzināšana, motīvu, interešu un vajadzību noskaidrošana);
- svešvalodas saturs veidošana mijšakarībā ar studentu iepriekš iegūto pieredzi un sabiedrības procesu studijām;
- interaktivitātes mijšakarība saturs un saturs apguves organizācijas vienotībā;
- mācīšanās pieredzes pilnveidošanās interaktivitātes mijšakarībā (studenti apgūst saturu sadarbībā: klausoties, lasot, rakstot, runājot);
- studiju procesa gaitā veidojas kompetence, kas, kļūvusi par vērtību, izmaina studenta pieredzi, kuru var pārnest, izmantot citos studijuursos un reālās dzīves situācijās. Pārnesi raksturo radošuma pakāpi studiju procesā (1. att.)



1.attēls. Svešvalodu studiju modelis  
 Figure 1. Model of foreign language studies  
 (Liepa, 2011:28)



## **Vienota pieeja svešvalodu studijām** *A common approach to foreign language studies*

Pētījumā izstrādāti ieteikumi svešvalodu studiju kursu aprakstu veidošanai, kas pamato tālāko studiju procesa plānošanu un organizēšanu. Pamatojoties uz valodas apguves un pedagoģijas principiem, veidoti vispārīgie studiju kursu aprakstu nosacījumi. Tomēr, ņemot vērā katra studenta, katras studentu grupas atšķirības un vienreizību, nevar vienu svešvalodas studiju kursa aprakstu izmantot visām attiecīgās specialitātes grupām. Izmantojot svešvalodas studiju kursu aprakstu pamatnosacījumus, sākot darbu ar jaunu studentu grupu, studiju kursa apraksts ir veidojams no jauna, piemērojams katra studenta, studentu grupas vajadzībām.

Studiju kursa plānošanas gaitā ievērojami studentu izpētes rezultāti, izmantojami sadarbības un līdzdarbības principi. Pamatojoties uz kopējo mērķi, kas izveidots, ievērojot veseluma pieeju valodas apguvē, pēc studentu valodas prasmju līmeņu, vajadzību un interešu apzināšanas, izvirzāmi individuālie mērķi un nosakāmas prioritātes darbā ar attiecīgās grupas studentiem.

Studentu objektīvās vajadzības (valodas prasmju apguves līmeņi, mācību pieredze, saturs, valodas lietošana, kompetences) tiek diagnosticētas pēc svešvalodu prasmju apguves pašnovērtēšanas līmeņiem un prasmju, mācīšanās un profesionālās lietošanas integrācijas vērtēšanas līmeņiem. Studentu subjektīvās vajadzības izpaužas viņu vēlmēs, cerībās, attieksmēs, psihiskajās īpašībās, kuras nav iespējams diagnosticēt ar līmeņu vai testu palīdzību. Subjektīvie faktori ir arī intereses, vajadzības, studentu izjūtas konkrētajā vidē. Vispārīgie studiju kursu aprakstu veidošanas ieteikumi papildināmi ar studentu pašpieredzes izpētes analīzi, kuras veikšanai pētījuma gaitā tika izveidota studentu aptaujas anketa. Ar studentu svešvalodas prasmju apguves līmeņu apzināšanu nepietiek, lai plānotu turpmāko studiju procesu, izvirzītu individuālos mērķus, izvēlētos piemērotu saturu. Nepieciešama ir studentu subjektīvo vajadzību, interešu un prioritāšu analīze. Svarīgi ir zināt, kādam nolūkam studenti vēlas apgūt svešvalodu, kādi temati viņus interesē, kuru prasmju apguvi viņi uzskata par svarīgāku. Noskaidrojamas grūtības, kuras studentiem rodas svešvalodas lietošanā, kāpēc. Apzināmas vēlamās studiju metodes un studentu iepriekšējā svešvalodu apguves pieredze.

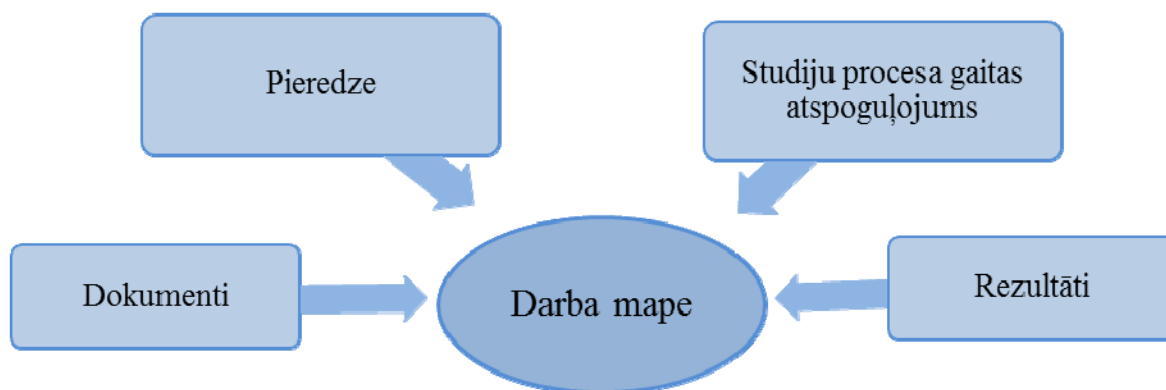
Studentu personisko un darba jautājumu aktualizācija integrējama ar profesionālajiem tematiem un katra studenta svešvalodas prasmju apguves līmeni.

Analizējot Latvijas Universitātes studiju programmu „Sociālais pedagogs” un „Pamatizglītības skolotājs”, Daugavpils Universitātes studiju programmas „Pirmsskolas skolotājs”, Rīgas Pedagoģijas un izglītības vadības akadēmijas studiju programmas „Vidējās izglītības bioloģijas un dabas zinību skolotājs”, Biznesa augstskolas Turība studiju programmas „Tūrisma stratēģiskā vadība”, Liepājas Universitātes studiju programmas „Pamatizglītības skolotājs”, Rīgas

Stradiņa universitātes studiju programmas „Sociālais darbs”, Rēzeknes Augstskolas studiju programmas „Sociālais pedagogs” studiju kursu aprakstus, var secināt, ka studentu svešvalodas apguves līmeņi tiek pielīdzināti vienādam sasniedzamajam rezultātam.

Sekmīgs svešvalodu studiju process ir saistīts ar regulāru studentu individuālās izaugsmes novērošanu, panākumu un grūtību izvērtēšanu, jaunu mērķu un uzdevumu izvirzīšanu. Studentu attīstība un sasniegumi ikdienas mācību procesā tiek atspoguļoti valodas apguvēju darba mapē (*portfolio*). Darba mapē ietverama gan procesa, gan rezultāta izvērtēšana. Ikvienā darba mapē ietverama attiecīgā dokumentācija: studiju programma, studiju kursa apraksts, informācija par starpdisciplīnu integrāciju, izmantotajiem kritērijiem.

Darba mapē (2. att.) iekļaujama informācija par studenta valodu apguves pieredzi (kad un kur apgūta svešvaloda, kādi sertifikāti iegūti), dokumenti (svešvalodas un profesionālo studiju kursu apraksti), apraksti par studiju procesa gaitu (valodas apguves prasmju pašnovērtējums un studentu svešvalodas prasmju apguves, mācīšanās un profesionālās lietošanas integrācijas vērtējums svešvalodas studiju sākumā, informācija par interesēm, valodas lietošanas vajadzībām, mācīšanās stila apraksts, docētāja un studenta kopīgi definēti mērķi, mērķu sasniegšanas veidi, veiktie darbi) un rezultāti (valodas apguves prasmju pašnovērtējums un studentu svešvalodas prasmju apguves, mācīšanās un profesionālās lietošanas integrācijas vērtējums svešvalodas studiju beigās, studentu pašu veidoti vērtēšanas kritēriji).



**2.attēls. Darba mapes struktūra**  
*Figure 2. The structure of the portfolio*

Vienotas koncepcijas izstrāde attiecināma arī uz darba mapes veidošanu un izmantošanu gan vienas mācību iestādes ietvaros, gan starp dažādām mācību iestādēm.

Pēdējā laikā ļoti populāra augstākajās izglītības iestādēs kļuvusi starpdisciplinārā pieeja. Reālās situācijas analīzes rezultātā var secināt, ka dažādu profesionālo kursu docētāji bieži izmanto lasīšanas un tulkošanas pieeju darbā ar tekstiem svešvalodā. Studentiem tiek iedoti docētāja izvēlēti teksti, kas

neatbilst viņu valodas apguves pieredzei, netiek sniegta iespēja izvēlēties un atrast savu tekstu, netiek ievēroti valodas apguves nosacījumi. Vienotas koncepcijas trūkuma dēļ netiek lietota veseluma pieeja valodas apgūvē, studiju procesa plānošanā un organizācijā vērojamas tradicionālās pedagoga un studenta attiecības. Docētājiem, kuri studijuursos iekļauj svešvalodas tekstu tulkošanu, būtu jāsadarbojas ar svešvalodu docētājiem integrēta satura veidošanā, kā arī izmantojama studentu darba mapēs esošā informācija.

Pašreizējās situācijas analīze liecina, ka integrēta satura veidošana notiek daļēji un nesistemātiski. No vienas puses, svešvalodu docētāji iekļauj studijuursos ar specializāciju saistītus tematus, radot apstākļus studentu profesionālo kompetenču pilnveidošanai, taču neveidojas sistemātiska sadarbība ar citu studiju kursu docētājiem. Nenotiek informācijas apmaiņa par studentu individuālajiem sasniegumiem. No otras puses, dažādu studiju kursu docētāji izmanto lasīšanas – tulkošanas pieeju, uzdodot studentiem tulkot profesionālus tekstus, neievērojot valodas apguves komponentu integrāciju un individualizācijas pieeju. Pieredze rāda, ka šajā situācijā nozīmīga ir katra studenta svešvalodas studiju darba mape, kurā tiktu atspoguļota studentu svešvalodu studiju pieredze, sasniegumi un veiktais darbs. Pamatojoties uz šo informāciju, veidojama sadarbība starp svešvalodu un citu studiju kursu docētājiem. Vienota koncepcija par darba mapes veidošanu būtu nepieciešama arī visām augstākajām mācību iestādēm. Studentiem, kuri ir studējuši dažādās augstskolās, vienota koncepcija palīdz attīstīt prasmes un kompetences, neatkarējoties, pamatojoties uz jau gūto pieredzi, kas uzkrājama darba mapē un izmantojama dažādās dzīves situācijās. Arī vispārīgie studiju kursu aprakstu veidošanas ieteikumi papildināmi ar studentu pašpiederdes izpēti analīzi, kuras veikšanai pētījuma gaitā tika izveidota studentu aptaujas anketa. Ar studentu svešvalodas prasmju apguves līmeņu apzināšanu nepietiek, lai plānotu turpmāko studiju procesu, izvirzītu individuālos mērķus, izvēlētos piemērotu saturu. Nepieciešama ir studentu subjektīvo vajadzību, interešu un prioritāšu analīze. Svarīgi ir zināt, kādam nolūkam studenti vēlas apgūt svešvalodu, kādi temati viņus interesē, kuru prasmju apguvi viņi uzskata par svarīgāku. Noskaidrojamas grūtības, kuras studentiem rodas svešvalodas lietošanā, kāpēc. Apzināmas vēlamās studiju metodes un studentu iepriekšējā svešvalodu apguves pieredze (1. tab.). Analizējot esošos studiju kursu aprakstus, var secināt, ka studentu svešvalodas apguves līmenis tiek apzināts atšķirīgi.

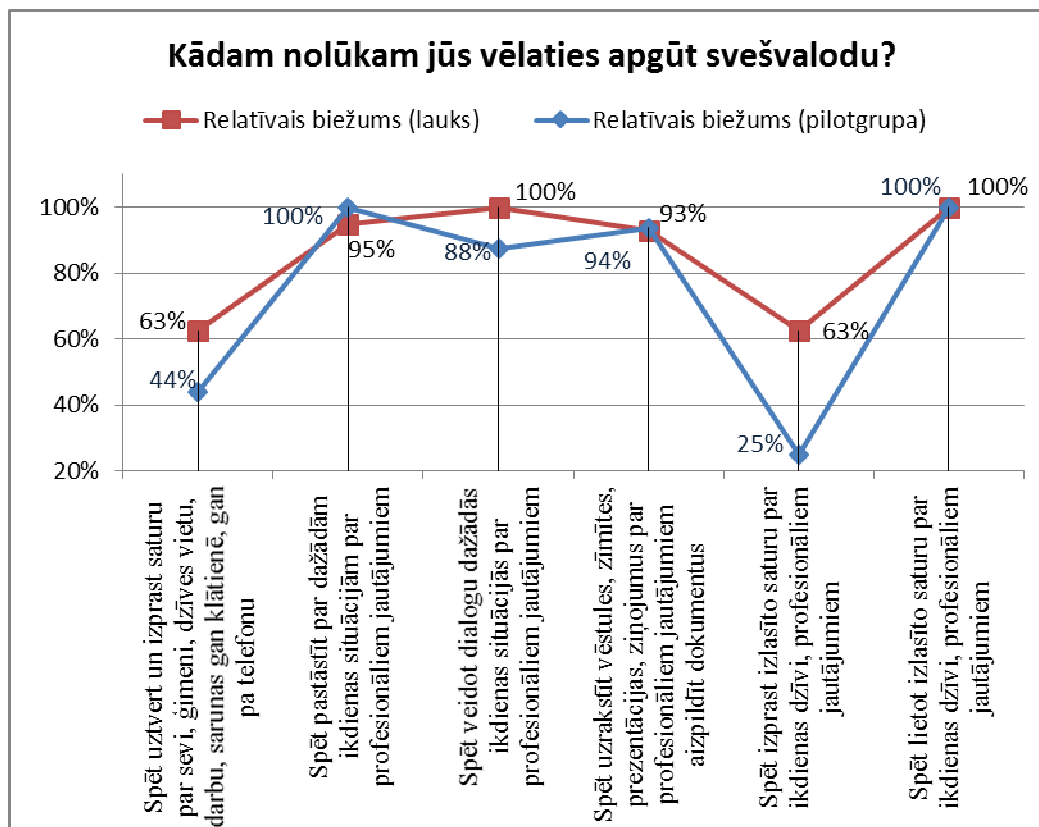
**1.tabula. Studentu mācīšanās un mācīšanas nosacījumi**  
**Table 1. Students' learning and teaching conditions**

Studentu mācīšanās	Studentu mācīšana
Mācīšanās kļūst par cilvēka attīstības iekšējo nepieciešamību	Studiju procesā uzsvars tiek vērsts uz izpratnes un attieksmes veidošanu par mācību būtību, pamudinājumu pašiniciatīvai un pašdarbībai. Valodas apguves nosacījumu izpratne.
Studentiem raksturīga sava dzīves pieredze, priekšstati par mācīšanos, savām spējām, vajadzības, pašvērtējums, priekšzināšanas	Diagnosticēšanas sistēmas izveidošana un tās izmantošana mācību sākumā sekmīgai turpmākā darba plānošanai un gaitai. Valodas apguves līmeņa apzināšana. Patstāvīgas darbības plānošana.
Mācīšanās konkrēto vajadzību apzināšana	Studentu līdzdalība mācību procesa plānošanā un organizēšanā
Studentu vēlme izpausties, komunicēt ar grupas biedriem	Atbilstošas metodikas un tehnikas izvēle
Psiholoģiskā klimata ietekme uz studiju procesu	Labvēlīgas, draudzīgas un patīkamas vides radīšana
Vecuma ietekme uz studiju procesu	Pedagoga un studentu vienlīdzība, aktīva darbība, sadarbība
Stila, tempa atšķirības	Individuālo īpašību ievērošana
Studentu ieinteresētība rezultātā	Pašnovērtējuma, vērtējuma plānošana un izveide

## **Rezultāti** **Results**

Studentu subjektīvo vajadzību un prioritāšu izpēte veikta, analizējot studentu aptaujas anketas Anketu veido reālo situāciju konstatējoši jautājumi un studentu pārdomām un ierosinājumiem atvēlētā daļa, kuras rezultāti interpretēti kvantitatīvi ar SPSS datu analīzes programmu (3. att.). Anketas jautājumi pamatojas uz pētījumā izveidotajiem kritērijiem. Aptaujā piedalījās RPIVA skolotāju programmu studenti. Aptaujas rezultāti parāda, ka 63% aptaujāto studentu vēlas spēt uztvert un izprast saturu par sevi, ģimeni, dzīvesvietu, darbu, sarunas gan klātienē, gan pa telefonu, 6% aptaujāto studentu vēlas spēt izprast izlasīto saturu par ikdienas dzīvi un profesionāliem jautājumiem, 100% aptaujāto studentu vēlas spēt veidot dialogu dažādās ikdienas situācijās, par profesionāliem jautājumiem, 93% aptaujāto studentu vēlas attīstīt savas rakstītprasmes, 63% aptaujāto studentu vēlas spēt pastāstīt par nepieciešamo tematu, 100% vēlas spēt lietot izlasīto saturu par ikdienas dzīvi un profesionāliem jautājumiem (3. att.). Pēc studentu anketu analīzes var secināt, ka rezultāti ir analogi pilotpētījumā iegūtajiem rezultātiem. Svešvalodas studiju procesā lielāka uzmanība jāpievērš valodas lietošanai, nevis satura uztveršanai un izprašanai. Ievērojamas dažādas valodas lietojuma jomas: personiskā, sabiedriskā un profesionālā.

Aptaujā iegūtie rezultāti ļauj secināt, ka galvenās problēmas svešvalodu apguvē galvenokārt rada informācijas izmantošana rakstos un mutvārdos (3. att.). 44% aptaujāto studentu atzīst, ka viņiem ir grūtības informācijas ieguvē, 93% aptaujāto saskaras ar grūtībām starpkultūru saskarsmē.



3.attēls. Svešvalodu apguves vajadzības  
 Figure 3. Needs of foreign language acquisition

93% no studentiem ir grūtības informācijas izmantošanā rakstos, 100% uzskata, ka apgrūtināta ir informācijas izmantošana mutvārdos, 93% uzskata, ka grūtības sagādā lietišķā sarakste. Plānojot studiju procesu un izvēloties piemērotus līdzekļus, metodes un paņēmienus, jāņem vērā pastāvošās grūtības valodas lietošanā.

### Secinājumi Conclusions

Svešvalodu studijās veidojama vienota koncepcija (vienas augstskolas mērogā, starp augstskolām, starptautiskās sadarbības ietvaros). Svešvalodu studijās izmantojami vienoti vērtēšanas un pašnovērtēšanas kritēriji. Pētījumā sniegti ieteikumi vienotas svešvalodu studiju koncepcijas izveidei, studiju kursu aprakstu, darba mapes veidošanai un izmantošanai, vienotas starpdisciplīnu saiknes nostiprināšanai. Izmantojot svešvalodas studiju kursu aprakstu pamatnosacījumus, studiju kursa apraksts ir piemērojams katras studentu grupas

vajadzībām. Studiju kursa plānošanas gaitā ievērojami studentu objektīvo un subjektīvo vajadzību izpētes rezultāti. Pamatojoties uz kopējo mērķi, studenti var izvirzīt individuālo mērķi un docētājs noteikt prioritātes darbā ar attiecīgās grupas studentiem. Sekmīgs svešvalodu studiju process ir saistīts ar regulāru studentu individuālās izaugsmes novērošanu (panākumu un grūtību izvērtēšana, jaunu mērķu un uzdevumu izvirzīšana). Cēloņi svešvalodas lietošanas grūtībām meklējami dažādajās pieejās un metodēs, kuras izmanto svešvalodu skolotāji gan skolās, gan citās mācību iestādēs. Ievērojot grupas izpētes rezultātus, nodarbību laikā jāparedz aktivitātes, kas sekmē valodas lietošanu dažādās situācijās, bet sagatavošanās nodarbībām paredzama, gatavojot patstāvīgos darbus, lasot studentu valodas līmenim un interesēm atbilstošus tekstus, veicot rakstu darbus.

### Summary

The article explores and analyzes the overall situation of the foreign language studies in Latvia. Students' reflections confirm the necessity for a study process organization change to create a study environment, which would stimulate the language use for individual needs. The causes of difficulties are connected with different approaches and methods used by foreign language teachers. The study process should create conditions for the self-actualization and development. Based on the common goals, students may choose individual objectives. Successful language learning process is related to the regular monitoring of students' personal growth. According to the results of the study groups, classes should provide activities that promote the use of language in different situations, but the preparatory activities should be connected with reading of the relevant texts based on the students' language level and interests and writing. The study recommends the concept for organization of common foreign language studies, the creation of the course description, portfolio and strengthening of the interdisciplinary links.

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## ИСПОЛЬЗОВАНИЕ ЭЛЕКТРОННОЙ ИНФОРМАЦИОННО- ОБРАЗОВАТЕЛЬНОЙ СРЕДЫ ВУЗА ДЛЯ СОПРОВОЖДЕНИЯ СТУДЕНТОВ В ПРОЦЕССЕ ОСВОЕНИЯ ОБРАЗОВАТЕЛЬНЫХ ПРОГРАММ

### *The Use of E-learning Information Educational Environment in University under the Realization of Educational Programmes*

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**Abstract.** *The structure of information educational environment for the support of the students' mastering the competence-oriented higher educational programmes is considered in the article. The experience of its using is submitted.*

**Keywords:** *distance learning, higher education, information educational environment, student-centred training.*

### **Введение** *Introduction*

Официальное включение российской высшей школы в процесс Болонских реформ поставило задачу обеспечения качества и управления качеством на одно из центральных мест в модернизации высшего образования. Сегодня студент должен быть активным субъектом процесса образования, его мотивированное и заинтересованное участие в образовательном процессе является необходимым условием эффективной реализации образовательной программы.

Студентоцентрированность образовательного процесса предполагает активное участие самого студента при освоении образовательной программы, повышает его ответственность за качество результата. Необходимо стимулировать студентов к самостоятельной деятельности по достижению заявленных результатов образования.

Байденко, Гузаиров, Селезнева (2013) отмечают, что наиболее полная интерпретация студентоцентрированного обучения изложена в «Справочном руководстве для студентов, сотрудников и высших учебных заведений», которое является частью проекта под названием «Время новой парадигмы в образовании: студентоцентрированное обучение»,

выполненном за счет финансов ЕС Европейским союзом студентов (ESU) и организацией «Education International» (EI).

Strahlman (2011) приводит обоснование позитивной роли студентов в управлении обеспечении качества высшего образования: «There is an increasing demand from students and their organisations all over Europe for involvement in quality assurance. Today, this demand is met with a wide international understanding that student involvement is a key factor in quality assurance» (с. 64).

Студентоцентрированный подход в образовании получил всестороннее описание в многочисленных работах российских исследователей и продолжает интенсивно развиваться. В том числе, это исследования, связанные с сопровождением студентов при освоении ими образовательных программ, созданием научно-методического обоснования, разработкой системы оценки уровня сформированности компетенций (Байденко, Максимов, Селезнева, 2012; Байденко и др., 2013).

Целью данной статьи является анализ возможностей использования электронной информационно-образовательной среды университета для дистанционного информационно-методического сопровождения студентов в условиях реализации студентоцентрированного обучения. Основой данной разработки послужили многолетние исследования в области качества и компетентностного подхода в образовании, которые ведутся авторами статьи в рамках лаборатории проблем качества высшего образования Псковского государственного университета.

В ходе исследования были использованы следующие методы: анализ научной литературы по проблеме исследования, опытная реализация разработанного сопровождения студентов, анкетирование, анализ полученных результатов.

В данной статье представлены структура дистанционного информационно-методического сопровождения студентов, краткое описание ее элементов, а также результаты апробации созданного дистанционного сопровождения студентов в период освоения ими образовательных программ Псковского государственного университета.

**Модель дистанционного сопровождения студентов при освоении образовательной программы**

***The model of remote support of students under the realization of educational programmes***

Основная цель информационно-методического сопровождения – помочь студентам в управлении качеством своего образования.

Медведева, Мартынюк, Панькова, Соловьева, Шинкарева (2010) приводят результаты анкетирования студентов-первокурсников



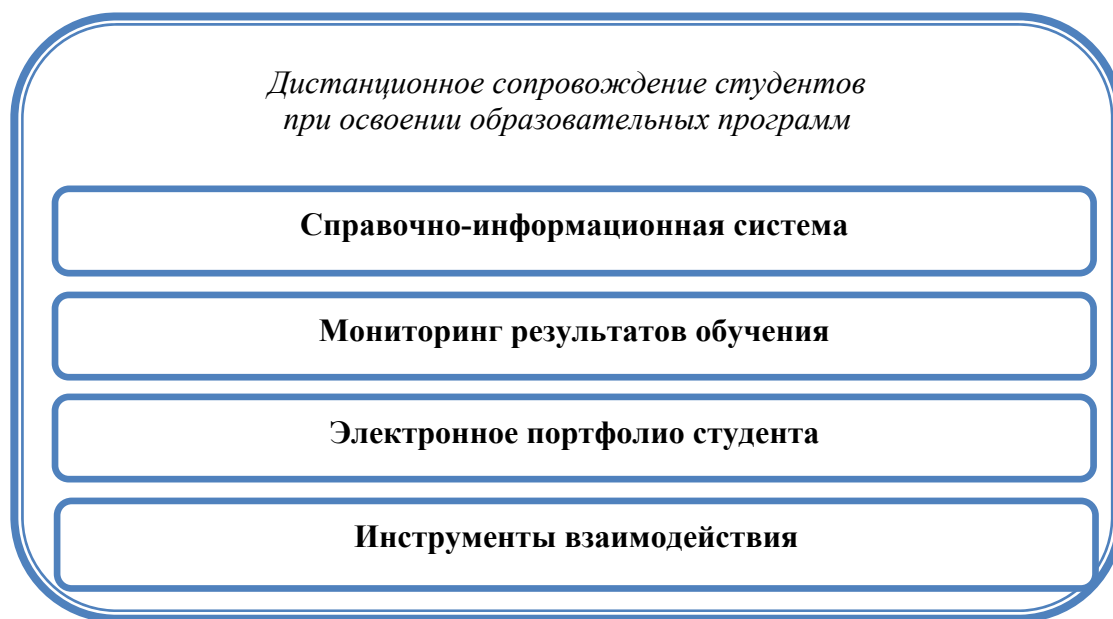
Псковского государственного университета, которые показывают, что студенты хотели бы влиять на качество своего образования: корректировать образовательную программу, разрабатывать индивидуальный учебный план, выбирать последовательность прохождения дисциплин (93%), добавлять дисциплины сверх программы (86%), проводить самооценку достигнутых результатов обучения (100%). Это еще раз подтверждает, что необходимо рассматривать студентов в качестве активных партнеров, которым небезразлично качество получаемого образования.

Дистанционное сопровождение студентов при освоении образовательной программы, по нашему мнению, должно обеспечивать:

- 1) информационное сопровождение учебного процесса
  - а) ознакомление с задачами и содержанием образовательной программы, учебными планами, планируемыми результатами обучения, рабочими программами дисциплин, модулей, практик и т.п.;
  - б) доступ к изданиям электронных библиотечных систем и электронным образовательным ресурсам;
  - в) возможность планировать и осуществлять процесс формирования и развития компетенций;
  - г) строить индивидуальную образовательную траекторию;
- 2) мониторинг освоения образовательной программы
  - а) мониторинг результатов обучения (по дисциплинам, модулям, практикам);
  - б) мониторинг уровня сформированности компетенций студентов в течение всего периода обучения;
  - в) самооценку результатов обучения;
- 3) формирование электронного портфолио студента
  - а) сохранение работ обучающегося, рецензий и оценок на эти работы со стороны любых участников образовательного процесса;
  - б) накопление документального подтверждения достижений студента в рамках формального и неформального образования, в ходе профессиональной деятельности;
  - в) рефлексию процесса формирования результатов обучения;
- 4) взаимодействие между участниками образовательного процесса
  - а) оперативная взаимосвязь студентов и преподавателей друг с другом;
  - б) возможность студентам высказывать свое мнение о качестве организации учебного процесса, содержании образовательной программы, курсов, учебных программ.

Разработанная структура дистанционного сопровождения студентов в процессе освоения образовательной программы (представлена на рис.1)

состоит из четырех основных модулей: справочно-информационная система, мониторинг результатов обучения, электронное портфолио студента, инструменты взаимодействия.



**Рис. 1. Структура дистанционного сопровождения студентов**  
*Figure 1. The structure of distance support of students*

В модуле «Справочно-информационная система» должны быть представлены (а) государственный образовательный стандарт по направлению подготовки, (б) образовательная программа, включающая учебный план с графиком учебного процесса, компетентностную модель выпускника, рабочие программы дисциплин, модулей, практик, фонд оценочных средств, (в) нормативные документы, регламентирующие организацию учебного процесса, (г) глоссарий.

В графике учебного процесса и учебном плане студенты могут найти информацию о содержании и организации учебного процесса, перечень учебных дисциплин по семестрам, их трудоемкость, виды отчетности и т.д.

Компетентностная модель выпускника содержит перечень обязательных для формирования компетенций, прописанный в образовательном стандарте и доопределенный вузом с учетом профиля, мнения работодателей, особенностей региона. Фонд оценочных средств содержит задания для выявления уровня сформированности компетенций (дисциплинарные, поэтапные, для итоговой аттестации).

В глоссарии поясняется терминология, связанная с Болонским процессом, организацией обучения в университете.

В модуле «Мониторинг результатов обучения» должны быть размещены средства самооценки сформированности результатов обучения: анкеты, опросники, тесты и др., а также итоги оценивания.

Инструментарий данного модуля позволит осуществлять мониторинг уровня сформированности компетенций студентов в течение всего периода обучения.

Например, студенты-первокурсники нашего университета в начале учебного года проходят централизованное диагностическое тестирование по профильным предметам школьного курса. В данном модуле для каждого студента может быть размещена информация о его результатах тестирования с анализом ошибок, допущенных им, правильное выполнение задания. Студент, ознакомившись с персональными результатами диагностики, имеет возможность самостоятельно скорректировать свои знания. С другой стороны, анализ результатов тестирования позволяет преподавателю в случае необходимости определить, каким разделам учебной программы следует уделить больше внимания, разработать дополнительные задания, направленные на устранение пробелов в знаниях и умениях студентов первого курса.

Кроме этого, в данном модуле могут быть представлены средства диагностики, позволяющие исследовать мотивацию и готовность первокурсников к обучению в вузе (мотивация поступления в вуз, нацеленность студентов на саморазвитие, уровень сформированности социально-коммуникативной компетентности и др.).

Дистанционное сопровождение позволяет создавать электронное портфолио студента, которое является одним из средств накопления и сохранения документального подтверждения индивидуальных результатов обучения студентов по различным видам деятельности. Вслед за Панюковой, Гостиным, Кулиевой (2013) под электронным портфолио мы будем понимать организованную обучающимся на базе средств ИКТ совокупность документов, включающую результаты учебной и внеучебной деятельности, сертификаты, дипломы, отзывы, рецензии, полученные оценки.

В электронном портфолио могут быть представлены

- общая информация об авторе портфолио: фамилия, имя, отчество обучающегося, направление подготовки, профиль, форма обучения, год поступления, автобиография, фотография,
- достижения абитуриента, результаты единого государственного экзамена и др.,
- информация об оценке уровня сформированности компетенций студента, самооценке с обоснованием и подтверждением работами и документами,
- документированные образовательные достижения за весь период обучения,
- результаты сформированности компетенций на основании самооценки и экспертной оценки,
- творческие, проектные, исследовательские работы студента,

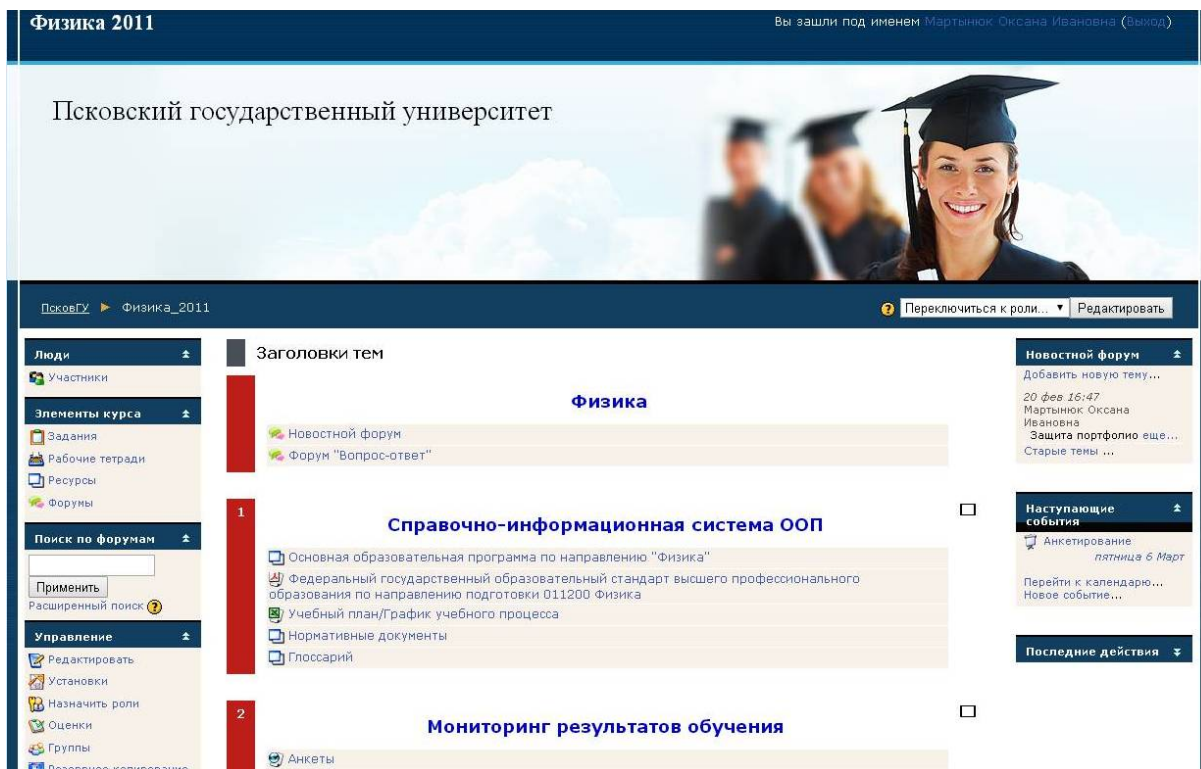
- отчеты о прохождении учебных и производственных практик,
- отзывы и оценки руководителей практик, работодателей, экспертов, сокурсников о различных видах деятельности студента,
- результаты научно-исследовательской, общественной, спортивной, культурно-творческой и других видов деятельности студента,
- выписки из трудовой книжки, свидетельства, подтверждающие уровень квалификации,
- итоговое резюме, содержащее анализ студентом результатов своей деятельности, оценку готовности к профессиональной карьере.

Формирование электронного портфолио студента начинается на первом курсе и продолжается в течение всего периода обучения, пополняясь достижениями студента в приобретении навыков и компетенций, необходимых для успешной деловой и академической карьеры. На момент окончания университета каждый студент имеет электронное портфолио, которое может быть учтено при итоговой аттестации и при трудоустройстве.

Модуль «Инструменты взаимодействия» предназначен для оперативной связи участников учебного процесса друг с другом. Студенты и преподаватели могут задать вопросы, высказать свое мнение, предложения, организовать обсуждение. В этом модуле могут быть организованы опросы студентов с целью выявления их мнения о качестве организации учебного процесса, содержании образовательной программы, курсов, учебных программ и др.

### **Апробация дистанционного сопровождения студентов** *The approbation of distance support of students*

Для реализации представленного выше дистанционного сопровождения студентов физико-математического факультета на портале дистанционного обучения Псковского государственного университета (<http://do.psksu.ru>) нами создан дистанционный курс, который апробируется на всех образовательных программах факультета с 2011 года (рис. 2).



**Рис. 2. Скриншот дистанционного курса по образовательной программе «Физика»**  
**Figure 2. The screenshot of remote support educational programme „Physics”**

С целью выявления мнения студентов о качестве разработанного дистанционного курса, в 2015 году было проведено анкетирование 17 студентов-выпускников, которые участвовали в его апробации в течение всего периода обучения в вузе.

Результаты анкетирования показали, что наиболее важными для студентов функциями дистанционного курса являются: информационное обеспечение (100%) и возможность формирования электронного портфолио (83%). Свою удовлетворенность работой в рамках дистанционного курса студенты могли выразить выбором одного из вариантов ответа: полностью удовлетворен, частично удовлетворен, не удовлетворен, затрудняюсь ответить. Студенты ответили, что полностью удовлетворены возможностями проведения самооценки (97%), взаимодействия с преподавателями и однокурсниками в рамках дистанционного курса (100%), а также возможностью работы с учебным планом (83%). Вместе с тем только 35% студентов полностью удовлетворены возможностью использовать рабочие программы дисциплин.

Студентам предлагалось оценить содержание разделов курса по шкале от нуля до трех баллов. Результаты представлены в таблице 1.

**Таблица 1. Студенческая оценка содержания разделов дистанционного курса**  
**Table 1. Students' evaluation of remote support filling**

Раздел дистанционного курса	Баллы			
	0	1	2	3
Справочно-информационная система			35%	65%
Мониторинг результатов обучения			47%	53%
Электронное портфолио		6%	11%	83%
Инструменты взаимодействия			65%	35%

При анализе частоты посещения дистанционного курса было выявлено, что 65% студентов посещали его в среднем больше двух раз в месяц, а остальные один-два раза в месяц. Следует отметить также, что активность использования дистанционного курса студентами возросла к старшим курсам.

### **Выводы** *Conclusions*

Таким образом, использование дистанционного информационно-методического сопровождения студентов, реализуемого с помощью электронной информационно-образовательной среды вуза, обеспечивает постоянный доступ к различной информации, связанной с реализацией образовательной программы, планируемыми результатами, организацией образовательного процесса, способствует эффективному взаимодействию между участниками образовательного процесса, позволяет проводить мониторинг результатов образовательного процесса, формировать электронное портфолио, необходимое выпускнику как в период итоговой государственной аттестации, так и во время устройства на работу.

Результаты проведенных исследований и пилотной апробации разработанного на их основе дистанционного курса позволяют сделать вывод о том, что рассматриваемое в статье дистанционное сопровождение студентов в процессе освоения ими образовательных программ способствует реализации студентоцентрированного обучения.

### **Summary**

The emphasis of the Bologna Process on student-centred training requires special attention to new forms of organization support of educational programmes. Years of research of the laboratory of high education quality problems in PskovStateUniversity formed the basis for the development of a distance course support of educational programmes.

Among the main tasks that can be solved in this case are the following: to provide effective information and methodological support of the educational process, conducting continuous recording of the results of training, possibility of self-evaluation of educational achievements, to form a portfolio of the student, to provide distance interaction of all participants in the educational process.

In this paper we propose the following reasonable structure of remote support: reference and information system; monitoring learning outcomes, electronic portfolio, collaborative tools.

Based on the analysis of the experience of using the generated distance course for four years, we can make the following conclusions: the use of remote information and methodological support for students, implemented with the help of electronic information-educational environment of the university, provides instant access to a variety of information related to the implementation of the educational programme, learning outcomes, organization of educational process, promotes effective interaction between the participants in the educational process, allows you to monitor the results of the educational process, to form an electronic portfolio. The authors believe that the proposed remote support of students contributes to the student-centred training.

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## СОВРЕМЕННЫЕ ТЕНДЕНЦИИ В РАЗВИТИИ ПРОЦЕССОВ ПОВЫШЕНИЯ КВАЛИФИКАЦИИ ПЕДАГОГИЧЕСКИХ КАДРОВ

### *Modern Tendencies Indevelopment of Pedagogical Staff's Professional Development System*

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***Abstract.** The article considers the essence of the training as the basis for teachers' professional competence development. The comparative analysis of organization of teachers' professional development in foreign countries. The efficient ways, methods and main types of organizing higher educational institution teachers' professional development in different countries of the world are described there.*

***Keywords:** competence, ways and methods of professional development, distance learning courses, mentoring, individual programs.*

### **Введение** *Introduction*

В процессе глобализации существует огромная потребность общества и заинтересованность государства в высококвалифицированных педагогических кадрах. Подготовка высококвалифицированных педагогических кадров немыслима без повышения их квалификации. Повышение квалификации предусматривает следующее:

- повышение профессиональной компетентности;
- совершенствование профессиональных навыков и умений;
- освоение новых способов принятия и реализации эффективных решений;
- освоение новых высокопродуктивных алгоритмов и технологий решения профессиональных задач;
- совершенствование системы самоконтроля;
- освоение новых технических средств деятельности и др.

В Постановлении Кабинета Министров Республики Узбекистан № 278 от 26 сентября 2012 года “О мерах совершенствования мероприятий системы переподготовки и повышения квалификации педагогических кадров высших учебных заведений” на основе фундаментального совершенствования методов переподготовки и повышения квалификации

педагогических кадров, обеспечение её непрерывности является главной стратегической задачей Государственной реформы. В процессе непрерывного развития профессиональной компетенции повышаются требования к педагогическим кадрам: они должны обладать педагогическим мастерством, владеть навыками применения современных педагогических и информационно-коммуникационных технологий и акмеолого-креативного подхода к профессиональной деятельности. В целях осуществления данной задачи проводятся следующие мероприятия:

- организовывается процесс повышения квалификации профессорско-педагогического состава высших учебных заведений;
- проводится системный анализ, мониторинг качества и результатов образовательного процесса повышения квалификации, оценка динамики развития профессиональных навыков и компетенций педагогов, необходимых для обеспечения качества высшего образования в соответствии с современными требованиями;
- с целью ознакомления педагогов с современными достижениями науки, приоритетными направлениями ее развития по соответствующим специальностям, эффективными методами постановки научных экспериментов, проведения научных исследований налаживается сотрудничество с научно-исследовательскими организациями (научные учреждения Академии наук, отраслевые научно-исследовательские институты, центры, лаборатории и др.), усовершенствуются учебные программы по соответствующим направлениям;
- в целях обеспечения интеграции образования с производством разрабатываются программы по использованию в качестве базовых объектов отечественных предприятий различных отраслей экономики, оснащенных передовым современным оборудованием и технологиями для организации переподготовки и повышения квалификации педагогов;
- совместно с базовыми вузами обеспечивается подготовка учебно-методических материалов и разработка эффективных методик по обучению иностранным языкам и современным информационно-коммуникационным технологиям с учетом передового зарубежного опыта, а также организуются семинары-тренинги в региональных и отраслевых центрах по данным направлениям (Постановление Кабинета Министров №278, 2012).

Любая внедряемая новизна в систему образования подразумевает существование информационно-методического обеспечения. Исходя из этих факторов разработка современной научно-методической, информационно-справочной, инновационно-содержательной базы

непрерывного развития профессиональной компетентности педагогических кадров с помощью использования мировых тенденций развития системы повышения квалификации педагогических кадров в зарубежных странах является основной целью наших исследований.

В целях всестороннего изучения данной исследуемой проблемы, ее аспекты и параметры были использованы методы изучения литературы, теоритический анализ, методы индукции и дедукции и др.

### **Сравнительный анализ организации повышения квалификации педагогических кадров** *Comparative analysis of the organization of pedagogical staff's professional development*

В различных государствах повышение квалификации педагогических кадров ведется дифференцировано. Существует несколько его видов:

- начальное обучение для неопытных, молодых педагогов, обычно сразу в начале педагогической деятельности в заочной или дистанционной форме;
- начальное образование для опытных, но неквалифицированных педагогов (обычно с большим стажем работы в образовательном учреждении);
- дополнительное педагогическое образование для дипломированных специалистов, не имеющих педагогического опыта (в форме стажировки и дополнительных курсов);
- дальнейшее образование для квалифицированных педагогов, имеющих определенное педагогическое образование и опыт работы.

Организация и доступность возможностей повышения квалификации педагогических кадров в разных странах имеют ряд отличий:

1. Выбор времени для курсовой подготовки педагогов: в рабочее время с подменой педагога (Германия, Голландия, Дания и др.), в рабочее время без замены (часть Бельгии, Великобритания, Мальта, Финляндия и Швеция), в нерабочее время – на каникулах, в творческом отпуске (Исландия, Испания, Люксембург и др.) (Stella A., 2004).
2. Обязательный минимум объема курсовой подготовки. Например, в Австрии педагоги должны посвящать повышению квалификации не менее 15 часов в году, а в Голландии – 166 часов.
3. Объективное наличие времени у педагогических кадров для повышения квалификации. Есть страны (Финляндия, Швеция, Германия, Китай и др.), где педагоги располагают достаточно большим количеством времени для своего профессионального

развития. В США и Японии педагоги имеют большую учебную нагрузку или другие обязанности. Поэтому им сложнее найти время на свое дальнейшее обучение.

4. Периодичность подготовки. Сингапурские власти обязали педагогических кадров проходить 100-часовые курсы повышения квалификации ежегодно. Каждый год организовать повышение квалификации педагогических кадров должны и работодатели Финляндии.
5. Различаются и уровни повышения квалификации педагогов. Например, в Японии выпускники педагогических вузов и факультетов, поступая в школу, начинают работу со стажировки, то есть повышение квалификации стартует еще до приобретения стажа педагогической деятельности: в префектурных учебных центрах они в течение года прослушивают лекции, посещают семинары и другие занятия. В Лихтенштейне учителям, не достигшим пенсионного возраста, проработавшим в государственных образовательных учреждениях не менее 10 лет (5 из которых – непрерывно), предлагается интенсивная переподготовка с целью профессионального развития, прежде всего, в области дидактики и методики их предмета. Обучение длится 5–20 недель, в зависимости от нагрузки за последние 5 лет.
6. Различается статус профессионального развития педагогических кадров. Во многих странах повышение квалификации закреплено в законодательстве как их обязанность. Так, обязательно оно в Нидерландах, Японии, Лихтенштейне, США, Бельгии, Германии, Канаде и др. Однако в большинстве развивающихся государств и в ряде развитых (Дания, Франция, Италия, Дания, Франция, Италия, Норвегия, Люксембург) оно осуществляется добровольно, по желанию работника.
7. Количество педагогических кадров, участвующих в программах повышения квалификации в различных странах по-разному. Например, в Европе наибольший процент таких педагогов в Словении (более 76 %), наименьший, по имеющимся данным, – в Польше. В Азии особо выделяется Корея (почти 92 % педагогических кадров в год).
8. Управление повышением квалификации осуществляется централизованно и децентрализованно. К примеру, профессиональное развитие педагогов в Швеции ведется без вмешательства центра: в этой сфере государство не имеет ни единых задач, ни системы государственного контроля (оно осуществляется на рыночной основе, в соответствии со спросом на эту услугу). В Финляндии ответственность за

профессиональный рост педагогических кадров несут работодатели, т.е. директора школ или муниципальные комитеты. В Японии, напротив, повышение квалификации педагогов находится под контролем со стороны государства. Показательным примером стимуляции служит Япония, где особо поощряется самообразование. Учителя, по доброй воле обучающиеся в вечерней или заочной форме, получают пособие в размере примерно десятой части от месячного заработка. В Финляндии участие педагогических кадров в повышении квалификации не влияет на размеры их заработной платы и карьерный рост.

На современном этапе важным признаком повышения квалификации в развитых государствах стало то обстоятельство, что в условиях рыночной экономики педагог делит с государством ответственность за уровень своего профессионализма, проявляя и личную инициативу, и готовность оплачивать профессиональное развитие самостоятельно. Впрочем, надо заметить, что во многих государствах курсовая подготовка педагогических кадров оплачивается государством.

В развитых государствах содержание программ профессионального развития педагогических кадров носит многосторонний, расширенный характер. Установлено, что наибольший интерес здесь у педагогов вызывает информационно-коммуникационные технологии (что во многом объясняется информатизацией их образования). Впрочем, есть и традиционные предпочтения: в Корее областями, вызывающими наибольший спрос среди педагогических кадров, являются не ИКТ, а методы обучения и содержание преподаваемых дисциплин.

В большинстве зарубежных стран основной формой подготовки преподавателей вузов является докторантура (или сходные формы) и система послевузовского образования. Однако, в сфере повышения квалификации преподавателей вузов фиксируются определенные изменения институционализированной формы развития педагогической компетентности. На смену терминов «центр совершенствования преподавания», «центр повышения квалификации преподавателей», приходит понятие «программы совершенствования преподавания и учения». Используется такая форма как «активные лаборатории», «преподавательские игровые», куда преподаватели приходят в удобное время, и принимают опыт коллег, экспериментируют с оборудованием и т.п.

Меняются и стратегические задачи данных программ: на смену ориентированным на обучение мастерству, приходят программы, основывающиеся на целостных теориях учения, подчеркивающие потребности учащихся, а не навыки преподавания, и строящихся на технологиях интерактивного и проблемного обучения.

В ведущих университетах мира активно практикуются тренинги по улучшению преподавания, которые реализуются в стратегии активного обучения.

В США существуют самые разнообразные формы повышения квалификации преподавателей: дневные, вечерние, заочные, субботние, воскресные курсы, работающие при консультативных фирмах или научных центрах, в которых имеются программы с теоретическим или практическим уклоном. Многие американские вузы координируют работу так называемых летних школ, которые предлагают очные курсы интенсивной подготовки продолжительностью от 1-2 недель до 3 месяцев.

Совершенно очевидна практическая ориентация системы подготовки и повышения квалификации преподавателей вузов в США. Наиболее наглядный пример этому – организация краткосрочных (недельные или двухнедельные) курсы перед началом семестра (США). Их основная идея заключается в немедленной апробации изученного материала на курсах в практической работе. Также активно используются формы индивидуального консультирования деятельности молодых преподавателей, тренинги и практические занятия: «Как обучать взрослых», «Применение методов эффективного преподавания», «Чтение лекций», «Планирование курса и подготовка расписания», «Проведение дискуссий в разнообразных формах», «Бесконфликтное преподавание», «Проблемы студентов», «Разрешение конфликтов с администрацией», «Молодой преподаватель в системе обучения взрослых», «Методы проблемного обучения» и др.

Повышать квалификацию можно по Интернету или «живьем» в колледже. Раньше это оплачивалось государством, сейчас, в свете упадка экономики и урезания бюджета, педагог за мастер-классы должен платить сам. Очки присуждает департамент образования округа.

С помощью подобных форм отрабатываются конкретные практические умения и навыки, которые будут необходимы слушателям в работе в качестве преподавателей.

Особенностями развития системы повышения квалификации педагогических кадров в современной Германии в контексте непрерывного образования являются: педагогическая супервизия как инновационная форма повышения квалификации педагогических кадров и дистанционная форма повышения квалификации педагогических кадров, которая проводится на двух уровнях организации: институциональном и внеинституциональном (проекты «Виртуальная школа», Schulweb, Lehrer-online, Bildung-online, E-Twinning, Lernmodule.net, onLine-семинары по педагогике и др.). Основной целью этой формы повышения квалификации педагогических кадров является создание благоприятных условий для развития информационной культуры педагогов, повышения уровня их профессиональной компетенции (Гладкова О., 2009).

В Японии основными формами повышения квалификации являются дневные, вечерние, заочные курсы и регулярные конференции для начинающих преподавателей высших учебных заведений, педагогические мастерские, институты наставничества.

Молодые педагоги, поступая на работу в вуз, начинают работу со стажировки. В течение года прослушивают лекции, посещают семинары и другие занятия. Продолжительность для профессиональной подготовки начинается от 1 года в зависимости от характера специальностей.

В Великобритании успешное окончание курсов повышения квалификации дает право подниматься по служебной лестнице. Профессор (Professor); ассистент профессора (Assistant Professor); старший лектор (Senior-Lecturer); тьютор (Tutor); лектор (Lecturer) получит надбавку к заработной плате. Повышение квалификации учитывается при аттестации педагога, которая проводится через определенное время. Поэтому каждый британский вуз разрабатывает стратегию повышения квалификации своего персонала на основе долгосрочной программы.

Опыт организации образовательной системы Южной Кореи является классическим. На протяжении многих веков она занимала особое положение в обществе и государстве. И в настоящее время высшее образование и повышение квалификации здесь по-прежнему является главным условием индивидуального развития и личной карьеры, а также основной гарантией дальнейшего социального прогресса общества.

Программа повышения квалификации состоит из более 180 часов, из которых 10% отводится для общеобразовательных предметов, 16% – на вводный педагогический курс и 74% – на специальность. Краткосрочные курсы повышения квалификации включают не менее 60 часов. Основными формами обучения является:

- участие в регулярных семинарах при центре повышения квалификации преподавателей факультетов;
- повышение квалификации в ведущих вузах и научных центрах;
- участие в семинарах для начинающих преподавателей высших учебных заведений;
- педагогические мастерские, институты наставничества, составление профессиональных досье, работа по индивидуальным педагогическим проектам;
- индивидуальное консультирование по педагогике и психологии и др.

В Китае создан Национальный Интернет-альянс педагогического образования [www.jswl.cn](http://www.jswl.cn), задачей которого является «интеграция спутникового телевидения, компьютерной сети Интернет и системы педагогического образования, для общего применения качественных образовательных ресурсов с целью проведения крупномасштабного, экономически выгодного и эффективного непрерывного педагогического

образования». Успешное окончание курсов дает право педагогу дальнейшего повышения уровня, право на поощрение.

В Узбекистане налажена системная работа по эффективной организации повышения квалификации педагогических кадров вузов. Действуют дневные, дистанционные курсы (не менее 144 часов), краткосрочные курсы (36, 72 часов), педагогические мастерские и институты наставничества. Повышение квалификации осуществляется с соблюдением периодичности прохождения педагогическими кадрами курсов повышения квалификации не реже одного раза в три года. Переподготовка и повышение квалификации педагогических кадров высших образовательных учреждений осуществляется в региональных и отраслевых центрах при ВОУ Республики Узбекистан (Постановление Кабинета Министров №278, 2012).

В настоящее время на основе международного опыта была разработана программа курса повышения квалификации «Менеджмент качества образования»

Курс направлен на развитие профессиональной компетентности руководящих кадров и их резерва в области обеспечения качества образования. Обучение на курсах позволяет слушателям усовершенствовать их профессиональное мастерство в соответствии с требованиями к управленческой деятельности, необходимой для достижения качества высшего образования, освоения новых профессиональных управленческих знаний, формирования умений, навыков и соответствующих компетенций.

### **Заключение** *Conclusion*

Объективно в современных условиях необходимо непрерывное образование человека, т.е. он обязан учиться, пополнять свои знания на протяжении всей жизни. Повышение квалификации является основной частью непрерывного образования специалиста, а её цель – обновление теоретических и практических знаний специалистов в связи с повышением требований к уровню квалификации и необходимостью освоения современных методов решения профессиональных задач.

На основе изучения международного опыта были совершенствованы учебные планы и программы по 215 направлениям курсов повышения квалификации педагогических кадров. Подготовлены нормативно-правовые документы по реализации совершенной системы, а также создана соответствующая учебно-методическая база образовательного процесса. Начиная с 2013 года в учебные планы курсов повышения квалификации педагогических кадров введены новые модули как «Электронная педагогика», «Проектирование личного информационного



пространства преподавателя”, которые содействуют формированию знаний, умений и навыков слушателей по использованию средств и возможностей современных информационно-коммуникационных технологий в профессиональной деятельности. Внедрены методы дистанционного повышения квалификации педагогических кадров на основе национальной сети электронного образования. Разработана и внедрена единая электронная система мониторинга учебного процесса слушателей в курсах повышения квалификации и их профессиональной деятельности.

Спрос на новые навыки, такие как использование информационных технологий в преподавании, знание английского и других иностранных языков является весьма актуальным, поэтому вопросы переподготовки и повышения квалификации педагогических кадров всё время находятся в центре внимания. Особое внимание уделяется повышению общего уровня владения информационно-коммуникационными технологиями и иностранными языками профессорско-преподавательского состава вузов. В этих целях разработаны программы учебных курсов для преподавателей по «Информационно-коммуникационные технологии в образовании» и методики интенсивного обучения иностранным языкам.

Осуществлена целевая подготовка резерва управленческих кадров высших образовательных учреждений на основе современных технологий. Организованы курсы повышения квалификации для резерва управленческих кадров высших образовательных учреждений «Менеджмент в образовании». Начиная с 2015 года совместно с Университетом Лондон Метрополитен был организован курс повышения квалификации менеджеров высшего образования «Менеджмент качества образования».

Ведётся активная работа по организации курсов повышения квалификации на передовых предприятиях отраслей экономики, отдельные модули преподаются ведущими специалистами высокотехнологичных отраслей экономики. В учебный процесс курсов повышения квалификации активно привлекаются ведущие специалисты развитых зарубежных стран в области высоких и инновационных технологий.

В целом, можно сделать следующие выводы: во-первых, проблема повышения квалификации педагогических кадров высших образовательных учреждений является актуальной для большинства стран. Во вторых, имеется огромный запрос в улучшении качества повышения квалификации. В-третьих, следует освоить и внедрить в практику положительные аспекты международного опыта по повышению квалификации педагогических кадров.

### Summary

The main purpose of the professional development is the assurance of specialist's continual professional development by improvement of professional activity. Nowadays an important feature of professional development in developed countries is that in the market economy the teacher shares with the state responsible for the level of professionalism, and showing personal initiative and willingness to pay for professional development independently. However, it should be noted that in many countries the government pays the professional development courses for teachers. In developed countries, the content of programs of professional development of pedagogical staff is multilateral one of an advanced character. It is important that continuous professional education contributed to the preservation and development of the subjective position of the specialist based on introspection, self-evaluation, and self-organization in the further development of the field of professional activity.

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## ART PEDAGOGICS IN COMPUTER GRAPHICS

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***Abstract.** This article discusses the use of information technology, namely computer graphics. The possibility of using art pedagogics activities in computer graphics. From the perspective of the conceptual field students. Influence of processes unfolding in the information, spiritual levels, exacerbate the problem of improving the education system in accordance with the challenges of the time. In the context of the transformation of Kazakh school informatization of education is increasing scientific and practical need to find efficient models, innovative forms and methods of construction of educational process. Providing favorable conditions for personal self-determination and human professional growth. As well as substantial characteristics of the concepts of „artpedagogika” in the context of the problems solved by the visual arts. The place and importance of art in education of the younger generation.*

***Keywords:** art pedagogics, computer graphics, information technologies, specialty, graphic culture, art education.*

### **Введение** *Introduction*

Образование должно помогать людям становиться помощниками самим себе» - говорил И.Г. Песталоцци. Это высказывание отражается в тексте Послания Президента Республики Казахстан народу республики «**Нурлы жол - путь в будущее**», особое внимание обращено к молодежи. «Я всегда говорю: молодежь - опора нашего будущего, «Нурлы жол - Путь в будущее» - вот где можно приложить усилия, развернуться нашей креативной, динамичной молодежи!» [1]- Государство открыло перед новым поколением все двери и все пути!

Действительно, для полноценной жизни молодых людей создаются все условия. Им есть где реализовать себя, свои знания и способности.

Глобальные процессы, разворачивающиеся на социально-экономическом, информационном, духовном уровне в масштабах планеты, обостряют проблему совершенствования системы образования в соответствии с вызовами времени. В условиях преобразования казахстанской школы возрастает научно-практическая необходимость поиска эффективных моделей, инновационных форм и методов построения

образовательного процесса, обеспечивающего благоприятные условия для личностного и профессионального самоопределения человека.

В нашем исследовании рассматриваются проблемы использования средств компьютерной графики не посредственно с артпедагогикой в ВУЗе. Возможности использования артпедагогической деятельности в компьютерной графике. В ракурсе понятийного поля студентов. Влияние процессов, разворачивающиеся на информационном, духовном уровнях, обостряют проблему совершенствования системы образования в соответствии с вызовами времени. В условиях преобразования казахстанской школы информатизации образования возрастает научно-практическая необходимость поиска эффективных моделей, инновационных форм и методов построения образовательного процесса. Обеспечивающего благоприятные условия для личностного и профессионального самоопределения человека. А также содержательные характеристики понятий «артпедагогика» в контексте задач, решаемых изобразительным искусством. Место и значение искусства в воспитании подрастающего поколения.

В связи с требованиями нынешнего времени, практически все люди изучают элементы компьютерной графики независимо от специальности. Соответственно следует формировать графическую культуру у каждого человека. Под графической культурой в узком смысле мы понимаем умение обрабатывать, передавать, создавать графические объекты с помощью технических средств. Понятие графическая культура шире, чем мы его понимаем, т.к. это еще и умение рисовать, строить и читать графические чертежи и др.

Таким образом, обладать графической культурой в полном смысле – значит, владеть графической культурой, навыками решения задач по теме, приемами управления растровыми и векторными объектами, приемами работы в растровых и векторных редакторах, техникой верстки печатной продукции в настольной издательской системе, навыками разработки анимации, навыками программирования графических объектов и многое другое.

Подготовка в области компьютерной графики в Казахстане начинается еще на ступени среднего образования. Программы общеобразовательной подготовки для системы среднего образования включают изучение таких тем в области компьютерной графики, как: «Графический редактор Paint» (4 класс), «Представление графической информации» (7 класс), «Разработка презентаций» (10 класс), «Графический редактор AdobePhotoShop» (11 класс), «Графический редактор CorelDraw» (11 класс), «Издательское дело в AdobePageMaker» (11 класс).

К сожалению, не во всех школах эта подготовка осуществляет полно и качественно. Курс «Информатика», который изучается уже в системе

вузовского образования ориентирован на ликвидацию пробелов довузовской подготовки.

Содержание вузовского курса «Информатика» в последние годы в Республике Казахстан определяется для всех специальностей однозначно, без учета специфики будущего специалиста. Согласно существующим и новым стандартам образования в курсе информатики уделяется особое внимание рассмотрению графических редакторов, их классификации. Новые стандарты обошли стороной такие темы, ставшие «фундаментальными», как «Разработка презентаций», «Настольные издательские системы».

В России ситуация немного другая. В содержании курса информатики изучение компьютерной графики представлено двумя основными разделами: компьютерная графика и программные средства ее создания, презентации и программные средства из создания.

Данные разделы позволяют сформировать у студентов не только ключевые компетенции, но и сформировать специальные компетенции в области компьютерной графики. Авторы российских программ выделяют незначительное количество времени на изучение графических редакторов: на изучение каждого раздела выделено 24 часа, из них только 4 часа аудиторных, а остальное время отведено на самостоятельную работу студента.

Отметим, что корректировка содержания обучения разделам компьютерной графики в курсе информатики для студентов с учетом специальностей возможна следующим образом: наполнение презентации соответствующим содержанием, обработка готовых изображений, подготовка и создание изображений, создание готовой печатной продукции с учетом будущей профессиональной сферы.

Существующий курс информатики позволяет сформировать ключевые компетенции: базовые понятия графической культуры, умения использовать графические редакторы, навыки разработки презентации и программные средства ее создания. Но, дисциплина информатика не позволяет сформировать следующие знания: теоретические основы компьютерной графики, отличие между видами графики, основные цветовые модели, понятие и назначение графических редакторов, их классификацию, понятие настольной издательской системы, основные понятия Web-графики, методы передачи графической информации по сети, технологии разработки анимационных изображений, Flash-технологии, алгоритмы растровой графики, алгоритмы векторной графики, алгоритмы трехмерной графики, основы геометрического моделирования. Компьютерная графика призвана ликвидировать эти пробелы.

Целью дисциплины «Компьютерная графика» является формирование у студентов компетенции применения методов и средств компьютерной

графики в своей будущей профессиональной деятельности в условиях информатизации образования.

Необходимым для осуществления этой цели являлся минимальный комплект требуемых лицензионных программ последних доступных версий, шрифтов и плагинов к ним: - Adobe Photoshop, - Adobe Illustrator, - Adobe Photoshop Lightroom, - Corel Painter. Не маловажную роль играла самостоятельная (домашняя) работа, подготовка студентов к просмотрам и выставкам в современных условиях связанных с информационными дистанционными технологиями. В данном случае используются ресурсы сети интернет: электронная почта и программы, позволяющие общаться и обмениваться информацией в онлайн режимах (Mail.ru Агент, Skype, Вконтакте, Одноклассники, Facebook и т.п.)

Суть формирующего исследования заключалась во введении в процесс обучения вариативных теоретических и практических блоков, выстраивании процесса обучения в контрольных и экспериментальных группах на различных принципах и подходах. Экспериментальные группы обучались по предлагаемой экспериментальной методике, суть которой заключается в том, что задания по компьютерной графике были систематизированы по уровню сложности и требуемым знаниям, умениям и навыкам. По направлению «дизайн» в графическом дизайне был сделан акцент на предметную, портретную, событийную, репортажную, социальную и жанровую фотографию, а также съемку животных и растений для специализации «графический дизайн: дизайн рекламы», а также акцент на ретушь, предпечатную обработку, работу с цифровым изображением и коллажирование для специализации «графический дизайн: дизайн полиграфии» и специализации «графический дизайн: Web-дизайн».

Для проверки рабочей гипотезы по активизации творческой деятельности студентов-дизайнеров на базе института искусства, культуры и спорта Каз НПУ им. Абая был проведен формирующий этап экспериментальной работы. Всего в эксперименте участвовало 33 студента. Стартовый уровень и количество человек в контрольных и экспериментальных группах были равными. Суть формирующего эксперимента заключалась во введении в процесс обучения вариативных теоретических и практических блоков, выстраивании процесса обучения в контрольных и экспериментальных группах на различных принципах и подходах. Экспериментальные группы обучались по предлагаемой экспериментальной методике, контрольные группы обучались по традиционной методике. Группу заданий по компьютерной графике в экспериментальной группе мы систематизировали по уровню сложности и требуемым знаниям, умениям и навыкам для объективности полученных экспериментальных результатов. Формирующий эксперимент включал следующие задания для обеих групп: черно-белая фотография;

тематическая, предметная съемка и натюрморт; съемка природы и животного мира, пейзаж; съемка архитектуры и городского пейзажа.

Примеры учебно-методических заданий для самостоятельной работы обучающихся:

1. Фотография, фотоискусство и фотографика в рамках современной визуальной культуры. Освоение техники фотосъемки. Фотография: история, эстетика, культура. Аналоговая и цифровая фотография, использование пользовательских настроек фототехники, освоение фотооборудования, использование фототехники в различных условиях освещения, основы работы с дополнительными источниками освещения. Самостоятельная работа: чтение литературы, практическое освоение, техники съёмки. Форма отчетности: составление конспекта и серия фотографий.
2. История фотоискусства, фотографика и эволюция фотографических технологий. Мировая и отечественная история фотографика и эволюция фотографических технологий. Использование различных способов получения фотоизображения, освоение принципов работы с аналоговой и цифровой фотографией. Самостоятельная работа: чтение литературы, практическое освоение приемов, получение фотоизображения. Форма отчетности: составление конспекта и серия фотографий.
3. Задачи и средства фотографика. Работа в графических редакторах. Освоение принципов работы в пакетах программ Adobe Photoshop, Corel Draw, Corel Painter, Adobe Lightroom и использование плагинов. Самостоятельная работа: чтение литературы, практическое освоение приемов работы в графических редакторах. Форма отчетности: составление конспекта и серия фотографий.

Этапы формирования:

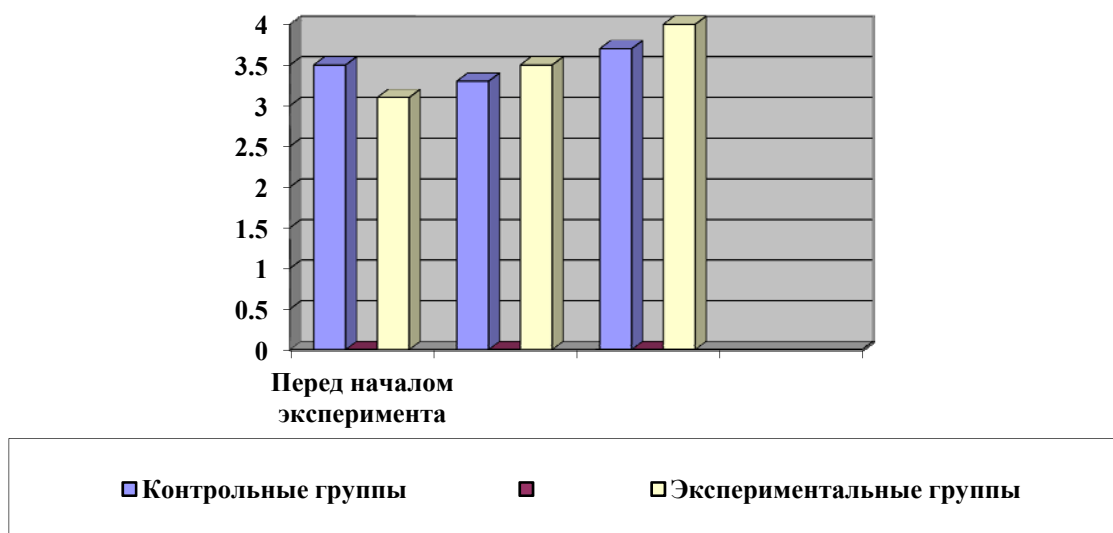
1. Работа на учебных занятиях – практические занятия на очном отделении
2. Самостоятельная работа – при выполнении домашних заданий: - выполнение эскизов, кроки и клаузур к фотопроекту; - изучение специальной рекомендованной литературы; - изучение графических редакторов; - выполнение допечатной подготовки фотопроекта.

Специфика формирования и оценки знаний, умений, навыков по искусству художественной фотографии заключается в том, что для полноценного изучения художественной фотографии ввиду малого объема как лекционных, так и практических аудиторных часов существует необходимость интегративного подхода в изучении тем, связанных с

фотографией и фотоискусством. Существующий объем часов дает возможность получить относительно поверхностные знания изучаемой дисциплины, мало способствует формированию компетентного специалиста-дизайнера. Для повышения эффективности учебного процесса возможно включение блока тем и заданий по фотографии, фотоискусству, компьютерной графике в дисциплины, связанные с проектированием в дизайне (т.е. в методику целесообразно вводить элементы проектной деятельности, а в проектной деятельности применять знания, умения и навыки художественной фотографии, компьютерной графики и фотоискусства).

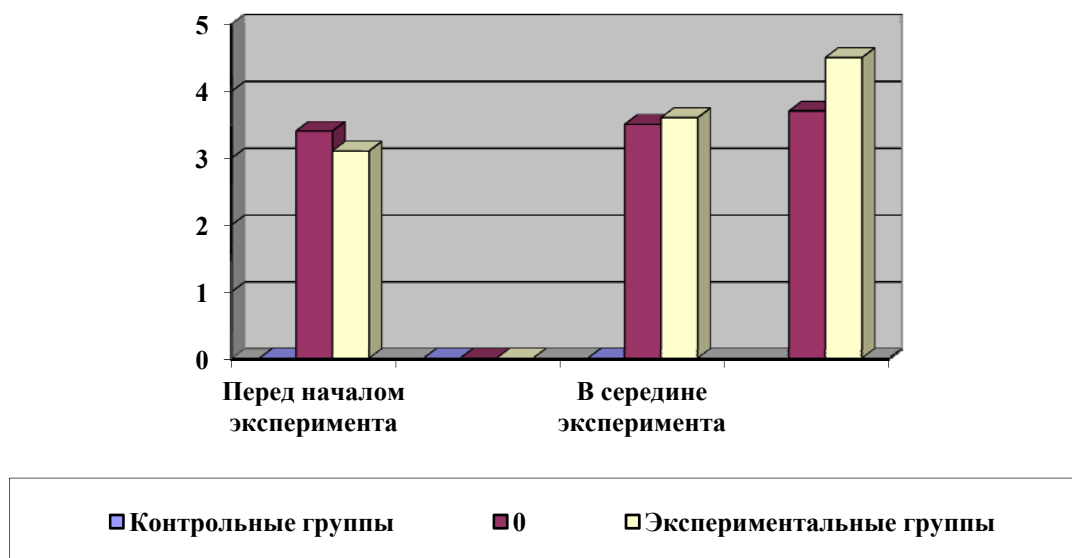
В итоге студент должен был самостоятельно применить на практике метод «использования средств искусства». Как отмечают педагоги, «художественный анализ картины ... – моменты преподавания многих предметов [2]. Характерной чертой метода выступает неотделимость от чувства удовольствия, радостного подъема».

Коэффициенты сформированности с первого по четвертый курс отделения «Дизайн», направлений «Графический дизайн», «Дизайн костюма» в контрольных и экспериментальных группах рассчитаны в соответствии со следующей системой: уровень группы «низкий» по критерию соответствует коэффициенту в пределах от 1 до 2,5; уровень группы «средний» по критерию соответствует коэффициенту в пределах от 2,6 до 3; уровень группы «высокий» по критерию соответствует коэффициенту в пределах от 3,1 до 5. Динамика формирования компетенций по различным критериям отражена на диаграммах (см. рисунки 1–2).



**Рисунок 1. Динамика формирования компетенций по критерию «Обнаружение и постановка творческой задачи» в экспериментальных и контрольных группах**





**Рисунок 2. Динамика формирования компетенций по критерию «Оригинальность творческого решения» в экспериментальных и контрольных группах**

Выводы по формирующему эксперименту: - У обучающихся по традиционной методике (контрольные группы) были выявлены сложности в развитии художественно-образного и проектного мышления в фотографии. Недостаточно эффективно шло освоение техники съемки. Также было выявлено недостаточное внимание в традиционных методах обучения современным приемам ретуши и работы с растровой графикой.

У обучающихся по экспериментальной методике (экспериментальные группы) было выявлено более успешное освоение заданий. Поскольку для оценки эффективности на коллегиальных просмотрах экспертными комиссиями кафедр мы использовали стобалльную систему оценивания, средние результаты эксперимента показали коэффициенты, которые при переводе в стобалльную систему оценивания равнялись 86 баллам в экспериментальных группах (коэффициент 4) и 71,2 баллам в контрольных группах (коэффициент 3,2). Результаты в экспериментальных группах таким образом, отличались на 14,8 баллов в сторону повышения, что может быть оценено как большая эффективность экспериментальной методики по сравнению с традиционной на 14,8 %. Длительность и вариативность проведения педагогического эксперимента позволяет судить об объективности и устойчивости полученных результатов.

По итогам исследования, на основе всестороннего анализа литературы по смежным тематикам, накопления педагогического и творческого опыта, а также опираясь на теоретические и практические результаты, мы сформулировали следующие выводы: Итогом работы было достижение поставленной цели – разработки, научного обоснования, экспериментальной проверки и отработки эффективной методики

обучения компьютерной графики с интеграцией артпедагогике в процессе обучения дизайнеров.

Экспериментально подтверждено предположение о том, что деятельность студентов средствами художественной фотографии в процессе обучения дизайнеров возможна при соблюдении следующих условий: исследовании научных трудов ведущих специалистов в области физиологии, психологии, теории и методики преподавания изобразительного искусства, искусствоведения, фотоискусства, высказываний и творческого опыта ведущих российских и зарубежных художников-педагогов и фотохудожников; использовании комплекса эффективных методов и подходов по развитию и раскрытию личностного потенциала студентов в разных категориях дисциплин, использовании компетентностного, интегративного, применении информационно-компьютерных технологий, технических средств обучения и онлайн консультирования; использовании в процессе обучения дизайнеров учебных заданий с широким спектром межпредметных связей, включении элементов ряда дисциплин композиции, цветоведения и 94 колористики, использовании системы заданий и упражнений, демонстрирующих приемы достижения образной выразительности и реализации творческих возможностей художественной фотографии.

### Summary

The study addressed the following tasks: the analysis of scientific and theoretical aspects of the creative activity of students and disclosed art pedagogic bases activation of creative activity; The possibilities of art photography in the activation of creative activity of students considering studying the expressive means of artistic photography, the study of modern means of expression of artistic photography and analysis of its direction; identified criteria for evaluating the creative activity of students in the class in artistic photography, tested the effectiveness of the experimental method of learning the art of art photography in the learning process design students; confirmed the objectivity of the results obtained through the implementation of key elements of the experimental teaching methods Art photography systems art pedagogic education and additional professional education.

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## ESSAY AS A FORM OF FINAL CONTROL (EXAM) FOR MASTER'S DEGREE STUDENTS

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***Abstract.** The important goal of Russian universities is development of Master's Degree Programs. It requires profound changes in educational content and methods. This work presents the experience in approbation of essay as a form of exam in education of 20 students of Master Program „Preschool education”. In our study we suppose that using the essay helps to reduce negative effects of traditional forms of control and activates self-development of participants. The incomplete sentences technique as a data-gathering tool was applied after the exam. According to the results, creation of essay contributes to generalization and understanding, comprehension of the problem information, makes cognitive and metacognitive processes more active. Such form of final control gives psychological comfort, creates a situation of success. It strengthens needs for autonomy, competence, relatedness, which are sources of internal motivation as the basis of subjectness and self-development tendency.*

***Keywords:** essay, exam, internal motivation, subjectness, self-development.*

### **Введение** *Introduction*

Значение образования в жизни отдельного человека и общества в целом трудно переоценить, особенно в эпоху глобальных информационных трансформаций. Темпы накопления знаний человечеством ускоряются, требования к профессиональной деятельности усложняются, роль непрерывного образования возрастает. Приоритетной задачей высших учебных заведений России является развитие магистратуры (Константинова, 2013). Выпускнику магистерской программы необходимо не только овладеть необходимым объемом знаний и умений, технологиями и стратегиями познавательной и практической деятельности, отвечающей современным требованиям, но и активизировать «потенциал самообразования» (Попков & Коржуев, 2010). Перед высшей школой стоят задачи изменения содержания образования и методов работы. В статье представлен опыт апробации эссе как формы итогового контроля в работе с магистрантами. Мы предположили, что использование эссе позволит уменьшить негативные последствия традиционных форм контроля и активизировать саморазвития магистрантов. В исследовании применялась техника незаконченных предложений.

### Теоретическая основа исследования *Theoretical basis of research*

В переводе с французского языка эссе означает «опыт», «попытка», «проба». Основоположником жанра «эссе» считается Монтень. «Эссе», в понимании Монтеня, представляет собой литературные пробы («наброски», «эскизы», «очерки»), тем самым автор подчеркивает неокончателность, некатегоричность, субъективный характер работы. «Les Essais» Монтеня появляется на исходе Средневековья, при зарождении новой эпохи и отражает «чувство абсолютной внутренней свободы, каковое и есть истинный нерв того жанра, который с легкой руки Монтеня был назван «эссе»» (Люблинский, 2007, с. 165). Через некоторое время этот термин используется в английском языке Ф. Бэконом; во второй половине 19 века термин появляется в немецком языке благодаря Г. Гримму. В России «эссе» входит в «Большую советскую энциклопедия» в 1934 году (Жолковский, 2008).

В образовании эссе представляет собой форму научно-исследовательской работы в виде сочинения-рассуждения относительно небольшого объема со свободной композицией, выражающее индивидуальные впечатления, соображения по конкретному вопросу, проблеме и заведомо не претендующее на полноту и исчерпывающую трактовку предмета. Эссе предполагает выражение автором своей точки зрения, личной субъективной оценки предмета рассуждения, дает возможность нестандартного, оригинального освещения поднимаемой научной проблемы (Шохин & Кузьминов & Ясин, 2005; Михайленко, 2012).

Популярность заданий в жанре эссе в высшей школе растет. Проведенный анализ литературы позволил выделить ряд факторов, способствующих росту такой популярности. В современной ситуации подходы к организации учебного процесса в высших учебных заведениях меняются. Во-первых, уменьшается количество аудиторных часов, дающих возможность «живого общения» преподавателя и студента, на смену приходят дистанционные формы работы. Во-вторых, основной упор делается на самостоятельную работу студента как субъекта учебно-профессиональной деятельности. В-третьих, возникает необходимость в использовании новых форм и технологий, повышающих интерес к предмету и способствующих развитию продуктивного, критического мышления. В-четвертых, приобретает особую важность создание определенного эмоционального фона для осмысления учебного и научного материала (Олещенко, 2010; Михайленко, 2012). Благодаря выделенным особенностям, жанр эссе прочно утвердил свои права не только в гуманитарном знании, но и в обучении студентов.

С появлением магистратуры в вузах России изменился состав студентов: появилось больше взрослых людей с определенным жизненным и профессиональным опытом. Психологическая природа обучения взрослых представляет собой процесс соединения собственного индивидуального опыта, накапливаемого в практической деятельности, с коллективным опытом других людей, обобщенным в науке и культуре, то есть с социальным опытом. В обучении взрослых большое значение имеют метакогнитивные процессы. Предметное содержание выстраивается проблемно. В обучении взрослых целесообразно использовать совместную и групповую работу, основанную на общении и взаимодействии; постоянный диалог; опору на технологично организованную преподавателем самостоятельную работу; высокий уровень трудности и быстрый темп изучения учебного материала (Михайлова, 2007). Роль преподавателя становится более интерактивной (Горшкова, 2014). Взрослые люди воспринимают обучение как логичное, естественное явление, когда происходят инновации в их профессиональной деятельности и стремятся актуализировать результаты обучения, применить их в ближайшем будущем (Макаровская, 2008).

В работе с магистрантами необходимо учитывать два вида трудностей, с которыми сталкивается взрослый в обучении. В первую группу входят трудности внешнего характера: сложность профессиональной деятельности, обремененность обязательствами в быту, недостаток времени и т.д. Вторую группу составляют трудности внутреннего (психологического) характера: стремление к позитивным изменениям в жизни и страх перед взятой на себя ответственностью; желание перемен и страх перемен в стабильном образе жизни; сомнения в своих способностях к обучению, страх демонстрации неумения работать с современными технологиями. Большое количество взрослых людей находятся под влиянием мифа о возрастных ограничениях способности учиться в зрелых возрастах (Михайлова, 2007). Создание оптимальных психологических условий – важное условие эффективного обучения взрослых.

Развитие взрослого человека представляет собой процесс саморазвития. По данным исследования Е. Паппас и Дж. Паппас, выделяются три группы барьеров на пути саморазвития познавательного потенциала, эффективного мышления и поведения современных студентов: 1) чрезмерная электронная стимуляция; 2) дисфункциональные отношения со временем; 3) трудности в принятии намеренных решений (Щукина, 2014). Важная дидактическая цель высшего образования – «запуск мотивационно-потребностного механизма «самости» личности студента» (Андреев В.И., 2013, с. 260), создание условий для творческого саморазвития. В работе с магистрантами большое значение имеет актуализация внутренней мотивации деятельности как основы субъектной

позиции в обучении и стремления к саморазвитию. Источником внутренней мотивации с позиции теории самодетерминации является удовлетворенность потребностей в автономии, компетентности и в том, чтобы быть связанным с другими людьми. Потребность в автономии означает стремление чувствовать выбор и собственную детерминацию своего поведения. Потребность в компетентности – стремление чувствовать себя успешным, компетентным деятелем, справляющимся с задачами выполняемой деятельности. Под потребностью быть связанным с другими понимается стремление иметь надежную связь, быть понятым и принятым (Гордеева & Сычев & Осин, 2013).

В организации работы с магистрантами необходимо учитывать тенденцию последних лет, которую В.Н. Косырев назвал «отчуждением учебного труда студентов». Это такое отношение студента к учению, при котором продукты его деятельности, он сам, а также преподаватели, администрация, другие студенты и социальные группы, как носители норм, установок и ценностей учебной деятельности, выступают для него как нечто чуждое его самости (Косырев, 2009). Если продукты учебно-профессиональной деятельности студентов используются только для выставления преподавателем оценок, то они, по большому счету, оказываются бесполезными. Необходимо сделать результаты труда магистрантов значимыми для всей группы.

Таким образом, основой для выбора эссе как формы проведения итогового контроля стали: во-первых, психологические особенности обучения взрослых; во-вторых, актуализация внутренней мотивации, источниками которой являются потребность в автономии, компетентности, связанности с другими, в том числе через признание значимости вклада каждого в итоговый результат. В своей работе мы предположили, что использование эссе позволит уменьшить негативные последствия традиционных форм контроля и активизировать саморазвития магистрантов.

### **Организация исследования** *Research design*

В Высшей школе педагогики Балтийского федерального университета им. И. Канта реализуется магистерская программа «Дошкольное образование». Магистранты второго года обучения в первом семестре имеют возможность изучать дисциплину по выбору «Социокультурные условия развития современных детей дошкольного возраста». Эта дисциплина входит в вариативную часть магистерской программы и завершается экзаменом. Цель освоения дисциплины – уметь анализировать и учитывать в профессиональной деятельности социокультурные условия развития современных дошкольников.

Дисциплину «Социокультурные условия развития современных детей дошкольного возраста» изучали 20 человек: в 2013-2014 учебном году – 12 магистрантов, в 2014-2015 учебном году – 8 магистрантов. Опыт первой апробации эссе представлен в другой нашей работе (Несына, 2014).

Изучение учебной дисциплины включало несколько этапов. Первый этап содержал вводный лекционный блок и практические занятия с обсуждением различных социокультурных условий и факторов развития современных дошкольников. Второй этап начинался с «мозгового штурма» по определению наиболее значимых условий развития дошкольника в современном мире. По итогам этой работы магистранты выбирали индивидуальные творческие задания. Результаты индивидуальной работы становились предметом изучения всей группы. В 2013-2014 учебном году совместный «мозговой штурм» не проводился, участники осуществляли индивидуальный выбор проблемных вопросов. На завершающем этапе магистранты получили задание подготовить эссе «Социокультурные условия развития современных дошкольников» на основе материалов лекций, практических занятий, результатов индивидуальных творческих проблемных заданий каждого участника группы и собственного профессионального опыта, так как подавляющее большинство магистрантов – работники системы дошкольного образования. Для всех магистрантов это был новый вид работы. В процессе подготовки к экзамену магистранты имели возможность прислать эссе на предварительную проверку и, получив обратную связь от преподавателя, улучшить результат. Этой возможностью воспользовались 50% магистрантов в 2013-2014 учебном году и 100% - в 2014-2015 учебном году. Экзамен проводился в форме защиты эссе, после чего группа обобщала представленные материалы и формулировала заключительные выводы по курсу.

После экзамена магистрантам было предложено завершить незаконченные предложения в письменной форме: отметить положительные и отрицательные стороны эссе как формы итогового контроля по учебной дисциплине. Также участникам был задан вопрос о вкладе изученной дисциплины в их развитие.

### **Результаты и обсуждение** *Results and discussion*

Было получено 85 высказываний, из них 88,24% высказываний о положительных сторонах эссе и 11,76% - об отрицательных. Обратимся к анализу положительных сторон эссе как формы итогового контроля. В ходе контент-анализа были выделены следующие категории (Tab.1).

**Tab.1. Положительные стороны эссе как формы итогового контроля**  
**Positive aspects of essay as a form of exam**

№	Категории Categories	Частота(%) Frequency
1.	«Возможность обобщения, осмысления материала» «Generalization, understanding and comprehension of material»	21.33
2.	«Развивающий потенциал» «Development» «Возможность высказать свою точку зрения» «Opportunity to express the point of view»	17.33 17.33
3.	«Структурирование материала» «Structuring of materials» «Стимулирование самостоятельной работы» «Independent work»	9.33 9.33
4.	«Психологический комфорт» «Psychological comfort» «Творческий характер» «Creativity» «Влияние на профессиональную деятельность» «Effects on professional activities»	5.33 5.33 5.33
5.	«Общая положительная оценка» «General positive assessment»	4.00
6.	«Возможность выступления» «Presentation» «Уникальность работы каждого» «The uniqueness of each work»	2.68 2.68

Наибольшее количество высказываний о положительных сторонах относится к категории «Возможность обобщения, осмысления материала» - 21,33%. К этой категории были отнесены следующие высказывания: «помогает осознать материал», «появляется глубина понимания проблем», «помогает осмыслить информацию», «заставляет задуматься о происходящем вокруг», «выяснение значимого» и т.д. Второе место занимают две категории: «Развивающий потенциал» («учит аргументировать», «можно поспорить с собой», «развивает мышление» и т.д.) и «Возможность высказать свою точку зрения» («можно высказать свои мысли», «высказываешь свой взгляд на происходящее» и т.д.) - по 17,33%. На третьем месте - категории «Структурирование материала» («информация логично выстраивается», «можно собрать мысли в кучу» и т.д.) и «Стимулирование самостоятельной работы» («самостоятельный вклад», «сам анализируешь большое количество информации» и т.д.) - по 9,33%. Четвертое место занимают категории: «Психологический комфорт» («удобный вид работы», «на экзамене чувствуешь себя уверенно» и т.д.), «Творческий характер» («творческий поиск», «творческая работа» и т.д.), «Влияние на профессиональную деятельность» («могу применить



*материалы курса в работе», «связь с практикой», «меняется отношение к работе», «появляются новые идеи для работы» и т.д.) - по 5,33%. Наиболее редкие оказались категории «Общая положительная оценка», «Возможность выступления» и «Уникальность работы каждого» - по 2,68%.*

Высказываний об отрицательных сторонах эссе значительно меньше - в 7,5 раз. Преобладает категория «Трудоемкость» (40%): указывается на сложность этой работы, большое количество времени, затраченное на нее. Около трети высказываний относится к «Ограничению объема» (30%), в них содержится мысли о том, что сложно в сжатой форме изложить основные идеи. Единичные высказывания о вероятности плагиата, об отсутствии опыта выполнения подобных заданий.

Работа над эссе на завершающем этапе изучения дисциплины способствует лучшему обобщению и осмыслению проблемного содержания курса. Включение элементов проблемности в задание для итогового контроля способствует возникновению интеллектуального напряжения, связанного с наличием препятствия для привычного хода действия и мысли. Для преодоления этого состояния нужно предпринять усилия в поиске новых способов действия, в процессе чего активизируется познавательная деятельность, возникает необходимость самостоятельной работы с информационными источниками. Магистрантам необходимо принять намеренное и аргументированное решение относительно наиболее значимых условий развития современного дошкольника и выразить это решение в тексте работы. Это актуализирует проявление креативности и субъектности.

Ситуация выбора актуализирует потребность в автономии. Ситуация успеха дает возможность магистранту удовлетворить потребность в компетентности. Представление результатов работы группе, подготовка материалов для рассылки другим участникам, осознание того, что индивидуальный результат каждого вносит вклад в итоговое задание, способствует реализации потребности в связанности с другими.

Категория «Влияние на профессиональную деятельность» в материалах незаконченных предложений встречается редко, но влияние выполненной магистрантами работы выражено в ответе на вопрос о вкладе учебной дисциплины «Социокультурные условия развития современных детей дошкольного возраста» в развитие участников. Приведем некоторые ответы: *«Я могу по-новому, глубже взглянуть на свою профессиональную деятельность»; «Помогает мне почувствовать себя важным звеном в этой цепочке (социокультурной деятельности)»; «Повышается уровень профессионального образования, это помогает в практической деятельности, позволяет посмотреть на свою работу под другим углом»; «Изучение дисциплины помогло более глубоко понять современного ребенка и учесть его особенности в работе с ним, его родителями,*

*педагогами»; «Я теперь по-другому буду работать с семьей»; «Я смогла глубже изучить проблемы наших дней, теперь знаю, на какие вещи стоит обращать внимание в работе»; «Я поняла, на что нужно обращать особое внимание в воспитании современных детей, я обязательно буду это использовать».*

### **Выводы** *Conclusions*

Эссе, как форма итогового контроля, может быть логично встроено в структуру учебной дисциплины при условии проблемно выстроенного предметного содержания высокого уровня трудности. В таком случае введение элементов проблемности в итоговое задание воспринимается участниками как естественное продолжение работы над материалами учебной дисциплины. Подготовка итогового эссе предполагает высокую интеллектуальную активность и использование метакогнитивных процессов, в результате чего магистрант соединяет свой профессиональный и личностный опыт с достижениями современной науки.

Проведение экзамена в форме защиты эссе нивелирует многие трудности психологического характера в обучении магистрантов: способствует ощущению большего психологического комфорта, безопасности; поддерживает ощущение компетентности; создает ситуацию успешности; позволяет более разумно распределить временные ресурсы. Это способствует актуализации потребностей (в автономии, компетентности и связанности с другими), которые являются источниками внутренней мотивации как основы субъектности и стремления к саморазвитию.

Таким образом, эссе является психологически и педагогически целесообразной формой итогового контроля, который способствует внедрению результатов обучения в профессиональную деятельность взрослых людей, обучающихся по магистерским программам.

### **Summary**

Modern sociocultural situation contributes to development of Master's Degree Programs in Russian universities. It requires changes in educational content and techniques. This work presents the experience in approbation of essay as a form of examination (final control) in education of Master's Degree students. Master's Degree Program is named „Preschool education”. In the study 20 Master's Degree students were involved – they learned the course “Sociocultural conditions of development of modern pre-school children” as variable part of their curriculum during the first semesters of 2013-2014 and 2014-2015 academic years. Essay as a form of final control (exam) was used. After the exam the incomplete sentences technique as a data-gathering tool was applied. Participants were asked to finish sentences about positive and negative aspects of essay as a form of examination. Participants of our research were adults, they were working as kindergarten teachers and studying at Higher

School of Pedagogy of Immanuel Kant Baltic Federal University as Master's Degree students. Psychological characteristics of adult learning became the main reason for the preference of such form of examination. We tried to use sources of internal motivation as needs for autonomy, competence and relatedness with others, including acknowledgment of important contributions of each participant in the final result. In our study we suppose that using the essay helps to reduce negative effects of exam in traditional forms and activates self-development of participants. The results of content-analysis revealed that creation of the essay contributes to generalization, understanding and comprehension of problems in sociocultural conditions pre-schoolers' development. Using of problem elements leads to the situation of intellectual tension which is associated with the presence of obstacles for actions and thoughts. The consequences of intellectual tension are: firstly, efforts to find new ways of action, cognitive activation, reasoned decisions regarding the most important conditions for development of modern preschoolers; secondly, the necessity of independent work with a lot of informational sources, awareness, comprehension and expression of the own point of view; thirdly, creativity and subjectness. Essay as a form of final control (examination) can be logically built into the structure of educational course, but a lecturer should use educational materials of problem type with high level of difficulty. In this case, using of problem elements in the final task are perceived by students as a natural extension of the work with materials of academic course. During creation of the final essay intellectual activity and metacognitive processes are increasing. The examination in the form of essay gives psychological comfort and safety, supports sense of competence, creates a situation of success for students, helps adults to manage their time and resources more effectively. So, it leads to actualization of needs for autonomy, competence, relatedness, which are the sources of internal motivation. Internal motivation is the basis of subjectness and self-development tendency. Thus, the essay is more psychologically comfortable and pedagogically expedient form of final control (examination), especially in adult learning. Furthermore, such work helps Master's Degree students to use learning results in their professional activity.

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## **ENTREPRENEURSHIP AS A KEY COMPETENCE - IMPLICATIONS FOR THE EDUCATION PROCESS IN POLAND**

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**Abstract.** *The ever escalating pace of civilizational changes in the social and economic fields, as well as in science and technology triggers a change of employers' expectations with respect to employees' competences. Thus, a need has arisen for enterprising and creative employees with the ability of critical and at the same time, creative thinking, with high interpersonal competence, who can obtain and effectively process information and based on that make decisions, and who are real team players, understanding the need for lifelong learning. Such competences have a significant impact on an independent, responsible and auspicious life. The changes led the European Parliament and the Council to adopt a key competence framework to which entrepreneurship and initiative have been, among other competences, classified.*

*The aim of the article is to define conditions related to creation of entrepreneurship as a key competence in the process of education in Poland, both among students of upper-secondary schools and tertiary education students. The article uses the findings of research conducted in Poland regarding evaluation of acquired key competences and identification of competences and qualifications sought by employers.*

**Keywords:** *key competences, entrepreneurship, initiative, education process.*

### **Introduction**

Expectations of employers with respect to competences have been rising over the last few years along with clear changes in adaptation of the education system to such expectations. The beginnings of the notion of competences trace back to the early 1970s in the United States. At that time the subject of interest of the American Association for Adult and Continuing Education were skills that an adult person finishing their education was expected to have and translation of such skills into competences (Baraniak, 2009, p.104).

Literature provides us with various definitions of the term of "competences". In a general sense competences are the ability to act in order to achieve a pre-set goal under given conditions using certain means. In a broader sense, competences are a combination of knowledge, skills, experience, attitudes and readiness to act under certain conditions, as well as the ability to adapt to changeable conditions. The definition of competences can neither be treated as a synonym of qualifications nor as an equivalent of education (Luczak, 2011, p. 81).

Competences are a broader concept than qualifications. They embrace general properties of a human being, which together with the work effect

achieved by that person form a cause and effect relationship. Therefore, competences consist of a few levels of human properties, such as: motives, characteristics, attitudes and values, knowledge and skills (Pocztowski, 2007, p. 118).

An important role in promotion of competences was played by the European Parliament and the Council which introduced the concept of key competences defined as “*a combination of knowledge, skills and attitudes appropriate to a particular situation*”<sup>11</sup>. Keycompetences are necessary for self-fulfillment, personal development and being an active citizen, social integration and employment. All key competences are equally important, since each of them can contribute to a successful life in a knowledge society. Key competences include: communication in the mother tongue and in foreign languages, mathematical competence and basic competences in science and technology, digital competence, learning to learn, social and civic competences, cultural awareness and expression, as well as **sense of initiative and entrepreneurship**.

Entrepreneurship and initiative are defined as “*the ability to turn ideas into action. It involves creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. The individual is aware of the context of his/her work and is able to seize opportunities that arise. It is the foundation for acquiring more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance*”<sup>12</sup>.

### **Analysis of the status of key competences in Poland**

In 2012 - within the framework of the Rinascimento II project – a study concerning key competences in Poland was completed. The study involved telephone and personal interviews, as well as paper and online questionnaires. It was conducted in four stages, each of them regarded two competences. The first one concerned language competences, the second stage - mathematical and IT competences, the third stage was related to the skill of learning as well as social and civic competences, whereas the fourth stage concerned entrepreneurship and culture-related competences. The study involved 20 adults above the age of 20 with elementary, secondary, high-school and tertiary and post-doctoral education.

The results of the study<sup>13</sup> conducted in the fourth stage (it is particularly interesting due to discussion included herein) show that the knowledge of respondents concerning operation of a business activity in the field they are interested in is rather average (54% of respondents). More than 42% of

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<sup>11</sup> Annex to the recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning, <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:32006H0962:PL:NOT> (Accessed 29 January 2013)

<sup>12</sup> Ibidem

<sup>13</sup>[http://www.key-competences.com/document/RESULTS\\_KC\\_7-8\\_PO.pdf](http://www.key-competences.com/document/RESULTS_KC_7-8_PO.pdf) (Accessed 21 February 2013)

respondents showed an average ability of risk-taking. The study participants do not have bigger problems with adapting to a new situation, but they do not have the theoretical knowledge of business management or practical application of management theories (low and very low scores achieved by 59% of respondents). Another problem is also drawing up a business plan - around 30% of respondents showed low or very low scores in this scope. One of the skills mentioned by the European Commission is the team-working skill. The respondents assess their willingness to cooperate in a team at an average (28%), high (29%) and very high (11%) level. Only 5% of respondents showed a low and very low level of flexibility during teamwork. Another skill included in the recommendation is assessment and identification of one's strengths and weaknesses. Only 6% of respondents showed a very low and low level, whereas only 20% of respondents described their skills of assessment and identification of strengths and weaknesses at a high and very high level. An indispensable skill mentioned by the Commission is also the ability to assess risk and take it in justified cases. Based on the study results from the Rinascimento II project, we can easily notice that more than half of the respondents (around 66%) described their ability of risk-taking at an average and above average level. 19% of respondents show high and very high willingness to take risk, whereas low and very low willingness is displayed by 15% of respondents.

As the study shows there are considerable deficiencies in education of the society in terms of practical aspects of business management or preparation of business start-up and development plans.

Skillful use of entrepreneurship competences developed in the course of education as well as combining them with acquired professional qualifications should be one of the factors determining success in the job market.

### **Employers' expectations towards employees**

Flexible adaptation to changes taking place in the professional environment is determined by an entrepreneurial attitude, defined by the European Commission in the following way: *“An entrepreneurial attitude is characterized by initiative, pro-activity, independence and innovation in personal and social life, as much as at work. It also includes motivation and determination to meet objectives, whether personal goals, or aims held in common with others, including at work”* (Drozdowski, 2006).

Development of an entrepreneurial attitude is possible through introduction of appropriate solutions in the scope of educational activities at various stages of education. Becoming familiar with the mechanisms that shape economic, social and political processes is crucial in the period of school education (primary schools, secondary schools and upper secondary schools), since at this time a young person undergoes dynamic personal, mental and physical development. He or she also develops appropriate moral and ethical attitudes as well as

realizes the responsibility for risk-taking and its consequences. Development of a young person is a very complex process that takes place through various sources of information, such as, for example: family, education system, role models followed by friends and acquaintances, mass media, state institutions or a company they work in. It is from those sources that a young person derives knowledge, ideological content, patterns of behavior and action, as well as principles of personal life or the ability to co-exist in a family and a society.

The interest in entrepreneurial attitude began to grow as a result of intensified competitiveness of the economy and its development capacity. Also achieving competitive advantage by a company through development of personnel strategies based on entrepreneurial attitudes of employees gained significance. Employees are now treated as owners of unique competences, which are essential for an enterprise (Drozdowski, 2006).

In February and March 2012 the Warsaw School of Economics, the American Chamber of Commerce in Poland as well as Ernst & Young conducted research in Poland (Budnikowski et al, 2012) concerning competences and qualifications sought by employers. The study included 33 most important competences and qualifications, which were divided into four categories: personal skills, interpersonal skills, intellectual abilities and skills as well as general skills and knowledge. Out of 33 competences and qualifications we will analyze those that refer to the key competence of entrepreneurship and initiative. They include, among others: ethical conduct as a basis for action, responsibility, commitment, openness to learning and continuous development, pursuit of results, independence, proper self-esteem - understanding of one's own strengths and limitations, flexibility and adaptability, the skill of decision-making; effective communication, teamwork skills, negotiation skills (interpersonal skills); creativity, the skill of formulating and solving problems, the ability to identify and justify priorities (intellectual abilities); the skill of organizing work as well as effective time and project management.

All of the above-mentioned competences and qualifications are highly valued by employers. A significant majority of them are of universal nature and can be formed at every stage of education. For comparison, the general and general-vocational knowledge is vital for employers, but not the most important (average score of 3.86 on the scale of 1 - unimportant to 5 - very important). We can assume that having the competence of openness to learning and constant development (evaluated by employers at 4.61) allows to compensate any possible gaps in knowledge and develop it into more advanced knowledge required in a given position. The communication and team-working skills also received high values (4.69 and 4.5), as nowadays, companies mostly operate based on team work. Changes, in turn, constantly taking place in developing companies or markets on which the company operates have resulted in employers paying more attention to flexibility and adaptability (4.42), decision-making (3.97) and responsibility for decisions made by employees (4.46).



The present-day economy functions with a dominating role of the market-based mechanism. Every person who wishes to adapt to it, be able to “function” in it, must have the minimum universal knowledge and skills that allow to better understand market rules, their own place as an active participant in the economy-related processes. It is necessary for everyone, regardless of their profession.

It is assumed that in the information phase of civilization development, human capital resources will have the most decisive role in competitiveness of a person, and subsequently, of the entire economy. The challenges of the present-day economy can only be met by people and societies allocating increasing outlays to human skill and knowledge development (Borowiec, Rachwal, 2012).

### **Implications for entrepreneurship education at various stages of education**

The Europe 2020 strategy emphasizes the need to include creativity, innovation and entrepreneurship in school curricula and training activities at all levels of education.

When analyzing the literature on formation of entrepreneurial attitudes, various opinions can be noticed and at the same time, interesting conclusions of practical nature can be drawn.

- Entrepreneurial attitudes can be shaped by selecting such a set of reinforcements that will strengthen inner direction and pursuit of success.
- Entrepreneurship, interpreted as a human characteristic depends on a personality (this problem is analyzed in more detail by Wilsz, 2004)
- A significant role in forming entrepreneurship is played by intellectual skills which determine the possibilities of self-creation;
- An entrepreneurial attitude is established based on a national culture (basic personality) and is therefore subject to limitations or reinforcements;
- Formation of a personality and entrepreneurial attitudes is easier in the case of young people, however, it is possible throughout the whole life. For this reason, the right system of reinforcements should be chosen to allow it to develop (Strojny, 2006);
- A person who wishes to be enterprising should be able to show their successes, since they mobilize to further activity;
- A very important aspect from the perspective of entrepreneurship skills is positive thinking, which offers higher possibilities of pursuing set objectives;
- An enterprising person should continue to learn all the time. People who study have a more optimistic attitude to life and a higher willingness to pursue their goals;

- What is crucial is to equip young people with appropriate knowledge, but also teach them to search for information. The education system should be more integrated so that the knowledge young people have is not “pigeonholed” and they are able to use it (Wachowiak, 2007).

Over the last years, we have observed a wide range of initiatives that contribute to development of education in the scope of entrepreneurship. Those actions have been particularly intensified since the introduction of the subject called *Introduction to Business* to the curriculum of upper secondary schools, which is intended not only to equip students with the knowledge of how the market economy works in the conditions of increasing globalization and EU integration processes, but also to develop skills that will be indispensable for students in their adult, active professional life. In accordance with the record of the core curriculum and with reference to statements of numerous participants of Polish entrepreneurship conferences, during realization of this subject, students’ attitudes, openness, creativity and risk-taking in pursuit of one’s professional career should, among others, be shaped in students, taking into account ethical values. Such bases constitute entrepreneurial attitude in a broad sense [Ziolo, 2005, p. 9-16).

We should not forget that acquisition of entrepreneurial features should be shaped indirectly during all subjects, by encouraging young people to solve problems on their own, ask difficult uncomfortable questions, encouraging them to read optional literature and develop their interests. It depends on the attitude and ambitions of a given teacher, as well as the atmosphere of working with students. Furthermore, entrepreneurship education involves a change in the role of a teacher whose task is to facilitate acquisition of competences by students by means of active work methods, e.g. searching and finding information by a student, which allows them to turn an idea into actions (Wilsz, 2004). Effectiveness of entrepreneurial education depends on the enthusiasm of teachers. A network of cooperation among teachers should be built in addition to contacts in the local community, organization of informative events, sharing of good practices, as well as involvement of businessmen in the process of learning. The importance of extracurricular activities should also be noted. In some schools there are career centers and simulation companies are created. Nowadays, every school employs a counselor who among other responsibilities, is also a career advisor<sup>14</sup>.

In accordance with the new core curriculum in Poland, as of the school year 2012/2013 apart from the subject of *Introduction to Business* a new complementary subject called *Practical Economics* was introduced in upper secondary schools.

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<sup>14</sup> Annex to the recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning, <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:32006H0962:PL:NOT> (Accessed 29 January 2013)

The aim of *Practical economics* is for students to acquire skills of complete implementation of an undertaking: from an idea, through preparation of a plan, its implementation to an analysis of effects (Ziolo, 2005, p. 132). The subject aims at familiarizing students with the reality of economy and preparing them to enter the job market. Recommendations presented by the Ministry of National Education, concerning the conditions and methods of teaching the classes suggests that they should enable students to use the knowledge of economics in practice. Young people can, for example, operate a student company, take part in simulation games related to economics, conduct an analysis of a selected market or implement other projects of economic nature. The practical attitude to economic aspects enables a student to independently acquire the knowledge and skills that are conducive to formation of entrepreneurial attitudes, as well as teaches them cooperation and collaboration, at the same time integrating a team of students (Ziolo, 2005).

Formation of entrepreneurial features in the young generation also requires the development of modern methods of teaching that are based on cooperation, creativity and communication. To this end we have to depart from traditional lecture-based classes and turn towards classes taught in small groups, as well as develop and popularize such methods of teaching as: workshops, simulation games, project tasks and use teamwork as often as possible. What is also crucial is supporting the methods of teaching that develop media competences, enabling the use of digital materials, e.g. patent information that is the source of information on the newest technical solutions (Nowacka, 2011).

Interesting classes during which young people learn how to be independent, react in difficult situations and communicate can for many of them be the beginning of success in their adult life.

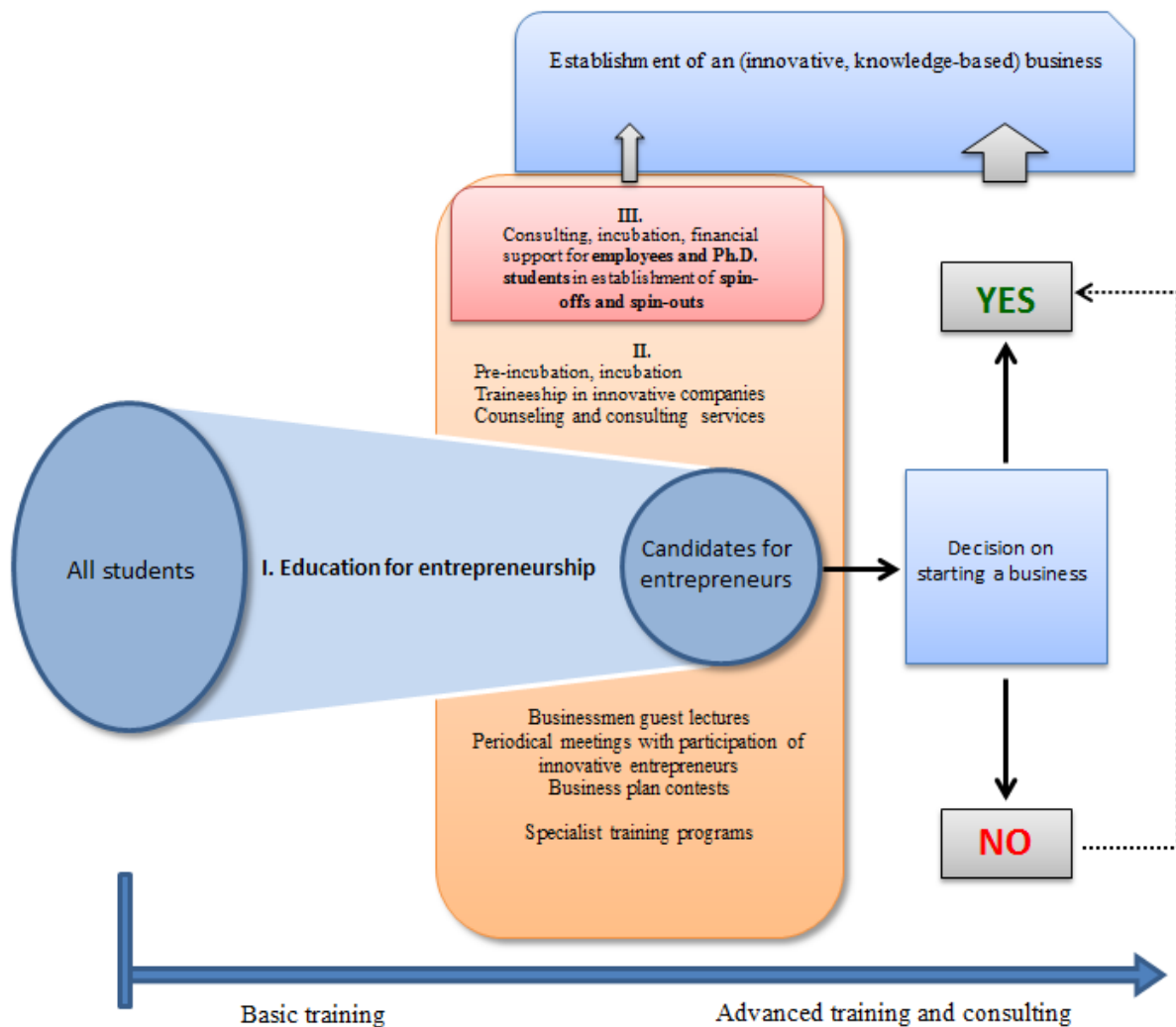
Introduction of the National Qualifications Framework to the system of higher education oriented the education system in institutions of higher education towards the effects of the education process pertaining to three elements: knowledge, skills and social competences. Acquisition of social competences aims at building social capital characterized by communication skills, creativity, mobility, cooperation with others, responsibility for the local community, responsibility for decisions taken. Participants of the education process will often become leaders and initiators of actions in their private, professional and social environment.

As part of entrepreneurial attitude development at tertiary education, entrepreneurship concepts should first and foremost be introduced at each year of Bachelor and Engineer studies through a special subject, such as “Innovative Entrepreneurship” and at second-degree studies, e.g. through “Corporate Entrepreneurship” (this topic is managed mainly by J. Cieřlik who is responsible for the functioning of the Innovative Entrepreneurship Network<sup>15</sup>). Within the

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<sup>15</sup><http://www.seipa.edu.pl/>(Accessed 13 October 2014)

above-mentioned Network, objectives have been developed for education in an integrated support model for innovative entrepreneurship, which can be presented by the following chart:



**Fig. 1. Education in an integrated support model for innovative academic entrepreneurship, own study based on (<http://www.seipa.edu.pl/index.php/ida/459/> (Accessed 14 December 2014))**

Unfortunately few institutions of tertiary education in Poland fully implement the objectives presented in the above-mentioned model.

Furthermore, it should be noted that one of the aspects of academic entrepreneurship development is enabling entrepreneurs to conduct classes to a higher extent than so far, as well as engage students in projects implemented by companies, use stimulating teaching methods such as: educational games, projects, educational discussions and team work (based on ready-made teaching aids for teachers of entrepreneurship, e.g. examples of case studies in order to familiarize students with real problems).

## Conclusions

Knowledge-based entrepreneurship treated as an important resource (provided that it is properly managed) may significantly contribute to achieving a competitive advantage, as well as become the prerequisite for sustainable economic development on a national and regional scale, whereas for Poland, it constitutes a chance for reducing the developmental distance in the fields of economy and innovation in relation to more developed economies.

Instilling the entrepreneurial spirit in young people will significantly increase their opportunities for finding a satisfying job or self-employment, enable active participation in the environment they live in, allow for better understanding of mechanisms functioning in that environment, which, in turn, will create an opportunity for better adaptation to and influence on it.

The requirements related to formation of entrepreneurial attitudes defined in the National Qualifications Framework for Tertiary Education are not, however, reflected in majority of universities. It is observed that measures taken to promote entrepreneurship at institutions of higher education are often only of a declarative nature. Furthermore, there are no academic teachers of entrepreneurship and research programs focusing on entrepreneurship as a theoretical problem (entrepreneurship is not considered an academic science in Poland).

What should also be noted is that participation in an educational process of persons other than academic teachers - entrepreneurs - is still relatively rare, which undoubtedly weakens the link between the education process and the needs of the labor market or region (including needs for original research and development works). One of the causes of such a situation is undoubtedly low budget expenditure on education and a still low interest in research on the part of companies.

Activities aiming at providing active support for academic entrepreneurship through educational institutions should also be implemented, e.g. Academic Business Incubators or Technology Transfer Centers in the scope of an academic spin-offs and spin-outs establishment process. Currently, the support refers mostly to the pre-incubation stage instead of provision of comprehensive help in establishment and initial development of a new company.

One of the ways of winning a competitive game is to begin learning before new skills are necessary, making competent diagnoses and investing in the future as it is forecast. In times dominated by changes that are difficult to predict, everyone should have the skills and attitude that will allow to meet the needs of a human being in all conditions that will be created by the environment. Let me conclude with the words of economist Michel Santi who said that “entrepreneurship is not an innate trait, yet a certain characteristic of the spirit and actions that are the privilege of many, yet shaped and strengthened by so few”.

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## IMPLICIT METHODS FOR STUDYING ATTITUDES: MODERN APPROACH TO RESEARCH IN SOCIAL SCIENCES

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**Abstract.** *The aim of paper is to analyze the experience of the experimental studying of attitudes by implicit methods in social sciences. It is an experience of collaborative research of graduates and professors to develop a new tool - experimental procedures of the implicit association test and unconscious priming to measure various psychological constructs. The involvement of students into the creative atmosphere underpins the formation of a creative, competent and responsible psychologist who could learn how to work in any field of psychology. The concisely presented results of empirical research are focused on the study of ethnic attitudes, hardiness, gambling addiction and addiction to alcohol with implicit methods and self-assessment procedures. On the example of gambling addiction considered in detail, the benefits of implicit measurements were revealed. Implicit methods are successfully used not only in social psychology and its applied fields, but also in pedagogy (in revealing creative abilities).*

**Keywords:** *attitude, education, explicit method, implicit association test, unconscious emotional priming.*

### Introduction

Research of various psychological phenomena by implicit methods both in the field of social psychology, and its application areas is a new direction of research in Latvia.

Contemporary psychological research widely uses both explicit and implicit methods for measuring attitudes. The terms „explicit” and „implicit” relate to cognitive constructs and processes measured by various procedures. Some authors urge using to indicate measurements the terms „direct” and „indirect” accordingly (De Houwer, Teige-Mocigemba, Spruyt, & Moors, 2009). Direct and indirect measurements may reflect different experience or its different aspects in relation to the object of attitude, where indirect measurements do not replace but complement the results obtained through direct interviewing techniques (Greenwald, & Banaji, 1995; Rudman, 2011). Explicit methods are straight, controlled, and conscious. They are based on explicit knowledge about oneself and often do not reveal the true but socially desirable answers of participants. Implicit methods are indirect, automatic, and unconscious. Implicit methods are measurements of automatic (unconscious) evaluative reactions that come to mind spontaneously, with one presentation of the object towards which the attitude has been formed (Petty, Fazio, & Brinol,

2009, pp.3-8). They are based on the measurement of the reaction time of participants when they perform a variety of tasks and their attention is focused on performing these tasks, rather than on the object of attitude. In implicit social cognition the definition of attitude is understood as a mental link between the object of attitude and its final evaluations (attributes) which are stored in memory (Fazio, 2007).

Attitude refers to people's evaluation of a wide variety of objects, issues, and people, including the self. Both explicit and implicit methods of attitudes are commonly used.

*The aim of paper* is to analyze the experience of the experimental studying attitudes by implicit methods in social sciences.

The authors represent the experience of collaborative research of Baltic Psychology and Management College (BPMC) graduates and professors on the basis of the implicit measurement laboratory, launched for the first time in Latvia in 2006.

When teaching undergraduate psychologists there is a need to give them an opportunity to develop competencies, which allow them to engage in the process of modern psychological research, which along with the explicit methods also use implicit measurement techniques. For the formation of general scientific, instrumental, social, personal, cultural and professional competencies the undergraduate psychologists are involved in the research process which is based on teamwork to study various attitudes by modern implicit methods: the evaluative priming procedure and implicit association test (IAT). These are experimental researches, the implementation of which requires special training on the basis of existing training courses in experimental psychology, cognitive psychology, methodology of psychological research, statistical methods in psychology, computer data processing and interpretation, and psychometrics. Research is carried out by a research team - professors and undergraduates, where each performs a specific function and has an idea of what has been done by colleagues. During the research, undergraduates have mainly to study publications in English. The undergraduate curriculum also includes the study in writing articles in the format of the American Psychological Association (APA). After completion of the work there is the preparation of publications, which involves professors and undergraduates whose contribution to the research turned out to be significant. As in the process, and after its completion, undergraduates together with professors participate in international conferences. Involvement of students in the creative atmosphere develops a basis for the education of a creative, competent and responsible psychologist. Some of the graduates continue their studies in doctoral programs. In 2014 doctoral theses were successfully defended by graduates Maria Bambulyaka („The impact of emotional valence of episodic events on the implicit measurements of the ethnic attitudes”) and Elena Shaplavskaya („Research of hardiness using explicit and



implicit measures (on the basis of professions related to risk)”) - the scientific advisor: Dr. psych., BPMC's professor I. Plotka.

*Methods:*

- Introduction to the research carried out by using the experimental procedure of unconscious emotional priming;
- Introduction to the research carried out by using the implicit association test (IAT).

### **Researches using the procedure of unconscious emotional priming**

Priming is a type of unconscious or implicit memory, which refers to the effects of prior impact and can be expressed in rapid identification of subsequent words or objects at low signal. The procedure of unconscious emotional priming – is an experimental procedure, where the target stimulus is preceded on subliminal level by the exposition of preparing stimulus emotionally connected with it and distinguished by the subsequent perception mask. Unconscious emotional priming procedure became applicable for the research of ethnic attitudes in BPMC since 2006. In the period from 2006 to 2013, the authors (Irina Plotka, Dmitry Igonin, Nina Blumenau) together with BPMC undergraduates conducted and published four stages of experimental research.

The aim of all stages of research was to assess the automatic (unconscious) ethnic attitudes.

In the period 2006-2012, there have been several series of experiments which were attended by 952 participants.

*The general aim* of all stages of the study was the assessment of automatic (unconscious) ethnic attitudes.

*Implicit research method* was the procedure of unconscious emotional priming.

*Apparatus:* IBM-compatible PC, custom-made software for Microsoft Windows XP.

The tasks of lexical classification including positively and negatively accented words, or target stimuli, were given to the participants. Before each stage of the task the prime – unseen word, name of the ethnic group – was given to a participant for a short period. It was suggested that the participant has the formed implicit attitude towards the offered ethnic group. This attitude was unknown for the researcher. The aim of the researcher was to measure that attitude.

The Stimulus Onset Asynchrony (SOA) is the time period between the first stimulus (prime) is exposed and the second stimulus (target) is presented.

The reaction time (RT) of the participant was fixed. Emotional valences of target stimuli and attitudes, positive or negative, could coincide or not coincide. Assumingly, in case of valences coincidence the time of tasks fulfillment shortens (Fazio, Sanbonmatsu, Powell, & Kardes, 1986). With the help of the

RT measurement the rate of an implicit link of the defined notion with positive or negative attitudes was evaluated: participants' attitude towards the corresponding ethnic group

Four variants of tasks for participants were used:

- I. Classification of target words of Osgood semantic differential scale for nouns and adjectives - 2006 (Plotka, Igonin, & Blumenau, 2008, 2010);
- II. Categorization of words and number combinations: the procedure of direct and inverse priming - 2008 (Plotka, Igonin, & Blumenau, 2009);
- III. Lexical decisions (identification of words and non-words - meaningless strings of letters - 2009, 2010, 2011 (Plotka, Igonin, Blumenau, Bambulaka, & Ozola, 2010; Plotka, Igonin, Blumenau, Bambulaka, Ozola, & Simane, 2011; Plotka, Blumenau, & Bambulyaka, 2012b; Plotka, Blumenau, Igonin, & Simane, 2012a, Plotka, Blumenau, Igonin, Simane, & Bambulak, 2013b, Plotka, Igonin, Blumenau, & Simane, 2013c).);
- IV. Classification of target words by their emotional valence - 2012, 2013 (Plotka et al., 2013b; Bambulyaka, Plotka, Blumenau, & Igonin, 2013).

To determine the valence of ethnic attitudes in variants I-III the method of reaction time shifts was used. As the reaction time shift the authors used the difference in the time of reaction for positive and negative target stimuli:  $R = RT(+)-RT(-)$ . In this case, positive shifts (above the third quartile Q3) would comply with negative attitudes, negative shifts (below the first quartile Q1) – with positive attitudes. On the basis of experiments in variant III, using the ANOVA, it was found that none of the factors (prime, goal, ethnic group, SOA (Stimulus Onset Asynchrony), valence of target stimuli) affect the reaction time shifts. This provided an opportunity to enter the criteria for determining attitudes: Q1 and Q3 shifts. Of 14,416 observations in 2009-2011, it was found that the shifts  $R$  less than  $122 \pm 5$  ms correspond to positive emotional attitudes and the shifts more than  $45 \pm 2$  ms - negative attitudes. The relative error does not exceed 5%. The authors also applied different normalization of reaction time and shifts. It has been found that it is not necessary. Shift method allows rapid assessment of chronometric correlates of participants' implicit attitudes.

In variant IV the method of determining the valence of ethnic attitudes was changed. The authors called it a modified method of shifts. It proved to be more accurate and took into consideration the “baseline”. The modified shift was named the difference:

$$RR = (RT_- - RT_+) - (RT_{0-} - RT_{0+}), \quad (1)$$

where  $RT_-$  and  $RT_+$  - reaction time to negative and positive target stimuli, respectively, in the presence of prime, and  $RT_{0-}$  и  $RT_{0+}$  - reaction time to

negative and positive target stimuli, respectively, in the absence of prime („baseline”). The attitude is positive if  $RR \geq Q_3$ . The attitude is negative if  $RR \leq Q_1$ . The attitude is neither positive, nor negative („middle”) if  $Q_1 < RR < Q_3$ .

In each experiment explicit methods were used as well. The greatest preference was given to the technique Scales of Ethnic Identity (Soldatova, 1998, pp.189-193), as it was the most suitable for the research of correspondence between some results obtained with its help and the results of the emotional unconscious priming procedure. On average, there were about 30% of matches, the number of which depended on the SOA.

One reason for matches may be related to the impact of recent autobiographical events associated with the content of attitudes. These results induced us to address to the problem of the influence of episodic memory (EM) and semantic memory (SM) on the expressed attitudes towards the ethnic groups. Any attitude (or attitude’s components) can be presented as by information encoded in SM, as by information encoded in EM. In the EM the information about the concrete cases, taken place in a certain place and time is encoded. Traces of EM and SM differ by their qualities; in the EM the traces disappear faster, but have stronger effect. It can lead to the fact that generalized attitude towards an object which is represented as an attitude in SM, can be changed under the influences of specific episodic traces. These influences can have inhibitory or activating influence depending on the level of accomplishment and coincidence of emotional valence of attitudes’ representation in SM and EM. The pattern of these influences and an interaction of information from different parts of memory, relevant to the attitude, should define the effects of responses latency at different SOAs.

Experiments of 2006-2013 are adequately represented in the publications of the authors (Plotka et al., 2008, 2009, 2010; Plotka, et al., 2011; Plotka et al., 2012a; Plotka et al., 2012b; Plotka, Blumenau, Igonin, Bambulaka, Ozola, & Simane, 2012c; Plotka, et al., 2013b; Plotka, et al., 2013c; Bambulyaka, Plotka, Blumenau, Igonin, Ozola, & Shimane, 2012; Bambulyaka, 2014).

### **Researches using the implicit association test (IAT)**

Since 2012, various versions of the IAT have been developed for research of attitudes towards:

- Gambling (Plotka, Igonin, Blumenau, Simane, Lutikova, & Morozova, 2013a);
- Alcohol (Plotka, Blumenau, Igonin, Simane, Bondarevskaya, & Krasone, 2013d);
- Hardiness (Shaplavska, 2013a; Shaplavska, Plotka, Blumenau, & Kruzite, 2013b; Plotka, Shaplavska, Blumenau, Igonin, & Kunavin, 2013e; Plotka, Shaplavska, Blumenau, & Igonin, 2014a; Plotka, Blumenau, Igonin, & Shaplavska, 2014b; Shaplavska & Plotka, 2014)

- Theft (Šīmane, Plotka, Blūmenau, & Igoņins, 2013a);
- Violence (Šīmane, Plotka, Igonin, & Blumenau, 2013c; Šīmane, Plotka, Blūmenau, & Igoņins, 2014a; Simane-Vigante, Plotka, Blumenau, Igonin, 2014b; Simane, Plotka, & Nartisa, 2014b; Simane-Vigante & Plotka, 2014d);
- Consumer behavior (Urbane, 2014).

Implicit association test (IAT) is an implicit attitude measure in which participants perform a series of categorization tasks on computer for a set of words representing an attitude object (e.g., words such as ant, fly, and grasshopper representing the attitude objects of insects) and for a second set of intermixed words, selected to be highly evaluative in nature. In one phase of the test, the computer response key used to indicate membership in the specified category is the same as that used to indicate a positive word. In a different phase, the key used to indicate membership in the specified category is the same as that used to indicate a negative word. If attitudes are positive, judging the target words should be faster when the same response key is used for category membership and positive words than when the same response key is used for category membership and negative words. Negative attitudes produce the opposite pattern (APA, 2009).

Let us present the results of a pilot research.

*The aim* of research was to identify the valence of attitudes to gambling using implicit and explicit measurements in none-problem social gamblers, who regularly visit gaming establishments and people who do not go to the gaming establishments.

*Method.*

*Participants* – 50, male, the age 18-45, Mdn=31,5 years old. The participants consisted of two groups: „Gamblers” (N=25) and „Non-Gamblers” (N=25). „Gamblers” were selected from casino visitors at least once a week. All of them belong to category of „non-problem social gamblers”, who are employed or learning.

*Research methods*

1. Modified Single-Category IAT (SC-IAT) (Plotka, et al., 2013a) was designed based on the design of the classical IAT (Karpinski, & Steinman, 2006);
2. Self-reported procedure Gambling Attitudes and Beliefs Scale (GABS) (Breen, & Zuckerman, 1999) GABS- Gambling Attitudes and Beliefs Scale, adapted N.Lutikova, M.Morozova, I.Plotka (Plotka, et al., 2013a).

Experimental procedures of the IAT allow us to measure the effect of hidden implicit preferences of verbal and visual stimuli (categories), that reflect the content of the construct of gambling and attributes that have a positive and negative valence.

*Stimulus.* The target categories were presented in verbal form – game for money, and in visual form – 6 pictures with gambling theme, covering different types of gambling.

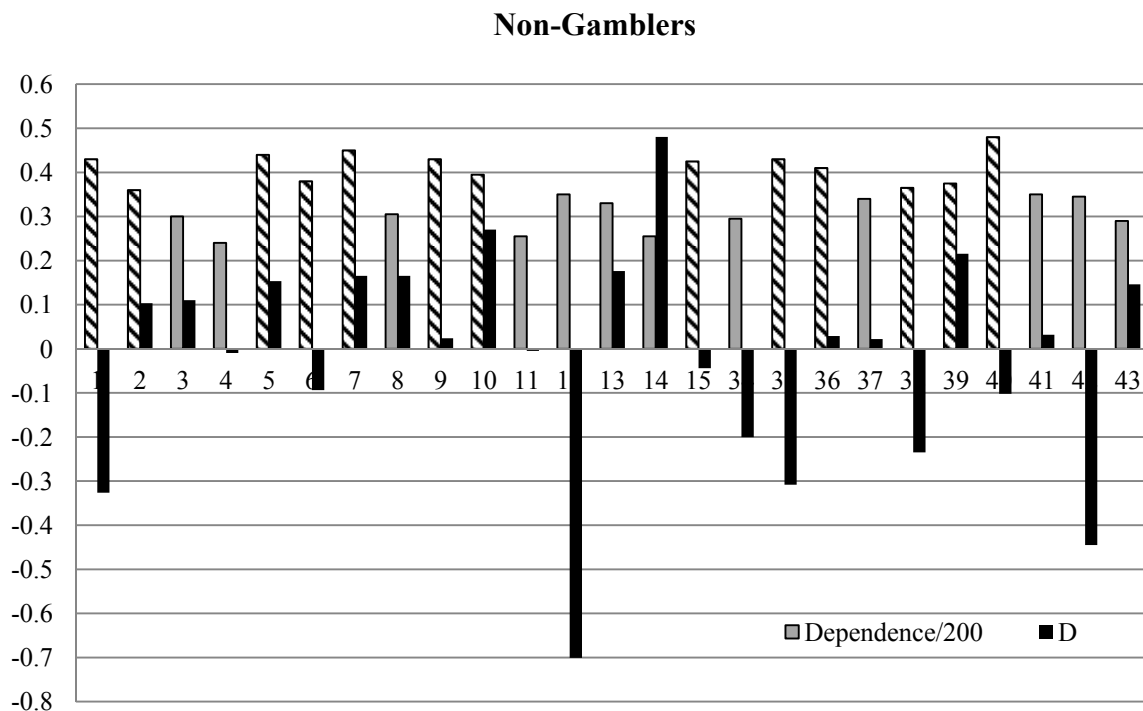
“Unpleasant” attributes: Terrible, Bad, Humiliating, Calamitous, Hideous, Catastrophic, Abusive, Discouraging, Disappointing, Nasty, Gloomy.

“Pleasant” attributes: Awesome, Excellent, Wonderful, Marvelous, Excellent, Pleasant, Grandiose, Attractive, Amazing, Fascinating, Impressive.

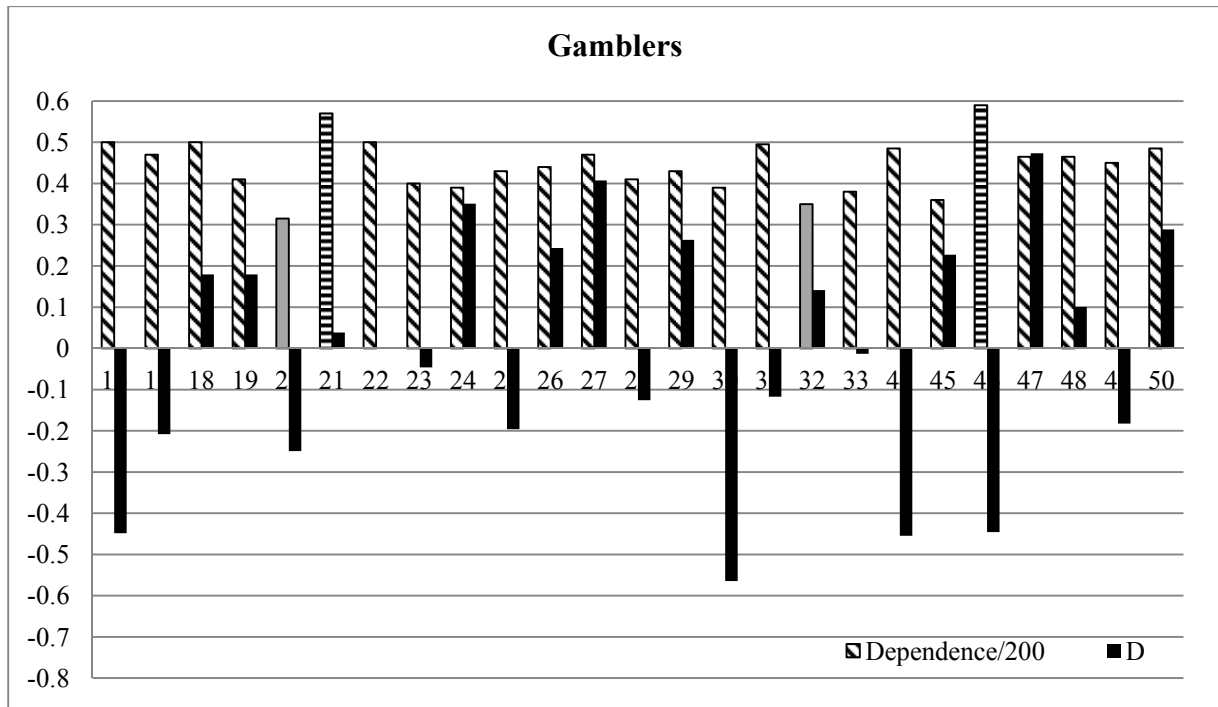
*The main results.*

Figures 1-2 show the results of measurements of gambling with the explicit method GABS (levels of gambling addiction: gray bars - neutral, bars in diagonal stripes - high, in horizontal stripes - critical) and IAT (black bars: 0.15 - small effect 0.35 of gambling addiction - average effect, 0.60 - high effect). To visualize the variable „Dependence”, measured explicitly, the results have been divided by 200. The horizontal axis indicates the codes of participants. Groups „Gamblers” and „Non-Gamblers”.

From the figures it is possible to detect that the measured attitudes of gambling with SC-IAT are ambivalent. That is, the results of the implicit attitude measurements toward gambling must be treated with great caution. The existence of negative D-scores, obtained with the help of IAT, does not mean that there is no gambling addiction present. It rather suggest the internal desirability (being ready) to deal with the gambling addiction.



**Figure 1. The results of attitudes towards gambling measured with explicit method GABS. Group “Non-gamblers”. Taken from (Plotka et al., 2013a)**



**Figure 2. The results of attitudes towards gambling measured with explicit method GABS Group “Gamblers”. Taken from (Plotka et al., 2013a)**

*Main conclusions.* Analysis of individual cases detected that the measured attitudes towards gambling with SC-IAT and self-reported procedure are positive and negative (Fig.1-2). It was found that the degree of both positive and negative, implicit attitudes are approximately the same in the group of social gamblers as well in the group of non-gamblers. According to the authors, the ability to measure attitudes toward gambling implicitly, gives an idea of the fact, how high are the chances for the individual either not to get addicted to the game or get rid of already formed gambling addiction. If the implicit attitudes towards gambling are positive, according to Braver, the chance decreases (Bravers, Cleeremans, Hermant, Tibboel, Kornereich, Verbanck, & Noel, 2013; Plotka et al., 2013a).

Also it has been found that explicitly measured by GABS attitudes towards gambling were more expressed in the group of “Gamblers”

### Conclusions and Discussion

The aim of the paper to analyze the experience of the experimental studying of attitudes by implicit methods in social sciences was achieved. The results of theoretic analysis showed the essence of implicit methods: the unconscious emotional priming procedure and implicit association test.

The authors reviewed the experience of pilot researches related to the study of ethnic attitudes using the procedure of unconscious emotional priming for different types of tasks to participants. Original calculation methods of attitudes’ correlates were shown: the method of shifts and modified method of shifts; as

well as an idea of influence of the episodes of varying emotional valence on the implicit measurement of ethnic attitudes.

The researches presented the experience aimed at the study of attitudes towards gambling addiction, alcohol, hardiness, theft, violence, and consumer behavior with the help of specially designed experimental procedures of the implicit association test. They were illustrated with the research of attitudes towards gambling with the implicit association test and self-reported measures and showed the advantage of implicit methods. On the example of gambling addiction considered in detail, the benefits of implicit measurements were shown: revelation of negative implicit preferences.

Implicit research methodology is certainly promising, not only in social psychology and its application areas, but also in marketing, political science (behavior in the elections), health psychology, pedagogy (revealing creative abilities), and the study of antisocial behavior. Implicit methods are successfully used not only in social psychology and its applied fields, but also in pedagogy - in revealing creative abilities.

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## **E-STUDIJU UN TRADICIONĀLO STUDIJU FORMU PIELIETOJUMA SAMĒRA NOTEIKŠANA 1.KURSA STUDENTU MOTIVĀCIJAS PAAUGSTINĀŠANAI**

### ***Applied E-studies and Traditional Studies to Rise the Motivation of 1-st Year University Students***

**Dace Ratniece**

Rīgas Tehniskās universitātes Tālmācības studiju centrs

**Sarma Cakula**

Vidzemes Augstskola, Latvija

**Abstract.** *On-line education is quickly becoming a prominent and important piece of the education. There are four types of On-line education: online, web facilitated, blended/hybrid, traditional. Because online type of education is very popular way of communication among universities students and between student and teacher, it would be perfect kind to motivate students, especially in the 1st year, who, apart from reduced study fees, require extra motivation and moral support from educators. The goal of the paper is to research optimal proportion between traditional teaching and using digital technologies influencing on student motivation.*

**Keywords:** *Digital options, e-studies, quality of education, student motivation, teacher competence, traditional studies.*

### **Ievads**

#### ***Introduction***

2013.gada vasarā Eiropas Savienības (turpmāk - ES) Augstākās izglītības modernizācijas augsta līmeņa darba nāca klajā ar 16 ieteikumiem pasniegšanas un mācīšanas kvalitātes uzlabošanai augstskolās ES Augstākās izglītības modernizācijas augsta līmeņa darba grupa pasniegšanas un apguves kvalitātes uzlabošanai ieteica arī jauno tehnoloģiju izmantošanu. Kā norādīja vairums aptaujāto nozares pārstāvju, augstākās izglītības iestādēs jau tagad tiek ņemtas vērā studentu atsauksmes par pasniedzēju darbu, piemēram, ar aptauju palīdzību.

*Eiropas Komisijas paziņojumā Eiropas Parlamentam, Padomei, Eiropas Ekonomikas un sociālo lietu komitejai un Reģionu komitejai „Izglītības atvēršana – ikvienam paredzētas inovatīvas mācīšanas un mācību apguves metodes, izmantojot jaunās tehnoloģijas un atvērtos izglītības resursus” /\* COM/2013/0654 final \*/* uzsvērts, ka šodienas izglītojamie vēlas personalizētāku attieksmi, lielāku sadarbību un labāku saikni starp formālo un neformālo izglītību, ko lielā mērā var īstenot, mācību apguvē izmantojot digitālās tehnoloģijas.

Pirms pāris gadiem ASV pētnieki veica pētījumus un uz rezultātu pamata

secināja, kā vislabāk veidot uz digitālo tehnoloģijām balstītu mācību vidi (Kim, 2009). Metodes, kurās integrē digitālo tehnoloģiju, var būt ļoti atšķirīgas atkarībā no pieejamo tehnoloģiju veidiem, izglītojamo vēlmēm, studiju vajadzībām un akadēmisko pētījumu mērķiem.

Lai nodrošinātu iespēju ikvienam Latvijā dzīvojošajam izmantot informācijas un komunikācijas tehnoloģiju sniegtās iespējas, 2013. gadā tika pieņemtas „Informācijas sabiedrības attīstības pamatnostādnes 2014.-2020.gadam” (apstiprinātas ar MK 2013.gada 14.oktobra rīkojumu Nr.468). Šī mērķa sasniegšanai paredzēts sekmēt informācijas komunikāciju tehnoloģiju izglītību un e-prasmes, kas atbilst šo pamatnostādņu ietvaram.

Pētījuma mērķis – noskaidrot digitālo tehnoloģiju izmantošanas un tradicionālo studiju formu optimālo samēru 1.kursa studentu motivācijas paaugstināšanai.

Pētījuma metodes – divu akadēmisko gadu (2013./2014.un 2014./2015.) laikā 1. kursa studentu mācību kursa „Komerccarbība (Tālmācības e-kurss)” lekciju un šī kursa nobeiguma eksāmena ietvaros iegūti empīriskie dati ar šādu metožu pielietojumu:

- pētījuma autores izstrādātā aptauja par kursa „Komerccarbība (Tālmācības e-kurss)” vērtējumu;
- psihologa M.Lušera krāsu tests, kas pamatojas uz projektīvo metodi indivīda psihoemocionālā stāvokļa diagnosticēšanai;
- riska gatavības pakāpes noteikšana atbilstoši Šūberta metodei,
- veiksmes motivācijas noteikšana pēc T.Elersa metodes;
- neveiksmju nepieļaušanas motivācijas noteikšana atbilstoši T.Elersa metodei.

### **Praktiskā pētījuma metode un rezultāti** *Practical evaluation method and results*

Tradicionālajās studijās vērojama studentu motivācijas strauja krišanās. Apkopotie testa rezultāti semestra laikā liecina, ka 1.kursa studentiem ir nepieciešams attiecīgs pedagoģiskais atbalsts mācību motivācijas uzlabošanā, samērojot tradicionālo un e-studiju formu apjomu, lai studenti tās varētu pielāgot atbilstoši savam attiecīgā brīža psihoemocionālajam stāvoklim. Motivācijas līmenis virs 14, kas ir jau kritiska robeža panākumu testā uzsākot kursu, ir tikai 13%, kamēr jau otrajā testēšanas reizē tas sasniedz 24%, kā arī kopējais studentu skaits ir krities no 132 uz 92. Semestra nobeigumā studentu skaits jau ir krities līdz 79, kas nozīmē, ka jau aptuveni puse no studentiem, kas uzsākuši studijas, tās vairs neturpina.

Divu akadēmisko gadu laikā autore kā Rīgas Tehniskās universitātes profesora A.Kapenieka asistente iesaistījās A.Kapenieka sniegtā mācību kursa „Komerccarbība (Tālmācības e-kurss)” lekciju satura papildināšanā, iepazīstinot Telekomunikāciju specialitātes, Elektronikas specialitātes, Transporta

datortvadības, informācijas un elektroniskās sistēmas specialitātes 1.kursa studentus ar sava pētījuma „Sociālo mikrobloku pielietojuma iespējas nenodarbināto un no izglītības izkritušo jauniešu motivēšanai un iesaistei tālmācībā” mērķi un uzdevumiem. Autore RTU ORTUS e-mācību vidē veica mācību kursa „Komercedarbība (Tālmācības e-kurss)” ietvaros uzdoto divu patstāvīgo darbu – „Biznesa ideju meklējumi internetā” un „Sava biznesa ideja” – novērtējumu e-mācību vidē, papildinot ar komentāriem, lai palīdzētu, atbalstītu un motivētu studentus pilnvērtīgāk sagatavot biznesa plānus mācību kursa noslēguma eksāmenam semestra nobeigumā. Katra izvērtētā mājasdarba komentāra saturu autore gatavoja atbilstoši kontentanalīzei, novērtējot to, kā students mājasdarba gatavošanā ir ievērojis pasniedzēja noteiktos septiņus biznesa plāna izveides kritērijus: 1) idejas aktualitāte jeb dzīvotspēja; 2) tehnoloģiskais risinājums jeb kā to realizēs; 3) mārketinga – preces vai pakalpojuma virzīšana tirgū; 4) konkurence; 5) finansiālais nodrošinājums 6) uzņēmuma spēja realizēt ideju; 7) iespējamie riski (Ratniece, 2014).

Autores komentāri tika veidoti ar pozitīvu, atbalstošu un motivējošu attieksmi pret katra studenta mājās paveikto darbu, lai viņiem, semestra nobeigumā, gatavojoties eksāmenam, nezustu apņēmība apliecināt sevi ar laba biznesa plāna prezentāciju.

Lai secinātu, vai un kādi ir traucējošie faktori studentu izglītības turpināšanā, pirmā semestra vidū autore veica iepriekš minēto 1.kursa studentu testēšanu, pielietojot Šveices psihologa M.Lušera krāsu testu, kas pamatojas uz projektīvo metodi indivīda psihoemocionālā stāvokļa diagnosticēšanai (Nikiforovs, 2008).

Analizējot katras krāsas pozīcijas krāsu rindu, varēja noteikt cilvēka mērķus un centienus, bet pēc pēdējām – viņa apspiestās vajadzības un impulsus. Pēc RTU studentu krāsu testa datu analīzes rezultātiem bija secināms, ka 1.kursa studentu motivācijas paaugstināšanas noteikšanas nolūkam būtu jāpielieto vēl kāda pētnieciska metode un salīdzināmu datu ieguve būtu iespējama vairākas reizes semestrī. Tādējādi no 2014./2015. akadēmiskā gada sākuma līdz 1.semestra beigām tika izmantotas digitālās iespējas: minētā mācību kursa MOODLE vidē tika ievadīts motivācijas līmeņa noteikšanas tests, kas sastāv no trim daļām:

- 1) riska gatavības pakāpes noteikšana atbilstoši Šūberta metodei;
- 2) veiksmes motivācijas noteikšana pēc T.Elersa metodes;
- 3) neveiksmju nepieļaušanas motivācijas noteikšana atbilstoši T.Elersa metodei.

2013./2014. un 2014./2015. akadēmiskā gada janvārī autore RTU ziemas eksāmenu sesijas laikā piedalījās 1.kursa studentu eksāmenā „Komercedarbība (Tālmācības e-kurss)”. Tika vērtēti studentu sagatavotie biznesa plāni un prezentēšanas prasmes. Eksāmena laikā atbilstoši autores uzaicinājumam studenti brīvprātīgi piedalījās aptaujā, rakstiski atbildot uz 4 galvenajiem jautājumiem un sniedzot nelielas ziņas par sevi:

- *Kursā iegūto atziņu vērtējums profesionālās darbības kontekstā, novērtējot to kā zemu (ar 1-3 ballēm), vidēju (ar 4-7 ballēm) vai augstu (ar 8-10 ballēm), kā arī papildinot ar komentāru.*
- *Kursa laikā pielietoto studiju formu efektivitātes vērtējums 10 ballu sistēmā, papildinot ar komentāru.*
- *E-studiju vēlamais samērs, norādot proporciju starp tradicionālajām studiju formām un e-studiju formām, kā arī papildinot ar komentāru.*
- *Trīs galvenās pasniedzēja kompetences, papildinot ar komentāru.*

2013./2014. akadēmiskā gada eksāmena laikā tika izsniegtas 107 anketas, bet 2014./2015. akadēmiskā gada laikā – 79 anketas, kuras aizpildīja visi respondenti. Kaut arī dažās aizpildītajās anketās atsevišķas ailes tika atstātas tukšas, tas netraucēja analizēt saņemtos datus un iegūt secinājumus attiecībā uz kopējo vērtējumu par mācību kursa saturu. 1., 2., 3. un 4. tabulā ietverts studentu vērtējums par kursa „Komercdarbība (Tālmācības e-kurss) satura lietderību:

**1.tabula. Mācību kursā „Komercdarbība (Tālmācības e-kurss)” iegūto atziņu vērtējums 10 ballu sistēmā (2013./2014.)** (Ratniece, 2014)

*Table 1. Business Training Course (Distance Learning e-course) Evaluation (2013/2014)* (Ratniece, 2014)

Nr.p. k.	Studentu grupa	Studentu skaits	Zems vērtējums			Vidējs vērtējums				Augsts vērtējums		
			1	2	3	4	5	6	7	8	9	10
1.	REB C01	11			1			1	7	3	2	1
2.	REB C02	12							6	6		
3.	REB C03	14								12	3	
4.	REB C04	11					3	4		3	1	
5.	REB C05	7								7		
6.	REB C06	8						1	2	5		
7.	REBC07	15							6	5	3	1
8.	REB J01	10							3	5	1	1
9.	REB J02	8					1		2	1	2	2
10.	REB J03	7					1	2	2	2		
11.	REB Y0	4						1		3		
Kopā		107			1		5	9	24	52	12	5

Tabulās atspoguļotie rezultāti liecina par augsta novērtējuma pārsvaru. Pirmajā studiju gadā 64% studentu devuši augstu novērtējumu un 35% vidēju. Otrajā studiju gadā augstu vērtējumu devuši jau 71% studentu un neviens nav devis zemu vērtējumu. Savos komentāros studenti ir ierakstījuši daudz pozitīvu atziņu.

**2.tabula. Mācību kursā „Komercedarbība (Tālmācības e-kurss)” iegūto atziņu vērtējums 10 ballu sistēmā (2014./2015.)**

**Table 2. Business Training Course (Distance Learning e-course) Evaluation (2014/2015)**

Nr.p. k.	Studentu grupa	Studentu skaits	Zems vērtējums			Vidējs vērtējums				Augsts vērtējums		
			1	2	3	4	5	6	7	8	9	10
1.	REB C01	11					1		1	3	5	4
2.	REB C02	6								3	3	
3.	REB C03	14						1	3	3	6	1
4.	REB C04	9							3	4	2	
5.	REB C05	12							4	5	2	
6.	REB C06	6						1	2	1	2	
8.	REB J01	12					1	1	4	3		3
9.	REB J02	9								3	5	1
Kopā		79					2	3	17	25	25	5

Daudzu respondentu atbildes liecina par mācību kursa veiksmīgu apguvi, objektīvi un paškritiski novērtētas kursā iegūtās prasmes un zināšanas biznesa plāna izveidē. Vairākos komentāros respondenti uzsver lekcijās pastāvošo draudzīgo gaisotni, pasniedzēja vispusīgās zināšanām, pozitīvo attieksmi, atsaucību, interesanto stāstījumu, prezentācijas prasmju apguvi, izglītības motivācijas paaugstināšanu. 3. un 4. tabulā attiecībā uz pielietoto studiju formu efektivitāti atspoguļojas studentu atbalsts gan tradicionālajām studiju formām, gan arī e-studijām.

**3.tabula. Studentu vērtējums par mācību kursa Komercedarbība (Tālmācības kurss) laikā pielietoto studiju formu efektivitāti 2013./2014. (Ratniece, 2014)**

**Table 3. Student evaluation of the course Business (Distance learning course) during the study assessing the effectiveness of the form 2013/2014 (Ratniece, 2014)**

Studiju forma	Zems vērtējums			Vidējs vērtējums				Augsts vērtējums		
	1	2	3	4	5	6	7	8	9	10
Lekcija				3	6	16	34	29	11	6
Diskusija			2	3	5	13	18	35	21	8
Mājas darbu izpilde un ievietošana ORTUS sistēmā			1		7	11	19	35	15	17
Pasniedzēja komentāri ORTUS sistēmā			1	2	7	12	15	33	17	18
e-portfolio lietderība	9	5	6	3	10	16	26	16	10	4

**4.tabula. Studentu vērtējums par mācību kursa Komercedarbība (Tālmācības kurss) laikā pielietoto studiju formu efektivitāti 2014./2015.**  
**Table 4. Student evaluation of the course Business (Distance learning course) during the study assessing the effectiveness of the form 2014/2015**

Studiju forma	Zems vērtējums			Vidējs vērtējums				Augsts vērtējums		
	1	2	3	4	5	6	7	8	9	10
Lekcija	1	1	2	1	1	10	25	18	12	8
Diskusija		1	1	1	1	3	13	24	18	17
Mājas darbu izpilde un ievietošana ORTUS sistēmā			1	3	4	5	15	20	15	16
Pasniedzēja komentāri ORTUS sistēmā	1		1	2	4	4	9	14	12	31
e-portfolio lietderība	1	2				4	17	24	12	19

Respondenti ļoti pārdomāti vērtē abu studiju formu veidu negatīvos un pozitīvos aspektus, tā kā mācību kursa apguves laikā personīgi izjutuši, kāpēc zināšanu apguve nepieciešama tiešajā saskarsmē, un kādās situācijās izmantojamas e-studiju iespējas. To respondenti atspoguļojuši aptaujas veidlapas komentāros attiecībā uz e-studiju samēru: kā ieteicamo proporciju piedāvā 57% tradicionālās un 43% digitālās studijas.

2013./2014. adēmiskā gada studentu daži viedokļi:

*„E-studijas šobrīd vēl nevar aizstāt tradicionālās studijas, bet tās var būt labs palīg līdzeklis mācībām.”*

*„E-studijām jābūt pieejamām visos priekšmetos, jo tas ir ļoti ērti.”*

*„E-studiju forma ir labāka, ērtāka un palīdz labāk apgūt mācību vielu.”*

*„Uzskatu, ka tradicionālās studiju formas ir daudz efektīvākas, jo mācības internetā var cilvēku viegli iztraucēt.”*

*„Mūsdienās tehnoloģijas strauji attīstās, tāpēc mums jāiet soli pa priekšu.”*

*„E-studijas paņēma daudz laika mājasdarbu pildīšanai, bet varēju mācīties un atpūsties jebkurā laikā.”*

Līdzīgu proporciju tradicionālām studijām 55% un digitālām 45% izvēlētos arī 2014./2015. akadēmiskā gada studenti. Daži viedokļi:

*“Tradicionālās studiju formas sāk novecot, un ir nepieciešamas pārmaiņas. E-studiju formās darboties ir interesantāk. E-studiju formas pielieto par maz.”*

*“E-studijas ir ērtas, tomēr cilvēki ikdienā datorus un internetu izmanto par daudz.”*

*“Pietiekami labi un inovatīvi varēju izlasīt visu e-vidē.”*

*“E-studijus ļauj bez ierobežojumiem skatīt studiju materiālu, bet tiešs kontakts ar pasniedzējiem sniedz svarīgu ieskatu niansēs.”*

*“Katram jāpielāgojas abām mācību formām. Tradicionālajās studijās labāk un interesantāk uztvert informāciju, e-studijas veicina patstāvību.”*



2013./2014. un 2014./2015. akadēmiskā gada studenti līdzīgi norāda, ka e-studijām un tradicionālajām studiju formām ir jābūt līdzsvarā, jo e-studijas sniedz lielas priekšrocības mācīties jebkurā vietā un laikā, bet veiksmīga studiju procesa norisei un kvalitatīvas izglītības saņemšanā liela nozīme tomēr ir pasniedzēja darbam. Abu akadēmisko gadu studentu vērtējums attiecībā uz pasniedzēja trim galvenajām kompetencēm pārsvarā ir šāds:

- gudrs, ar zināšanām ekonomikā, spēju vadīt diskusijas, spēju ieinteresēt, spēju sagatavot mācību plānu, ar vispusīgu dažādu jomu izpratni, sava priekšmeta pasniegšanu ar interesi u.tml.;
- pretimnākošs, saprātīgs, labs kontakts ar studentiem, atsaucīgs, komunikabls, prasīgs, atbilstošs savu zināšanu augstumiem, saprotošs, ar spēju ieklausīties, motivēt u.tml.

Respondentu lielākā daļa pirmo starp trijām galvenajām pedagoga kompetencēm norāda pasniedzēja pozitīvās rakstura īpašības, kas liecina par nepieciešamību mācību procesā veidot pozitīvu saskarsmi. Tikai pēc tam, kā nākamās pasniedzēja kompetences, pārsvarā tiek minētas profesionālās īpašības un pieredze.

### **Secinājumi** *Conclusions*

- Atbilstoši studentu sniegtajam vērtējumam ir secināms, ka zināšanu apguve nepieciešama gan tiešajā saskarsmē, gan arī attiecīgās situācijās pielietojot e-studiju iespējas.
- Šodienas izglītojamie vēlas personalizētāku attieksmi, lielāku sadarbību un labāku saikni starp studentu un pasniedzēju, ko lielā mērā var īstenot, mācību apgūvē izmantojot digitālās tehnoloģijas.
- Augstākās izglītības iestādēm jāņem vērā studentu atsauksmes, ja tas varētu palīdzēt laicīgi konstatēt problēmas mācību un apguves vidē un ātrāk un efektīvāk šo vidi uzlabot.
- Augstskolu pirmā kursa studentiem ieteicama motivācijas riska gatavības pakāpes noteikšana, lai varētu prognozēt pedagoģiskā atbalsta sniegšanu, samērotu tradicionālo un e-studiju formu apjomu.
- Augstskolās ir jāpielieto tradicionālās studiju formas un e-studijas.

### **Summary**

The study aim - to find the e-learning and conventional learning as the optimal ratio for 1st year students to increase motivation.

Research methods – during two academic years (2013/2014th and 2014/2015th.) the first year students of the course „Entrepreneurship (Distance Learning e-course)” were tested about quality of this course using different research methods. Students had been tested by:

- survey about the course on „Entrepreneurship (Distance Learning e-course)” assessment;
- psychologist M.Lusher color test, based on the method of projection individual's

emotional state of the diagnosis;

- the degree of risk appetite according to Schubert's method of success;
- motivation after T.Elersa methods, failure avoidance motivation in correlation with T.Elersa method;
- Survey about optimal proportion between traditional and e-learning studies.

Paper contains analyses of these results.

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## PASNIEDZĒJS - PEDAGOĢISKĀ RADOŠUMA VIRZĪTĀJS UN ATTĪSTĪTĀJS

### *Teacher - Pedagogical Creativity and Developer Promoter*

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**Abstract.** *Creative trends in the formation of professional and pedagogical culture of the teacher, including the creation, development and use of pedagogical innovations is a means of updating educational policy with regard to the training of highly qualified personnel. It is Therefore the development of pedagogical creativity is an important condition for successful education. Pedagogical creativity directly affects the development of the student. Furthermore, professional motivation is an important factor for the competitiveness of the institution. Higher vocational training is a fundamental component of an integrated system of continuing professional education in today's highly competitive job market. The process of developing professional motivation in modern conditions is not possible without the use of pedagogical creativity.*

**Keywords:** *creativity, creative approach to training, education, innovation, motivation of students.*

### **Ievads**

#### ***Introduction***

Pasniedzēja profesionāli pedagoģiskās kultūras veidošanās radoša virzība, ieskaitot radošumu, pedagoģisko jauninājumu apgūšanu un izmantošanu, ir izglītības politikas atjaunināšanas līdzeklis augstākās kvalifikācijas personāla sagatavošanas jomā. Tāpēc svarīgs nosacījums veiksmīgam pedagoģiskam darbam ir pedagoģiskās jaunrades attīstība.

Mūsdienu darba tirgus pieprasa speciālistus, kuru sagatavošana un profesionālā apmācība ir bāzēta uz jaunu koncepciju, kas ietver indivīda kvalitatīvi jauna līmeņa profesionālo motivāciju. Atbildība par sava darba rezultātiem, spēja patstāvīgi apgūt nepieciešamās zināšanas un tās radoši pielietot praksē ir galvenais profesionālās un karjeras izaugsmes nosacījums.

Šī raksta mērķis ir veikt radošas pasniegšanas pieejas sistēmiski strukturētas konceptuālo pamatu analīzi, kas daļēji būtiski ietekmē augstskolas konkurētspējas paaugstināšanu. Šajā kontekstā aktuāla problēma ir pašu studentu profesionālās motivācijas veidošana.

Pētījuma loģika balstās uz pieņēmumu, ka studentu profesionālā motivācija ir tieši saistīta ar pasniedzēja radošo pieeju studiju procesam, kas būtiski ietekmē studentu priekšstatu par viņu nākotnes profesiju. Diagnostisko metožu komplekss, kas tika izmantots pētījumā, ietver profesionālās motivācijas

sastāvdaļu identificēšanas metodiku. Pētījums par profesionālās motivācijas strukturālo komponentu profesionālo - izziņas interesi tika veikts pēc diviem kritērijiem: profesionālā virzība un vērtību orientāciju.

**Pasniedzējs - pedagoģiskā radošuma virzītājs un attīstītājs**  
*Teacher - pedagogical creativity and developer promoter*

Pamatojoties uz vadošo izglītības koncepciju (2012), radošums ietekmē intelektuāli un morāli pilnīgas personības veidošanos, dod iespēju cilvēkam saprast savu individualitāti, savu talantu un izmantot to sabiedrības labā.

Ar radošuma būtības pētīšanu, tā attīstības noteikumiem un citiem aspektiem, nodarbojās un nodarbojas dažādas zinātnes, tai skaitā filozofija, psiholoģija un pedagoģija. Platons, piemēram, radošumam piedēvēja visu, ko cilvēks ir izveidojis: „Viss, kas izraisa pāreju no bezapziņas uz apzinātu darbību ir radošums” (Platon, 1969).

Ja antīkajā filozofijā un pedagoģijā radošumu saprot kā jaunā atklāšanu, bet jauninājumu klātbūtne ir visā, ko veidojis cilvēks, tad jauninājumi I. Kanta (1964) interpretācijā ir kaut kas rets un iespaidīgs: „Jauninājums kļūst par avotu un līdzekli uzmanības atdzīvināšanai. Viss radošums vairāk subjektivizējas, un, no universālā pārvēršas cilvēka personīgās spējās”.

B. Spinoza (1957) sasaista radošumu ar cilvēka tiešo darbības lauku un ir pārliecināts, ka tas būtiski raksturo cilvēka esību.

Pašreizējā laikā radošuma problēma ir kļuvusi tik aktuāla, ka daudzi zinātnieki uzskata to par „gadsimta problēmu”, un tās atrisināšana gulstas uz veselām rindām nozaru, tai skaitā izglītību, kas ir mūsdienu skola. Šādā situācijā pirmajā plānā izvirzās pedagoga personība, kura galvenā profesionālā īpašība ir spēja būt radošam sadarbībā ar studentu (Solovjova, 2012). Tieši pasniedzēja pedagoģiskais radošums spēj atrisināt jebkuras vispārizglītojošās iestādes funkcionēšanas problēmas, nodrošināt sabiedrības prasības pēc augsti kvalificētiem speciālistiem, kuri spēj efektīvi veikt izvirzītos uzdevumus, nestandarti reaģēt uz mūsdienu tehnogēnās sabiedrības izmaiņām (Korotenko, 2014).

Zinātniskiem pētījumiem par radošumu ir daudz aspektu: darbības – kvalitatīvi jauna, neatkārtojama, oriģināla, sabiedriski – vēsturiski unikāla veidošana; procesuālais – kā personības attīstība, tās pašrealizācija materiālo un garīgo vērtību veidošanas procesā (Capok, 2009).

Britu pētnieki S. Das, Y. Dewhurst, D. Gray (2011) apskata radošumu divos līmeņos: pirmais tās līmenis piemīt cilvēciskam domāšanas veidam un praktiskai darbībai, bet otrais saistīts ar zinātniskiem izgudrojumiem u.tml.

Pēc L. S. Vigodskas (2001) domām, radošums tā ir cilvēciska darbība, kura virzīta uz jaunā radīšanu: ārējās pasaules, prāta slēdzienu vai jūtu, kas raksturīgas cilvēkam.

Latvijas Universitātes pētnieces L. Daniela, G. Kraģe u.c. (2012) kreativitāti definē šādi: „Kreativitāte – spēja radīt jaunas idejas, konceptus, metodes, aktivitāšu formas vai sasaisti ar esošajām idejām, konceptiem, metodēm un aktivitātēm jaunā ceļā, jebkurā profesijā un dzīves sfērā”.

Mūsdienu psiholoģiski pedagoģiskā literatūrā jēdziens „pedagoģiskais radošums” tiek skaidrots pavisam neviennozīmīgi. To nosaka kā radošuma pedagoģiju (Andrejevs, 2002), kā īpašu pedagoģiskās zinātnes nozari, kura virzīta personības veidošanās likumsakarību noteikšanai (Šubinskis, 2002).

L. Ruvinskis (1984) noteica radošumu kā skolotāja jauno uzdevumu meklēšanas ceļu, nestandarta paņēmieni izmantošanu darbībā, kā spēju paredzēt, emocionāli pārdzīvot un risināt, pateicoties radošai iztēlei, skolas dzīves problemātiskās situācijās.

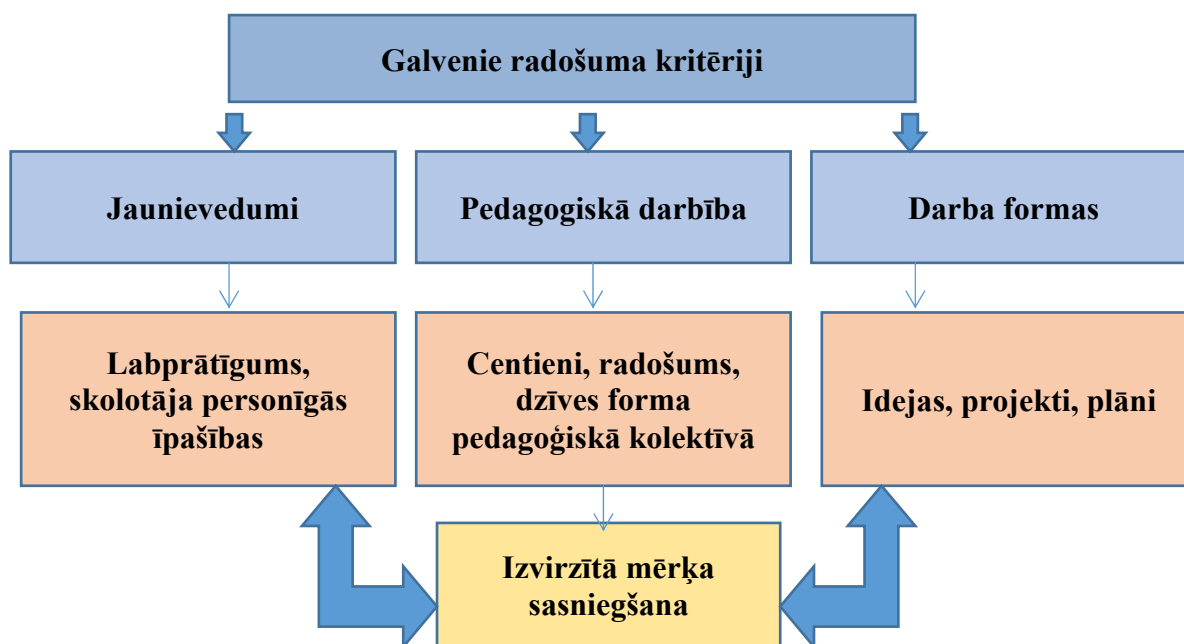
Psiholoģijas doktore R. Bebre (2010) uzskata, ka kreativitāte (ko latviskoti varētu saukt par radošumu) aplūkojama no trim aspektiem: kā personības (individualitātes) īpašība, kā process un kā produkts. Kā personības īpašībai tai ir raksturīga oriģinalitāte, novatorisms, antikonformisms, drosme u.c. Kā procesu to raksturo radoša intuīcija, bagāta fantāzija, diverģentā domāšana, iedvesma, psihe plastiskums, zemapziņas un virsapziņas darbība. Radošu produktu dažādās nozarēs (mākslā, zinātnē, tehnikā u.c.) raksturo novatorisms un sabiedriskais nozīmīgums.

Pēc N. Kičukas (2002) domām, radošums – tas ir svarīgākais mūsdienīgas skolas kvalitatīva skolotāja personības veidošanās kritērijs, kas īstenojas, galvenokārt, sociālā nepieciešamībā strādāt radoši.

Skolotāja darba inovatīvā virzība tiek noteikta pēc pedagoģiskiem inovāciju kritērijiem, pie kuriem tiek attiecināti (Skibickij, Tolstova, Shefel, 2008):

- a) jauninājums, kas dod iespēju noteikt pieredzes jauninājuma līmeni. Izšķir absolūto, lokāli absolūto, nosacīti subjektīvo jauninājuma līmeni;
- b) optimalitāte, kura sekmē augstu rezultātu sasniegšanu ar mazākām izmaksām fizisko un garīgo spēku un laika izmaksām;
- c) rezultativitāte un efektivitāte, kas nozīmē noteiktu pozitīvo rezultātu noturību pasniedzēja darbībā;
- d) iespēja radoši izmantot pieredzi masveida ieciešanai izglītības iestādēs.

Pētījums par profesionālās motivācijas strukturālo komponentu profesionālo - izziņas interesi tika veikts pēc diviem kritērijiem: profesionālā virzība un vērtību orientāciju. Pētījuma rezultāti apkopoti 1. tabulā.



1.attēls. Galvenie radošuma kritēriji  
 Figure 1. The main criteria of creativit

K. Gale (2001) skaidro pedagoģisko radošumu, izejot no paša mācību procesa, jo optimālas pedagoģiskās problēmas risināšanas meklēšana, katrā konkrētā pedagoģiskā situācijā vienmēr saistīta ar radošumu.

Skolotāja pedagoģiskais radošums nosakāms kā savstarpējā mācību un audzināšanas subjektu (skolotāja un skolēna) mijiedarbība, kurā tiek ņemtas vērā psiholoģiski pedagoģisko savstarpējo attiecību mijiedarbības specifika un virzīta uz radošas personības veidošanos un skolotāja darbības radošā pedagoģiskā līmeņa paaugstināšanu.

Pedagoģiskās kreativitātes/radošuma attīstība tieši ietekmē studentu profesionālās motivācijas veidošanos un ir būtisks augstākās mācību iestādes konkurētspēju ietekmējošs faktors, kā arī būtisks elements nepārtrauktās profesionālās izglītības integrētas sistēmas tālāku konkurētspēju nodrošināšanā absolventiem darba tirgū. Profesionālās motivācijas veidošanās mūsdienu apstākļos nav iespējama, neizmantojot pedagoģisko jaunradi.

Apmierinātība ar studiju procesu rosina studentus vairāk koncentrēties uz savu uzdevumu veikšanu. Tas, savukārt, paaugstina viņu sociālo aktivitāti un efektīvi ietekmē motivāciju, kas ir pamats radoši motivētu speciālistu sagatavošanā. Tāpēc mērķtiecīga studentu profesionālās motivācijas veidošana, izmantojot pedagoģisko jaunradi, ir viena no augstākās izglītības prioritātēm.

Rezultātu analīze 1.tab., ka vidēji 44.27 % no pirmkursniekiem ir pietiekami plašs interešu loks par studijām un specialitāti, bet šī interese nav saistīta ar praktisko darbību. Kā liecina apsekojumi, procentuāli augstākais rādītājs pēc augstāk minētajiem kritērijiem apliecināja programmas „Uzņēmējdarbības vadība” (47,5 %) studējošie. Šis fakts daļēji skaidrojams ar to, ka šajā programmā iestājas ievērojama daļa vidusskolu absolventi, kuri ir

plānojuši izveidot savu biznesu. Diemžēl apsekojuma dati liecina, ka interese par profesiju IV kursā salīdzinājumā ar I kursu ir samazinājusies 8.6 %, t.i., sastāda tikai 40,27 % no visiem studējošajiem. Tas skaidrojams ar to, ka ideālā pirmkursnieku profesionālā motivācijatika savstarpēji saistīta ar ceturtajā kursā studējošo reālākajiem priekšstatiem par faktisko situāciju uzņēmējdarbībā: uzņēmējdarbības riski, pašfinansējuma vajadzības u.c.

**1. tabula. Studentu profesionālās motivācijas apsekojuma rezultāti ISMA (%)**  
*Students' motivation survey ISMA (%)*

№	Rādītāji	Studiju programma							
		Uzņēmējdarbības vadība		Uzņēmējdarbība tūrismā		Informācijas sistēmu vadība		Vidēji	
		I	IV	I	IV	I	IV	I	IV
<b>Profesionālā orientācija</b>									
1.	Attieksme pret izvēlēto virzienu, specialitāti	47,5	9,4	43,2	9,8	42,15	11,4	44,27	10,20
2.	Interese citās jomās	13,2	24,2	14,6	21,09	14,9	20,1	14,25	21,8
3.	Interese par uzņēmējdarbību	20,1	26,8	17,1	22,9	16,42	26,32	17,87	25,34
4.	Noturīgas intereses trūkums	13,1	35,1	15,3	32,8	17,68	36,8	15,36	34,9
5.	Izpratne par nākamo profesiju	25,1	76,2	27,3	73,9	27,1	77,3	26,5	75,8

Lai uzlabotu radošo līmeni, ir nepieciešams ne tikai palielināt piedāvātās informācijas apjomu, izmantoto formu un darba metožu skaitu, bet arī radīt ap sevi nosacījumus, kas sistemātiski veicina pašu studentu pašanalīzi, pašattīstību u.tml.

1.tabulas dati rāda, ka tikai vidēji 17.87 % no I kursa un 25,34 % no IV kursa studentiem ir ieinteresē par aktivitātēm uzņēmējdarbības, tūrisma un informācijas sistēmu jomā; 14,23 % (I kurss) un 21,8 % (IV kurss) izrādīja interesi par zināšanām un aktivitātēm citās nozarēs un jomās; 15,36 % no pirmkursniekiem un 34,9 % no bakalaura līmeņa absolventiem nav noturīga interese par profesiju. Izpratni par profesiju nākotnē uzrādīja 26,5 % no I kursa un 75,8 % no IV kursa studentiem. Šie dati norāda uz nepieciešamību pasniedzējiem plašāk izvērst, attīstīt, pilnveidot savu studiju procesa efektivitāti. Galu galā studentu galvenā radošā darbība un intensīva izzīņa, profesionālās intereses izpaužas viņu pašu aktīvā pētnieciskā darbībā, ko izvēloties atbilstošas studiju darba metodes, jānodrošina pasniedzējam.

Pētījuma problēma ir atrast veidus, kā pārvarēt pretrunu starp augošo sabiedrības pieprasījumu pēc radoši aktīva pasniedzēja personības un pasniegšanas stereotīpiem augstākās izglītības sistēmā.

R. Bebre (2010) uzskata, ka personības pašaktualizācija ir profesionāla nepieciešamība skolotājam, jo viņa ietekmē atrodas cilvēki savas personības veidošanās periodā. Tad radoša pedagoga iespaidā skolēni/audzēkņi var pilnvērtīgi attīstīt savu kreativitāti dažādās darbību un izpausmju jomās. Radošas personības ir sabiedrības bagātība, un tās ir iespējams vairot, vispirms jau atraisot un attīstot savu radošumu.

Saturīgas un konstruktīvas izmaiņas, kuras notiek izglītības sistēmā, tai skaitā vispārējās izglītības skolā, kā bāzes šūniņā, nosaka nepieciešamību sagatavot jaunas paaudzes pedagogus, kuri spēj īstenot profesionālo darbību, pamatojoties uz demokrātiskiem un humāniem principiem, realizēt izglītības politiku kā valsts prioritāro funkciju, veidot nākamajās paaudzēs gatavību dzīvei un darbībai mūsdienīgā sabiedrībā.

### **Secinājumi** **Conclusions**

Rakstā ir pamatota radošas pieejas aktualitāte un nepieciešamība studiju kursu pasniegšanā, identificēti galvenie radošuma kritēriji, pamatojoties uz mūsdienu pētījumiem secināts, ka pasniedzēja radoša pieeja studiju procesā būtiski ietekmē studentu motivāciju. Turpmākajos pētījumos nepieciešams pievērst uzmanību jautājumam, kā pārvarēt pretrunu starp sabiedrībā augošo pieprasījumu pēc radoši aktīvām personībām un pasniegšanas stereotipiem augstākajā izglītībā.

Filozofiskās un psiholoģiski pedagoģiskās literatūras analīze ļauj mums īstenot sekojošu pieeju radošas personības noteikšanā. Radoša personība – tā ir kreatīva personība (personība, kurai piemīt iekšēji priekšnoteikumi radošām aktivitātēm), kura ārējo faktoru iespaidā iegūst nepieciešamās cilvēka radošā potenciāla aktualizācijai papildus motīvus, personīgā izglītošanās, spējas, kuras palīdz radošo rezultātu pētīšanai vienā vai vairākos radošās darbības veidos.

Tādējādi, ja pasniedzējs uzstāda mērķi skolēna radošā potenciāla attīstīšanai, viņam jāapgūst tās formas, metodes un pedagoģiskās darbības līdzekļi, kuri palīdz personības kreatīvo īpašību attīstīšanā, kā arī papildus motīvus, personīgās īpašības, spējas, kuras palīdz sekmīgā radošā darbībā. Tas nozīmē, ka arī pašam pedagogam jābūt radošām spējām, jo „labais” ieaudzina „labo”, tas nozīmē, ka arī radošumu attīsta caur radošumu.

### **Summary**

Creative trends in the formation of professional and pedagogical culture of the teacher, including the creation, development and use of pedagogical innovations is a means of updating educational policy with regard to the training of highly qualified personnel. It is Therefore the development of pedagogical creativity is an important condition for successful education. Pedagogical creativity directly affects the development of the student. Furthermore, professional motivation is an important factor for the competitiveness of the institution. Higher vocational training is a fundamental component of an integrated system of



continuing professional education in today's highly competitive job market. The process of developing professional motivation in modern conditions is not possible without the use of pedagogical creativity.

Satisfaction with learning leads students to concentrate more on their studies, while at the same time increasing social activity which also improves motivation. In the context of underdeveloped student abilities, creative teaching can achieve great success improving a student's performance in an education system which formerly did not apply this approach. Therefore, the development of students using pedagogical creativity is one of the priorities of higher education.

Thus, if the teacher aims to develop the potential for creative possibilities of learning, he/she must master the forms, methods and means of teaching activities that ensure the development of creative personality traits, as well as those additional motives, personal qualities and abilities that contribute to a successful artistic career.

The Research challenge is to find ways to overcome the contradiction between society's need for increased creatively influencing the teacher's personality and stereotypes of teaching in higher education.

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## HEALTH LITERATE CHILD: TRANSFORMING TEACHING IN SCHOOL HEALTH EDUCATION

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**Abstract.** *Health literacy and health education are reciprocally connected concepts in modern scientific discourse. Educational institutions, especially schools, are defined as one of the main arenas for the development and promotion of the child's health literacy. Thus, health literacy, conceptualized as the outcome of school learning, becomes the aim of school health education. As concept of health literacy becomes more complicated its attainment requires more advanced and specific teaching methods, which, in its turn, demands transformations in teacher education and teachers' professional development as well as to perceive the child as an active participant in the teaching/learning process. Good health literacy leads to the child empowerment.*

**Keywords:** *child's agency, child empowerment, health literacy, school health education, transforming teaching.*

### Introduction

Education and health are closely linked – this is a well-known and proved association. However, understanding of the causal relationships between education and health are ambiguous due to its reciprocal nature, namely, good health is a prerequisite for better educational achievements and learning outcomes, and vice versa - education and educational setting are important factors for good health and healthy lifestyle (Eide & Showalter, 2011). Education and literacy is one of the major determinants of health and both together they are essential for developing health literacy (Kickbusch, 2001).

Health literacy is a challenging concept and is mentioned as a heterogeneous phenomenon in scientific literature because of difficulties in conceptualization (Martensson et al., 2012). World Health organization defines health literacy as the cognitive and social skills that determine the motivation and ability of individuals to gain access to, understand and use information in ways which promote and maintain good health (WHO, 1998).

Health literacy is an outcome that should be taught, trained and reached by formal and/or informal activities on the individual as well as the social level. Developing of comprehensive health literacy, to a considerable degree, is a task of health promotion and health education (Leger, 2001). School health education programs can increase children functional health knowledge, as well as develop skills and competencies that are critical for forming attitudes and motivation that

will determine health-related behaviour and implementation of healthy lifestyle. Also, health literacy is closely linked to the notion of “empowerment” (Nutbeam, 2000). Used in such a context the notion “empowerment” denotes the ability of the individual to recognize the social character of health, to understand the factors influencing health and to change them for the purpose of health promotion. The individual, also the child, becomes an active participant in the formation of personal as well as the community health conditions.

Health literacy empowers the person – but in order to achieve it appropriate health education is needed, starting from purposeful policy till adequate teaching/learning methods, materials, conditions and the most important – teachers trained in health promotion and health education in school settings (Jourdan, 2011). School health education in the 21<sup>st</sup> century needs to be revised in order to meet all three levels of health literacy - functional, interactive and critical (Nutbeam, 2000) which leads to a health literate child and his/her empowerment.

The main **purpose** of the research is to substantiate the necessity of transforming teaching in order to ensure conditions and opportunities for children to become more active participants in the learning process of health literacy. The necessary aspects of training for teachers to enable them to integrate the notion of active health literacy in their teaching practice and to deal with health issues within school health education will also be outlined.

The paper is written using the theoretical research **method** – in depth analysis of scientific literature. The research **question** of the study is: what are the anticipated transformations in teaching at school as well as the transformations needed in teacher training and professional development in order to achieve the child health literacy as an educational outcome?

### **Results and discussion**

#### **Vulnerable Child versus Child as an Agent**

The image of the child as a vulnerable creature as well as the theory of childhood as the happiest and most care-free period of human life is a typical anthropological tradition characteristic of classical pedagogical thought (Hummelbach & Schröer, 2014).

This ideological approach substantiates the understanding about the child as a vulnerable being who needs the adults’ care and protectionism and which grounds the hierarchic pedagogical relations between the adults and children.

Biologically, the stage of childhood lasts from birth until the beginning of puberty. The concept ‘child’ in the framework of legislation borders on the concept of majority or the age when human reaches the legal status of an adult. In the childhood studies special attention is paid to this age category in relation to the structuring of the child’s everyday experience in regard to socialization (Bühler-Niederberger, 2011). Similarly, the understanding about the physical

body as the indicator of the biological age, in this case – the childhood, is explained in the research. The development of human body is biologically determined; however, the assessment of the body depends crucially on the social norms and the society's expectations how to behave and how to look (Harper & Laws, 1995). To be more precise, the attitude towards the child's body in the particular society is socially structured.

The child's body in the context of the childhood studies is allotted to a dual meaning – it represents the lack of the adult competence and sentimentalises the abilities and traits inherent in the child (James, 2004). The child's body is treated as vulnerable and imperfect, thus the child is not able to act independently. The notions “obedience” and “innocence” characterize the ‘Vulnerable Child’ concept. Child is perceived as an incompetent, socially unformed being that needs protection and care (Bühler-Niederberger, 2011). The views on upbringing based on this image of the child, on the one hand, idealizes the childhood emphasizing it as a happy and safe period in the human life. On the other hand, the child is perceived as the potential victim of the social processes who needs to be cared for even if he does not want it because the child simply does not understand what is needed for him. This also serves as a reason for the child's protection from the knowledge and social action areas that “do not pertain” to the child because the child is simply “too young for all this”. Traditionally, the information that is harmful to the child and that damages his happy childhood, for instance, is connected with the adults' relations in the family and sexuality as well as the death, diseases. (Parsons, 1951) The innocent and vulnerable child should reach competence and maturity through purposeful adult guidance. If the child complies with the understanding of values and norms dictated by the adults he will turn into an adult and will correspond to the understanding of an equal member of the society.

Thus the traditional view of the classical pedagogical thought on the child as a vulnerable being substantiates the opinion that the child himself is not competent in constructing his/her own health literacy. The child's activities in this area can threaten the social order created by adults and only the adult care and protection are the tools for reaching maturity in this area.

A new understanding emerged in the discourse of social sciences in the 90<sup>s</sup> of the 20<sup>th</sup> century- *the child as an actor* which essentially transforms the classical view on the child promoting the understanding of equal cooperation between the child and adults in pedagogy. It emphasizes that a child as well as the adult is an active and competent being who himself is the producer of one's own socialization process (James & Prout, 1997), yet without producing the idea about permissiveness, the disappearance of norms and regulations in the child's life. The concept of agency considerably increases the understanding of the child as a value promoting the formation of a child-centred society.

The concept of agency in the discourse of social sciences entails the individual's ability to act independently and to make a free choice. Agency

involves the individual's ability to lead the life in the desired direction, the readiness to take the responsibility and challenges as well as to set meaningful aims for oneself (Bela & Tisenkopfs, 2006).

The topicality of the image of *the child as an actor* can be explained with the liberalization trends in upbringing where the egalitarian family model develops as an opposite to the patriarchal family model (Jansone-Ratinika, 2013). It is characterized by mutual respect among the family members as well as the relations directed not towards the obedience but towards the independence and cooperation. Consequently, *the child as an actor* is perceived as a human being who is aware of his/her needs and rights and is a competent and independent constructor of his/her identity.

The phenomenon of *the child as an actor* also drives the learner-centred study process at school focussing on the child's individual needs not on the teacher's desires or the curriculum requirements.

The contradiction between the Vulnerable Child and Child as an Agent initiates the discussion about the development and promotion of the child health literacy in the health education.

### **Health literate child and empowerment**

The heading "Health literate child" raises at least two provocative questions: 1) Is it possible to draw a profile of a „health literate" child or more precisely - what should the child know and be able to do in order to be health literate? and 2) How is health literacy related to child empowerment?

In theoretical literature, the concept „health literacy" mainly is attributed to adults, not the children and, thereby, creates conceptual difficulties in full-fledged application of this notion in the children population. In order to ensure the methodological correctness, child health literacy should be conceptualized, developed and measured in close relationship with the child development stages (Borzekowski, 2009). There is also a shift from the notion of vulnerable child to a more active child in health promotion and health education. The child is given the possibility to become a participant in the promotion of one's health and the child's self-defined health needs are recognized as legitimate (Kalnins et al., 1992).

According to the conceptual models of health literacy, a health literate child must be able to develop functional, interactive and critical health literacy (Nutbeam, 2000), as well as citizenship (Paakkari & Paakkari, 2012), media literacy and media competencies (Manganello, 2008). Functional health literacy ensures that the child is able to read, understand, and act on basic health information and has factual knowledge about different health topics (nutrition, physical activity, safety, sexuality, hygiene, drugs etc.). Interactive health literacy is responsible for the development of more advanced and specific cognitive and social skills (communication, problem solving, food preparation

etc.) which, in their turn, encourage child's independency. Critical health literacy places health in a broader context, i.e., beyond an individual. It addresses societal and community level of health and recognizes social determinants of health. Critical health literacy leads to the child empowerment (St. Leger, 2001). Citizenship as a criterion of health literacy means that children should be taught to become responsible citizens, acting in an ethically responsible way (Paakkari & Paakkari, 2012) regarding health issues. Media literacy in the context of health literacy is defined as the ability to critically evaluate media messages (Manganello, 2008).

Achievement of a health literate child is a challenging purpose and it is the responsibility of many social institutions: family, education, health care, mass media, religion etc. There is a need to educate and train children on all levels of health literacy – starting from basic health knowledge and functional skills (reading, writing, numeracy etc.) up to empowerment. Health literacy will help children to make more informed and healthier choices and understand health as a social and dynamic issue influenced by many environmental factors. Health education gradually will increase children's control over their health, their ability to participate in disease prevention and health promotion, to seek out information and to take responsibility about their own as well as the health of the community in which they live.

### **School health education for a health literate child**

Schools are seen as having a key role in health education, which provides people with opportunities to acquire knowledge, skills and competencies, attitudes and motivation required for making healthy decisions, achieving health literacy, adopting health-enhancing and reducing health risk behaviours, and promoting a community health (Tones & Tolford, 1994). School as one of the most efficient systems for reaching children and youth is regarded an essential setting for health education and health literacy development (Hagquist & Starrin, 1997). However, health education in schools is a complicated educational issue. It must be as comprehensive as health concept itself and multidisciplinary approach is necessary for an effective teaching process (Jourdan, 2011).

Historically, health education in schools tended to be organized as informational activities within the classroom based on a topic approach, which meant working fragmentary on different health issues such as smoking, alcohol use, physical activity, nutrition, reproductive health, safety, mental health etc. (Jourdan, 2011). A child in such conditions is the receiver of the information – more passive than active. Its participation in health education process is limited. Such approach emphasizes the dissemination of factual knowledge on different local health issues but does not form the view about health as a comprehensive

social phenomenon. Namely, no possibility is given to conceive a broader context of the health.

In order to reach health literacy as the learning outcome (Paakkari & Paakkari, 2012), the school environment and school culture should create conditions appropriate for this (Hagquist & Starrin, 1997); especially, it concerns the development of critical health literacy. This necessity challenges the traditional health education model characterized by the “top-down” approach and a narrow contextual framework, and demand transformations in the pedagogical approach. The alternative to the traditional model of school health education is the empowerment model, which offers the “bottom-up” approach and a wide contextual framework and is more oriented on the child as an equal participant, who is able to participate in the identification of one’s health needs and in its improvement. The child in this model becomes an involved partner in the health education process (Hagquist & Starrin, 1997).

### **Perspectives of Transforming Teaching**

The teacher is a significant actor in the implementation of the empowerment model of health education; however not all teachers are equally supported and equipped for this task. From an organizational culture perspective the teacher is situated in the specific context of the school culture with its historical development, traditions and values, communities and subcultures, social networks and its specific way of leadership as well as internally and externally generated rules and regulations. In fact, everything happening in the culture as a dynamic organizational system of the society, according to the culture model of E.H. Schein (2010), is guided by deeper cultural assumptions about the reality and truth that are largely implicit. The improvement of pedagogical work at school requires not only reviewing the practice of work but also re-examination of basic underlying assumptions about teaching and learning. Respectively, the assumptions about health, healthy lifestyle and school health education should be challenged to transform the existent practice of health literacy teaching.

The school culture is heterogeneous as it is formed and being constantly reshaped by individuals with their own belief systems and life experiences. These differences are expressed also in the understanding of the health concept and health literacy in practice. Cultural change processes are difficult to control as they involve unpredictable aspects; however, they may be influenced and managed to a considerable degree (Shein, 2010; Virkkunen & Newnham, 2013). It demands a high level of competences and skills to guide the processes of cultural change and it also requires the arousal of transformative agency of all the parties involved. One of the methods for such a change management to be examined is Change Laboratory that is based on the theory of expansive learning and developmental work research. It is aimed at the collective dimension of



learning and analyses the work activity as a complex, collective, object-oriented, artefact-mediated system, rooted in the community and shaped by its rules and division of labour (Virkkunen & Newnham, 2013; Engeström, 2009).

However, the trouble with most educational reforms is their focus on the visible manifestations of culture and the normative framework that are easier to measure, rather than the improvement of pedagogic culture itself, which requires transformations of the underlying assumptions about teaching and learning. Instead, in the legal framework the teachers are treated as mere executors of ready-made instructions rather than capacitated actors and therefore are deprived of agency. Namely, the maintenance of and changes to the structure are put before agency building. Nevertheless, though in the educational reform movements a short-term oriented business capital approach still dominates (promoting competition and accelerating business return through lowering spending on human resources), the idea of professional capital becomes more popular; it recognizes the need to make long-term investments in human capital (including education and professional development) that contributes to the whole society (Hargreaves & Fullan, 2012; Sahlberg, 2011). Hence, the notion of equity is acknowledged as well as the bottom-up change initiatives and life-long learning.

The understanding of health literacy as stated above is a challenge to the traditional understanding of schooling and education. We must note that in order for changes to take place in the underlying assumptions about health literacy, a more involving, in-depth learning experience must be fostered for the teachers. The transformative learning theory by Jack Mezirow (1991) explicates such learning: in order to transform the meaning perspectives (perceptual filters or frames of reference that define how the experience is being interpreted) the main mechanism is critical reflection and examination of assumptions about the process, premises or outcome of the phenomenon in question (Mezirow, 1991). Thus, part of the teacher's everyday practice should provide the possibility and should facilitate the reflection about the pedagogical practice and moreover – collaboratively examine and model its further development instead of passively taking on external instructions. The reflection of educators should be aimed not only at the pedagogical means to foster health literacy, but also on the concept of health literacy itself and their own actual experience of handling health issues and practicing healthy habits.

The ultimate object of teachers' work undoubtedly is the child and his meaningful learning (Engeström et al., 2002). With that in mind, some basic aspects on transforming both the way teachers teach and their learning behind it as a reciprocal process has been briefly outlined (Table 1).

**Table 1. The outline of transforming teaching in health education**

<b>The TEACHING</b>	<b>The LEARNING behind it</b>
FROM school encapsulation and isolated teacher efforts TO holistic approach in public health context	FROM fragmentary teacher professional development TO organizational culture approach to educational reforms
FROM poligraph ic learning TO multi-modal and blended learning incorporating the multimedia use which is brought closer to the child’s experience	FROM teacher centred learning TO child centred teaching and learning, the interaction with the child
FROM passive knowledge transmission and standardization TO learning by doing and practice of active citizenship	FROM passive executor of external instructions TO capacitated/ competent agent and collaborator in solving health-related issues
FROM independent teaching and learning TO interdependent study process and the understanding of partnership	FROM professional isolation TO learning communities and networks
FROM fostering of impersonal and formalistic learning TO personally meaningful and experience-based learning	FROM isolated and remote teacher training sessions TO life-long workplace learning and practice of health literacy

In order for these outlined transformations to take place, it must be noted that, firstly, no change will take place without investment in the professional capital of teachers. A system of support for pedagogical professional development and experimentation must be created and continuously enhanced. Secondly, the action must be directed at the development of school culture that values collaboration, open communication and reciprocal learning within the school as well as institutions and agencies outside of it. Thirdly, a system-wide action ought to be directed at decreasing standardization including reshaping the system of accountability from a mass-standardised and quantitative to a more qualitatively driven and learner-centred. Finally, when those support mechanisms are in place the question arises how to foster teacher transformative agency in order to reshape the education system from within (bottom-up) so that the developmental initiative would be handed over to the executors of school health education policies that are closest to the child – the educators.

### **Conclusions**

1. The liberalization trends in upbringing in a child-centred society in the modern scientific discourse promote the discussion about the child as an actor in the context of health education.
2. Nowadays as the concept of health literacy becomes more complicated and its content more elaborated, health education should ensure the attainment of all levels of health literacy.

3. A well developed health literacy leads to child empowerment. However, child health literacy must be conceptualized as an issue in its own right and not as a derivation of adult health literacy.
4. In order to implement the school health education that does not restrict and suppress the child but encourages and gives the ability to act, the school should create a supportive environment in all aspects. School culture should be taken into account as the specific context for implementing the holistic approach to health literacy in school.
5. Teachers' (and other actors') action in the implementation of health education is most directly influenced by underlying assumptions about health, child health literacy and school health education that are present in the school. In order for the transformations in teaching to appear these assumptions must be critically re-examined by means of critical reflection and collaborative change efforts rather than by top-down instructions.
6. To transform teaching of health literacy, transformative and in-depth learning efforts of teachers must be fostered in line with continuous workplace learning, collaboration, practice of health literacy and active citizenship. The child must be the ultimate object of any organizational change efforts in school.

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# STUDENT CREATIVITY BOOSTING WITH INNOVATIVE DIGITAL ACTIVITIES TO ENHANCE STUDY COURSE QUALITY

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**Abstract.** *The article aims to introduce some digital activities for ESP (English for Specific Purposes) courses and show the effect of their introduction on the quality of study process in an ESP course and on its results. With the help of ESP course quality evaluation model (Rudzinska, 2011) ESP course quality is evaluated along the following criteria: study course clarity, adequacy, cooperation, individual work, variety, and deep approach. Quantitative and qualitative research methods are used to investigate the improvement of study process quality due to the introduction of digital tools. The base of the research are the students of a Latvian higher education institution (HEI) (Institution A) and a Romanian HEI (Institution B), who from 2008/2009 to 2011/2012 studied ESP (Business English and Sports English) with the help of such digital tools as Bihugelabs, Piclits, Glogster, Textivate, Freemind and Wikipedia article creation. In Institution B student satisfaction level with the use of digital tools was surveyed through a 5-point Likert scale questionnaire and oral interviews. In Institution A the students freely reflected on their learning experience with the help of the mentioned digital tools. The results in both HEIs show high student satisfaction with the introduction of digital tools: in Institution B slightly satisfied were 15%, moderately satisfied: 10%, very satisfied: 58%, and extremely satisfied: 15% of respondents. Qualitative analysis showed that ESP course quality due to the introduction of digital tools improved in relation to quality criteria, summarized in the mentioned quality evaluation model (clarity, adequacy, cooperation, individual work, variety, and deep approach), as well as in relation to other quality criteria: accessibility, availability, novelty, variety, creativity, an opportunity to be proud about the results of the work done; the weaknesses were due to lack of accessibility (Internet connection in my village is too slow), lack of creativity (I'm not very creative) and complicated techniques of digital tool application.*

**Keywords:** *English for Specific Purposes (ESP), quality assurance in language learning, ESP course quality criteria, digital tools in language learning, higher education institutions (HEIs).*

## Introduction

European Common Framework for learning, teaching and assessing languages (CEF, 2011) outlined main characteristics of qualitative language learning, several researchers developed a list of instruments, with the help of which can be evaluated the quality in one study course in general, and in English for Specific Purposes (ESP) study courses in particular (Lasnier, 2003;

Meder/Iske, 2009; Rudzinska, 2011). With the help of Rudzinska instrument the quality of an ESP course is evaluated with the help of such criteria as clarity, adequacy, cooperation, individual work, variety, and deep approach. One of the ways of increasing study course quality is through the use of information and communications technology (ICT). Different digital activities can be employed in ESP courses in order to motivate students, exploiting their creativity and imagination. Student involvement and learning outcomes are higher when students discover rather than when they are taught ESP course concepts (Pop, Rudzinska, Dredetianu, 2013). New technology allows introducing study activities that would not be possible otherwise (Oliveira, 2013), even developing a new kind of literacy, seen as a social practice based on texts (Street, 2003). However, a list of studies have emphasized that access to technology itself does not provide enhanced teaching or change in teaching practices (Blikstad-Balas, 2013). Digital generation uses ICT in a very superficial way, without assessing their reliability (Oliveira, 2013). Therefore, the impact of digital tools on study course quality is an open research issue.

The main **purpose** of the article is to reflect on the introduction to students some digital tools for ESP courses, present findings on attitudes the students have towards their use in ESP courses and to evaluate the effect of the introduction of digital tools on the quality of ESP course process and results.

The **base** of the research: 86 students of a HEI from Latvia (Institution A) and Romania (Institution B), who from 2008/2009 to 2011/2012 studied ESP (Business English and Sports English) with the help of such digital tools as Bighugelabs Piclits, Glogster, Textivate, Freemind and writing for Wikipedia.

**Methods used:** action research was carried out in both institutions: exploring and using of digital tools, during which both students and lecturers were researchers, who exploited their critical thinking skills. Student observation was carried out during classes, student survey: afterwards, and finally - content analysis of student created documents. In Institution B student satisfaction level was surveyed through a 5-point Likert scale questionnaire and oral interviews, based on open-ended questions. In Institution A students freely reflected on their learning experience with the help of digital tools. Qualitative research methods were used to investigate the improvement of study process due to the introduction of digital tools.

Digital tools. The use of digital tools in both institutions started with poster making with Bighugelabs and Piclits. Students advertised entities they were well acquainted with such as their HEI, campus, library, and hostel. Later was introduced Glogster – an educational platform, enabling the inclusion of text, photos, videos, sounds, drawings and data attachments and used for the creation of online multimedia posters.

To activate student work with texts, in both institutions ESP teachers used Textivate, which allowed uploading texts and automatic generation of text-based exercises: “fill in the blanks”, “scrambled sentences”, a.o. By clicking the button

“Textivate now” the original text was divided into the desired number of chunks or paragraphs, which students afterwards dragged back into place. The added value of digital exercise in comparison to traditional one is that it can be embedded on class sites for permanent out-of-class access and thus is available to students for further practice (Pop, Rudzinska, Dredetianu, 2013). The main drawback of Textivate is that it allows using only short texts (up to 500 words), besides, a lot of further applications, like printing out of the rearranged text and receiving instant feedback require registration, and are not for free.

To enhance terminology acquisition digital mind maps were created in Institution A, using Freemind software. Al Jarf (Al Jarf, 2010) suggests using mind mapping in ESP for term presentation, their modeling, and for guided practice. Mind maps can be of different types, including phonological, morphological, syntactic and semantic ones. In the Program of Physiotherapy in Institution A students benefited from semantic mind maps, focusing on human body systems, among them circulatory, digestive, nervous, respiratory, a.o. systems; phonological mind maps, focusing on terms, having common vowels; morphological mind maps, reflecting Latin plurals (schema-schemata, a.o.) and showing opposites of different medical notions (internal-external, inversion-eversion, a.o.).

Time and effort consuming undertaking in Institution A was writing for collaborative global encyclopedia **Wikipedia**. The goal of Wikipedia, launched only in 2001, is to cover existing knowledge, avoiding the creation of new knowledge. Wikipedia is continually created and updated: people of all ages and cultural and social backgrounds can write Wikipedia articles, add information, cross-references (wiki links) or citations within Wikipedia’s editing policies and to an appropriate standard (Wikipedia. 2013).

Wikipedia is becoming increasingly popular globally and it is the most visited on educational and reference material (Raine and Tancer, 2007). From a philosophical point of view Jandric (Jandric, 2010) asserts that Wikipedia creates a virtual anarchist society, based on knowledge network. Those, writing to the world, participate in the creation of collective intelligence.

Szesnat (Szesnat, 2006) research shows that educational use of Wikipedia is at least twofold: it can be used as a database for knowledge and as a teaching tool. Wikipedia uses reliable sources - information must be supported by footnotes and general references, therefore students engage in correct citation practice. The main drawback of Wikipedia in Tardy’s (Tardy, 2010) opinion is that students use it as a primary research source of information. Oliveira has revealed a paradox in young people attitude to Wikipedia as a source of knowledge: although young people consider Wikipedia to be unreliable source of information (more credible sources of information are books), Wikipedia is declared to be their primary source of information (Oliveira, 2013). Also Blikstad-Balas investigations has revealed “a didactic challenge: the students’ preferred knowledge source ... is a knowledge source they are not intended or in

many cases not allows to use” (Blikstad-Balas, p.2.).

Oliveira (Oliveira, 2013) admits that participation in writing to Wikipedia is difficult, because writers hardly understand what an encyclopedic article is and what knowledge people consider as valid; besides, it requires a lot of technical skills. However, Oliveira also points out that writing for Wikipedia “demands motivation, effort, dedication, learning, stuff that school teaches by means of educational communication” (Oliveira, 2013, p.7)., and finally concludes that writing for Wikipedia promotes critical thinking and synthesis, it is an activity oriented towards transformation of individuals, multiliteracy and culture of citizenship, and those, who have done it, “will be better equipped for the world we live on” (Oliveira, 2013, p.7).

Tardy (Tardy, 2010) suggests that writing to Wikipedia can be successfully employed for educational reasons as middle stage of writing in higher education, first stage being writing personal essays, and third: writing formal academic texts. In Tardy’s opinion Wikipedia offers an excellent forum for students to begin confronting challenges of academic writing: research, citation, conventions and style.

Students can benefit a lot from research before writing to Wikipedia from exploring Wikipedia articles as to their content and wording, and from gathering reliable information for their articles. In Institutions A writing for Wikipedia was carried out in several stages, suggested by Tardy (Tardy, 2010):

1. Students discuss what Wikipedia is, and share their experience in using it.
2. Students print out an article about famous Latvian sportsmen from English and Latvian versions of Wikipedia, and bring it to class.
3. Students are divided into groups according to their sport, they share the articles they have brought and discuss what kind of information is included in Latvian and English Wikipedia articles, what common headings are used, what kind of information is included in footnotes and in wiki-links, what specialized language or jargon is used, etc.
4. Lecturer demonstrates how easy it is to edit articles; afterwards students edit an article or several articles.
5. Students prepare for writing: with the help of a Fact sheet gather all necessary information, put copied passages in quotation marks and tag the sources.
6. Students prepare an outline for article, paraphrasing gathered information.
7. Students produce first draft in the form of clear and coherent text, using lettered tags to include reference to sources. Finally, the created articles are revised and peer reviewed.

As to their quality Wikipedia articles rank from well-written, comprehensive articles to so-called stubs and orphans. Stubs are good short articles, sometimes just a few sentences, but should provide some useful



information. “Most Wikipedia's articles begin as stubs and ideally grow into well-written, comprehensive articles.” (Wikipedia, 2013). An article is called an orphan, if no other articles relate to it.

## Results

In Institution B students used such digital tools as Bihugelabs Piclits, Glogster and Textivate. Quantitative analysis of student response in Institution B showed high student satisfaction with the introduction of innovative on-line tools: slightly satisfied were 15%, moderately satisfied - 10%, very satisfied - 58%; extremely satisfied - 15% of respondents.

Qualitative analysis of student response in Institution B showed that ESP course quality due to the introduction of digital tools improved in relation to quality criteria, summarized in the mentioned quality evaluation model: clarity, adequacy, cooperation, individual work, variety, and deep approach, the only exception is the criterion of clarity: students have not stated that digital tools increase the clarity of study process. Student answers allowed identifying some other quality criteria, which are not incorporated in the mentioned model: accessibility, availability, novelty, variety, creativity, an opportunity to be proud about the results of the work done; the weaknesses of digital tool application were due to lack of accessibility (Internet connection in my village is too slow), lack of creativity (I'm not very creative) and complicated techniques of digital tool application (lack of adequacy).

In institution A students used Bihugelabs, Freemind and writing for Wikipedia. During study years 2011/2012 and 2012/2013 students wrote or edited articles about 30 Latvian sportsmen. Content analysis of the documents showed that among them are representatives (players and coaches) of 17 team and individual sports, mostly basketball (6) and football (4) players. Student choice is not a surprise, since basketball and football are among most popular sports in the Republic of Latvia, besides they are obligatory sports in Institution A, and a lot of students practice them from early age.

Analysis of student created Wikipedia articles showed that usually they were stubs. Besides, a lot of articles were orphans. To improve their articles students were suggested to introduce links to the page from related articles, or to edit one or more other articles, searching Wikipedia for other pages referring to the subject of the article, then turn those references into links.

Table 1 presents statistics on student created Wikipedia articles.

**Table 1. Statistics on student created/edited Wikipedia articles**

Sports person surname, name	Years of birth (and death)	Sport	Creators (students), years of creation	Write (W)/edit (E)	Still exists (+)/does not exist(-) / label
Alfrēds Krauklis	1911-1991	basketball player and coach	J.B., 2012	W	+
Andris Biedriņš	1986	basketball	J.S., 2012	E	+
Jānis Timma	1992	basketball	A. Š., 2012	E	+
Armands Šķēle	1983	basketball	J. Z., 2012	E	+
Andrejs Šeļakovs	1988	basketball	A.S., 2012	W	+/ stub
Žanis Peiners	1990	basketball	L.L., 2013	W	-
Dāvis Straupe	1992	ice hockey	I.V., 2012	W	-
Aldis Trukšāns	1990	football	A.T., 2012	E	-
Andrejs Pereļotkins	1984	football	O.Z., 2012	E	+

The analysis of student response concerning the introduction of on-line activities in ESP course in Institution A showed the improvement of course quality along all quality criteria, summarized in Rudzinska quality model. An example of qualitative analysis of student response is presented in Table 2.

Full qualitative analysis of student response and student observation in Institution A showed the following strengths of the introduction of digital tools: the course was more attractive, more oriented toward deep learning, individual work and cooperation (receiving feedback from peers and Wikipedia editors). Besides, course clarity also increased, because Freemind allowed clear representation of vast terminology mind maps. Weaknesses mostly were due to rather complicated techniques of digital tool application.

**Table 2. Example of qualitative student response analysis in institution A**

Respondent	Digital tool	Student response	Quality criterion
A.B., male, 2013	FreeMind	I liked the new program, because acquiring it will also be useful in other study courses	deep learning
Male, 20, 2013	Freemind, Bighugelabs	...it colors the study course and makes it more diverse...	attractiveness
female, Year 2	Wikipedia	to write an article for Wikipedia is not easy, but it is also not impossible	adequacy
female, Year 2	Wikipedia	if you want to write a good article, you'll need patience and time	deep learning
A, female, 20, Year 2	Wikipedia	it was difficult, because information many times was deleted, it was also hard to understand how to put links and insert chapter titles	not attractive
K., male, Year 2	Freemind	as I knew terminology, it was only the repetition for me	not attractive

Common conclusion can be drawn that digital activities can enhance course quality, but can as well provide no improvement. Evidence shows that digital activities could be too easy for some students and still too complicated for others; interesting for some students, and boring for others, etc. In order not to rely only on serendipities in the improvement of course quality with digital tools, activities should be carefully designed and applied.

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# STUDENTS' ATTITUDE TOWARDS LEARNING METHODS FOR SELF-SUFFICIENCY DEVELOPMENT IN HIGHER EDUCATION

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**Abstract.** *The diversity of teaching methods and the change in the teaching paradigm which emphasises a student-directed teaching and holistic approach altered the understanding of the role of the teaching/ learning methods as mediators between lecturers and students. A method is seen not only as a means to master the material of the discipline or to enhance language skills, but also as a complex tool which allows the student to adapt to teaching material, to socialize in a group, to know and evaluate oneself and to develop argumentative and critical thinking. The results show that the most common teaching methods (lecturing, explanation, narration, demonstration) are not active. Active, application and practice oriented teaching methods are relatively rare. With respect to the self-sufficient learning it turned out that students mostly see the value in the possibility to plan their study process, to observe, adjust and evaluate their learning results and process.*

**Keywords:** *learning methods, higher education, self-sufficiency development.*

## Introduction

At present, study programs and modules emphasise a student-directed approach and interface with the study results. In other words, it is aimed that the basic knowledge and skills which a student has to acquire during the studies would determine the content of the study program. Study results and skills are directed not only to the requirements of the program, but also to civic and employment needs. However, there are a number of study programs which are still focused on knowledge and information processing. That is, most attention is given to teaching material and academic knowledge. Although the authors of the "Tuning" project agree that it is essential to use the academic potential of the lecturer as much as possible, it should not be the determining factor in the program (Tuning, 2006). Poskiene (2011) also claims that due to technological developments and other reasons, the educational paradigm changed and became oriented at the student rather than the discipline. According to Peilakauskaite and Varanauskas (2011), a student-centred teaching implies helping students to discover their own learning styles, to understand their needs and level of motivation, and to gain effective learning skills that will be useful throughout their life. The application of this approach in practice would mean that lecturers should help students to set achievable goals; to encourage students to assess

themselves and colleagues; to help students to work together in groups and to ensure that they use all available learning resources.

An appropriate and considerate choice of the study methods is an important condition for successful organization of the student learning process which guarantees a self-sufficient, responsible and constantly evolving personality formation (Jakube & Juozaitis, 2012). A lecturer can contribute to the common skills' development and learner autonomy by thoroughly combining various methods. This specific approach not only makes the learning process more interesting and encourages learner participation, but is also associated with learner responsibility, self-control and motivation, skills of learning process regulation, gained experience, learning planning and creation of appropriate learning environment.

The object of the research – teaching/learning methods in higher education.

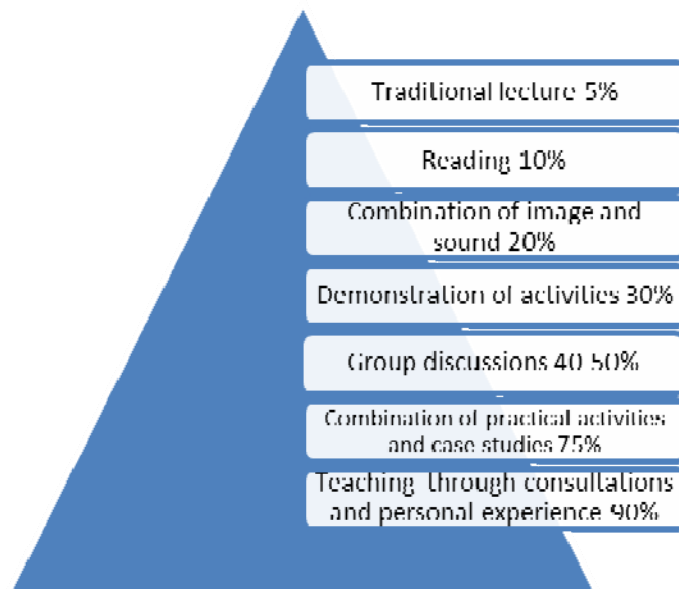
The purpose of this research - determine basic teaching/learning methods which are important for students' common abilities and their self-sufficiency development. The research was done while applying several methods - the analysis of literature and documents and a written form questionnaire. Quantitative data was analysed while applying MS Excel and SPSS (*Statistical Package for Social Sciences*) 22.0 version. During statistical analysis the methods of descriptive statistics, non-parametric tests (Mann-Whitney, Friedman, Kruskal-Wallis, chi-square) were applied.

### **Teaching/learning methods in higher education**

Tereseviciene et al., (2011) mark that there is a link between the study methods and common skills. However, as Buividiene (2006) observes, in Lithuania, the majority of educational institutions apply the standard general teaching methods rather than trying to experiment and optimize these methods according to learners' personality. A replacement of traditional lecture with a wider range of teaching methods is also discussed in the works of Daugviliene and Ruzevicius (2009) and Visockiene and Puskunigiene (2012), among other scholars. Figure 1 illustrates the percentage of knowledge and skills students acquire during the different types of lectures.

As shown in Figure 1, knowledge is mostly acquired when students are active: they debate, teach each other, analyse, etc. The diversity of teaching methods and the change in the teaching paradigm which emphasises a student-directed teaching and holistic approach altered the understanding of the role of the teaching/ learning methods as mediators between lecturers and students (Cvilikaite, 2013). A method is seen not only as a means to master the material of the discipline or to enhance language skills, but also as a complex tool which allows the student to adapt to teaching material, to socialize in a group, to know and evaluate oneself and to develop argumentative and critical thinking (Poskiene, 2011). According to Bulajeva, Cepiene, Lapiene et al., (2011), a

lecture is seen as a “cheap” method, because one lecturer can convey a large amount of information during a short period of time for a large audience of people. Moreover, the method can easily be adapted to a specific audience, the taught material, time or equipment of the room (Cvilikaite, 2013). However, the information is not remembered for a long time and the method is not effective to gain knowledge which could be used in practical activities. These researchers suggest a number of other more efficient methods which could be used to develop the necessary skills. For example, group discussions promote analytical thinking, teach how to make and evaluate decisions, to alter viewpoint and socialize, enhance self-confidence and develop new ideas. Role plays when each student is assigned a particular role allow the learners to receive constructive criticism and advice. The learners are able to understand the motives and perspectives of other participants, to generalize and develop their arguments. Other methods distinguished are case study analyses which help to exchange ideas about the possible problem solutions of a particular situation; games which encourage the learners to actively participate, to solve the problems more efficiently, to understand interpersonal relations, to develop cooperation, and to promote motivation; seminars which teach to develop argumentative skills and to prepare effective presentations; brainstorming which makes each learner to feel included into and contributing to the learning process and allows to raise new ideas about the topic discussed as well as stimulates creative thinking; learning contracts which contribute to learning productivity, increase students’ accuracy, working skills, attendance and social behaviour.



**Figure 1. Knowledge and skill acquisition (Daugviliene & Ruzevicius, 2009; Visockiene & Puskunigiene, 2012)**

With respect to the quality of studies and the desire to develop students' ability to act independently, it is important to pay attention to the results of the studies and the internal learning processes, which affect, constitute and form approach to learning. According to Ciburiene (2012), a student achieves better results if a lecturer clarifies the benefits of the studied course by clearly formulating the aim of the discipline and by showing the practical application of the gained knowledge and skills in real-life situations and professional activities. Ciburiene (2012) emphasises that a lecturer should apply methods which promote interest in the discipline such as allowing the students to present their opinions on the topic and participate in discussions. Teaching methods (word, image and practical activities) distinguished by Rajeckas (1997) (in Ciburiene 2012) are more directed at knowledge development and retention. Siauciukeniene and Stankeviciene (2005) present a more complex classification which includes three directions of teaching: informational, operative and creative methods. As a result of the analysis of different methods applied during the study process and on the basis of Jeciuvienė's (2008) methodological guidelines, the methods are divided into three major groups according to their purpose and use: a) productive technology; b) cooperation technology; c) sparing technology. Productive technology category encompasses the following methods: explanation, instruction, demonstration, work with a textbook, lecture, exercises, and testing. Cooperation technology includes conversation, discussions, cognitive games, programming, problem-based learning, case studies, and practical training. Sparing technology consists of narration, the use of audio and video material, and observation. Jeciuvienė (2008) notes that productive technology is most effort demanding for the learners who have to analyse the material independently and to defend the facts and numbers argumentatively by using old and acquired knowledge. However, having in mind the development of common skills, enhancement of personal motivation and basic attitudes during the study process as well as constructing new experience, the methods of cooperation and sparing technologies are more relevant as they promote the construction of new experience and knowledge.

### **The organization, procedures, sample and results of quantitative research**

Quantitative research was started in 2013. The students of the first and second level of humanitarian, social, physical, biomedical, technological and art studies were investigated. The questionnaires were distributed among the students of three universities at a random and personal choice, and soon afterwards the questionnaires were returned to the researchers. The questionnaire design was based on the articles which were prepared by various authors (Tandzegolskiene, Pileckaite, 2010; Tandzegolskiene, Rutkiene, Pileckaite, 2010; Stasiunaitiene, Tandzegolskiene, Rutkiene, 2012; Rutkiene, Tandzegolskiene, 2012, 2013), on the basis of I. Cvilikaite (2013) Master's

thesis, M. Tereseviciene's and etc. (2012), and the analysis of research data and insights of qualitative research. The received meanings of separate blocks Cronbach alpha fluctuate from 0,752 to 0,905 demonstrating that the inner level of instrument's compatibility is high, and that the instrument is appropriate for the application.

The results were counted having analysed 824 respondents' answers. The greatest number of respondents were from Vytautas Magnus University (VMU) – 49% (or 404 respondents), 27,7% – from Mykolas Romeris University (MRU, 228 respondents) and 23,3% from Vilnius Gediminas Technical University (VGTU, 192 respondents). The biggest amount of students were from Bachelor's level (632, or 76,6%), the rest - from Master's level. Most respondents were females (59,7%, or 492 respondents). It is evident that most respondents in VGTU, who are students of technological sciences in Master's programmes were males, whereas in other universities in Bachelor's level programmes of humanitarian and social sciences prevailed female students.

Study process is full of various activities which enhance the common skills of students. The majority of studying time is spent in classes. When asked whether the methods applied by the lecturers affect the development of common skills, most students responded positively: yes – 68,2%, partly – 29,4%.

Unfortunately, more than half of the interviewed students think that present day university lecturers mostly focus on theory (58,7%). A third of students think that lecturers equally focus on both theory and practice (33,8%).

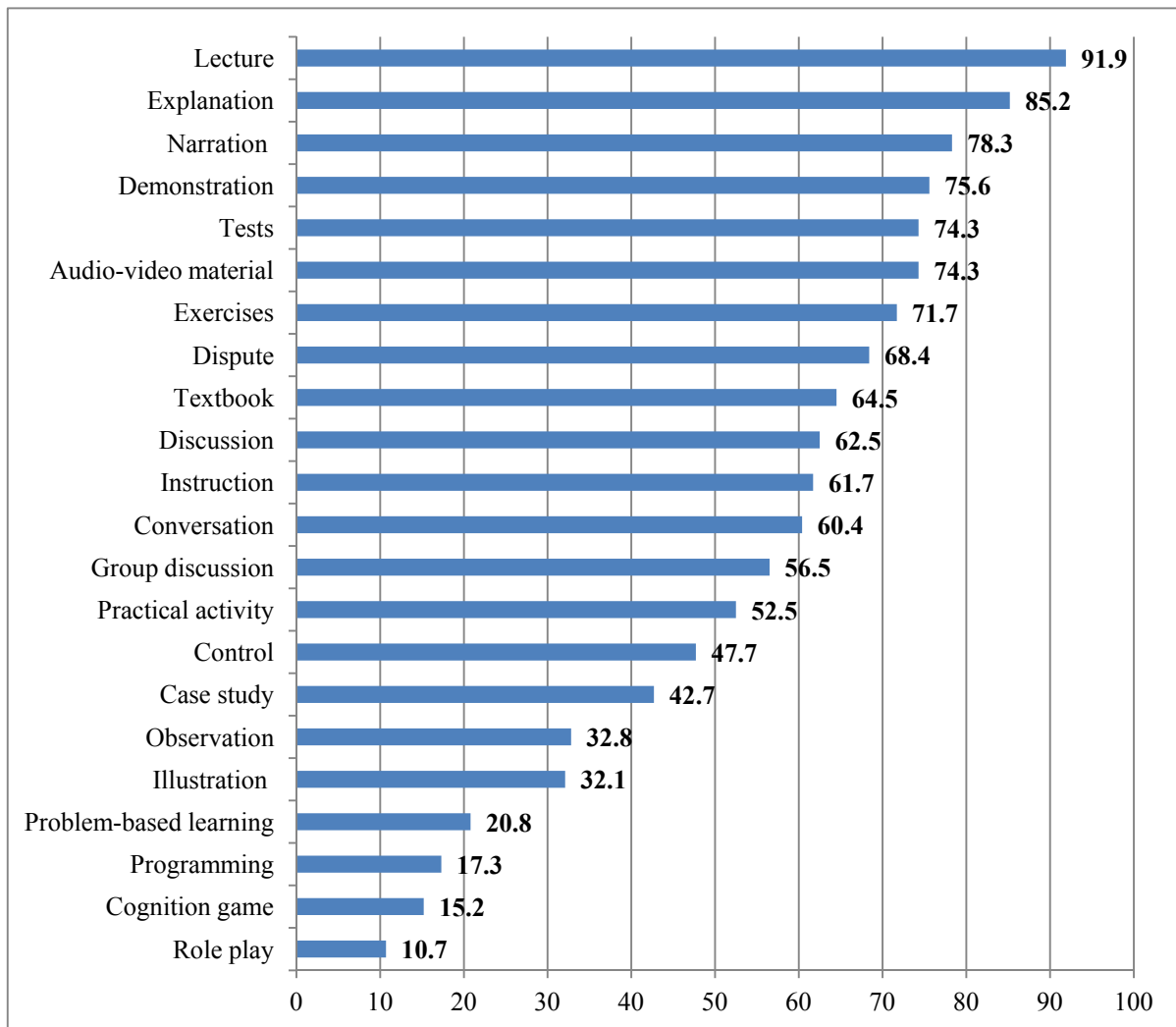
In agreement with the theoretical considerations, it can be claimed that in the stages of study and course programme preparation or study process organization, the paradigm of knowledge and understanding prevails. The application of chi square allowed detecting statistically significant differences in the distribution of student opinion according to study fields:  $p = 0,000$  ( $\chi^2 = 122,718$ ,  $df = 15$ ). Students think that lecturers in art studies are more practice-oriented, whereas lecturers in social science studies are least practice-oriented.

Different goals are posed for the undergraduate and graduate studies. Typically, in graduate studies, more attention is given to research and theoretical knowledge. However, the results of the current research do not confirm this: undergraduate students indicate more often that their studies are theory-focused, whereas graduate students mark practice-orientation. The differences between the undergraduate and graduate students' responses are statistically significant ( $p = 0,016$ ,  $\chi^2 = 10,278$ ,  $df = 3$ ).

The aim of the questionnaire was to find out the most common methods used by the lecturers. It is observed that the most common teaching methods are traditional lecturing (63,1%), testing (35,9%), narration (35,9%) and exercises (30,8%). Figure 2 shows students' opinion about the most common teaching methods. The results show that the most common teaching methods (lecturing,



explanation, narration, demonstration) are not active. Active, application and practice oriented teaching methods are relatively rare.



**Figure 2. The most common teaching methods during the studies (%)**

A comparison of student responses has revealed that the frequency of application of specific methods significantly varies across different study fields (the differences are statistically significant  $p < 0,05$ ). For example, students of art claim that traditional lecturing is rare in their studies. In contrast, this method is the most frequent in the programs of technical sciences. Narration is the most common in the studies of art and social sciences; group discussion is typical to social science studies, but is rarely mentioned by the students of physical and technical sciences.

The calculation of the three indexes of the strategies applied at university studies according to technologies (productive, cooperation and sparing) reveals that productive technology exhibits the highest average index (3,91), followed by sparing technology (3,19) in the second place. Cooperation technology has the lowest average index (3,16). After the evaluation of the data according to

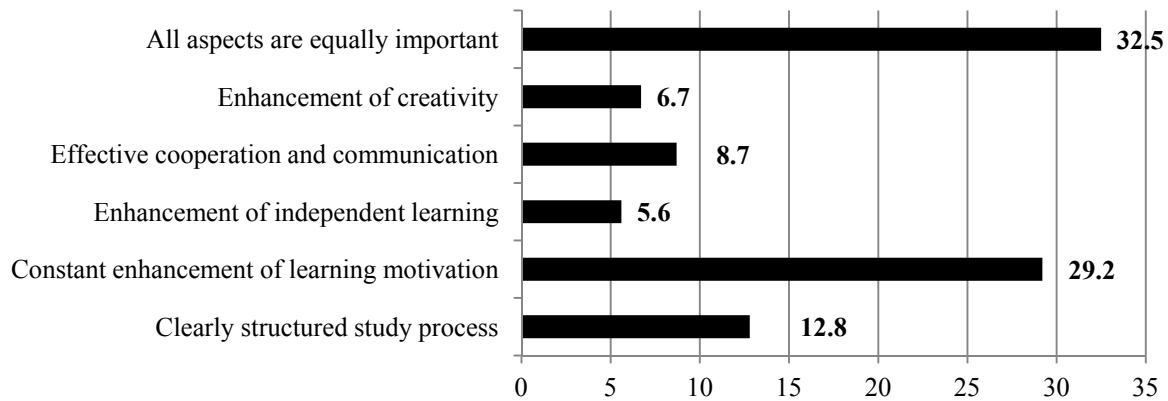
Friedman’s criterion and the comparison of the application of the discussed technologies, statistically significant differences were revealed ( $p = 0,000$ ), as presented in Table 1. The analysis of undergraduate and graduates students’ opinion on the differences of applied technologies has revealed that in undergraduate and graduate studies, productive technology is the most common. The least common in undergraduate studies is cooperation technology, whereas in graduate studies, sparing technology is rare. The comparison of technologies in different study cycles shows that statistically significant differences appear only when the application of sparing technology is evaluated (Mann-Whitney U test results: productive technology –  $U = 42\,680$ ,  $Z = -0,704$ ,  $p = 0,418$ ; cooperation technology –  $U = 37\,856$ ,  $Z = -1,258$ ,  $p = 0,208$ ; sparing technology –  $U = 30\,880$ ,  $Z = -5,421$ ,  $p = 0,000$ ).

When discussing the quality of studies, students responded that everything is important. However, regular motivation maintenance was distinguished as an especially significant factor (29,2%). 12,8% of students marked a clearly structured study process to be of great value.

**Table 1. Application of technologies in different study fields**

Study field	Productive technologies	Cooperation technologies	Sparing technologies	Friedman’s p value
Humanities	3,993	3,221	3,381	<b>0,000</b>
Social sciences	3,966	3,328	3,577	<b>0,000</b>
Physical sciences	3,813	3,059	3,056	<b>0,000</b>
Biomedical sciences	3,729	2,704	2,800	<b>0,000</b>
Technical sciences	3,882	3,059	2,903	<b>0,000</b>
Arts	3,750	2,956	3,556	<b>0,000</b>
<b>Kruskal-Wallis’ p value</b>	<b>0,003</b>	<b>0,000</b>	<b>0,000</b>	

Having in mind the emphasis on the development of common and special skills, the enhancement of practice-oriented skills, the change of the teaching paradigm into the learning one, teaching methods acquire an especially significant role in the study process. As is seen (Figure 3), these are the methods of productive and cooperation technologies.



**Figure 3. Aspects which are important to study quality**

In the opinion of the students, active teaching methods are applied rather seldom in the study process: once a week (27,8%), once a month (23,2%), or, occasionally, several times a week (21,1%). It should be noted that even 2,6% of students do not recognize active teaching methods or have not experienced them

To summarize the results of the conducted research it can be claimed that students understand learning as the acquisition of knowledge and skills, the processing of information and the inner growth of the individual. With respect to the self-sufficient learning it turned out that students mostly see the value in the possibility to plan their study process, to observe, adjust and evaluate their learning results and process. In the opinion of the students, independency in the study process is seen in the possibilities to find different solutions in new learning situations (the combination of existing and new knowledge). Students are mostly encouraged to act independently by self-control, motivation and responsibility. Lecturers, in the opinion of the students, should give more freedom and responsibilities in decision making process, to allow the students to give their opinions and to apply different teaching methods.

### **Conclusions**

“Learning” is a very broad concept, which means the ability to learn by considering the learning stages and evaluation processes as well as the replacement of traditional teaching methods by the active ones during the university studies. The concept also encompasses a motivated student’s self-regulation of the learning process, directed to life-long learning. The analysis of the novel and topical teaching methods for the study process has shown that the methods of productive technologies which include explanation, instruction, demonstration, work with textbook, lecture, exercises and testing are the most common. An especially popular method is lecturing. The mentioned methods are valid for the development of the common skills and enhancement of self-sufficiency during the study process as they are related with information acquisition and processing. However, when it comes to the active planning of

the student's learning process, the issue of responsibility in the achievement of the set goals, motivation development, cooperation, problem identification and inter-disciplinarity, the mentioned methods do not transfer the idea of the self-sufficient learning or common skills. In order to promote the common skills, to develop personal motivation and underlying attitudes as well as construct new experience, the methods of cooperation and sparing technologies are mostly suitable as they invite the construction of new experience and knowledge.

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**ЛИНГВО КРАЕВЕДЧЕСКАЯ ОЛИМПИАДА КАК  
СРЕДСТВО ВЫЯВЛЕНИЯ ТАЛАНТЛИВОЙ МОЛОДЕЖИ**  
*Bilingual Academic Competition on Region Studies as an Efficient  
Agent of Giving a Boost to Gifted School Children*

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***Abstract.** This article's focus is universities helping young learners make a motivated choice of their personal learning path. The necessity to support students' motivation from their early years to adulthood is emphasized. The article also introduces a notion of "bilingual academic competition", which is regarded as one of the most efficient ways to achieve the goal, providing for the development of students' creative skills, professional potential, and helping to recognize the learners identified as the gifted.*

***Keywords:** applied developed bilingualism, bilingual academic competition, gifted school children, integrated education environment, interdisciplinary approach, learner's autonomy.*

**Введение**  
*Introduction*

В последнее время в образовательной среде всё чаще высказывается мысль о необходимости развивать мотивированный выбор молодым человеком жизненной траектории, при этом подчёркивается, что эту мотивацию следует формировать с самого начала образования, вплоть до высшего. Так на Съезде Российского союза ректоров в октябре 2014 года президент России, и ректоры университетов отмечали важность проведения вузами работы, связанной с поиском и поддержкой талантов, направленной на выявление школьников с явными способностями к научной, специально-профессиональной или другой деятельности, которые при определённой поддержке взрослых, могут стать для них успешным стартом для самореализации в профессиональном и социальном плане.

В частности, ректор Московского государственного университета В.А. Садовничий сказал: «Талантливые дети – бесценное национальное достояние. Это ресурс, из которого формируется интеллектуальная элита государства. Наша задача – найти их, поддержать и помочь реализовать себя. Много уже сделано. В олимпиадах школьников, которые мы организуем (я являюсь председателем этого совета), в прошлом году приняло участие 1,5 миллиона человек. В этом году мы ожидаем не меньше. Надо развивать также профессиональные конкурсы, проектные олимпиады в интересах социально-экономического развития регионов»

(Стенограмма совместного заседания Госсовета и Совета по культуре и искусству, 2014).

Такая постановка вопроса представляется для нас актуальной и привлекательной как в плане стратегической формулировки задачи, подразумевающей взаимодействие участников интегрированного образовательного пространства, так и определения тактических подходов к решению проблемы, а именно – использование такой формы сотрудничества как олимпиада.

Мы полагаем, что данная форма сотрудничества способна не только создать интегрированное образовательное пространство, но и благоприятные условия для поиска наиболее способных и талантливых школьников и студентов вуза, готовых к профессиональному самоопределению. Именно поэтому основной целью настоящего исследования является раскрытие потенциала билингвальной лингвокраеведческой олимпиады как одного из средств выявления талантливой молодежи.

Для достижения поставленной цели необходимо решить следующие задачи:

- 1) обосновать научную концепцию Экспериментальной лаборатории билингвального регионоведения, в рамках которой была разработана олимпиада;
- 2) выявить отличительные особенности билингвальной лингвокраеведческой олимпиады;
- 3) раскрыть последовательности этапов и роль участников в реализации каждого этапа;
- 4) продемонстрировать примеры заданий олимпиады, позволяющих раскрыть механизм поиска талантливой молодежи.

Основными методами исследования были выбраны: обзор и анализ научной литературы по проблеме исследования, изучение передового опыта проведения предметных олимпиад в школах и вузах страны, системный подход, опрос обучающихся и учителей города и области, а также метод математической обработки данных.

### **Концепция Экспериментальной лаборатории билингвального регионоведения**

#### ***Conception of Experimental bilingual regional studies laboratory***

Создание и способы взаимодействия основных участников в рамках интегрированного образовательного пространства уже в течение ряда лет является предметом научных и прикладных изысканий учёных факультета иностранных языков в рамках Экспериментальной лаборатории билингвального регионоведения (ЭЛБР). Сферой интереса ЭЛБР является деятельность, направленная на расширение сетевого взаимодействия

участников регионального образовательного пространства в условиях глобализации и интернационализации. В рамках этой деятельности осуществляется исследование и реализация подходов к консолидации и расширению состава традиционных субъектов образовательного пространства и образовательных ресурсов региона для развития личности субъектов образовательного процесса и выявления условий, благоприятствующих их самореализации, что, в свою очередь, предполагает творческое содружество и взаимодействие учреждений разных сфер деятельности: образовательных, информационных, культурно-просветительских. В качестве положительного опыта мы рассматриваем осуществляемую в течении нескольких лет партнёрскую деятельность кафедры английского языка факультета иностранных языков Псков ГУ с общеобразовательными школами, детскими садами и областной универсальной научной библиотекой города.

В основу всех совместных проектов перечисленных коллективов был заложен подход, базирующийся на концепции прикладного искусственного билингвизма, под которым понимается комплексное использование возможностей родного и иного (в данном случае – английского) языков в приложении к русской культуре. Выдвигая идею прикладного искусственного билингвизма, мы полагаем, что этот тип билингвизма призван реализовать определённые ценностно-ориентированные прагматические установки, которые закладываются в его формирование уже на раннем этапе образования, при этом процесс формирования прикладного билингвизма предполагает дуалистическую направленность – подготовить искусственных билингвов к общению на иностранном языке в межкультурном коммуникативном пространстве и повысить их культурную компетенцию средствами родного и английского языков (Рыжова, 2014:152).

### **Билингвальная лингвокраеведческая олимпиада и ее особенности** *Bilingual academic competition on region studies and its peculiarities*

Достичь этого возможно, например, используя разные формы олимпиады. Кафедра английского языка в рамках ЭЛБР уже апробировала такую форму олимпиады как билингвальная лингвокраеведческая, которая обладает целым рядом характеристик, отвечающих идее гуманитарного развития личности субъектов образовательного процесса: раскрытие и формирование целеустремленности, широты взглядов и эрудиции, интереса к науке и инновациям, готовности осуществлять обучение в течение всей жизни (life-long learning), творческой активности, нестандартного мышления и т.д. Более того лингвокраеведческая олимпиада способствует самореализации и выявлению наиболее талантливых и профессионально ориентированных обучающихся.



Дать определение талантливости довольно сложно в связи с разнообразием научных трактовок и противоречивости самого явления, которое до недавнего времени называли просто выдающимися способностями личности. На наш взгляд, талантливый человек – это личность, которая выделяется яркими, очевидными, иногда выдающимися достижениями (или имеет внутренние предпосылки для таких достижений) в определенной деятельности. Талант как психологическое качество личности во многом зависит от наследственности, социально-культурной среды и деятельности индивида. В основе формирования и реализации таланта лежат собственная активность личности и психологические механизмы саморазвития.

Мы придерживаемся точки зрения, что любой человек индивидуален, неповторим и талантлив по-своему. Поэтому задачей образовательного учреждения любого уровня является создание благоприятных условий для развития способностей и талантов обучающихся. Полифункциональная и взаимообогащающая природа интегрированного образовательного пространства является, на наш взгляд, хорошей для этого площадкой.

Как уже отмечалось, Псковский государственный университет на протяжении многих лет реализует данную идею, выступая организатором проведения предметных олимпиад как для школьников Пскова и Псковской области, так и для студентов вуза. Однако совершенно новым средством выявления талантливой молодежи стала лингвокраеведческая олимпиада, которая была впервые инициирована кафедрой английского языка факультета иностранных языков в 2012 году.

В качестве основных отличительных особенностей лингвокраеведческой олимпиады мы выделяем:

- а) *интегрированный характер*, который проявляется во взаимодействиях различных участников образовательного процесса (школа – вуз через посредничество библиотеки) и создании благоприятного регионального интегрированного образовательного пространства;
- б) *билингвальный характер*, который проявляется в использовании двух языков при работе, обработке и преобразовании информации;
- в) *межпредметные связи*, которые формируют мировоззренческий потенциал знаний обучающихся и обеспечивают доступность и прочность усвоения изучаемых учебных дисциплин, раскрывая их внутреннюю и внешнюю преемственность и логическую последовательность на различных ступенях обучения;
- г) *профориентационная направленность*, которая выражается в привлечении студентов вуза к разработке олимпиадных испытаний для школьников. Это позволяет первым использовать полученные профессиональные навыки и умения на практике, а

вторым, потенциальным абитуриентам, демонстрирует уровень профессиональной подготовки, который можно достичь, поступив в университет. Таким образом, данная организация олимпиады обеспечивает преемственность ступеней обучения «школа – вуз»;

- д) *региональный компонент*, который выражается не только в том, что задания олимпиады составлены о Псковском крае и ориентируются на школьную программу, но и охватывают актуальные проблемы и события Малой Родины, к которым должен быть причастен любой житель Пскова и области.

Говоря о региональном компоненте, необходимо также отметить, что лингвокраеведческая олимпиада предполагает широкую географию участников. Для этого оптимальным выбором, на наш взгляд, является дистанционный режим, который не только является инновационным в современной среде образования и выводит олимпиады на новый уровень саморазвития, но также способствует укреплению межрегионального сотрудничества и повышению культуры использования телекоммуникационных технологий в образовании (Савченко, 2012: 58).

Межпредметный характер олимпиады (история и языки), в свою очередь, не только способствует повышению практической и научно-теоретической подготовки обучающихся, но и позволяют выявить студентов, способных осуществлять межъязыковые трансформации при описании полученной ими на русском языке информации исторического характера, средствами английского языка.

Однако необходимо заметить, что даже у самых одарённых детей наверняка возникнут проблемы при попытке качественно справиться с этой задачей. Объясняется это тем, что в качестве определённого количества лексем русского языка, подлежащих передаче на английский язык в заданиях олимпиады, выступают лингвокультуронимы исторического Пскова. Передача национальной специфики культуры (исторических реалий, артефактов, персоналий) является, пожалуй, основной сложностью языкового посредничества и представляет наибольшую трудность как при переводе, так и в процессе межкультурного беспереводного общения, когда английский язык выступает в своей «вторичной культурной ориентации» (Кабакчи, 2007: 52). В нашем случае – в приложении к русской культуре. Тем не менее, закономерности описания культуры в подобных ситуациях рассмотрены учёными в рамках интерлингвокультурологической школы профессора В.В. Кабакчи, созданы пособия и словари, в том числе учёными кафедры английского языка Псковского университета, помогающие выбрать верные переводческие стратегии в поиске оптимальных соответствий при описании явлений родной культуры средствами английского языка.

Таким образом, упомянутая проблема не является неожиданной для разработчиков лингвокраеведческой олимпиады: напротив, способы её решения предсказуемы и направлены на укрепление перекрёстных отношений участников взаимодействия – учёных вуза, учителей английского языка и школьников, играющих на одной площадке интегрированного образовательного пространства, полифункциональную и взаимообогащающую природу которой мы отмечали ранее. Именно в этих целях на всех этапах олимпиады предусмотрено консультационное научно-методическое сопровождение школьных учителей преподавателями кафедры, научно-исследовательская деятельность которых осуществляется в русле интерлингвокультурологии.

Олимпиады, проводимые кафедрой английского языка, охватывают различные сферы историко-культурной жизни региона. Так, например, темой первой олимпиады (2012 год) послужила Отечественная война 1812 года, проводимая в рамках объявленного в Российской Федерации «Года российской истории» и в которой немалую роль сыграли Псковичи и Великолучане.

Темой олимпиады 2013-2014 года являлся «Псков Ганзейский». Выбор темы определялся масштабными событиями, происходившими в Пскове и Псковской области в 2013 году: празднование фестиваля «Ганзейские дни». Псков является одним из российских городов, входивших в Ганзейский союз средневековья и являющийся членом «Союза Русских Ганзейских городов». Он по праву заслуживал место в союзе купцов Ганзы благодаря своему географическому положению, особенному государственному устройству и экономическому потенциалу.

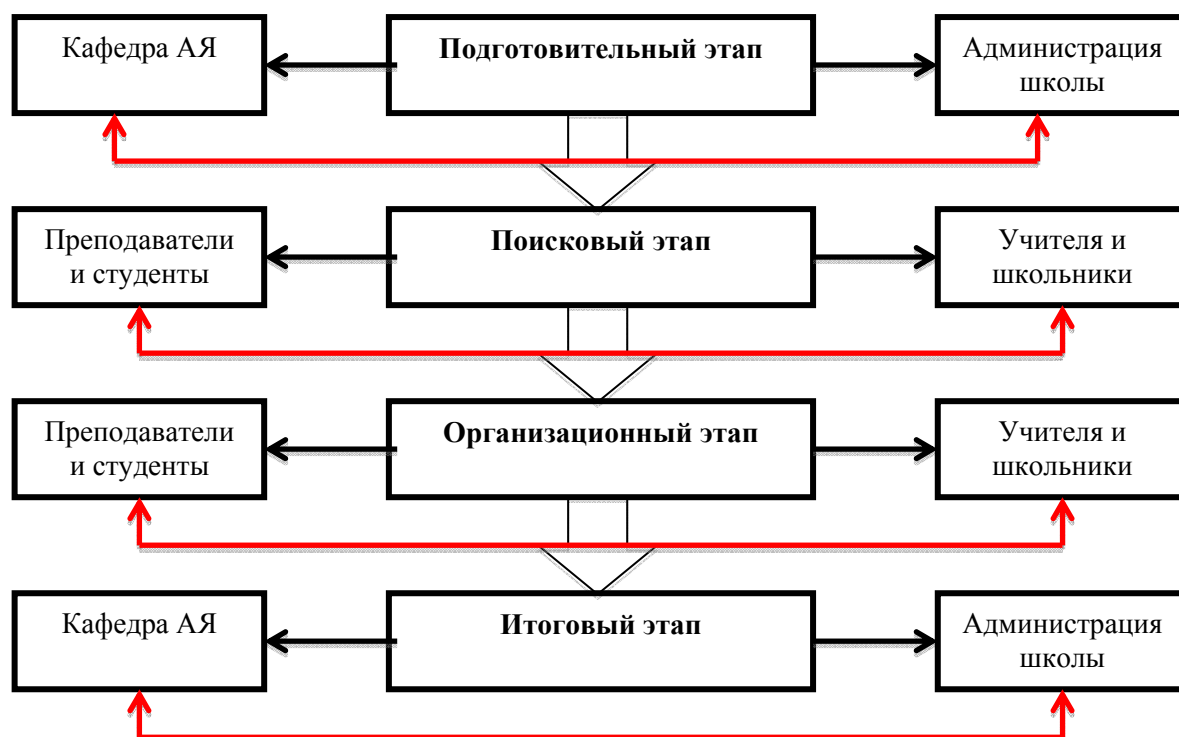
Основная идея фестиваля – воссоздание исторической атмосферы, погружение в собственную историю и культуру, знакомство с традициями и культурой партнерских городов и чувство сопричастности общей истории. Фестиваль «Ганзейские дни» отличается своей масштабностью и имеет большую важность для экономики и туризма Пскова и области. Однако, несмотря на это менее трети опрошенных студентов и жителей города знали о данном мероприятии. А между тем популярность Ганзейских дней настолько велика, что график их проведения расписан до 2030-х годов. Поэтому, мы смело полагаем, что лингвокраеведческая олимпиада способствует не только расширению кругозора о родном крае и его истории, но также воспитанию патриотических чувств и любви к малой Родине.

Так как целью настоящей статьи является рассмотрение потенциала лингвокраеведческой олимпиады по выявлению талантливой молодежи, то мы рассмотрим это на примере олимпиады «Псков Ганзейский».

### Этапы проведения билингвальной лингвокраеведческой олимпиады *Stages of bilingual academic competition on region studies*

Учитывая комплексный характер олимпиады, мы выделяем четыре этапа ее проведения (см. рис. 1). Согласно представленной схеме, основными этапами, где студенты и школьники могут проявить свои таланты, являются *поисковый* и *организационный*.

В ходе *поискового этапа* студенты посещали краеведческий отдел Псковской областной библиотеки с целью поиска информации, подбора и составления необходимого списка литературы. Привлекались также источники из сети Интернет. Следующим этапом (*организационным*) стал анализ студентами собранного материала, самостоятельная разработка заданий олимпиады и критериев оценивания, последующее их обсуждение и корректировка совместно с преподавателями кафедры. Участие школьников и учителей в реализации данных этапов выражалось в самостоятельном изучении предложенных источников, проведение учителями истории и английского языка консультаций или факультативных занятий по заявленной теме и непосредственно участие в выполнении разработанных заданий.



**Рис. 1. Последовательность этапов лингвокраеведческой олимпиады и исполнители каждого этапа**  
**Figure 1. The sequence of bilingual academic competition stages; participants**

Следует отметить, что выше обозначенные этапы способствует формированию и совершенствованию автономии обучающихся, а также профессиональных и общеучебных компетенций, необходимых для осуществления самостоятельной исследовательской и творческой деятельности. По замечанию Г.В. Акиншиной и Ю.В. Быкова, при подготовке и проведении олимпиады происходит качественное и количественное изменение всей структуры возможностей человека за счет усложнения способов удовлетворения познавательной потребности: от типовых задач к эвристическим; от уяснения поставленной проблемы до самостоятельной постановки задачи и проведения научного поиска (Акиншина, Быков, 2010: 71). Таким образом, происходит актуализация творческих умений через демонстрацию авторских подходов к выполнению поставленных задач.

Представляется очевидным, что деятельность человека только тогда становится творчеством, когда способствует развитию его личности. При составлении и выполнении олимпиадных заданий студенты и школьники развиваются, приобретают или раскрывают в себе новые качества, а значит проявляют свой талант и творчество.

В научной литературе выделяют несколько этапов творческой деятельности: осознание проблемы, рождение гипотезы, разработка модели составления/решения проблемы, реализация выбранного алгоритма и критический анализ проделанной работы (Акиншина, Быков, 2010: 71). Очевидно, что для успешного выполнения творческой деятельности обучающиеся должны обладать высоким интеллектом, умением наблюдать и уяснять взаимосвязь между явлениями и событиями, находить логико-причинные связи. Также у них должно быть развито воображение, способность комбинировать и критически оценивать.

Все указанные качества и умения хорошо проявились у студентов ПсковГУ при самостоятельной разработке заданий олимпиады:

***Read the text and fill in the gaps with ONE word***

*The Hansa (1) ..... the Old German 'Hansa' – group, union) – was a union, league 2) ..... free German city-states in the 13-17th centuries. These cities were conveniently located 3) ..... that they could control and protect economic interests and diplomatic privileges in the cities and countries and along the trade routes 4) ..... the Baltic and the North Seas. The Hanseatic cities had their own legal system, currency and furnished their own armies 5) ..... mutual protection and aid.*

*In partner-cities of the union abroad Hansa houses 6) ..... created. At various points in history uniting 7) ..... to 170 cities and towns of the Western and Northern Europe, the Baltic States and Russia, the Hansa played a considerable part 8) ..... the development of trade, diplomacy and intercultural dialogue in the Pan-European space.*

**Match the words with their definitions**

- |   |   |   |  |
|---|---|---|--|
| 1 | Visby                                   | a | a central meeting where the league's members discussed different issues.                           |
| 2 | Peterhof                                | b | a name of the union, that existed before the League and was used by the Gotlanders.                |
| 3 | Tagfahrt (also referred to as Hansetag) | c | a leading centre in the Baltic before the Hansa.   |
| 4 | Kogg                                    | d | a trading station in Novgorod established by the merchants from northern Germany (the Gotlanders). |
| 5 | Varjag                                  | e | a cargo-sailing ship with one mast, which was very popular with the Hanseatic merchants.           |

**Choose the correct variant**

- What ritual was followed after the establishment of the international agreement between Pskov and other Hanseatic cities?  
 a) shaking hands    b) kissing a cross    c) bowing    d) giving presents
- What was the main trading currency between Pskov and the Hanseatic League in the 16-17th centuries?  
 a) ruble    b) kopec    c) thaler    d) serebryanik
- What smuggled goods were transported in 1396 by Revel's merchants in barrels for the herring?  
 a) weapons    b) fabrics    c) spices    d) jewelry
- What Hanseatic towns, which cooperated with Pskov, were a part of the Teutonic Order in Livonia?  
 a) Riga, Lubeck, Danzig    b) Riga, Revel, Dorpat  
 c) Lubeck, Revel, Narva    d) Danzig, Riga, Narva
- What Pskov twin-city was not a member of the Hanseatic League?  
 a) Valmiera    b) Nijmegen    c) Gera    d) Tartu

Представленные задания – это примеры заданий лингвокраеведческой олимпиады. Но, очевидно, что для успешного составления и выполнения заданий обучающиеся должны обладать высоким интеллектом, умением наблюдать и уяснять взаимосвязь между явлениями и событиями, находить логико-причинные связи.

Поскольку лингвокраеведческая олимпиада является билингвальной, то выполнение заданий «закрытого типа» не достаточно для выявления талантливых школьников. Поэтому возникает необходимость включения «открытых», продуктивных заданий. К таким, например, можно отнести

написание эссе, статьи, сочинения и т.д. Письменное задание, несомненно, носит творческий характер и позволяет раскрыть эрудированных школьников, владеющих достаточным уровнем языковой подготовки, способных логически мыслить и критически оценивать информацию.

В качестве открытого задания настоящей олимпиады является написание эссе, выражающего мнение по предложенной проблеме:

***Express your opinion on the following quote: “What is history, but a fable agreed upon?” (Napoleon Bonaparte).***

*You have 40 minutes to do the task. Write an essay about 150-180 words. Use the following plan:*

- *make an introduction;*
- *express your personal opinion and reasons for it;*
- *give arguments for the other point of view and explain why you don't agree;*
- *draw a conclusion.*

### **Вывод** **Conclusion**

Из всего ранее сказанного следует, что успешное составление и выполнение заданий олимпиады позволяет нам выявить талантливых школьников и студентов, которые являются будущим страны.

Результаты настоящего исследования дают основания полагать, что полученные данные могут быть полезны и применимы не только в теоретических курсах (например, курс методики преподавания иностранного языка), но и в работе психологов, классных руководителей, кураторов при подготовке молодежи к выбору или практической реализации их будущей профессиональной деятельности.

### **Summary**

The idea of universities giving a boost to gifted school children within the integrated education environment, of which universities and schools are participants, has been widely discussed by Russian academics and professionals in the educational sector. Pushing forward the concept of integrating expanded efforts of universities and schools in promoting children we believe that there are some who have strong motivation to succeed in future career who are profession-oriented, and therefore need special patronage of universities as their potential students. Some strategies and approaches to developing this intention have been worked out by the Experimental laboratory of bilingual region studies in Pskov State University. The core researches of the laboratory are focused on developing bilingual skills in school education of Russia to better integrating into the global education environment, whereby the Russian and the English languages are regarded not only as a form of communication but as a powerful vehicle of translating Russian culture and identity across Global Education Environment. Thus, we define this sort of bilingualism as applied developed bilingualism. The idea of the development of both, foreign language skills and Russian culture acquisition is based on the concept of viewing the English language in its «second culture (Russian) orientation».

Students must know the language but they must master the culture and history to be successful in understanding and working with others at home and abroad.

This conception is closely related to the interdisciplinary approach within region studies. The bilingual academic competition is one of efficient ways of its realization. Pskov State University is the first in the region to initiate, organize and implement this new form of interdisciplinary approach. The competition aims at students' knowledge promotion; their better motivation for study, research and professional activity; enhancing responsibility for their learning process; competitive spirit creation and meeting students' needs and requirements. Thus, bilingual academic competition is as an effective agent of giving a boost to school and university students who are identified as bilingually gifted.

To reveal its potential the nature of the bilingual academic competition was studied and methodical aspects were described. As a result we have drawn the conclusion that the bilingual academic competition is distinguished by the following features: creation of integrated education environment; usage of bilingual, interdisciplinary and profession-oriented approaches; and region study component. Each bilingual academic competition contains four stages, within which different participants of the learning process are supposed to fulfill different responsibilities. All the stages promote learner's autonomy and develop student's learning skills and professional competences necessary for their research and other creative activities.

In the end, the article introduces some tasks made up by the university students for school students under the guidance of the core laboratory researches and proves the bilingual academic competition's potential in recognizing gifted students who demonstrate their intellectual, problem-solving and professional skills.

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## THE COMPARATIVE ANALYSIS OF HIGHER SCHOOL STUDENTS' CONFLICTOLOGICAL CULTURE ON THE BASIS OF THEIR LEFT-/RIGHT- HANDEDNESS

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**Abstract.** *We face with different kinds of conflicts every day. The problem of the conflictological culture of personality is urgent nowadays, because only a person with a highly developed level of the ability to avoid or successfully solve conflicts can succeed at work and in life-long learning. The European Council defined five key competences necessary for future specialists' successful functioning in the contemporary society. The first place in this list was assigned for social competence as the ability to be responsible, able to take part in group decisions, avoid and resolve conflicts (The Symposium of the European Council. Brussels, 1996). The authors of the given research analyze the essence of the notions „conflict”, “conflictological culture”, as an integral quality of a person where the main stress is paid on its structural components' content. They also investigate different aspects of activities and psychophysiological development of left- and right-handedness of people. The empirical analysis conducted in the research presents the data obtained in the investigation of the left- and right-handed students' conflictological culture's level. The Object of the research is the conflictological culture's level of students at higher school. The Aim of the research is to investigate: 1) the essence of the notions “ conflict”, “conflictological culture”, 2) the level of conflictological culture of students of the 1<sup>st</sup> and 4<sup>th</sup> courses at higher school on the basis of their left-/right-handedness. The Methods of the research are the following: 1. Theoretical methods: The theoretical analysis of scientific literature on the given problem. 2. Quantitative methods: questionnaires. 3. The empirical analysis of obtained data*

**Keywords:** *avoidance, behavior, cognition, conflict, conflictological culture, development, hemisphere, higher school, interaction, left-/right-handedness, personality, relationship, students.*

### Introduction

Conflictness is an integral property of a personality reflected the frequency of her/his entry in interpersonal conflicts. The measure of conflictness is the microclimate characterized by the group members' emotional satisfaction expressed in mutual collaboration, styles of group relationships, psychological atmosphere, group spiritual values (Rober, 2008). According to the authors' opinion, one of the most important characteristics of an individual nowadays is his/her conflictological culture helped young people to interact with the surroundings and the inner world successfully. A person should have the appropriate level of conflictological culture in order to be able to resolve conflict

situations constructively. The problem of forming the young generation's conflictological culture is urgent nowadays. Contemporary society is characterized by the increasing level of competition and continuous rapid changes in many spheres of modern life caused the emergence of conflicts. One can find a lot of definitions determined the essence of the notion 'conflict' in scientific literature. A conflict is: 1. A fight, struggle; a controversy or quarrel, strife or incompatibility (Finnegan, 2010); 2. A bitter disagreement among employers and workers, opposition (Hornby, 2008); 3. A clash of opposing goals, needs, interests, desires, norms, values, positions of subjects of interaction under the necessity to reach an agreement (Petrovsky, 2005); 4. A clash occurred among the subjects of interactions for meeting needs, purposes, resources (usually limited) important for them (Shcherbakova, 2013). A conflict is developed when one side starts to infringe the interests of another one (Petrovsky, 2005). The recognition of a conflict as an inevitable daily and frequent phenomena actualizes the need to develop specific rules of conduct and implementing effective solutions to emerging issues. Conflictological culture of personality can be defined as his/her ability to predict, prevent and resolve conflicts (Rober, 2008). It is important to teach contemporary students at higher school, future specialists, how to avoid conflicts or resolve them effectively. Conflictological culture of a specialist is the ability for acquisition and implementing professionally oriented conflictological knowledge necessary for the perception of the professional conflict-prone environment and the subsequent implementation of professional duties in a professional conflict (Samsonova, 2007). Conflictological culture is the integrating function of other components of professional culture, they are-communicative culture, information culture, methodological culture, psychological culture (Samsonova, 2007). Components of professional culture are very important for the determination of a specialist's conflictological culture-they are: 1.professional knowledge-literacy, special language...; 2.professional psychological readiness-cognition, intuition, forecast, reflection...; 3.professional competence-skills, methods of implementing activities... So, one can highlight the following components in the structure of a specialist's conflictological culture based on above-mentioned: 1. conflictological competence (professional knowledge about conflicts and their manifestations, the system of conflictological skills and attitudes in conflict management); 2.conflictological readiness (professional readiness for conflict management, the successful conflict resolution, the choice of optimal behavioural strategy). The authors of the given research believe, that the optimal choice of a behavioural strategy by a specialist in a conflict situation and emotional Self-management are the indices of the conflictological readiness's formation. The presence of conflictological culture suggests the formation of not only specific knowledge and practical skills, but also the existence of a range of certain abilities, attitudes formed the basis for better understanding of others and Self, Self- improvement and Self- development

thanks to the constructive mutual interaction in the problems' resolution. Conflictological culture of a personality represents the integrative quality based on existing spiritual values included the culture of cognition, feelings, communication and behaviour manifested in optimal interaction strategies ensured the constructive conflict resolution (Shcherbakova, 2013). (Grishina, 2008) believes that the valuable semantic kernel of conflictological culture is a conflict position of a personality which is analyzed as a stable hierarchical system of attitudes to a conflict, its structural and dynamic components determined a dominated selective attitude to own participation in a conflict and the achievement of a conflict' desired resolution. A formed conflict position determined a stable attitude to a conflict, subjects of a conflict, ways and methods of a goal's achievement, defines the optimal strategy's choice and increases the level of conflictological culture. The authors of the given research conclude that conflictological culture takes a dominated position in a structure of personal general culture as it promotes a person's humane development that helps students in successful communication, collaboration and support during their learning at higher school and further in life-long learning.

### **Left-Handedness Versus Right-Handedness**

Scientists (Dunn et al., 1998), (Milgram, 1992), (Griggs, 1994), (Restak, 1999) believe that about 85% of the world population are right-handed people, the rest of them are left-handed people, there are about 500 million left-handed people on the Earth. Only some percent of people can implement both hands equally well, such people are called ambidexters. These people have the inborn or acquired equal development of both hands' functions and the ability to implement moving actions by the left and right hands with the same speed and efficiency. The ambidexters have the even developed hemispheres of their brain. Such people quickly assess a situation and make decisions (Tolkien & Eldarin, 2005). The differences of human brain's functioning called functional asymmetry offer the insight to the human brain's structure. (Luria, 1973) in his "The Concept of Lateralization" firmly believes that if a person is right-handed, his/her left cerebral hemisphere is lateralized for handedness and the control of his/her speech so he/she is left-lateralized. Each hemisphere controls the opposite part of a human's body. Let's analyze each hemispheres implementing human brain's functions. (Zdenek, 1983), (Price, 1997), (McCarthy, 1990), (Milgram, 1992) believe that higher school students with the left (The Left Mode) or the right (The Right Mode) hemisphere dominated have such characteristics:

**Table 1. The preferences of students with right-/left-dominated hemispheres**

<b>Students With The Left Hemisphere Dominated:</b>	<b>Students With The Right Mode Dominated:</b>
are rational, auditory, relective, field-independent objective, planned, structured, theoretical, respond well to verbal instructions, they have analytical thinking, solve problems by logical and sequential ways by looking at details, think successively, step-by-step, prefer objective tests, speaking, writing and working with digits, letters and formal laws, hierarchical authorities, controlled systematic experiments, look at differences, are responsive to structure and established certain information, analyze, rely on words, language in thinking and remembering, comprehend causes and effects, control feelings, tend to feel more positive emotions, the majority of them have mathematical abilities.	are intuitive, visual, subjective, changeable and spontaneous, impulsive, rapid, free with feelings, emotional, mainly mute, experimental, imaginative, more sensitive to natural sounds, responsive to ambience, respond well to demonstrated instructions, prefer open-ended tasks, usually offer several decisions of a problem, solve problems by relying on intuition, looking for patterns, configurations and similarities, prefer essay tests, schematic figures, manipulating, collegial authority, elusive uncertain information, tactile discriminations, global identity matching, visual and spatial activities, paradigm-shared theories, drawing, taking photographs, they synthesize, rely primarily on images in thinking and remembering, tend to feel more negative emotions, use pictures, not words, comprehend the whole idea, correspondences, excel in poetic, metaphoric language, prone to abrupt mood swings

Raymond et al., (2006) believe, that left-handed male-students are met more frequently than female-students. As for these scientists, one from five outstanding personalities is a left-handed person. Cognition and behaviour of the left-handed differ from the right-handed people, that could be explained that connections between two brain hemispheres of the left-handed are not so stringent as in the right-handed brain, that is why information in the cerebral cortex is processes more slowly. Mental illness in the left-handed mostly progresses differently than in the right-handed, many of the left-handed possess extrasensory abilities (Lombroso, 1876). The left-handed children adapt to school more difficult than their right-handed peers. Rather many left-handed schoolchildren have difficulties with remembering directions 'right-left', 'up-down' (Rober, 2008). Why some people were born the left-handed but others the right-handed ones is uncertain.

**The Comparative Analysis of Student Conflictological Culture’s Level on The Basis of Their Left-/Right-Handedness**

The authors of the given paper conducted the research in order to determine the relationship between students’ conflictness and their belonging to

the left-right-handedness in November 2014. 140 respondents took part in the research, they were 68 male- students and 72 female- students.

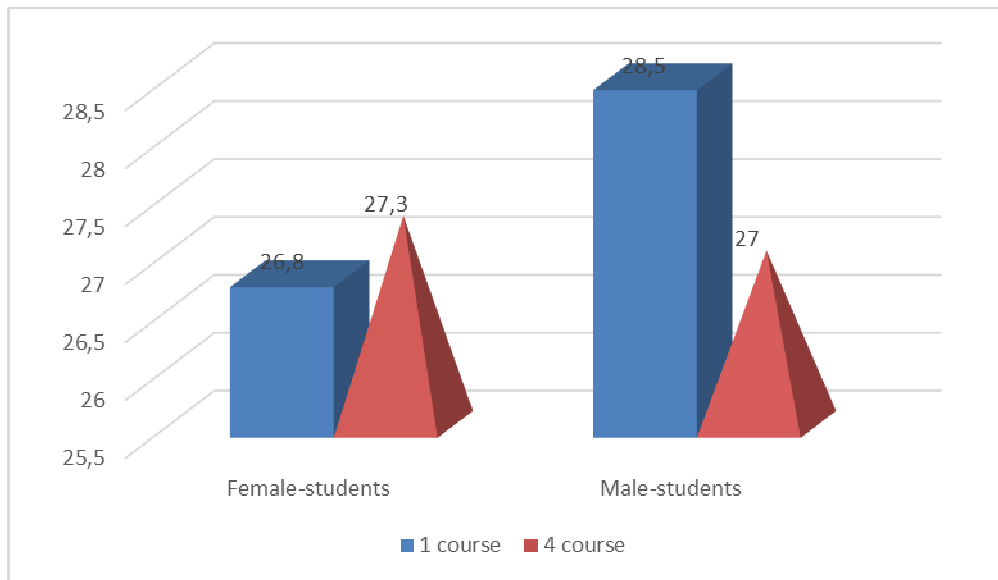
**Table 2. Data of a sample of respondents**

<b>Volume of a general sample</b>	<b>Volume of an aggregate sample</b>	<b>Type of a sample</b>	<b>Unit of measurement</b>	<b>The geography of the research</b>
5000 people	68 male-students (at the age of 19-24 )	Spontaneous	Young women and men	Moscow (Russia) and Riga (Latvia)
	72 female-students (at the age of 19-24 )			Plekhanov Russian University of Economics and The Baltic International Academy

The volume of a general volume characterizes the approximate number of respondents in both higher schools. The volume of an aggregate sample characterizes the number of respondents required for calculating results in percentage. A spontaneous sample allows to make the objective precise analysis. Units of measurement are young women and men as we study the opinions of students. The research was conducted at two higher schools in Russia and Latvia. The Aim of the empirical part of the research is the analysis of conflictness of left-/and right-handed students of the 1<sup>st</sup> and the 4<sup>th</sup> course at Plekhanov Russian University of Economics and The Baltic International Academy. The authors of the research had to evaluate a Self-assessment level of students' conflictness. In order to implement that, the authors used the method “Self-Assessment of a Conflict Level” by (Emelyanov, 2009). During the use of the above-mentioned technique the arithmetic mean of a Self-assessment level of students' conflictness was calculated and the obtained results are shown on the Figure 1.

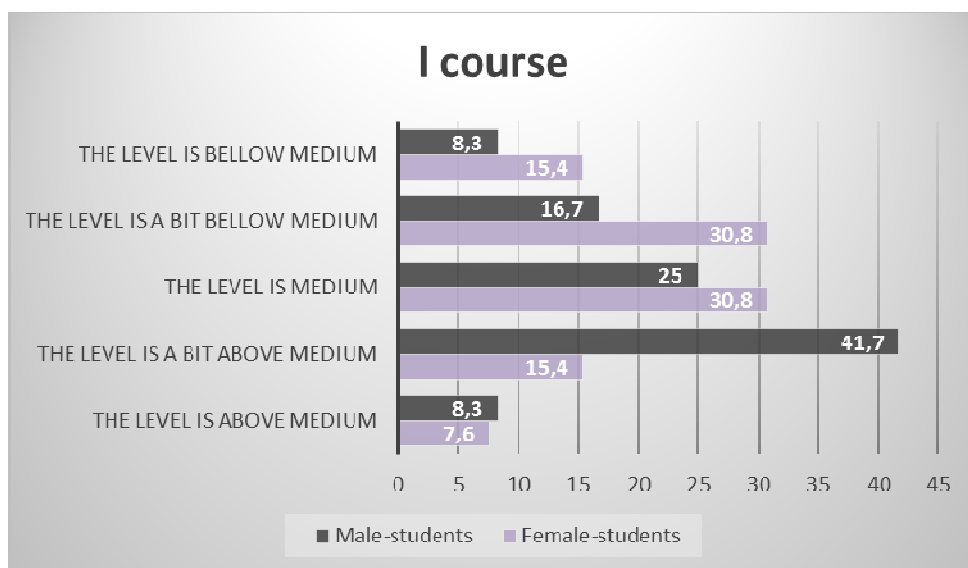
The Figure 1 represents the comparison of arithmetic means of a Self-assessment level of students' conflictness of female- and male- students of the 1<sup>st</sup> and 4<sup>th</sup> courses studied at two above-mentioned higher schools. One can see that arithmetic means of a Self-assessment level of female-students of the 1 course are located on the level which is “a bit below the medium level” of conflictness, but it is increased till the medium level of conflictness when female-students became the students of the 4<sup>th</sup> course. The increased level of female-students' conflictness at the 4 course could be explained by their fatigue caused by the hard preparation for future state examinations and writing a thesis. The authors can also add that many female-students were married, some of them

had children, some female- students expected a baby during the given investigation, also many of these young women worked after their learning at higher school.



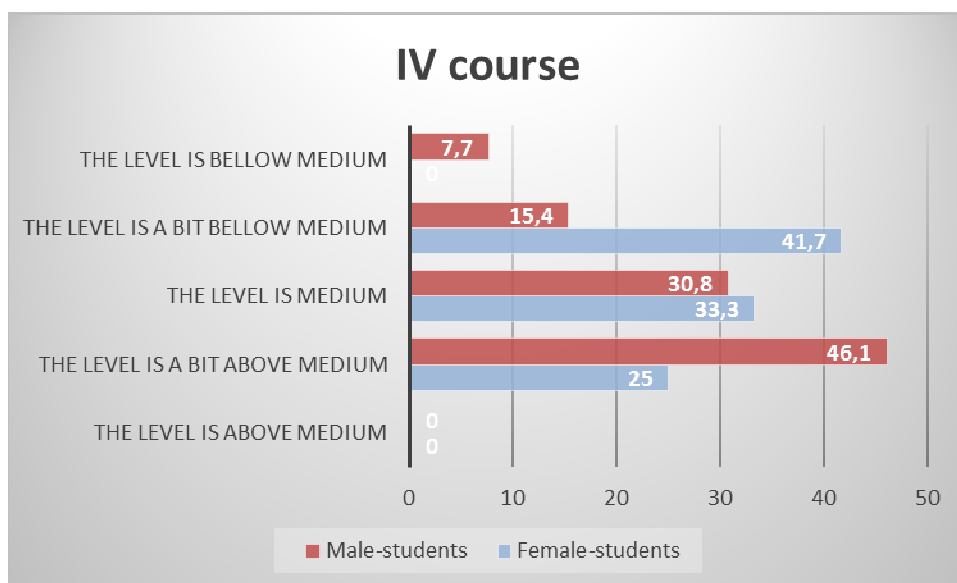
**Figure 1. The comparison of the arithmetic means of a Self-assessment level of students' conflictiness of female- and male- students. The index 27 represents the medium level of conflictiness**

As for male-students, the level of their conflictiness is located on the medium index for students of the 1<sup>st</sup> course but in general the level of male-students' conflictiness is rather higher than their female- peers. Male-students of the 4<sup>th</sup> course became rather less conflicted than male-students of the 1<sup>st</sup> course. It can be explained by the higher degree of tolerance, empathy and patience of undergraduates that were formed during their long learning together.



**Figure 2. The Indices of the 1 course's students conflictiness's level**

One can see from the Figure 2 that the majority of young men studied on the 1<sup>st</sup> course have the level of conflictness which is „a bit above the medium level” and is equal to 41.7 %, “the medium” level of conflictness takes the second place and is equal to 25%, the index of the conflictness’s level which is “a bit below the medium level” is equal to 16.7, and indices of “above the medium level” and “below the medium level” are equal to 8.3%. Female-students of the 1 course have the highest percent of conflictness which can be shared between “the medium level” and “the level a bit below the medium” and this percent is equal to 30.8%, the second place can be shared between “ the level which is below the medium level” and “ the level which is a bit above the medium level”, they are equal to 15.4%, and the level of conflictness which is “above the medium level” is equal to 7.6%.



**Figure 3. The Indices of the 4<sup>th</sup> course students’ conflictness’s level**

As one can see from the Figure 3., the majority of male-students of the 4<sup>th</sup> course have the level of conflictedness that is “a bit above the medium level’ and is equal to 46.1%, “the medium level’ of conflictness takes the second place and is equal to 30.8%, the level of conflictness that is “a bit above the medium level” is equal to 15.4 %, the level of conflictness which is “below the medium level” is equal to 7.7%, and the level of conflictness which is “above the medium level’ is equal to 0%. Female-students of the 4<sup>th</sup> course have the highest percent of conflictness that is „a bit below the medium level” and is equal to 41.7%. The second place takes “the medium level” of conflictness which is equal to 33.3%, the third place belongs to the level which is „a bit above the medium level” of conflictness and is equal to 25%, levels of conflictness which are “above the medium level” and “below the medium level” are equal to 0%. The right-handed students have higher indices on the scale „Estrangement in relations” that characterizes the desire to move away from others and shows the

excessive concentration on Self, preoccupation and the increased concern about relations which are unstable, restless and uncomfortable according to students' perception. The factual tension in relations with others takes place in the behaviour of the right- and the left-handed- students. The left-handed students (68%) are more conflicted in comparison to their right-handed peers. Any clearly expressed asymmetry causes tension, as anyone has the only channel of interaction- that is a rational channel, or the emotional one (Luria, 1973).

### Conclusion

The data obtained from the result of the research show that:

1. The level of conflictness of students of the 1<sup>st</sup> and the 4<sup>th</sup> courses are in the range of mean values. Female-students have the level of conflictness equal to 27.5%, male- students have the level of conflictness equal to 27.8%. The trend to the slight increase of the conflictness's level was revealed of female-students (from 26.8% till 27.3%), the conflictness's level of male-students, in opposite, decreased (from 28.5% till 27.0%) during their learning at higher school;
2. The students of the 1<sup>st</sup> course are more conflicted in comparison to the students of the 4<sup>th</sup> course (with different results by gender);
3. The left-handed students (68%) are more conflicted in comparison to the right-handed students;
4. As the result of the given research the authors conclude that the main reason of students' increased conflictness is their inadequate level of conflictological culture's formation.

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# THEORETICAL ASPECTS OF THE BUILDING PROFESSIONAL COMPETENCES OF THE HOSPITALITY INDUSTRY SPECIALISTS

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***Abstract.** The theoretical aspects of the concept of the professional competences of future hospitality industry specialists are examined and analysed in the paper. The study is carried out within the framework of development of the doctoral thesis “Interrelation of the professional competence theories and the practice in the hospitality industry”. The components and constituent elements of the professional competences of the hospitality industry specialists are defined in the research; the concepts “professional independence” and “professional mobility” are defined.*

***Keywords:** competence, hospitality industry specialist, professional competence, professional independence, professional mobility.*

## Introduction

Topicality of the research topic on the professional competence-building of the hospitality industry specialists in the educational institutions is related with a shift in the education paradigms, which specifies the transition of the study process to a new level of the human pedagogy (Strode, 2010), emphasizing the involvement, cooperation, identification of the human values by means of self-reflection, learning the general and vocational skills, respecting the student's role and tasks in studying at the professionally oriented special programs and during their professional practice. According to the SWOT analysis on the Latvian Tourism Marketing Strategy 2010-2015 carried out by the Tourism Development Agency in 2010, the lack of skilled labour force in the tourism and hospitality, as well as the low level of the professional qualifications are mentioned as one of the potential threats. (Tourism Development Agency, 2010)

The article aims to explore the theoretical aspects of the term of professional competence-building of the future hospitality specialists.

### **The theoretical aspects of the term of the professional competence**

Not merely the amount of knowledge, but as well the ability to solve professional tasks and to prove oneself in unusual situations is evaluated highly in the labour market. Thus, a competitive specialist is a person who possesses the necessary knowledge, practical skills and creative thinking. Theoretical grounds of social and economic interrelation between the labour market and

higher professional education system are provided by a number of authors (Egliņš-Eglītis, 2012; Avots, 2012; Bikse, 2012; Blumenstyk, 2005; Hazans, 2005).

The research literature analysis in the field (Aleksandrou & Field, 2005; Hargreaves, 2004; Garleja, 2006; Rychen & Salganik, 2001; Boone & Kurtz, 1992) reveals that the concept “competence” is interpreted considerably diverse. The development of the competence term has several stages. Rapid changes in the society and in education make it necessary to expand the content of the term and to adapt the nature of the competence to modern requirements. “Competence” is a multi-component concept, which could be defined by different interpretations. The content of the concept is often described and associated with the nouns “adaptability”, “effectiveness”, “efficiency”, “achievement”, “understanding”, “success”, “quality” and so on.

The following statements are mostly found in the research literature devoted to the competence:

- Competences are the qualities of the personality that are expressed in the system of knowledge, skills, experience, and values (Rychen & Tiana, 2004; Boyatzis, 1982);
- Competence is a set of knowledge, skills and attitudes obtained by an individual in the process of learning the profession, acquiring experience, working and developing knowledge and skills in various professional trainings or by self-education; as well, the competence is related with the abilities of the individual, his/ her psychological and social qualities in the particular social environment (Rauhvargers, 2014; Youngmi, 2011; Bagdan, 2013).

In turn, there are other authors dividing the competences into the following groups:

- Professional (subject) competences. These are the competences that are defined in the research literature as a readiness and ability to solve tasks and problems purposefully and systematically on the base of the subject knowledge and skills, including evaluation of the results (Chen et al., 2008; Hoffman, 1999; McLegan, 1997); other researchers (Youngmi, 2011) define competences as professional approaches, skills, technologies and methods that are obtained during the studies;
- Base (basic) competences (Evans et al., 2014). Ability to perform analysis and synthesis, to be a leader, to adapt, to solve tasks, to work both in team and individually – are considered to be basic competences. In other words, these are competences that should be possessed by all individuals disregarding their professional affiliation.

Thus, the competences are the qualities due to which a person can achieve high effectiveness in a particular field of activities.

### **Professional competence-building of the hospitality industry specialists**

According to the several authors (Zopiatis & Constanti, 2012; Kozar et al., 2005; Balode, 2010), due to the changes in the society, the scope of professionally significant and required competences of a competitive hospitality industry specialist have expanded reasonably. Affected by the contemporary requirements, the role of the personal factor grows, often becoming the dominant in the professional career of the specialist. The general preparation, ability to learn and professional independence plays an important role.

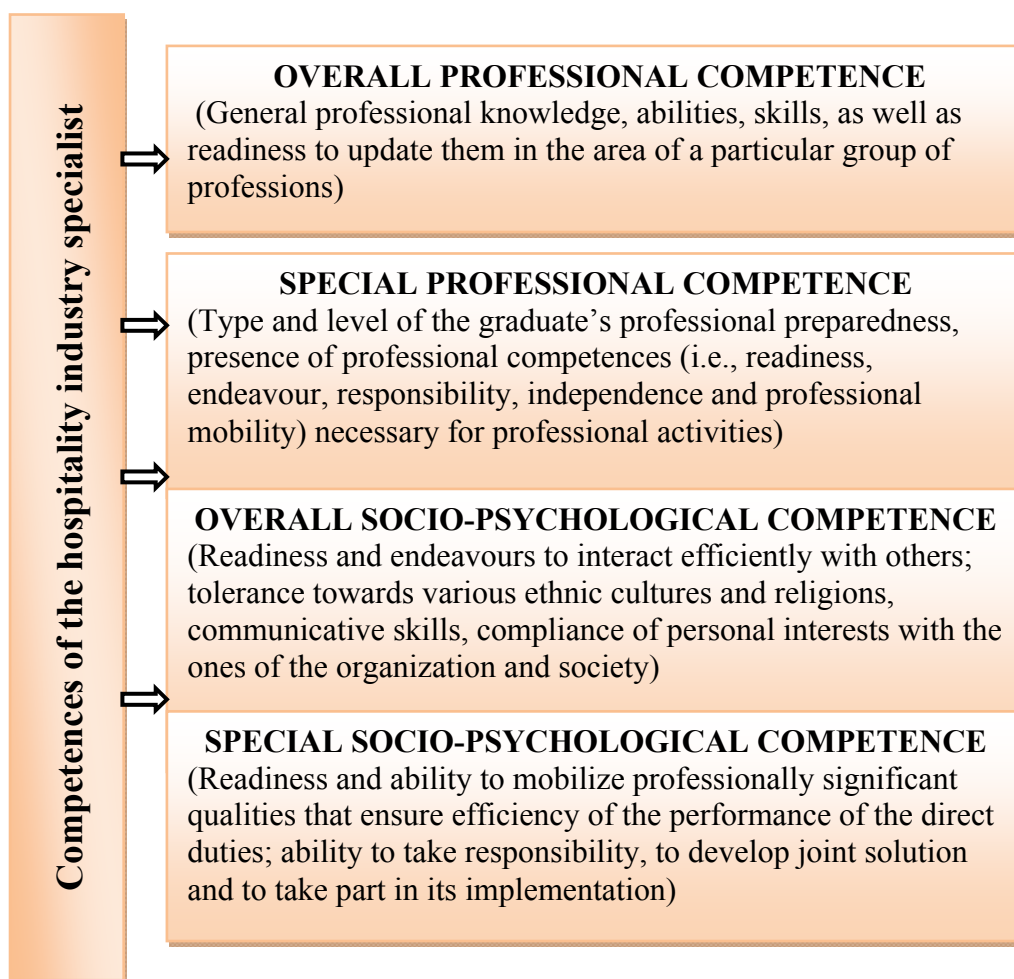
Merely professional knowledge and skills of the hospitality industry specialist cannot be considered as the main criterion for the identification of his/her qualification level. Development of professional and socially significant qualities depends mainly on the individual's psychological characteristics and abilities: direct and indirect attention, skills to perceive, judge, talk, communicate, learn, work, as well as a possibility to organize all of that independently. Therefore, the existence (or lack) of professional motivation plays an important role in the attainment of the professional skills and abilities.

Currently, there is no scientific consensus on the structure of the concept of "competence". For example, the structure of the concept of a competent specialist is based on the content characteristics, which brings together the concept of the professional readiness (i.e., preparedness for the professional activities) with the concept of the professional competence (Cardy & Selvarajan, 2006; Gupta et al., 2007):

- 1) Motivating component – readiness to demonstrate a competence;
- 2) Cognitive component – having a good command of the knowledge comprised in the competence;
- 3) Behavioural component – experience of demonstration the competence in different situations (standard and non-standard);
- 4) Semantic aspect of the competence values;
- 5) Emotional and will regulation of the process.

In each industry, the competences are divided into common (base) and special (professional) competences, i.e., those relevant to the particular specialty. For example, the competence structure of the hospitality industry specialist (Kong, 2015; Long, 2015; Cheng, 2005) could be divided into 4 groups: overall professional; special professional; overall socio-psychological; and special socio-psychological (See: Figure 1).

Summarizing the above mentioned, it can be concluded that the professional competence include the rights and the responsibility for decision-making; communication skills; quick adaptation skills; independency; professional mobility.



**Figure 1. Constituent elements of the professional competence of the hospitality industry specialist** (created by the author I.Silicka)

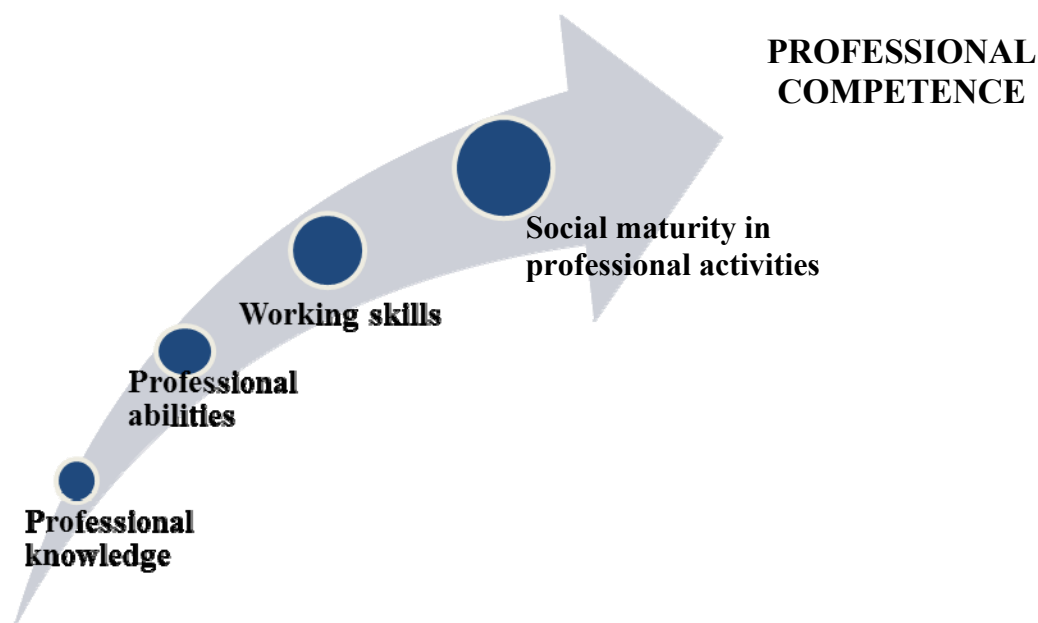
In the process of formation of a competitive specialist, considering the professional competences, the following main functions are recognized: possibility to determine the social demand for young professionals; to ensure the conditions for the student's personal qualities development in the education process, overcoming their alienation from education; to apply the knowledge, skills and different types of activities in complex and targeted way; to develop the student's experience of subject-based learning which is necessary for practical preparedness in relation to the real objects; to discover the content of the study subjects and education areas as the inter-subject elements of the education system; to combine theoretical and practical knowledge to be used in solution of the specific professional tasks; to understand the properties of the overall quality of preparing the students and to implement a complex and socially significant monitoring over person being educated.

Higher professional education is focused on the individual's professional, cultural and intellectual development; its aim is to prepare qualified specialists in all the main areas of public activities in accordance with the needs of society and the state, as well as the need of an individual for widening and deepening of

education. Thus, the professional competence of the hospitality industry specialist is the individual's readiness and ability to effectively perform his/her work.

In the result of the research, which is carried out within the framework of development of the doctoral thesis "Interrelation of the professional competence theories and the practice in the hospitality industry", it can be concluded that the components of the professional competence are (See: Figure 2):

- Professional knowledge obtained during the study process;
- Working skills and abilities obtained and developed during the process of practical activities;
- Social maturity in professional activities.



**Figure 2. The components of the professional competence** (Created by the author I.Silicka)

Based on the above mentioned, the authors of the article in addition distinguish two more related concepts – “professional independence” and “professional mobility”. The term “professional independence” can be defined as ability for independent analysis and satisfaction of all requests. For instance, for the hospitality industry professionals, it would include an ability to create a menu and, in accordance with it, to choose and to work with the technological equipment and inventory; according to the company's quality of service, to select and to use different table layout techniques necessary for work; to overcome independently all complications in planning and self-monitoring; ability to think technically; to demonstrate activeness and creativity. Professional independence is based on a willingness to perform any action, to take a personal responsibility and to demonstrate an ability to make decisions independently.

In turn, the concept “professional mobility” can be defined as a formation of the thinking of personality and level of the personality development. This concept is more related to the development of an individual’s personal qualities and is manifested in readiness to tackle any production tasks. It is a quest for self-improvement and self-development, an ability to act quickly and flexibly in the light of the situation. Professional mobility also indicates to the ability to learn quickly the technical innovations and new specialties.

The study leads to the conclusion that the professional competence of the hospitality industry specialist reflects as well a particular level of the individual social maturity in professional work, development of the employee’s personality, his/her individuality and self-actualization.

### **Conclusions**

1. The term “competence” as one of the research topics, up to this time, is still debatable. Different sources provide a broad explanation of the term; however, most often, a certain level of professionalism and qualifications are indicated by it. A person possessing a certain level of knowledge, skills and abilities as well as having an ability and willingness to implement all of those in professional work is considered to be competent (Cardy & Selvarajan, 2006; Gupta et al., 2007). Being competent also means that the specialist has an internal motivation to perform professional duties at high-quality, as well as a willingness to develop professional values (Rychen & Tiana, 2004; Boyatzis, 1982).
2. The study carried out within the framework of doctoral research suggests that a competent professional should be mobile and being able to “step outside” the professional frames, he/ she must have a potential for creativity and determination for self-determination, self-improvement and self-actualization. Based on the above mentioned, the authors of the article offer a definition of terms “professional independence” and “professional mobility”, which both are important for building the professional competence of the hospitality industry specialist.
3. Based on the previous experience and research, the constituent elements (overall professional competence, special professional competence, overall socio-psychological competence, special socio-psychological competence) forming the professional competence of the hospitality industry specialist and the components of the professional competence (professional knowledge, professional skills, working skills, social maturity in professional activities) are analysed in the paper.

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## ЭСТЕТИЧЕСКИЕ ТЕОРИИ КАК ОСНОВА ХУДОЖЕСТВЕННО-ТВОРЧЕСКОЙ ТОЛЕРАНТНОСТИ

### *Aesthetic Theories as a Background of the Artistic Tolerance*

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**Abstract.** *Artistic or creative activities appear in people's everyday lives to any extent. They are especially important for personalities whose professional employment is in touch with art, for example teachers of music. Art is "the international language" of intercultural and historical communication between people and objects which lived before, live nowadays and will live in the future. Tolerance as a social phenomenon is present in each kind of interrelationship, consequently in art too. Therefore we attempt to justify the presence of tolerance in the artistic fields (music in particular). We call it an artistic tolerance and point out that it is relevant to any active creative processes. We are supported by the main ideas of aesthetic theories from the Antic till 18<sup>th</sup> century to find the relevance of artistic tolerance.*

**Keywords:** *aesthetic, artistic tolerance, personality's tolerance, future music teacher.*

### **Введение** *Introduction*

В основу данной статьи легло исследование, направленное на выяснение сущности формирования художественно-творческой толерантности у будущих учителей музыки. Студенты художественно-педагогических специальностей в связи со спецификой своей будущей профессиональной деятельности обязаны владеть не только знаниями методик и особенностей преподавания своей дисциплины, но также быть и хорошими исполнителями в музыке, художниками в изобразительном искусстве и танцорами в хореографии. Это значит, что учитель музыки становится не только наставником, но и посредником, интерпретатором художественного произведения ученикам, и важно, чтобы он был беспристрастен в своих взглядах, проявлял *художественно-творческую толерантность*.

Как показал анализ философской, психологической, педагогической, искусствоведческой литературы, до этого момента учеными не уделялось должного внимания проблеме формирования специальных навыков и качеств личности для решения спорных ситуаций в процессе художественного диалога. Таким образом, *научная новизна* данной статьи заключается в собственно выделении понятия *художественно-творческая толерантность* как такового, а также в утверждении, что в творческой коммуникации участников творческого процесса друг с другом, с

художественным образом и с искусством в целом необходимо проявлять *художественно-творческую толерантность*.

*Целью* данного исследования является теоретическое изучение основных эстетических теорий в контексте обоснования сущности художественно-творческой толерантности будущих учителей музыки.

Для обоснования необходимости формирования художественно-творческой толерантности у будущих учителей музыки мы использовали *методы* историко-теоретического анализа философской литературы, а именно эстетических работ известных философов, классификации и обобщения полученной информации.

### **Теоретическая база исследования** *The theoretical base of the research*

Ключевой составляющей понятия *художественно-творческой толерантности* является феномен толерантной личности, который интересует многих ученых во всем мире, что подтверждается наличием большого количества научной литературы по данному вопросу. Соответственно, мы можем утверждать о существовании множества определений данного феномена, описанных подходов к его изучению, а также о методах, позволяющих оптимизировать процесс формирования и проявления толерантных качеств личности.

Толерантность может проявляться во всех видах деятельности человека, особенно в тех, которые имеют социально-коммуникативный характер. Поэтому говорят о религиозной, национальной, этнической, культурной, гендерной, коммуникативной, педагогической и пр. толерантности (Орловська, 2012).

Нам импонирует определение, которое дал ученый В. Бех, о том, что толерантность является активной мировоззренческой позицией, которая выражается в психологической готовности к терпимости во имя взаимопонимания, позитивного взаимодействия с людьми другой культурной, религиозной, социальной среды. Толерантное отношение к какому-либо явлению означает доброжелательное отношение к окружающим, разнообразию и поливариантности положительного настроения (Бех, 2013).

Диалог, как форма взаимодействия нескольких мировоззрений, может происходить не только тет-а-тет между конкретными индивидуумами, но также при помощи посредников, которые воплощают индивидуальность другого человека (концепция диалога с “Я” М. Бахтина) и т.п. Эту идею поддерживают многие ученые, в том числе В. Лекторский, который предлагает искать альтернативную точку зрения для диалога в искусстве,

морали и философии, как эффективных формах существования бытия другого (Lektorsky, 2000).

Композитор, художник, поэт при помощи художественных средств делится своими мыслями, переживаниями, опытом, заставляя аудиторию мыслить в одном направлении с ним, сопереживать ему. Каждый, кто вступает в контакт с произведением искусства, пребывает в диалоге с его автором, исполнителем, художественным героем, целой эпохой. Следовательно, можно говорить о *художественном диалоге* как результате коммуникации человека с искусством в любом его виде.

Учитывая все вышесказанное, мы предлагаем следующее определение *художественно-творческой толерантности будущего учителя музыки* – это качество личности, направленное на адекватное понимание, освоение или передачу чужого художественного замысла через интерпретацию и восприятие художественного текста. Художественно-творческая толерантность позволяет принять тот факт, что у всех людей есть право на свое собственное субъективное мнение по поводу всего, в том числе и искусства, а также служит фактором, смягчающим конфликт взглядов и опыта в искусстве между участниками творческого процесса (композитор, музыкант-интерпретатор, слушатель, а также собирательный образ художественного героя, диалог с художественно-исторической эпохой и т.д.).

Поскольку художественно-творческая толерантность является новым понятием, она нуждается в обосновании с теоретической стороны. Ввиду того, что она носит явный эстетический характер, мы решили обратиться к истории эстетики в поиске подтверждения нашей гипотезы о необходимости формирования толерантности личности в художественном пространстве. В данном исследовании мы пользовались первоисточниками по эстетике известных философов: Аристотеля, Демокрита, Гераклита, Платона, Ш. Батто, Вольтера, И. Канта, А. Смита, Ф. Хатчесона, Д. Юма, а также работами исследователей истории эстетической мысли В. Асмуса, А. Лосева, В. Шестакова и др.

Эстетика как наука о прекрасном и, следовательно, об искусстве (как форме его воплощения) многогранна и рассматривает множество вопросов онтологического, гносеологического, аксиологического и пр. характера. Ссылаясь на широту данной отрасли философии, мы решили ограничиться анализом основных терминов, среди которых называем *гармония, прекрасное, вкус*. Исследуя взгляды известных философов на каждую из названных категорий, мы старались интерпретировать их в русло осмысления проблемы формирования художественно-творческой толерантности будущего учителя музыки.

## Гармония в эстетике и в толерантности *Harmony in aesthetic and in tolerance*

Несмотря на то, что эстетика, как философская наука, начала свое существование только в XVIII веке, еще в античные времена прослеживается развитие большинства эстетических категорий. Древние философы в своих трудах описывали способность человека к *калокагатии*. Это понятие означало входжение человека в некое состояние, направленное на хорошие поступки.

Древнегреческий калокагатийный человек стремится к *гармонии*. Данная эстетическая категория в некоторой степени раскрывает сущность толерантности в смысле, заложенном современными исследованиями. Действительно, толерантность призвана гармонизировать сложные ситуации и конфликты, она направлена на преодоление трудностей и привлечение к спокойной уравновешенной жизни. В искусстве гармония приобретает особый смысл, а в музыке становится важнейшим элементом воплощения и существования художественного замысла.

В древнегреческом понимании гармония являлась результатом согласования множества элементов и их последующее сосуществование (Шестаков, 1979). Именно *поиск третьей точки зрения*, сочетание несовместимых или даже противоположных взглядов лежат в основе принципа художественно-творческой толерантности.

Художественно-творческая толерантность является стремлением человека найти решение в согласовании творческой коммуникации с композитором, эпохой, художественным образом и т.д. Возникает сложная *цепочка взаимосвязей равноправных участников творческого процесса*: композитор – жанр - художественный образ - эпоха рождения сочинения - эпоха исполнения сочинения - исполнитель. Можно продолжить этот список и дальше, учитывая все условия создания и исполнения музыки, но мы остановимся на этом. Задача будущего учителя музыки найти золотую середину между ними и сгладить конфликт непонимания, который может возникнуть между всеми участниками художественного диалога.

Философ Гераклит утверждал, что, благодаря существованию мирепротивоположностей, которые в сумме составляют гармонию человеческой жизни, можно говорить о разнообразии, а значит и о стремлении к бесконечному развитию. Опираясь на размышления Гераклита, мы можем проследить подобные процессы и в толерантности, которая в себе несет идею объединения разных, возможно даже противоположных взглядов, поиск компромисса для взаимопонимания и сотрудничества (Безкоровайна, 2007). Вследствие объединения двух, трех и более идей рождается новая, единая, до сих пор не существовавшая гармония, которая в своем роде может стать идеальной, поскольку воплощает лучшее из каждой составляющей.

Другой известный древнегреческий философ, Платон, отводил музыке особое место в теории гармонии. Такие музыкальные термины как *диссонанс*, *консонанс*, сочетание *тембров и голосов* демонстрируют противоречивую природу музыки, а, следовательно, и сложность ее построения. Музыкальное произведение и его гармония, по Платону, возникают там, где сочетаются противоположные эдементы, скрепленные любовью (Лосев, Шестаков, 1965).

В процессе познания произведения искусства происходит своеобразное столкновение гармоний, которые присущи человеку и художественному сочинению. Возникают новые противоречия, которые требуют гармонизации, а человек должен иметь защиту, “иммунитет” к подобным встречам, чтобы оставаться в равновесии и не нарушать свою собственную гармонию. Особенно это касается людей творческих специальностей, к которым относятся учителя музыки. Именно такой защитой должна стать художественно-творческая толерантность.

Изучение взаимосвязи принципов толерантности с историей развития категории “гармония” привели нас к сформулированному Декартом мнению, что *единство заключается в многообразии* (Шестаков, 1979). Плюрализм идей, интересов, взглядов необходим для целостного развития человечества в целом и отдельных сфер деятельности человека в частности.

Тоже касается и искусства: не существует единой самой верной интерпретации художественного замысла, как не существует единого самого лучшего воплощения некой темы в искусстве. Например, в истории искусств известны сотни картин на одни и те же библейные сюжеты или десятки опер, описывающие древнегреческие мифы. Нельзя сказать, что какая-то из них лучше другой, каждая из них уникальна, а в сумме своей они составляют прекрасную коллекцию произведений искусства.

### **Прекрасное в контексте толерантности** *The view on beauty in the tolerance context*

Продолжим наше исследование анализом эстетической категории *прекрасное*. Известные русские ученые А. Лосев и В. Шестаков в результате анализа взаимосвязи *прекрасного* с другими эстетическими понятиями, как, например, *художественное*, *красивое* и *эстетическое в целом*, пришли к мнению, что “прекрасное” является составной частью каждой из перечисленных категорий. Они отмечают, что еще древние греки говорили о том, что выделение прекрасного, заложенного в художественном процессе, зависит от индивидуального опыта каждого отдельного человека (Лосев, Шестаков, 1965). Тут проявляется плюрализм, который характеризует толерантность вообще и художественно-творческую в частности.

Следует отметить, что в античный период развития эстетики прекрасное понимали как систему организации космоса, который состоял из материального и нематериального мира. Каждый предмет, явление, бог, человек были прекрасными как слаженная система, которая имеет свои правила и условия существования. Прекрасное направляло движение категорий, процессов, которые воплощались в чувствах и впечатлениях человека.

Подобно древнегреческому личностно-направленному подходу поиска прекрасного внутри каждого человека, понятие о художественно-творческой толерантности формируется на утверждении, что каждый человек неповторим и имеет свое субъективное представление о том, что ему нравится и что удовлетворяет его эстетические потребности. В художественно-творческую толерантность также заложена идея о равенстве эстетических предпочтений и видения прекрасного.

Задачей учителя музыки, как любого другого исполнителя, становится правильное понимание и передача этого видения, помещенного в произведение композитором. Художественно-творческая толерантность должна помочь интерпретатору этого текста оживлять его идею, образ, мнение композитора, но при этом оставаться при своих собственных эстетических предпочтениях.

Проблема воплощения и восприятия прекрасного в произведении искусства интересовала также известного немецкого философа И. Канта, который описал ее в “Критике способности суждения” (Кант, 1790/1994). Кантовская эстетика рассматривает прекрасное как обобщение эстетических представлений о предмете. То есть суждение о предмете как о прекрасном означает, что оно должно быть таким не только для автора суждения, но и для всех остальных людей.

В главном своем труде по изучению проблем эстетики Кант дает свое понимание *эстетического прекрасного*, которое очень ценно в нашем исследовании. Философ рассматривает эстетическое суждение вкуса (о прекрасном) как результат эмоционально пережитого удовольствия или неудовлетворения, которое не может быть постигнуто через понятия (интеллектуально). Эмоциональный опыт у каждого человека личный, а это значит, что существуют столько суждений о прекрасном, сколько и людей. Если же мы пытаемся постигнуть суждение о прекрасном при помощи логики, оно перестает давать нам эстетическое наслаждение и понимание красоты.

Ссылаясь на Канта, мы можем получить ответ на вопрос толерантности в постижении прекрасного: *эстетическое восприятие индивидуально, или оно универсально и может быть навязано другим?* Разнообразие субъективных представлений об эстетическом прекрасном, каждое из которых имеет право на существование, переживает столкновение с чужим, настолько же правильным представлением об

эстетическом прекрасном. Согласно кантовской философии доказать истинность любого из них невозможно логическим путем, поскольку эстетическое суждение одновременно является и суждением вкуса, непригодным к логическому обоснованию (Асмус, 1962).

В этом замкнутом эстетическом круге, где одновременно сосуществует бесконечное множество априори непроверяемых суждений, можно обратиться к феномену художественно-творческой толерантности, которая призвана если не решить, то по крайней мере смягчить столкновение эстетических предпочтений людей.

### **Эстетический вкус и его взаимосвязь с художественно-творческой толерантностью**

#### ***The concept of a esthetic taste and its interrelation with artistic tolerance***

В педагогике искусства проблеме формирования эстетического вкуса были посвящены десятки работ, но мы хотим обратить внимание на классическое понимание данного явления и найти в нем предпосылки к формированию художественно-творческой толерантности. Известное изречение “о вкусах не спорят” как нельзя лучше показывает связь между принципом плюрализма взглядов в толерантности и его направленности в эстетическую сферу.

Известный французский мыслитель Вольтер в своей статье “Вкус” подчеркивает важность образованности, как условия развития хорошего эстетического вкуса (Вольтер, 1974). Философ утверждает, что мнение о том, что о вкусах не спорят, не может применяться по отношению к эстетическим вкусам. В искусстве заложена настоящая красота и есть люди, которые ее видят (с хорошим вкусом) и те, которые не видят (с плохим вкусом), но могут это исправить путем обучения. Кроме того, Вольтер говорит о существовании людей, которые не способны к высоким переживаниям и поэтому на них не стоит тратить время и силы.

Среди других воззрений французских философов о вкусе, нас заинтересовало высказывание Шарля Батто о вкусе как о проявлении природы. Он утверждал, что вкусы могут быть разными и даже противоположными, но при этом каждый из них является хорошим, поскольку природа сама по себе порождает разнообразие, а ограниченность человеческого восприятия способствует существованию личных вкусов разной глубины и наполненности (Лосев, Шестаков, 1965).

Известные английские и шотландские философы Френсис Хатчесон, Дэвид Юм и Адам Смит уделяли немало внимания вопросам эстетики и в том числе проблеме изучения природы эстетических вкусов человека. Ознакомиться с их представлениями о вкусе можно в таблице 1.



**Таблица 1. Взгляды английских философов о вкусе как эстетической категории**  
**Table 1. Views of English philosophers on taste as an aesthetic category**

Философ	Эстетическая идея
<i>Френсис Хатчесон</i> (1694-1747)	Существуют единые нормы эстетических чувств, например, удовольствия, отвращение и т.д., под которые люди подстраивают свои художественные вкусы
<i>Дэвид Юм</i> (1711-1776)	Существует четко сформулированная <i>норма вкуса</i> , которая устанавливает критерии того, почему люди могут соглашаться или осуждать те или иные эстетические предпочтения
<i>Адам Смит</i> (1723-1790)	Существует <i>образец</i> в формировании представлений о прекрасном, который позволяет говорить о “среднем” представлении между прекрасным и уродливым. Философ утверждал, что отклонение от образца, который лежит в основе каждого предмета, не делает его другим, а, наоборот, подчеркивает принадлежность к первообразу предмета.

Учитывая проанализированные источники, мы можем утверждать, что представления разных философов о формировании вкусов характеризовались более или менее выраженной толерантностью. Общим для философов-эстетиков XVIII века было стремление объяснить эстетический вкус как нечто общее для всех людей, то, что должно объединить разнообразие взглядов и предпочтений, свести к единому восприятию всеобщую мировую красоту.

Такое мнение сходится с нашими представлениями о художественно-творческой толерантности будущего учителя музыки, как о факторе, который способствует позитивному развитию глубины и объема знаний учеников и самого учителя. Любовь или невосприятие произведений искусства, принятие или отторжение той или иной художественной идеи или вкуса не должно становиться фетишем и восприниматься как единое верное мнение. Художественно-творческая толерантность призвана помочь человеку приглушить свой “художественный эгоизм” и постараться принять смысл, заложенный в искусстве. Открытость, желание узнать и постичь другое мнение, разобраться во вкусах и предпочтениях другого, изучить, как оно отличается или совпадает с моим собственным – вот то, что лежит в основе художественно-творческой толерантности будущего учителя музыки.

### **Выводы** **Conclusions**

Эстетический принцип единства в разнообразии проходит через всю историю эстетической мысли и является ключевым для обоснования необходимости формирования художественно-творческой толерантности у будущего учителя музыки. Художественно-творческая толерантность

может рассматриваться как особый вид творческих взаимоотношений в сфере искусства в разных формах: во время знакомства, изучения, интерпретирования, создания произведений искусства. Она становится своеобразным мостом к пониманию и признанию чужой самореализации в искусстве. Анализ развития эстетических категорий *гармония, прекрасное и вкус* показали, что философы-эстетики искали в них возможность к примирению разногласий по поводу представлений о красоте, ценности, добре, зле, благодетели и т.д. Подобную роль играет и толерантность для решения проблем в социальном, культурном, психологическом взаимопонимании между индивидуумами. Художественно-творческая толерантность должна помочь человеку самостоятельно выделять из большого количества художественной информации третью, по возможности объективную, точку зрения на предмет художественного дискурса. Преодоление эстетического непонимания через формирование художественно-творческой толерантности является важным элементом формирования личности будущего учителя музыки.

### Summary

The current research is focused on identification of the tolerance organization of future music teachers. The bachelors in arts education due to their specific future employments have to acquire knowledge in psychology, didactics, methodology in their subject, but also skills in music performances for musicians, in arts for painters, in dancing for choreographers. The teacher of each type of art should demonstrate tolerance to children and art. It means a future music teacher becomes both a tutor and an intermediary between pupils and the world of art.

It's a well-known fact that art has huge communicative potential including views and thoughts of the author, values and aesthetic principles of the cultural epoch, characters imagine in work of art etc. So we think that there must be some vigor to regulate the connection between contemporary audience and musicians and the past in the works of art.

We state that creative and artistic communication requires the artistic tolerance. It refers to each participant of the creative process (a composer, a musician, and a listener) and to the art in general. Artistic tolerance is a human's quality to understand, digest and comprehend the foreigner's artistic concept in the artistic text.

For justifying the artistic tolerance's pertinence we referred to the aesthetics as a theoretical background of art and analyzed its three categories – harmony, beauty and taste. We have chosen these terms because we believe they are the most contradictory ones in personality's views and thus need tolerance.

In the phenomenon of artistic tolerance we find a tendency to the harmony and enjoyment of creative activities, esthetic pleasure in communication with art and composer. The artistic tolerance lead an individual to the aesthetic perception of beauty, ugly, tragic, comedy etc. We believe that there is no any uniform understanding of art, so it depends on characteristics and preferences of each personality. Therefore, the artistic tolerance is the third plane of view referred to the subject of artistic discourse.

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## ОСНОВНЫЕ ПОДХОДЫ К ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКЕ СОЦИАЛЬНЫХ ПЕДАГОГОВ – СПЕЦИАЛИСТОВ ПО ПРОФИЛАКТИКЕ ДЕВИАНТНОГО ПОВЕДЕНИЯ ПОДРОСТКОВ

### *Key Approaches to Professional Training of Social Teachers – Experts in Prevention of Teenage Deviant Behavior*

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**Abstract.** *The article is devoted to the problem of professional training of social teachers in the context of modern society. The authors prove the urgent need to change the content of training programs for social teachers, make alterations into methodological support and mechanisms of academic process organization. The authors share experience of social work aimed at prevention and correction of deviant behavior of children and teenagers of some regions of Russia. The paper covers the main approaches to organization of professional training of social teachers. The authors offer conceptual model of social-teachers preparation that enables to counter the challenges that Russian educational system has to face nowadays.*

**Keywords:** *deviant behavior of teenagers, professional training, social teacher.*

### Introduction

In recent years we can witness expansion of forms and ways of deviant behavior of teens. Alcohol and drug abuse, chemical abuse, sexual immorality and bent on self-destruction are only few problems which may cause irreparable harm to individuals and society as a whole. The results of numerous national and foreign researches prove the fact that it is abnormality of family relationships (in relationships between children and parents or between spouses) which becomes the cause of deviant behavior of children. Majority of researchers share the opinion that behavior which deviates from moral, social and psychological standards accepted by certain society are more frequently revealed in children from problem families. Criminality and deviant behavior of juveniles (alcohol addiction, drug addiction, chemical abuse, prostitution, vagabondism, neglect and homelessness of juveniles) are closely interrelated and have common social causes.

At the end of the 1990-s, there was a discernible trend in Russia to create legal framework for family strengthening, to define the state family-and-population policy. In 1998 the Federal Act “About the main guarantees of children’s rights in the Russian Federation” was introduced. The Act states certain difficult circumstances for children in respect to which the State

undertakes to provide the necessary help and assistance which considerably improves the efficiency of prevention of child and family problems. In June 2012 “The National Strategy of actions in favor of children for 2012-2017” was adopted. The Strategy was aimed at providing comfortable and safe environment for life of every child in the country, the environment where a human being is the main asset, whose high level of development will provide increase of cultural level of the whole society.

As a result, a wide range of problems that demand close attention have arisen: providing parents and juveniles with work, providing higher living standards of the population, providing social protection of families having socially negative characteristics, development of cultural and sports establishments (free of charge). The primary target in this area is to create and improve the legal background for the purpose of strengthening the institution of the modern family, operation of subjects involved in the area of family relationships, as well as preparing experts in this area. In this connection, we find it relevant to analyze the state of affairs in social pedagogy in modern Russia and give an outline to the main directions in the sphere of preparing social experts proceeding from analysis of the current researches in the given sphere. As a result, we would like to offer the model of social pedagogues’ preparation which enables to counter modern challenges that the Russian system of education and deviant behavior prevention faces at present.

### **Background of preparing experts in social pedagogy in Russia**

At the beginning of the 1990-s there was no expert in the area of social pedagogy and social work in Russia. During a long time period, traditional educational institutions, healthcare institutions, sports and cultural establishments, police, social welfare institutions shared the functions of social institutions (having very weak connection with each other). Theoretical analysis shows that social and pedagogical prevention of juvenile deviant behavior is a goal-oriented process of reestablishing child’s family relations, interpersonal communication and social ties. It can be based on engaging the child into the system of cultural, leisure, educative and pedagogical relations, as well as formation of the child’s positive experience (Bocharova, 2014).

There are several approaches to prevention of deviant behavior, including informational approach, socially oriented approach and biomedical approach. Acquisition of cultural behavior patterns that provide harmonious cooperation between a man and society is traditionally regarded as one of the aims of socialization. In this respect, we would like to mention two approaches to socialization.

1. „*Culture shock*” as motivation for transforming a situation. In accordance with this theory, a man communicating with a new culture

adjusts to the society through understanding and experiencing that culture.

2. *Project based on the theory of “culture shock”*. The project means a Russian teenager living in a foster family (for Europe it means long-term living of a teenager in the family of a social teacher in some European country).

Prevention of juvenile deviant behavior typically rendered in Russia can be divided into general and special prevention. General prevention stands for taking preventive measures aimed at prevention of deviant behavior; special prevention refers to the system of measures aimed at solution of a certain problem (tobacco prevention, alcohol abuse prevention, drug abuse prevention, suicide prevention).

One of the most important aspects is organization of a preventive situation – a system of social-and-pedagogic activity, which reveals human potential and aims at making a person familiar with sociocultural values and creation of subject space necessary for self-fulfillment and self-development (Raschetina & Ziuss, 2014).

Nowadays an extensive infrastructure of specialized social institutions for children and teenagers at their place of residence is created in Russia. The infrastructure includes centers for social assistance to family and children, social rehabilitation centers for juveniles, centers for psychological and pedagogical aid to juveniles, welfare centers. The areas of responsibilities of these institutions include overwhelming work with children and teenagers whose parents, due to different reasons and circumstances, cannot pay due regard to their education and control their leisure-time.

The Russian Federation has positive experience of implementing program-oriented and goal-oriented approaches to the system of prevention of juvenile deviant behavior (Republic of Bashkortostan, Krasnoyarsk and Perm Regions, Tomsk, Novgorod, Nizhny-Novgorod, Volgograd and Vologda Regions, St. Petersburg). For example, in Perm Region juveniles who got into trouble are actively supported not only until they come of age, but also until they are 23. In all regions of Perm Region rehabilitation technologies are being introduced into activity of preventive institutions. More than 190 school conciliation services, the work of which is aimed at conflict resolution at early stages of their occurrence, have been created in educational institutions of the area. The specialists working in social services and commissions for juvenile affairs and defense of their rights have been taught to employ rehabilitation technologies.

The municipal institutions of Arkhangelsk Region carry out organizational, methodological, corrective-and-developmental, advertising-and-educational preventive work with certain families. In St. Petersburg preventive activities are performed by the state institution State Abandonment and Drug Abuse Prevention Center “Contact” which collaborates with social organizations. As part of its activities, Centre organizes “Social Patrol” raids in the districts of St.

Petersburg. The main aims of these raids are to find neglected juveniles as well as juveniles and young people inclined to committing misconduct and crimes, ones being in trouble; admission of juveniles and young people for nurturing support service; carrying out research into social setting of juveniles and young people being in risk groups (Sorochinskaya, 2014).

The municipal program for revelation, medical treatment, and rehabilitation of alcohol addicts has been adopted in Penza Region. Municipal interdepartmental commissions for the work with problem families have been created, work effectiveness is monitored. Social councils for prevention of law violations operate in the area. Almost all teenagers who have a police record are appointed personal tutors who carry out permanent preventive work with persons under their care. The information source “Family Electronic Passport” has been created in Tyumen Region. This information source is a database containing information about dysfunctional families. “The Data Bank for families and juveniles being in a group of special attention” has been also created and successfully operates in interdepartmental collaborative work.

In order to solve similar problems of teenagers and young people with deviant behavior, the following regional long-term programs of special prevention are implemented in Rostov Region: “Complex drug abuse and drug trafficking countermeasures”, and “Law violation prevention in Rostov Region”. The scope of program measures include more than 300 additional educational programs aimed at development of tolerance, legal culture of the persons involved in the educational process and more than 600 additional educational programs aimed at promoting healthy lifestyle, prevention of harmful habits, illegal and addictive behavior are implemented in the educational institutions of the region.

An extensive infrastructure of institutions which enables to solve problems associated with assistance to families with children efficiently has been created in Rostov Region. 87 orphan asylums and boarding schools, 16 educational institutions for children who need psychological, pedagogical, health and social care (psychological-and-pedagogic and medical-and social support centers) operate within of the educational program.

A network of institutions for childhood states support has been created and successfully operates in the region. The network includes children’s houses, boarding schools, and centers of psychological-and-pedagogical aid, child care centers, social rehabilitation centers for juveniles, social shelters for children and teenagers, centers of social aid to families and children, rehabilitation centers for physically challenged children and teenagers. Municipal and regional commissions for juvenile affairs and defense of their rights are organized in the region (Sorochinskaya, 2014).

However, the imperfection of the system of re-socialization of juvenile criminals is still a problem for the society. Having served the sentence, they actually become left to their own devices and often return to a negative social

situation which had resulted in breach of law. The problem of employment of juvenile offenders who have served their sentences is a very acute one.

Activation of rehabilitation opportunities of social setting or environment that surrounds an individual is an important part of prevention work carried out in Russia. The purpose is for a child to get social support from organizations which are able to render assistance. Environmental approach is associated with explanation of the causes of people's behavior depending on their involvement in different social communities and forms of their interaction with social environment. In terms of environmental concept, deviant behavior prevention is regarded as the work with a child's life environment (nurturing environment in open society where an individual lives – S.T. Shatsky (Shatsky, 1980); in his/her family surrounding – L.S.Alekseyeva(Alekseyeva, 1979); work with teen-age and youth subcultures (informal groups) – I.P. Bashkatov (Bashkatov, 1985); complex approach to the formation of comfortable environment for children well-being – S.A. Belicheva (Belicheva, 1989); the theory of social control by Y.A. Kleyberg (Kleyberg, 2001)).

Prevention of juvenile deviant behavior within the person-centered field of studies is regarded as the work with a person, development of personal decision-making skills, ability to solve occurring problems, skills of solving communication problems and ability to behave in different situations, ability to resist group influence and solve conflict situations (Pavlenok & Rudneva, 2007; Kleyberg, 2001).

As for the measures for preventing destructive behavior patterns in child-and-youth environment, they are development and actualization of individual sources, formation of socially oriented compensatory mechanisms in children and teenagers, coping skills and self-adjustment.

### **Modern challenges of the system of social teachers' preparation and ways to counter them**

Pecialized training in the field “Pedagogy and Psychology of Deviant Behavior” is well-reasoned by the existing contradictions in modern educational space of Russia. Analysis of the state of the institution of social teachers revealed essential contradictions typical for educational and social practice that occurred in recent years due to the State economic policy. They include the following contradictions between:

- increasing criminalization of the Russian society and lack of specialists professionally trained for social-and-pedagogic and social-and-psychological work with children and adults;
- the poor existing training system and the urgent need to update it in accordance with the requirements of the Federal State Educational Standard of the 3<sup>rd</sup> generation;



- existing experience of professional training and the need to implement competency-based approach and to define the key competencies complying with the requirements of European Standards;
- predominantly applied and practice-oriented nature of activity of a social pedagogue and existing predominance of theoretical preparation in this area.

Summing up the latest researches in this domain, modern educational system can be characterized as “disrupted”; suffering from dissociation of the content and organization of the activity of all participants of educational system at all levels and in different spheres of society; having different risks for socialization of children, teenagers, and young people; inefficient in terms of social-and-pedagogic partnership of the educational system with family, sociocultural, health-improving, social protection and other institutions of society and the State in providing safety for children and young people (Blackborn, 2004).

The heart matter of training specialists-social teachers for work with deviant individuals is the idea that this kind of specialist is, first of all, a knowledge conductor, an activator of family and personal inner forces. This idea presumes creation of self-support and formation of the stable system inside a personality and family supported by a social teacher, appealing to positive personal qualities and family features.

The functions of a modern social teacher include the following ones:

- social-and-pedagogical support of students;
- organization of social assistance for families and children, control, assistance to children and families under care, defense of their rights in court and interrogations prior to it;
- prevention of asocial behavior of juveniles, misconduct, prevention of administrative violations, work with children having intraschool records, having file in the Juveniles Affairs Department and Commission for Juveniles Affairs and Defense of their Rights;
- case-finding of families being in risk groups, providing them with comprehensive assistance (Pavlenok & Rudneva, 2007).

Hence, the following social-and-pedagogical technologies must become the main purpose of teaching social teachers: activation of family internal resources, reliance on active elements of the structure of personality and family, maintaining stability inside personality and family, attracting outer forces in situations of emergency which can lead to getting back to destructive behavior patterns and life strategies.

As for the mechanisms of achieving the above mentioned objectives, the following modern educational technologies may be applied: technology of personal development (competency-oriented) of educational process; technology of problem-solving teaching (topical lectures, practical trainings based on the case-study method), technologies of simulative training, technologies of project-

based teaching (research projects, creative project, informational projects), information-and-communication educational technologies (moderations, facilitations), technologies of learning in small groups (conversational classes), technologies of module-based academic process and rating-based evaluation (Kokorenko, 2014).

Taking into account all the above mentioned aspects of training social pedagogues, we would like to offer the model of progressive organization of academic process which is activity-and-module based. The training is supposed to follow the following principles:

- development of personal and professional orientation of the further specialist;
- learning means, methods and technologies of professional social-and-pedagogical activity;
- learning to use social-and-educational opportunities offered by different social institutions, including penal system establishments.

The functions and aspects of social education specified above set forth the need to introduce unique competences of a social teacher. They are as follows:

- competences in the sphere of social-and-pedagogical support of a man in different situations during his life;
- competences in the sphere of organization of social-and-pedagogical intercommunication with a person and a group in ontogenesis (children, young people, senior citizens);
- competences in the sphere of organization of social-and-pedagogical activities for adaptation of different types of families to their setting;
- competences in the sphere of diagnostics and use of opportunities offered by of different types of conditioned determined by life setting.

One of the most important conceptual points in the process of realization of the program is to organize personality-centered training in conditions close to natural social sphere, fostering cooperation in solving social-and-pedagogical problems. Let us dwell on them in detail:

1. Conceptual grounding of the competency-oriented model of a specialist that works in a fundamentally new social, economic, sociocultural and educational situation.
2. Making the professional model, universal and specialized competencies consistent with the European and Federal requirements.
3. Upgrading the curriculum, including increase in the number of practice-oriented disciplines.
4. Strengthening the interdisciplinary element in the content of the basic training of specialists in social pedagogy.
5. Extending of practice databases, taking into account social-and-pedagogical needs of the region and contingent, as well as possibilities of networking cooperation.

6. Development of an academic support package for training specialists of the certain profile.
7. Analysis and review of the content of the Final State Attestation including working out “social teacher’s portfolio” as an element of attestation, as well as preparation of a graduate qualification work ordered by employers (Mukhametzianova, 2004; Lebed, 2014).

### **Conclusion**

Finally, to meet all the above mentioned challenges of modern social situation in Russia, preparation of social pedagogues is to be based on integrated elements of educational content. They are supposed to provide logically complete idea about activity of professional work of a social teacher and comply with the integration of the content of academic and practical training approved by the Federal State Educational Standard in accordance with the introduced profession passports. These ideas should be used as teaching units, the content of which is represented in academic blocks and modules. In this approach to working out the content of training the following principles are of the highest priority:

- integration of common cultural and professional training, scheduled further training and retraining of social teachers during the whole period of their professional life;
- optimization of intraregional, inter-age relations in society;
- generating motivation for professional advancement of social teachers (including advancement in the network cooperation of the Southern Federal District of Russia). Higher educational institutions of the Southern Federal District and North Caucasus are potential partners within this network cooperation.

Resources for specialist degree program of specialty “Pedagogy and psychology of deviant behavior” are provided proceeding from the requirements to implementation of the main educational programs determined by the Federal State Educational Standard of Higher Education for a certain major. Implementation of the specialist degree program is provided by academic staff having basic education consistent with the profile of disciplines taught, who systematically carry on research and are actively involved in methodical work.

Specialists of the Ministry of General and Professional Education of Rostov Region, the executive staff of the Children’s Rights Ombudsman in Rostov Region, experts and employees of the institutions for childhood state support should be engaged into academic process for giving workshops, master classes and public lectures.

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## ESSENCE OF SELF-EDUCATION COMPETENCE IN PEDAGOGY

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**Abstract.** *Promoting the challenges of future education system in the context of public education, the term of competence and self-education competence is set in the spotlight of the article. Analyzing the comprehension of the essence of the diverse competence, the author systematizes the qualities which characterize the competence. The term of self-education and its structure based on the analysis of theoretical resources is characterized, the criteria are conveyed which characterize the future teachers' self-education process. The goal of the article: on the basis of the theoretical resource studies systematize the diverse comprehension of the concept competence and characterize the structure and components of the students, future teachers' self-education competence.*

**Keywords:** *competence, self-education, self-education competence, structure.*

### Introduction

The 21<sup>st</sup> century is the time, when not only in Latvia, but also in the whole world, the change of educational institutions' roles and functions takes place—teachers have to work in a multicultural environment, students with special needs are integrated into schools, the significance of information and communication technologies in the study process increases fast, parents' involvement in the school and study process increases. The above mentioned set of circumstances reveals to teachers the necessity for more and more new competences, since education is a purposeful development process and also the outcome of the process. Education is a life-long process and due to it the personality's level of education increases. An educated person's skills are a developed ability to generate the personal judgements and behavioural strategies, analyse and assess their life activities, improve constantly the personal experience, develop self-regulation and plan self-development. The base of the above mentioned skills is the self-education competence.

Nowadays in the labour market a situation has been created which confirms that only competent, self-organized and full of initiative specialists, able to self-realize both in a professional and personal area become competitive and more demanded specialists. This means that self-education becomes an active element of different social groups' dominant lifestyle, which promotes the change of individuals' roles in the public social structure, activating the significance of self-education process, for self-education is the factor and indicator of the personality and society's development. Self-education is determined by the interaction of the individual and society's needs. Self-education characterizes

the completeness of activities, and at the same time it is also the source of self-development. Self-education is the way of the subject's self-realization and self-development which greatly determines their real and potential opportunities in the system of social connections, relationships and interaction. Therefore the goal of self-education is the subject's self-development, self-realization and self-implementation not only in the personal dimension, but also in wide social context.

The contradiction between the breadth of knowledge and human being's abilities to acquire them is one of the main problems in the 21<sup>st</sup> century. The life-long learning support *learn to be* means *develop more own personality and be able to work more and more independently*. Therefore the development of self-education abilities is considered as one of the adults' self-education guidelines. Self-education issues are especially topical and significant in the pedagogic reality. The future teachers' training in the context of future challenges is a controversial process. The length of the future teachers' study programme is 4-5 years. However, no matter how good these programmes are, they cannot prepare the new specialists for all challenges in their pedagogic work.

The OECD research (2013) promotes the necessity to extend the border of teachers' further education, since "only it can provide high teaching standards".

Also "Development of Competences" is one of the directions of National Development Plan of Latvia, in which the topicality of life-long learning is emphasized – "Competences have to be developed throughout one's lifetime, as we cannot predict the future needs (National Development Plan of Latvia 2014-2020).

The educator A. Špona also mentions the topicality of the problem in the education field saying that mostly scientific researches dominate in pedagogy, as well as analysis of self-experience, which is directed towards the teachers' personality and the quality of its pedagogic activity, but still less attention is paid to the human qualities of higher educational establishments academic staff and their influence on students' personality and professional development (Špona, 2014).

**Goal of the article:** on the basis of the theoretical resource studies systematize the diverse comprehension of the concept competence and characterize the structure and components of the students, future teachers' self-education competence.

**Research methods:** qualitative research methods are used in the studies of the theoretical literature, normative and other documents: analysis and synthesis, the logically constructive method in order to work out conclusions and generalizations.

## Comprehension of Competence Concept

Students, when acquiring an individual experience, form their learning, education and interaction culture in a particular sociocultural environment (Виготский, 1984).

First of all, it is necessary to specify the comprehension of the concept competence which has been developed since the 20s of the previous century. When talking about the human being's possibilities, about the professional and human requirements, which are imposed on a modern human being, the concept "abilities" is often replaced with the concept "competences." The explanation of it can be found in the social and cultural progress which sets very high requirements to separate individuals in relation to the skills to assess, analyse and act in new and unfamiliar situations. The competence "becomes an expression of such a skill which gives a human being an opportunity to manage and act in the social and cultural diversity that can be obtained through learning (Eichorst A., 1998). Thus, in the contemporary perspective the human being has to be professionally qualified in a broader sense. The knowledge in own professional area only is not sufficient any longer, a human being has to be able to implement the knowledge according to the requirements of a particular situation, the skill to improve one's knowledge in the fast changing world has to be acquired.

In scientific literature of Latvia the dominant comprehension of the concept competence is being promoted on the basis of the knowledge, skills, attitudes and responsibility's wholeness. The synonym of the competence concept in Latvian according to the academic Rauvarger's studies could be considered as the term *expertise (lietpratība-in latvian)* (Rauhvargers, 2004). Competence is the wholeness of knowledge, skills and attitudes which qualifies for a certain type or level of task achievements. Each individual's activity is always characterized by a certain level of competence or expertise which is expressed in the following kinds of competences:

- professional competence;
- social competence;
- individual competence (Valbis, 2005)

In its turn, F.Perrenoud's competence according to its implementation and expression specification is divided into several groups:

- disciplinary competence which includes planning, analysis, synthesis, methodology;
- professional competence which includes professional communication, activity in a multicultural environment, development of abilities;
- institutional competence which includes innovative activity, implementation of innovations into practice, ability to work autonomously and in a group, transformation of interdisciplinary knowledge (Perrenoud, 2004).

The diversity of the competence comprehension concept is conveyed in the concept interpretation:

- competence as *knowledge, abilities* (Beļickis, 1998);
- competence as *skills* (Maatsch, 1990);
- competence as *experience* (Леонтьев, 1977; Špona, 2001; Koķe, 1999);
- competence as readiness to act (Stabiņš, 1998);
- competence as a *result- on the level of the human being's activity* (expressed in a particular situation (Chomsky, 1965);
- competence as a *process* (potential of abilities and opportunities for activity) *and as an outcome* (quality and experience of an activity) (Tiļļa, 2005).

The competence can be formed and expressed only in a close communion with the understanding of the personality's values, i.e., in the circumstances when a person is *personally interested in* the particular activity (Равен Дж., 1999, 67).

Competence can be looked upon also as an ability to use and develop the obtained experience efficiently: "a unity of complex knowledge, skills and attitudes which is used in action, achieving the result." Knowledge is understood here as the facts, principles and theory of the activity area. Skills are understood as the obtained capacity with the help of learning in order to carry out an activity, using the knowledge (Osborne, 2010).

Competence from the potential possibility changes into the real abilities only through an action. The idea of the activity approach helps to transform the analysis "from a descriptive finding level to a detailed conceptualization level" (Леонтьев, 1977, 38).

The physical, mental and emotional capacity is understood with attitudes in order to implement the activity. The academic A. Špona considers that the base of the human being's competence is the creative self-experience which is formed in the "problematic research study process when a human being is able to use the personally significant knowledge, skills and attitudes obtained through life activities in diverse life situations" (Špona, 2014).

Formation of the professional competence in professional work can be analysed on the basis of the contextual model of the activity approach in the pedagogic work used by the researcher. The researcher mentions that this model gives a possibility to find regularities where the lecturer's goals and students' motives have to comply with each other and have to be united, i.e., the activity content of the teaching staff has to comply with the adult's types of activity, learners' level of development (life experience, level of skills, etc.).

According to J.Stasane's opinion (Stašāne, 2007) self-education in relation to the activity process is:

- an adapting type of activity which is based on adaptation to the necessary social conditions;



- a self-realization type of activity whose goal is self-education, subject's self-development.

Competence can be looked upon as the indicator of the quality level as it is offered by the researcher I. Jurgena (2002): "The teacher's theoretical knowledge and professional skills in their development through the experience development can be marked as the teacher's professional quality, but the teacher's competence is the expression of quality". In its turn, the lecturer, I. Tilla emphasizes that "competence as a result is expressed on a quality level of a particular situational activity" (Tilla, 2005).

In the professional competence formation process the future specialist's professional development obtains a special topicality already during their studies. The transformation of skills in the professional activity competences is possible only in such a study process where the students themselves are active promoters and participants of their development. Therefore the study process is connected with four significant areas of competence formation. In the future teachers' education they are:

- values orientation,
- social and pedagogic reality,
- comprehension of the new professionalism,
- personal responsibility, interaction and participation (Lidaka, 2007; Maslo, 2006; Samuseviča, 2013; Žogla, 2001)

The quality of the future teachers' self-education competence is provided by the close connection and promotion of the professional development areas in the professional activity acquisition during the study process.

### **Essence and Structure of Self-education Competence**

Nowadays due to the social transformations the approach of competences is set as the priority of the education system, whose implementation is topical in the pedagogic process. As V.S. Meskov (B.C. Месъков, 2006) and Y.G. Tatur (Ю.Г. Татур, 2006) emphasize, the approach of competences offer the education outcomes not only the concept knowledge- in the skills-abilities development context, but as the future teacher's readiness for the professional activity (and the level of this readiness), to implement the professional activity in its diverse and complex synthesis.

The educator L.B. Sokolova (2013), analysing the modern approaches of the professional education in the assessment of education outcomes, using the approach of competences, emphasizes the significance and usefulness of the concept *self-education competence*. According to the experts' opinions of the international organizations (UNESCO, the World Bank) in order to become a competent expert in a particular area, involving a self-educating activity, it is necessary to acquire the basic/central competences. To be competent in self-educating activity, according to I.A. Zimnyaya's (2003) opinion, it means "to be

able to mobilize the knowledge, skills and experience.” However, the skills to transform the knowledge, skills and abilities in certain situations also have got an essential significance. I.S.Zaire-Beck (2000) explains this approach in a greater detail, emphasising the self-education competence as the leading characteristics of an educator- researcher’s personality.

In the researches, where the English psychologist J.Raven touches the competence issue, it is emphasized that *competence is a specific ability which is necessary for an efficient implementation of the particular activity in certain subjects’ area, including highly specialized knowledge of a particular kind subject’s skills, ways of thinking and sense in action.* In the researches J.Raven separates intentionally the concept *higher competence, which notwithstanding its particular area of existence speaks about the:*

- existence of a high level initiative in a person,
- ability to organize others for the goal achievement,
- skill to assess and analyse the social consequences of the activities (Raven, 1990).

L.Sokolova (2013) and G.N.Podcalimova (Подчалимова, 2012) emphasize the attraction of self-education competence to the higher level competences, pointing out that “self-education competence should be considered as the subject’s comprehensive and professional education,” which includes in itself the following structural components with corresponding criteria (see Table 1).

**Table 1. Components and criteria of self-education competence (SC)**  
(Подчалимова, 2012; Sokolova,2013)

<b>Components</b>	<b>Criteria</b>
<i>Motivation – values</i>	<ul style="list-style-type: none"> <li>- professionally – personal awareness and realization of self-development</li> <li>- striving, (inclination) to the personal and professional development</li> <li>- stable motivation of a qualitative SC performance</li> </ul>
<i>Cognitive</i>	<ul style="list-style-type: none"> <li>- acquisition level of SC knowledge and skills</li> <li>- knowledge and skills in self-direction area</li> </ul>
<i>Operationally – active</i>	<ul style="list-style-type: none"> <li>- personal experience for the assignments’ completion</li> <li>- acquisition of SC formation methods</li> </ul>
<i>Reflections</i>	<ul style="list-style-type: none"> <li>- adequate assessment of SC and self-education activity (SA)</li> <li>- need for the professional reflection of SA</li> </ul>

Taking into account the fact that the self-education ability is formed in action, the authors L.Sokolova (2013) and G.Podcalimova (Подчалимова, 2012) distinguish the concept *self-education competence* that is described as a personality’s quality which is characterized by a systematic, independent and organized cognitive activity that is directed towards the continuation of personal

education in the general-culture professional aspect. Apart from that the self-education competence is based on the experience of the self-education activity and the teacher's strive to extend their pedagogical professional development and action potential.

In the teaching practice the *self-education competence* is not only the wholeness of specified abilities and skills, but it is also the experience of the professional action, it is influenced by the teacher's personality. Therefore within the work of teacher training higher education establishments it is necessary to work out conceptions and approaches based on the theory which determine how to improve every future teacher's individual learning abilities and skills that are necessary for the development of the self-education competence, and also provide possibilities and circumstances for the acquisition of this work experience.

The development of teacher's professional competence is the basic task of competence approach implementation in higher education (Skorobogatova, 2011).

The teacher's personality and experience, and the wholeness of abilities and skills greatly characterize the self-education competence in pedagogic activities. The quality of the professional activity in pedagogy branch is closely connected with the development of the self-education competence, which, in its turn, reveals the necessity within the work of teacher training higher education establishments to be aware, plan and implement the study process which forms the future teacher's abilities and skills that are necessary for the development of the self-education competence, as well as provide circumstances for the acquisition of this work experience.

The self-education competences are characterized by consecutive system-forming activities, the way as they are determined by the formation of other key competences, for in the study work the self-education competence is not only the goal, but also a tool for an efficient personality's development in the education process. The self-education competence can be described as *an integrative quality of the personality's activity*, which is characterized by the personality's ability according to a systematic, independently organized cognitive action, directed towards the further education in general-culture and professional aspects, and it is formed, organized and controlled by the cognitive action subject itself.

The teacher's self-education is a purposeful, independent daily professional development action, acquisition of the psychologically pedagogic and methodological knowledge, constant analysis and reflection of pedagogic problems, search for innovative solutions whose goal is a conscious, self-constructed and self-managed development in the personal, professional and social context, implementing the provision of pupils' more efficient development.

## Conclusions

Comprehension of the competence approach is characterized differently- in compliance with the specific facets and nuances of the professional activity, but practically all researchers come to a common consent that in the specialists' training process the orientation towards the personality and professional competence plays the major role.

The self-education ability is one of the essential parts of the professional competence, for the self-education ability is included in the requirements of education outcomes. In the modern society self-education is one of the basic preconditions of the professional activity which is set for education and simultaneously it is an influential factor of the professional development of the teacher's personality.

A successful teacher-practitioner's self-affirmation in the professional activity and a wholesome self-realization greatly is determined by the fact how during the study process the future teacher has been directed towards their development searches and confidence that the professional mastery depends on the personal self-development and self-improvement.

The theoretical analysis confirms that the structure of the self-education competence includes in itself several significant components:

- integrative personal characteristics which provide an emotionally-evaluative attitude towards the self-development and self-education with a knowledge system about the planning and implementation of self-education activity;
- subjective personal experience, productive experience of self-education problem solving, as well as development and implementation experience of self-education activity;
- readiness for self-education, organization of personal self-education techniques.

Therefore, one of the main tasks in the future teachers' training is the students' preparation for a continuous self-education in their pedagogic work, emphasizing the following components in the study process: motivation – values, cognitive, operationally – active, reflections.

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## TEACHERS ATTITUDE TOWARDS AUTONOMOUS LEARNING IN UNIVERSITY STUDIES

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**Abstract.** *An appropriate and considerate choice of the study methods is an important condition for successful organization of the student learning process. A teacher can contribute to the common skills' development and student's autonomy by thoroughly combining various methods. This specific approach not only makes the learning process more interesting and encourages student's participation, but is also associated with student's responsibility, self-control and motivation, skills of learning process regulation, gained experience, learning planning and creation of appropriate learning environment. The study shows that teachers emphasize the importance of tools, methods and teacher-student cooperation. In the discussion of the tools and methods which enhance student autonomy during the studies, it is suggested to change traditional lectures by experiments, case studies, learning from experience, scientific projects, i.e., when students are engaged into interesting and long term activities which are practice-oriented, develop knowledge and help to gain experience.*

**Keywords:** *autonomous learning, teachers, autonomous work.*

### Introduction

Autonomous learning requires certain abilities which should be present or developed: learning ability, team work, time and resource management, research planning and carrying out, analytical thinking, problem analysis, search for solutions and information, work with existing information, etc. The research carried out by Zydziunaite and Tereseviciene (2012) revealed that when learning autonomously the students learn from the existing experience, reflect both successful and unsuccessful study experiences, consider autonomous learning tasks meaningful. However the negative aspect is that superficial learning concept prevails in students attitude, they also lack feedback from the teachers as well as motivation to perform given tasks which cover theoretical aspects. Students also experience tension, feel helpless if they fail to perform the tasks or don't answer the questions, are not able to plan the time necessary to perform the task and have difficulties in solving the problems which occur. It is noted that according to students' understanding autonomous learning encourages them to be more active and develops critical thinking.

**Research questions:** which learning methods development of autonomous learning are actual at university?

**The object** of the research is autonomous learning.

**The purpose of this research** – to define the components which develop students' autonomous learning.

The research was done while applying several methods – *the analysis of literature and interview*. The analysis of qualitative data was done through the transcription of texts and creation of categories.

The qualitative research was performed in March – April, 2013. The participants of the research (interview) were teachers (total 20). The main aim of the research was to define what kind of method combinations help to develop common abilities which are important for autonomous learning as well as to find out what kind of tasks are formed by teachers, how the feedback of learning outcomes is organized, how the teacher's and student's relationship is maintained, what kind of means are used to ensure the maintenance and manifestation of common and subject abilities. The interview method was used to describe the situation of students' autonomous learning development during their studies at university. The questions were based on the articles which were prepared by various authors (Tandzegolskiene & Pileckaite, 2010; Tandzegolskiene et al., 2010; Stasiunaitiene et al., 2012; Rutkiene & Tandzegolskiene, 2012, 2013, Tereseviciene et al., 2012). A semi – structured interview was applied aiming that the interview was purposeful and a list of questions which directed the conversation on the following aspects was designed:

1. The concept of autonomous work and autonomous learning during university studies.
2. The level of autonomy while studying and the factors which enhance autonomous learning.
3. The means and the methods which enhance students' motivation to study and act autonomously.

Trying to find out the teachers' who work at university *opinion about the manifestation of students' autonomous activities and their principles at university studies* the following informants were enquired:

1. The representatives of Humanitarian sciences (6 informants: IF1, IF7, IF8, IF16, IF19, IF20).
2. The representatives of Social sciences (7 informants: IF3, IF9, IF10, IF13, IF14, IF15, IF18).
3. The representatives of Technological sciences (7 informants: IF2, IF4, IF5, IF6, IF11, IF12, IF17).

While performing an interview a snow ball principle and the main criteria that a teacher has to be at university no less than two years was used. The teachers from Vytautas Magnus (9 informants), Mykolas Romeris (3 informants), Aleksandras Stulginskis (4 informants) and Lithuanian Education (4 informants) universities took part in the research.



## The concept of autonomous learning at university

According to the idea of Grow (1991), (Tereseviciene et al., 2012) it is emphasized that autonomous learning level defines student's involvement into learning activities:

- Dependent student;
- Interested student;
- Involved student;
- Autonomous student.

**Table 1. The concept of autonomous learning in university studies**

Confirming statements	Sub-category	Category
<i>Students are offered more options to choose time though it is indicated how many hours they have to work and the form of work, but the teacher doesn't evaluate these hours thus the student has more responsibility to work and try to achieve the foreseen goals. (IF15).</i>	More options for students	Perception of autonomy and division of work load
<i>Looking from the current perspective students perceive autonomous learning as free time and possibility to do what they like and want. It is not emphasized the type of activity which should be performed, the requirements for the assessment, what issues the students should focus on while planning autonomous work time and energy. (IF9).</i>	Clear perception of work time.	
<i>It is important both for the teachers and the students to understand clearly the essence of autonomous work and to define the criteria which are important for such work, as well as to define the limits, i.e. what is done by the teacher and by the student, when they cooperate and when there is no cooperation. Speaking about autonomous work from the teacher's side, it is important to help the student to prepare autonomous work plan including the activities which the student has to perform during the term, the lectures or autonomously. (IF9).</i>	Interaction of teaching and learning.	
<i>The most important advantage is the increase of student's responsibility allowing the student to understand that the attitude towards him is as to a responsible grown-up person, able to take responsibility for his behavior, actions and choice. (IF15).</i>	Increase of student's responsibility.	

In this case autonomous learning is associated with motivation and desire to learn due to some internal interests and personal goals. According to Warring (2007), (Tereseviciene et al., 2012), autonomous learning can be developed and improved and the mentioned levels demonstrate the need for development/improvement of important abilities necessary for autonomous learning. This aspect is partially enhanced by interpretation of the interview results (see Table 1).

It is noted that after recalculation of teachers' working hours and students' autonomous work hours, the number of students' autonomous work hours has increased. It is also stated that there are not enough researches which would help to understand how much time the students really spend doing homework and given tasks. The teachers suggest to perform the research of students' needs and expectations which would help to plant and improve the tasks for students' autonomous work, depending on the time devoted for the performance of the task, selected method, evaluation, compatibility between the task goal and task conformity to students' and practical application needs.

Speaking from the teacher's perspective the importance of planning and clear presentation of task sequence plan for the term is emphasized. It includes work during lectures, team work, performance of individual tasks while preparing for assessments and autonomously performed tasks which are usually not evaluated and are incorporated into the learning process. In this case it is important to define who has to control the quality of autonomously performed tasks, the way these tasks have to be presented and how it affects student's assessments and final results, evaluating the subject in cumulative score system.

During the interview it was noted that the participating teachers give different definitions of students' autonomous activities during studies. Summarizing interview participants' thoughts, the following definitions are identified: autonomous studying, autonomous learning, autonomous activity, autonomy, autonomous work during studies. This demonstrates that there is no common opinion and commonly used single definition.

Some sources also indicate a few most frequently used definitions which describe students' autonomy idea – autonomous learning, self-learning, autonomous activity, autonomy (Butkiene & Kepalaite, 1996; Tereseviciene et al., 2004; Lauzackas et al., 2008; Tandzegolskiene et al., 2010; Tandzegolskiene & Pileckaite, 2010; Tereseviciene et al., 2012; Zydziunaite & Tereseviciene, 2012; Stasiunaitiene et al., 2012; Rutkiene & Tandzegolskiene, 2012; Rutkiene & Tandzegolskiene 2013). Zydziunaite and Tereseviciene (2012) emphasize the lack of research in Lithuania which would analyze the concept of students' autonomous learning and autonomy when the autonomous learning is theoretical. Analyzing the sources of foreign literature a big variety of definitions of autonomy during studies is also found. For example German literature sources indicate such definitions as *selbstgesteuertes Lernen*, *selbstorganisierte Lernen*, *selbstbestimmtes Lernen* stating that these definitions

are used in school pedagogy, pedagogical psychology, grown-ups education, university studies and personnel training process (Messner & Blum, 2006; Knowles, 2007; Straka, 2008). According to Messner and Blum (2006) the existing variety of definitions while the emphasis is placed on student's self determination level, motivation, organization of learning process, responsibility and assessment supposes that these definitions reveal in fact similar things which describe student's activity. Therefore the authors suggest to use these definitions as synonyms and to emphasize student's autonomy level, responsibility, interactive learning and motivation. Analyzing the definitions by the English authors the following terms are found: *self-directed learning* (Knowles, 1975), *self-planned learning*, *learning projects*, *self-education*, *self-teaching*, *autonomous learning*, *autodidaxy*, *independent study*, *open learning* (Hiemstra, 2006). According to Zydziunaite and Tereseviciene (2012) these definitions, when translated to Lithuanian, don't reveal the real structure of autonomous learning and are not clearly defined on both international and national levels, i.e. the researches don't reveal firm relation between student's motivation, common skills, autonomous learning, knowledge development, reflection and responsibility.

An appropriate and considerate choice of the study methods is an important condition for successful organization of the student learning process which guarantees a self-sufficient, responsible and constantly evolving personality formation (Jakube & Juozaitis, 2012). A teacher can contribute to the common skills' development and student's autonomy by thoroughly combining various methods. This specific approach not only makes the learning process more interesting and encourages student's participation, but is also associated with student's responsibility, self-control and motivation, skills of learning process regulation, gained experience, learning planning and creation of appropriate learning environment. The study shows that the teachers emphasize the importance of the tools, methods and teacher-student cooperation (see Table 2).

**Table 2. Tools and methods which encourage students to continuously develop and act autonomously in their studies**

Supporting claims	Sub-category	Category
<i>It would be good to change the thinking of students that they learn not for a better mark or because they are forced to, but for themselves and for their life. Student self-dependence can be encouraged by activities which do not have written answers in textbooks. The answer has to be worked out logically and the student has to prepare an individual answer. Unfortunately, this is "unattainable" for the majority of the students. (IF15).</i>	Naming of external motivation	Application of methods during the study process

<p><i>To encourage the students to make decisions and involve them in creative tasks such as participation in various research projects, case studies or scenario creation. You can also use models, examples, illustrations, analogies, reflections, generalizing conclusions, presentations, open discussions, discussions with practitioners, SWOT, TOWS, problem and task trees, portfolios, and other activities. (IF4).</i></p>	<p>Engagement into scientific projects</p>	
<p><i>Ideally, the student is motivated and waits for the teacher to give certain guidelines: search there, be interested in this... it is similar to treasure hunt: if you go to point A, you will find the link to point B, and in this way, you will find a treasure. But if a student is not interested, if a student chooses the speciality only because it was parents' decision, it will be different. The student will put minimal effort only enough to secure a positive mark and will not try to develop autonomously or achieve more. (IF10).</i></p>	<p>Maintenance of interest in activities</p>	
<p><i>A teacher and a student are partners constructively working in one direction – knowledge acquisition. This is the main stimulus for self-sufficiency. Both partners must have the same aspirations and desires. (D5).The teacher prepares an outline or methodology of an individual work which the student performs from beginning to end by consulting with the teacher and presenting the results in class. (IF16).</i></p>	<p>A teacher as an advisor and counselor</p>	
<p><i>A teacher can find the means to “compensate” for the individual work and to make an effort to engage students in such a way that they would want to work autonomously without any compensation. Also, it is possible to ask appropriate questions and tasks (homework). The students' role depends on their personalities. Some “nerds” tend to analyze the material more in-depth than other students even without any compensation. (IF2).</i></p>	<p>Important students' role</p>	
<p><i>Students can be offered to search for more information on a particular topic (for example, to write a summary of the newest articles on a particular topic). However, mostly the students get involved if the activity is “rewarded” – it is given a part of the grade. This is a “forced” way. If there is no reward, motivation is usually also lower. (IF2).</i></p>	<p>Motivation enhancement</p>	
<p><i>Most probably in this period of development and enhancement of study programs, we should concentrate on the understanding of individual work and its application in preparing the students for the actual professional activities. (IF12).</i></p>	<p>Dialogue oriented at labor market needs</p>	

Knowledge is mostly acquired when students are active: they debate, teach each other, analyse, etc. The diversity of teaching methods and the change in the teaching paradigm which emphasises a student-directed teaching and holistic approach altered the understanding of the role of the teaching/ learning methods as mediators between teachers and students (Daugviliene & Ruzevicius, 2009; Visockiene & Puskunigiene, 2012). In the discussion of the tools and methods which enhance the student autonomy during the studies, it is suggested to change traditional lectures by experiments, case studies, learning from experience, scientific projects, i.e., when the students are engaged into interesting and long term activities which are practice-oriented, develop knowledge and help to gain experience. It is also suggested to organize discussions on the analyzed topic and invite real practitioners, to write essays, scenarios, apply the existing models, and organize simulation games. It is especially important that the students would understand the meaning of the task and would not participate only because of evaluation. Thus an interesting task performed by a student may become a useful future-oriented experience. Emphasis is also placed on constructive and continuous student consultation. According to Peilakauskaite and Varanauskas (2011) a student-directed teaching implies helping students to discover their own learning styles, to understand their needs and level of motivation and to gain effective learning skills that will be useful throughout their life. The application of this approach in practice would mean that teachers should help students to set achievable goals, to encourage students to assess themselves and their colleagues, to help students to work together in groups and to ensure that they use all available learning resources.

The interviewed teachers also note that attention should be shifted from the methods which enhance student autonomy to the understanding of independent activities, students' professional knowledge and readiness to enter the labor market. Student and teacher cooperation, when the topics relevant for the students are analyzed or different forms of knowledge testing are negotiated, is marked as a very important part of the study process related to the quality of higher education. In this way, the teacher discusses and considers students' requests. As to the level of autonomy in performing the tasks, it is emphasized that a teacher is a consultant or an advisor who encourages and motivates students to work more for their own benefit, whereas a student is responsible for activity organizing and time management.

Summarizing it can be stated that the involvement of the students into the studying process is especially important. It is mostly associated with students' cooperation, student and teacher discussions, problem analysis and search for solutions. The teaching methods should help the student to develop, enhance critical and analytical thinking, encourage inner motivation and be oriented at the practical application of knowledge.

## Conclusions

In the teachers' opinion the autonomous learning enables the students to make decisions, to think critically and creatively, to comprehend the norms and boundaries of students' community, to choose an appropriate form of actions, to foresee the aims of learning and to choose the necessary means and methods to achieve the set goals. The following elements are the integral parts of autonomous learning: a) ability to organize a learning process autonomously; b) ability to observe and change this process; c) ability to evaluate a learning process critically; d) ability to reflect and evaluate the usefulness of the activity and the gained results. While trying to achieve that the students could work and learn autonomously during their studies, it is necessary to prepare involving tasks which would enhance students' interest, stimulate their motivation and would direct them to the common subject/study results. Moreover, the possibility to get the feedback during the studies, knowledge about time management while performing tasks as well as consultations with a teacher are of great significance too. The teachers emphasize that focusing on the students' opinions cognitive learning theory prevails which determines mentor-consultant's importance and an active information processing. According to the students, the most suitable situation for them is when study aims and subject learning outcomes are clearly set, but they prefer to choose themselves the methods for the achievement of the learning outcomes.

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## GLOBALIZATION AND ITS ROLE IN THE DEVELOPMENT OF POST-SOVIET HIGHER EDUCATION INSTITUTIONS (ON THE EXAMPLE OF IVANE JAVAKHISHVILI TBILISI STATE UNIVERSITY)

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**Abstract.** *“The impact of the various trends and challenges related to globalisation of higher education institutions and policies is profound, but also diverse, depending on the specific location in the global arena” (Damme, 2010). The given paper is dedicated to the study of globalizing processes and their influence on the development of Georgian Post-Soviet higher education area. The contemporary educational strategies are highlighted on the example of Ivane Javakhishvili Tbilisi State University – the leading educational institution of the whole Caucasus region. During the recent years Tbilisi State University underwent significant innovative processes comprising the following major directions: **Internationalization** – establishment of foreign centers; implementation of joint projects and exchange programs; creation of international winter and summer schools; **Modernization** – implementation of 4-level studies; creation of encyclopedic dictionary; restructuring faculties; redirection of scientific researches, etc. The significance of the above mentioned innovations, their impact on the development of Post-Soviet university life and Georgians’ steps made towards the rapid integration into the European educational space – these are contemporary strategic issues and major challenges of our work. The highlighted strategies can serve as an exemplary and useful model of progress for those Post-Soviet universities of the world, which strive to join the European Higher Education Area.*

**Keywords:** *globalization; higher education; internationalization; modernization; Tbilisi State University.*

### Introduction

Nowadays, the area of higher education is facing a lot of new opportunities and challenges. All of them are stipulated by such factors, as globalization and market-determined processes. Increasing globalization breaks down all the barriers via “the “dédaublement du monde” (Reimann & Zimmermann, 2008). On the one hand, it is seen as the “process, involving the deconstruction of space and state... the seat of profound tensions and contradictions” (Reimann & Zimmermann, 2008). On the other hand, globalization drives “a revolution in the organization of work, the production of goods and services, relations among nations, and even local culture” (Carnoy, 2005). It has some important positive consequences with respect to cultural regeneration, communication, economic efficiency and the range of available products. Globalization refers to the



increased consciousness of the world as a whole. Its new form can be observed as:

- An interconnected globe which is referred to as a “global village”;
- The process which pushes people closer together through highly developed international trade and commerce, educational exchange, rapid transportation and communication;
- The erosion of national boundaries.

In the context of the “globalizing processes”, higher education becomes a market-determined process and undergoes a tremendous expansion. Nowadays, more and more people are investing their time and money in acquiring an appropriate knowledge, because a skilled individual functions successfully in the global scale.

The given paper is dedicated to the study of the globalizing processes and their influence on the development of the Georgian higher education area. The contemporary educational strategies are highlighted on the example of Ivane Javakhishvili Tbilisi State University – the leading educational institution of the whole Caucasus region.

### **Ivane Javakhishvili Tbilisi State University – recent developments and contemporary strategies**

Today’s globalizing processes have so deeply rooted in the world of everyday life, that “modern society is quite fairly characterized as the society of risk and globalization. Extreme complexity of socialization process taking place under conditions of ongoing technological advances, urbanization, and capitalization in all fields of human activities shows the necessity of more active organization of social-cultural and social-pedagogical activity in all spheres of life...” (Sorochnikaya, 2011). Against this background, social-pedagogical activities undergo a tremendous expansion via involving all stages of knowledge-acquisition. Especial processes are observed on the level of higher education. They respond to varying social claims and create effective mechanisms for their fulfilment and implementation. The development of higher education has been corresponding to the major challenge of globalization – the world without borders and boundaries. The strive to the borderless world of knowledge stipulated the “emergence” of Bologna Process, which aimed at the creation of the entire educational space - European Higher Education Area (EHEA). The Bologna Process was named after the Bologna Declaration, which united 47 countries. Among them was Georgia – an ancient country which has been building a bridge between Europe and Asia and has been “walking” towards the global interconnectedness in almost all spheres of life. After joining the Bologna process Georgia has been successfully participating in the establishment of the European Higher Education Area. Nowadays, its higher

education institutions are active members of international joint programs in different study and research fields.

The given work highlights the recent developments of Georgian higher education area via discussing the reforms carried out at Tbilisi State University.

Ivane Javakhishvili Tbilisi State University can be regarded as a driving force of the Georgian higher education. It was founded in 1918 by a western educated historian Ivane Javakhishvili. Tbilisi State University was the first educational body of this type not only in Georgia, but in the whole Caucasus region. Nowadays, the university maintains its old tradition – the implementation of western-oriented teaching strategies. As a forward looking institution it realizes that it faces new demands and strives to meet the challenges of the 21<sup>st</sup> century by offering a top class education, developing research opportunities, enhancing its material-technical base and resources. The university's "main directions, principles, values and reforms are carried out dynamically in a systematic, coordinated manner and have placed Tbilisi State University on a development path leading towards a common world and European Higher Education Area" ("Profile of Ivane Javakhishvili Tbilisi State University").

After joining the Bologna process (in 2005) the following reforms have been carried out at the university:

1. The adoption of three cycles of higher education qualification:
  - 1<sup>st</sup> cycle - Bachelor's degree;
  - 2<sup>nd</sup> cycle - Master's degree;
  - 3<sup>rd</sup> cycle - Doctoral degree;
2. The establishment of European Credit Transfer and Accumulation System;
3. Intensive teaching of foreign languages;
4. Improvement of material-technical resources;
5. Building quality assurance and expert evaluation, etc.

However, nowadays, the major accent is put on the recent developments, which are directed towards the *modernization* and *internationalization* of the university.

Generally, "internationalization is defined as the variety of policies and programs that universities and governments implement to respond to globalization" ("Globalisation and Internationalisation of Higher Education"). It was invented and carried on in the late 1980s. However, during the last two decades new components were added to its multidimensional body: "moving from simple exchange of students to the big business of recruitment, and from activities impacting on an incredibly small elite group to a mass phenomenon" (Brandenburg & Wit, 2011). It's a very important fact, that nowadays, the higher education of the world undergoes the tendency of shifting from the more cooperative model to the more competitive one. This tendency is filtered and shaped according to the internal context of each world university. However, the

context may alter in accordance with the increased implementation of the “global/borderless education”, which influences the national tendencies and gives them a new shape and purpose. The so-called „education across borders” considers the growing number of exchange students and academic staff. These “mobilities” foster the internationalization of universities.

Especially important internationalization strategies can be observed within the framework of the Bologna process, which fosters cooperation and competition. On the one hand, these activities „emphasize that there should be more cooperation in order to develop a European area for higher education and research: „A Europe of Knowledge” (“Globalisation and Internationalisation of Higher Education”). On the other hand, there is a considerable emphasis on the argument, that this collaboration must face up the competition with non-European countries.

Ivane Javakhishvili Tbilisi State University has been a part of the Bologna process and has accepted the great majority of its strategies. A special attention has been paid to the internationalization processes, which are split into two major dimensions: “*local internationalization*” (“*internationalization at home*”) and “*internationalization abroad*”. “*Internationalization at home*” considers such home university activities, as:

- researching activities;
- teaching and learning processes;
- curriculum and extra-curricular activities;
- the establishment of foreign centers (*Center for Japanese Culture and Society, Yunus Emre Center of Turkish Culture, Language of Society, Center for Japanese Culture and Society, etc.*) and their active participation in the teaching processes.

“*Local internationalization*” is usually regarded as a preparatory level, which strives to prepare the students for their integration into the global world of education. This movement from the local level to the international one i.e. from one dimension to the other is facilitated by:

- the establishment of close scientific and educational contacts with over hundred universities and centers of the world;
- the membership of several professional associations and networks (*European University Association (EUA), Black Sea University Network (BSU), Agence Universitaire de la Francophonie (AUF)*, etc). This membership allows the university to enhance its administrative policies, to position itself as a strong player in the area of higher education and to reinforce academic or cultural ties;
- the establishment of international winter and summer schools, which raise multinational experience of students and improve their “marketability”.

Nowadays, a special attention is paid to the implementation of annual summer and winter schools. In February 2014 Tbilisi State University (in

cooperation with Goethe University Frankfurt am Main) established the Winter School “*Digital Humanities – Kartvelology and Challenges of the 21<sup>st</sup> Century*”. It aimed at the rising the ‘network’ society, “driven by technological innovation and the increasing strategic importance of information” (Damme, 2010). The Winter School gathered the students of different universities of Georgia. The Georgian and foreign prominent scholars got them acquainted with the technological facilities necessary for carrying out digital researches. The major accent was put on the importance of the utilization of **OLAT (Online Learning and Training)** - the most developed e-learning program, which is oriented on self-education, self-control and self-development. The greatest emphasis was put on the introduction of **eLecture** – a new format of teaching, which is based on the didactic scenario “electronic visualization of the taught material”. All the above mentioned activates were directed towards the students’ involvement into the world of technological innovations. It was planned, that after 2014 Winter Schools will have an annual character. They will aim at the acquisition of global skills. Moreover, digital researches will be implemented in different universities of Georgia. This fact will acquire the greatest significance. It will be one more step made towards the local internationalization of higher education institutions.

“**Local internationalization**” processes are usually accompanied by the “**internationalization abroad**”, which comprises the growing number of international and mobility projects. During the recent years Tbilisi State University (TSU) “has been a beneficiary of almost 33 European Commission funded projects, namely TEMPUS, ERASMUS MUNDUS, FP7 and Jean Monet” (“Profile of Ivane Javakhishvili Tbilisi State University”). Nowadays, TSU is “a partner in 6 Erasmus Mundus... and around 19 running TEMPUS projects” (“Profile of Ivane Javakhishvili Tbilisi State University”), which are oriented on the support of educational reforms of some European countries.

One of the leading TEMPUS projects is **DIMTEGU** - “**Development and Introduction of Multilingual Education Programs at Universities of Georgia and Ukraine**”. It is coordinated by the Faculty of Humanities of Tbilisi State University and comprises several EU and non-EU universities. **DIMTEGU** aims at supporting the multilingual educational reform in Georgia and Ukraine. It tries:

“1. To promote the reform and modernization of higher education in the partner countries;

2. To build up the capacity of higher education institutions in the partner countries and the EU, in particular for international cooperation and for a permanent modernization process, and to assist them in opening themselves up to society at large;

3. To enhance networking among higher education institutions and research institutions across the Partner Countries and EU Member States” (DIMTEGU).

It's worth mentioning, that *DIMTEGU* meets the demands of Bologna Process via:

- applying modern pedagogical methods in MA programs;
- delivering modern MA and in-service teacher's certificate study programs in multilingual education;
- equipping the universities of Georgia and Ukraine with sufficient, up to date teaching materials and equipment;
- equipping libraries with computers and modern teaching materials in targeted universities to implement effectively BA and MA Teacher education programs in multilingual and international education, etc.

All the above mentioned strategies show the importance of *DIMTEGU* for the enhancement of globalizing processes at Ivane Javakhishvili Tbilisi State University. The contemporary internationalization activities are carried out "in tune with" the modernizing processes. However, generally, in Post-Soviet institution modernization or "making educational reforms is complicated: on the one hand the system is conservative, on the other hand education is obliged to change simultaneous to the developing world" (Grigoryan et al., 2010). Despite such contradictions, Tbilisi State University undergoes reformation processes. One of their preconditions is the restructurization of administrative and management systems, the creation of new governing units and the determination of their role in the life of the university. The recent and ongoing developments consider the following reforms:

1. ***The replacement of 3-cycle educational system with 4-cycle one*** - the acceptance of the fourth educational level (post-doctorate level) is the reflection of the direct influence of the European Higher Education Area;
2. ***Restructurization processes of the faculties***, which are directed towards the perfect distribution of inner resources, potential capacities and student-oriented services;
3. ***The creation of the seventh faculty – The Faculty of Psychology and Educational Sciences***. The existence of seven faculties is directed towards insuring more specialized teaching strategies;
4. ***The restructurization of the library and its enrichment with recent publications and databases***. These processes are directed towards Georgian scientists' rapid integration into the European Scientific Area;
5. ***Redirection of scientific activities***. In 2014 all the scientists of Tbilisi State University are required to publish their works in highly ranked journals - academic journals with impact factor. This is an innovative requirement (especially, for the representatives of the Faculty of Humanities), which will raise scholars' motivation and increase their integration into the European scientific society;

6. *Students' growing involvement in the governing processes of the university* (nowadays, students are the members of the Representation Council, faculty councils and students' self-governments). These processes are directed towards the transparency of the governing activities.

All the above mentioned processes enhance the popularity of Tbilisi State University on the international level. Gradually, it is shifting from the more cooperative model to the more competitive one. As a result of this shift, Tbilisi State University takes part in the building of European Higher Education Area. Despite evident progress and prosperity, Tbilisi State University tries to increase the horizons of its activities and focuses on the following long-term objectives:

- “increasing the number of foreign instructed programmes;
- fostering cooperation with the existing partners;
- intensifying projects-related efforts;
- increasing the number of outgoing TSU students who have studied abroad;
- increasing the number of incoming students to TSU” (“Profile of Ivane Javakhishvili Tbilisi State University”);
- implementing new, up-to-date specializations, which are of great demand especially in the employment-market;
- facilitating long-term relations with the international community via the implementation of innovative educational and cultural projects;
- carrying out intensive works for the creation of Multipurpose English-Georgian Encyclopaedic Dictionary;
- carrying out an innovative plan of modernization of the university.

### **Conclusions**

All the above mentioned enables us to conclude, that globalizing processes acquire the greatest importance in today's world. Significant changes are vividly seen in the educational systems of Post-Soviet universities, which undergo double reformation processes. On the one hand, they shift from socialistic to capitalistic ruling. On the other hand, they are trying to answer the demands of the contemporary globalized world via acquiring certain internationalizing and modernizing features.

The given paper highlights the reforms carried out at one of the most progressive Caucasian higher education institutions – Ivane Javakhishvili Tbilisi State University, which has presented exemplary results of progressive and dynamic development. During the recent years Tbilisi State University has shifted from the more cooperative model to the more competitive one. This process has been facilitated by the intensive implementation of internationalizing and modernizing innovative processes: establishment of foreign centers, implementation of joint projects and exchange programs,

creation of international winter and summer schools, implementation of 4-level studies, restructuring faculties, redirection of scientific researches, etc. The highlighted strategies can serve as an exemplary and useful model of progress for those Post-Soviet universities of the world, which strive to join the European Higher Education Area. Focusing on the reforms of Tbilisi State University and sharing them will make other Post-Soviet institutions increasingly global in nature. They will acquire the ability to draw funding and research capabilities from around the world. These processes will significantly facilitate the final creation of the European Higher Education Area.

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## РАЗВИТИЕ И УКРЕПЛЕНИЕ УЧЕБНОЙ И НАУЧНО- ИССЛЕДОВАТЕЛЬСКОЙ БАЗЫ ВЫСШИХ ОБРАЗОВАТЕЛЬНЫХ УЧРЕЖДЕНИЙ

### *Development and Establishment Educational and Research Pillars of the Higher Education Institution*

**Botir Usmonov (Б. Ш. Усмонов)**

Министерство высшего и среднего специального образования  
Республика Узбекистан

**Abstract.** *A good higher education system is required for overall prosperity of a nation. A tremendous growth in the higher education sector had made the researchers of higher education institutions complex. Many studies reveal that the integration of science helps to overall growth of the higher education. This study has been undertaken to identify the unity of scientific and educational processes aimed at improving the efficiency of the economy. The various factors that contribute to these educational and research areas were identified. An educational - scientific industrial complex model was derived and validated.*

**Keywords:** *innovation, integration, higher education Institution (HEI), Technology Park, a free economic zone.*

### **Введение** *Introduction*

В докладе «Глобальный индекс инноваций» международной бизнес-школы «Инссад» (Франция) подготовленный совместно со Всемирной организацией по интеллектуальной собственности (ВОИС) за 2012 год проведен комплексный анализ инновационного развития 141 страны мира. Одним из основных компонентов анализа является уровень развития человеческого капитала, по которому Узбекистан занял 35-е место, а по уровню развития системы образования Узбекистан занял общее второе место среди 141 государства мира.

В настоящее время система высшего образования Узбекистана состоит из 65 учебных заведений, включая 19 университетов, 38 институтов, осуществляющих подготовку бакалавров и магистров; а также научной академии, 7 филиалов иностранных ВУЗов.

Сегодня подготовка высококвалифицированных кадров для отраслей экономики и социальной сферы осуществляется по 6 областям знаний. Так подготовка кадров ведётся для гуманитарной сферы – в 48, социальной сферы, экономике и право – в 40, производственно-технической сферы – в 24, сельского и водного хозяйства – в 10, здравоохранения и социального обеспечения – в 9, сферы услуг - в 26 высших образовательных учреждениях.



Знания молодому поколению передают около 22 тысяч профессоров и преподавателей на 1687 кафедрах и 338 факультетах. Контингент студентов достиг более 252,0 тысячи человек, среди которых около 12,0 тысячи магистрантов. В среднем ежегодно за последние 5 лет студентами становится около 60 тыс. юношей и девушек.

Перечень направлений бакалавриата и специальностей магистратуры совершенствуется исходя из требований ускорения и расширения масштабов модернизации, технического и технологического обновления экономики и ведущих ее отраслей, диверсификация производства. Так, разработан обновленный «Классификатор направлений и специальностей высшего образования», предусматривающий уменьшение количества направлений бакалавриата с 228 до 165, специальностей магистратуры - с 1200 до 447. Внедрены новые направления подготовки кадров по инженерии, информационным технологиям, аграрному сектору, строительству и архитектуре, нефтегазовой и геологоразведочной отраслей и др. По новым направлениям и специальностям разработаны и утверждены более 5400 учебных программ с возможностью гибко адаптироваться потребностям работодателей.

Для того, чтобы система высшего образования Узбекистана могла эффективно служить экономике страны и интересам общества, система обеспечения качества образования в вузах должна соответствовать лучшим международным стандартам, при этом сохраняя свою актуальность в местных условиях. В целом система высшего образования в Узбекистане нуждается в модернизации, которая позволила бы адаптировать ее к потребностям экономики страны. Растущая национальная экономика все больше нуждается в высококвалифицированных специалистах. Успешное расширение доступа к высококачественному и ориентированному на рынок высшему образованию поможет обеспечить экономику более подготовленными выпускниками с большим инновационным потенциалом, что, в свою очередь, могло бы подстегнуть рост экономики. Инновационный путь развития экономики Узбекистана, отвечающей общемировым тенденциям, требует подготовки нового поколения исследователей и высококвалифицированных специалистов, готовых к осуществлению инновационной деятельности в условиях рыночной экономики. Это моменты отражены в национальной Программе по подготовке кадров, в указах, постановлениях Президента и в решениях Кабинета Министров Республики Узбекистана (Усмонов Б., Қўшиев Х., 2014).

В рамках наших исследований значительное место занимает вопросы развития и оценки эффективности научной деятельности. В целях решения этой проблемы нами были реализованы 3 методологических подхода: интегральный, экспертный и формализованный бальный.

В ходе исследований мы поставили цель разработки организационного механизма интеграции вузовской науки в инновационную систему республики, позволяющего повысить эффективность инновационного процесса, определить эффективных механизмов организации научно-исследовательской деятельности вузов и разработать содержание методов совершенствования эффективности вузовской науки. Мы определили показатели эффективности научной деятельности ВУЗов, характеризующие влияние результатов научной деятельности в трёх аспектах: научный эффект (влияние результатов научной деятельности на развитие науки); учебно-научный эффект (влияние результатов научной деятельности на образовательный процесс); научно-производственный эффект (влияние результатов научной деятельности на практическую деятельность). Показатели эффективности научной деятельности ВУЗов могут использоваться в качестве нормативов, а их отношения между собой - в качестве индикаторов, то есть, обобщённых показателей, характеризующих состояние научной деятельности. В то же время, состав показателей должен характеризоваться единством содержания и целей, соответствовать плановым и отчётным показателям ВУЗа, а также требованиям стандартов, действующих в системе высшего образования.

**Предпосылки для развития научных исследований в вузах**  
*Prerequisites for deepening scientific investigation projects in the HEI*

В XXI веке основным фактором, определяющим социально-экономическое развитие страны, является инновационная составляющая. Инновационный путь развития позволяет такую нишу в социально-экономической среде, которая может способствовать решению насущных проблем общества и отраслей экономики высокой сложности, освоить новые современные отрасли, реализовать человеческий потенциал, расширить рынок для интеллектуальной продукции, повысить результативность инновационной деятельности – образовательную, технологическую, культурную и моральную. Активное использование инновационных факторов на основе целенаправленной научно-технической и инновационной политики страны способствует возникновению инновационной системы.

Сегодняшняя стадия научно-технологического развития (НТР) как прорывной процесс и есть новая экономика, означающая начало нового периода развития социально-экономической системы с ее глобальным характером и чертами, присущими как для одной страны, так и группе стран. Следовательно, начальная стадия НТР - развитие науки и образования в целом является базой для появления новых характеристик социально-экономической системы.

Можно выделить два важнейших параметра начальной стадии НТР. Первый – взрывной характер информационно-коммуникационных технологий. Второй – создание условий для развития высоких технологий посредством подготовки кадров в системе высшего образования на новых платформах, т.е. на платформе «обучение-исследование-применение».

За годы реформ сложились новые направления научных исследований, сформировались научные школы в сфере вузовской науки, в рамках которых решаются актуальные проблемы государственного и общественного строительства, экономики, культуры, техники и технологий. Начиная с 2002 года, внедрена грантовая система финансирования научных исследований вместо базового финансирования, что позволило обеспечить селективный подход к выбору финансируемых проектов и улучшить их результативность.

Остепенность высших образовательных учреждений составляет 42,1%, из них докторов наук 1519 (6,9%), кандидатов наук 7762 (35,2 %). За годы независимости страны ученые степени доктора наук присуждены 539 человек, кандидата наук – 1954. В целях дальнейшего совершенствования и коренного реформирования системы послевузовского образования принят Указ Президента Республики Узбекистан «О дальнейшем совершенствовании системы подготовки и аттестации научных и научно-педагогических кадров высшей квалификации» и введена одноступенчатая система послевузовского образования с защитой и присуждением ученой степени доктора наук в соответствии с общепринятыми международными требованиями и стандартами.

Реализуется комплекс мероприятий по организации инновационного корпоративного сотрудничества системы высшего образования, науки и производства. В рамках данного проекта при выпускающих кафедрах вузов организованы инновационные группы с участием в них профессоров-преподавателей, специалистов предприятий, старших научных сотрудников-соискателей и одаренных студентов, которыми совместно формируются проекты, база данных и направления исследований и ведутся научные разработки. Сегодня свыше на 600 выпускающих кафедрах вузов организовано около 750 инновационных групп с участием в них более 5000 профессоров-преподавателей, специалистов предприятий, стажеров-исследователей-соискателей, старших научных сотрудников-соискателей и одаренных студентов.

Год от года растут объемы финансирования, выделяемые на реализацию государственных научно-технических программ в системе высшего образования. Адекватно растет и отдача вузовской науки. Так, ежегодно проводимая, начиная с 2008 г., и становящаяся доброй традицией ежегодная Республиканская ярмарка инновационных идей, технологий и проектов, свидетельствует о стабильно увеличивающихся объемах

договоров и протоколов намерений, заключаемых между вузами и производственными предприятиями.

В целях дальнейшей оптимизации структуры научных учреждений Академии наук Республики Узбекистан и повышения эффективности их деятельности в соответствии с современными требованиями, развития и укрепления научного потенциала высших учебных заведений страны, обеспечения усиления интеграции науки и производства образованы Институт математики при Национальном университете Узбекистана, Центр разработки программных продуктов и аппаратно-программных комплексов при Ташкентском университете информационных технологий, проблемная лаборатория по вопросам экологии при Самаркандском государственном университете, Центр по философии при Национальном университете Узбекистана; Центр по праву при Ташкентском государственном юридическом университете.

Для дальнейшей интеграции образования, науки и производства за счет создания условий освоения высоких технологий при Туринском политехническом университете в г. Ташкенте организован научно-технологический парк научно-исследовательских и опытно-конструкторских работ. Перспективным проектом в развитии инновационных исследований можно считать открытие учебно-экспериментального Центра Кембриджского университета в г.Ташкенте.

Создаётся 15 современных межвузовских лабораторных комплексов совместного пользования, из них 7 в региональных вузах, по таким отраслям науки, как энергосбережение и возобновляемые источники энергии, оптика, химические технологии и переработка нефти и газа, энергосберегающие строительные материалы и другие.

Ведется целенаправленная работа с талантливой студенческой молодежью, многие из которых являются победителями и лауреатами международных олимпиад и конкурсов, им присуждается стипендия Президента Узбекистана и многие именные стипендии. Для них разработаны и реализуются специальные, дифференцированные и индивидуализированные программы обучения, эффективного трудоустройства.

Успешное расширение доступа к современному высшему образованию в стране поможет иметь положительное влияние на экономику в целом благодаря снабжению ее высококвалифицированными выпускниками вузов и увеличению масштаба инноваций. Комбинация упор на инженерные специальности в системе высшего образования и спроса на высококвалифицированных рабочих являет собой отличную возможность, которой должен воспользоваться образовательный сектор Узбекистана. Спрос на опытных специалистов в Узбекистане растет. Система высшего образования и высшие учебные заведения могут подстегнуть развитие и рост экономики, снабжая страну выпускниками,

получившими качественное высшее образование, и инновационными идеями, и решениями, адаптированными к контексту экономики страны.

С развитием современного производства, освоением зарубежных инвестиций, созданием новых предприятий, новых экономических зон, создание и развитие наукоёмких технологий, в том числе информационных технологий становятся важным звеном для научного прорыва и выхода на международный уровень современных новых технологий.

### **Содержательные изменения в системе высшего образования** *Structural update's in the higher education system*

В Узбекистане осуществляется двухступенчатая система высшего образования. Известно, что бакалавриат является первой ступенью высшего образования. Вторая ступень высшего образования – магистратура более специализирована и является значимым шагом в инновацию для будущих специалистов. На данном этапе магистратуру надо усилить научными исследованиями, а степень магистра должна являться первой научной степенью (взамен кандидата наук), которые лучшие выпускники вузов - бакалавры и инженеры должны получать при успешном обучении и защите магистерской диссертации. Для этого достаточна хорошая языковая и теоретическая подготовка в бакалавриате вуза. Владение иностранным языком сегодня необходимо для международного научного общения. Дальнейшее совершенствование – это задача факультативных образовательных программ и самостоятельной работы, но не учебного плана магистратуры. Надо изменить систему приема и обучения в магистратуре, оставив в качестве вступительного экзамен по специальности, а в образовательные программы включить углубленное изучение и аттестацию по специальности и междисциплинарным предметам.

Докторская диссертации должна готовиться в течении трех лет в институте старших научных исследователей (докторантуре) с научной квалификацией докторов по научным отраслям, согласно Указу Президента Республики Узбекистана от 24 июля 2012 года №4456 и правительственного Постановления от 28 декабря 2012 года №365. При таком подходе мы получим кадры высшей научной квалификации в возрасте 30-35 лет, которые смогут успешно работать в научной сфере. Остальное в их судьбе решит активная работа, достижения и международное признание.

Необходимо определить направления, объемы и структуру подготовки научных кадров в соответствии с потребностями экономики, научного, научно-технического и инновационного развития страны, и мировых тенденций, разработать требования и процедуры предоставления права подготовки магистров и докторов. Это должно сопровождаться

повышением требований к уровню апробации результатов исследований в международных журналах, оценке и признанию научных достижений отечественными и зарубежными коллегами, перспективам их реального применения в производстве, структуре и качественному содержанию работы диссертационных советов. Показателем эффективности научно-исследовательской деятельности должен стать не только индекс цитируемости в ведущих научных журналах, но объем и качество выполняемых НИР и инновационных проектов (UNDP, 2009; Всемирный банк, 2014)

Инновационное развитие предусматривает триаду взаимодействия, в которую входят ведущие университеты и научные центры, ответственные за образование и фундаментальные научные направления, большие компании, как локомотивы отраслей, высокотехнологичный малый и средний бизнес. Поэтому важной предпосылкой роста национальной инновационной экономики является повышение роли ведущих технических вузов и научных организаций в регионах страны.

По нашему мнению, необходимо сформировать группу университетов и институтов, на базе сохранившихся лучших научных организаций АН Узбекистана, отраслевых институтов, в первую очередь, для кадрового обеспечения ведущих промышленных отраслей экономик страны. На первом этапе может быть создано 2-3 научно-исследовательских вуза (НИВуз) для развития кадрового потенциала наукоемких отраслей экономики, создания научно-технических заделов и инновационных структур межотраслевого взаимодействия. В рамках этого направления целесообразно в течение 5-7 лет осуществить отработку в НИВуз новой системы подготовки и аттестации кадров по схеме: магистр-доктор и поддержку научных исследований молодых ученых после защиты магистерской диссертации. Результатом станут новые квалификационные требования к научной и педагогической компетенции претендентов на должность профессора и могут быть введены новые градации преподавательских должностей. Только создавая в регионах крупные научно-образовательные комплексы, можно двигаться вперед. Вопрос интеграции вузов сложный, но решаемый.

Показателем эффективности научно-исследовательской деятельности научной группы вузов станет не только индекс цитируемости в ведущих журналах, дающий количественную оценку его научно-технических достижений, но объем и качество выполняемых НИР и инновационных проектов.

**Один из приоритетов инновационного развития на примере  
информационных технологий**  
*One of priorities of the innovation development – Information technology*

Многие эксперты отмечают, что развивающиеся страны отстали от ведущих стран, работающих в пятом технологическом укладе, ядро которого составляют электронные компоненты и устройства, радио- и телекоммуникационное оборудование, лазерная техника и т.д. Уже видны ключевые направления следующего технологического уклада: биотехнология и геновая инженерия, нанотехнологии, системы искусственного интеллекта, глобальные информационные сети. По прогнозам научного фонда США к 2015 году годовая оборот рынка нанотехнологий достигнет 1 трлн. долл, а по данным европейских исследователей общая потребность специалистов в этой сфере в 2010-2015гг. составил более 2 млн. чел. Из них: 900 тыс. – США; 600 тыс. – Япония; 400 тыс. – Европа; 200 тыс. – Азия (кроме Японии); 100 тыс. – остальной мир (Бендюкова, 2009).

Исходя из этого анализа, создание экономических зон и технопарков в Узбекистане имеет стратегическую актуальность. Видится, что особую эффективность будут иметь технопарки, специализирующиеся на выпуске программной продукции. Анализ рынка программных продуктов Узбекистана показывает, что в настоящее время в данной сфере осуществляют деятельность десятки компаний и фирм, в том числе иностранных, и их дочерних предприятий. По экспертным оценкам, объем рынка разработок программных продуктов Узбекистана оценивается достаточно большой. Рентабельность бизнеса в сфере программных продуктов составляет порядка 5-15%. Отмечается, что около 80% от общего числа издержек - издержки по внедрению продуктов. Усиливается инвестиционная привлекательность национального рынка, что привело к открытию в Узбекистане представительств мировых лидеров в области создания программной продукции. При этом развитие и укрепление учебной и научно-исследовательской базы высших образовательных учреждений является актуальным. Это особо учтено в Постановлении Президента Республики Узбекистан «О мерах по укреплению материально-технической базы высших образовательных учреждений и кардинальному улучшению качества подготовки высококвалифицированных специалистов» от 20 мая 2011 года № ПП-1533 (Отчёт, 2014; Republic of Uzbekistan, 2011).

Для Узбекистана вполне естественным является путь формирования научно-технических зон в сотрудничестве с ведущими вузами, осуществляющими подготовку ИТ-специалистов: Ташкентским государственным техническим университетом, Ташкентским университетом информационных технологий и т.п. Организационной

формой данного техно полиса мог бы стать Национальный центр программирования. Здесь следует отметить, что технологии концентрированного, комплексного решения сложных ИТ-проектов на сегодняшний день в республике уже широко апробируются. В качестве примера можно назвать деятельность открытого в прошлом году Центра по подготовке и поддержке молодых программистов. Слушатели данного Центра на базе получаемых глубоких теоретических знаний в области программирования имеют возможность реализации на практике своих исследований (Отчёт, 2014).

Для выполнения новых задач, вузы должны стать исследовательскими университетами нового типа по примеру лучших зарубежных исследовательских университетов. Становясь настоящим центром качественного образования - университеты и институты выступают как центры подготовки национальных конкурентоспособных кадров в условиях глобализации мировой экономики (Salmi, Jamil, 2009).

Поэтому в Узбекистане кардинальным образом перестраивается система высшего образования, обновляются научно-исследовательские структуры вузов. Это важно для подготовки гармонично развитого поколения в системе «бакалавриат-магистратура - стажер - соискатель - исследователь» и повышение качества обучения путём интеграции «образование – наука – производство»; развития научных исследований по всем направлениям науки и технологий, представляющих общественный интерес от развития фундаментальных исследований, прикладных научно-технических разработок и инновационных работ; создания междисциплинарных учебно-научных лабораторий для решения ряда проблем в отраслях и сферах экономики.

В целях стимулирование повышения уровня и качества научной и педагогической деятельности вузов Узбекистана, достижения ими высоких показателей использования научного потенциала профессорско-преподавательского состава, качества преподавания и подготовки высоко квалифицированных кадров, востребованных в отраслях реальной экономики, а также расширение международного сотрудничества в сфере образования были внедрены рейтинговая оценка деятельности вузов. Критерии рейтинга сгруппированы в четыре категории - индекс уровня качества преподавания (35%), индекс квалификации студентов и выпускников (20%), научный потенциал вуза (35%) и прочие показатели (10%).

Среди учитываемых показателей - доля преподавателей с зарубежной степенью PhD, уровень качества преподавания на основе опроса студентов, доля иностранных преподавателей и студентов, оценка квалификации выпускников работодателями, цитируемость публикаций преподавателей вуза, обеспеченность учебной литературой, степень использования ИКТ в учебном процессе и другие.



## **Заключение** *Conclusion*

Указанные первоочередные задачи могут быть выполнены только при создании необходимых условий для развития обучения и проведения исследований, дальнейшего развития материальной базы.

Поэтому требуется оптимизация структуры сектора науки с учетом существующих и перспективных потребностей экономики, приоритетов научно-технической и инновационной политики республики в интересах обеспечения эффективного профильного функционирования организаций науки и их эффективного взаимодействия с производственными промышленностями.

Предполагается, что это позволит интегрировать науку и образование, решить проблему с кадрами, а также будет способствовать более тесному контакту с промышленностью, облегчая вывод продукции на рынок.

Следует отметить, что на дальнейшее перспективное развитие в стране научных и образовательных учреждений, промышленных и сельскохозяйственных предприятий может оказать первостепенное влияние объединение их интеллектуальных потенциалов и производственных мощностей. Один из путей формирования общенационального научно-образовательного пространства, на наш взгляд, является создание межрегиональных научно-образовательных объединений.

Таким образом, можно констатировать, что все вышеизложенные ориентированы на решение ключевых задач развития экономики – повышение эффективности использования и развитие научно-технического потенциала страны, удовлетворение кадровых потребностей современной экономики и формирование новых структур в постиндустриальном обществе на базе объединения интеллектуальных и материально-технических ресурсов сферы науки и высшего образования.

## **Summary**

The priorities can be performed, when the necessary conditions for the development of education and research are settled.

Therefore HEI is optimizing the structure of the research and development units, taking into account existing and future requirements, concerns of the economy, the priorities of science, technology and innovation policy of the republic. These are serving of the interaction mechanism “university -science-industry”. The mechanism will integrate science and education, to solve the problem with the staff, and will also contribute to closer contact with industry, facilitating time to market.

It should be noted that further long-term development in the country scientific and educational institutions, industrial and agricultural enterprises may have a paramount influence of their intellectual potential and production capacity. One of the ways of the national scientific and educational space, in our opinion, is the creation of inter-regional scientific and educational organizations.

Thus we can say that all the above are focused on the key objectives of economic development - more efficient use and development of scientific and technological potential of the country, the human resources needs of a modern economy and new structures in the post-industrial society based to the integration of intellectual, industrial and technical resources of the higher education system.

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## CREATIVITY OF TRAINEE TECHNOLOGY TEACHERS OF THE BALTIC COUNTRIES AS READINESS TO EDUCATE LEARNERS MEETING THE NEEDS OF THE LABOR MARKET OF THE BEGINNING OF THE 21<sup>ST</sup> CENTURY

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***Abstract.** The paper analyzes the requirements for the labor market at the beginning of the 21<sup>st</sup> century, and overviews the novelties of employee assessment and selection which make a claim on the school and higher education, in particular teacher training. The priority for a creative society is a creative participant in the labor market. The needs of the multicultural market can be met by people who were brought up in a stable culture and are able to offer uniqueness and novelty, therefore, the paper focuses on the Baltic countries which are similar in their historical, political and geographical situation. The article analyzes the creativity of the trainee Technology teachers in their final years of study in the Baltic countries. Creativity breeds creativity, hence, the creativity of trainee teachers is analyzed as their readiness to educate learners who would meet the requirements of the labor market of the beginning of the 21<sup>st</sup> century. The activity of a creative person is relevant in diverse contexts from the school to the employer. Technology teachers were selected due to the particularity of their subject. In classes of home economics different school subjects are applied practically, thus the creativity of Technology teachers is becoming exclusive in the context of preparing learners for life. Relating the literature review and the data of a qualitative analysis, it can be anticipated that a creative teacher of Technologies in the Baltic countries can be an indicator of an attractive and successful school of the beginning of the 21<sup>st</sup> century.*

***Keywords:** Technologies (home economics), Technology teacher, creativity, expression of creativity.*

### Introduction

In the context of the transformational process when the information society is turning into a creative one, every person's creativity is becoming a goal to be attained. Most strategic EU documents on education emphasize the development of the young generation's creativity. Personal creativity is also becoming a matter of interest to employers (Jieun et al. 2010; Abreu, 2012; Gong et al., 2012; Rego et al., 2014). There appear discussions on the possible ways to stimulate the creativity of employees of the beginning of the 21<sup>st</sup> century. More and more frequently companies make use of differentiated assignments, create favorable conditions for leadership, use promotional programmes, etc. (Jieun et al. 2010). An active organization in any market aims to create a suitable environment for the development of employees' creativity and knowledge, and thus seeks to win the competitive struggle (Girdauskienė, 2013). Moreover, researchers investigating the relation between the human capital and the economic growth in twenty seven countries of the European Union, distinguish

the significance of personal creativity for the regional development in different spheres (Marrocu, Paci, 2013).

The results of scientific research show that creative employees are proactive and more inclined to share information. Undoubtedly, one of the most expensive items nowadays is information. People who manage information also manage finances, time, human resources and other elements which are important for the development of any company. Benevolent and timely sharing of information creates a safe, trustworthy atmosphere in the workplace and simultaneously stimulates the creativity of the other employees. In other words, creativity breeds creativity that aims at attaining the goals of the company in a psychologically safe and friendly environment (Gong et al., 2012). Creative personalities stimulate the growth of economy (Abreu, 2012), while a positive emotional atmosphere enhances the work efficiency in the service sector. It is estimated that the positive emotional atmosphere which also stimulates creativity can become one of the most significant indicators of competition in retail trade at the beginning of the 21<sup>st</sup> century (Rego et al., 2014). In the context of competitive organizations and promising businesses the significance of the labor market participants' creativity has become a priority issue (Jieun et al. 2010).

With the growing requirements of the labor market, the process of employee selection is also becoming more complicated. The leading organizations increasingly tend to rely on employee assessment centers that apply the methodology of games, which sometimes last as long as several hours, in the process of candidate selection. Game-like situations help to reveal a person's real attitude to work, professional knowledge, and, most importantly, their personal creativity which can be implemented and developed for the benefit of the company. The 21<sup>st</sup> century methodology applied to select the participants of the labor market enables the selection of the best candidates for every employer. Such a process of selection requires time to be implemented (Girdauskienė, 2013). In the present day context the development of personal creativity is conceived as a complex long-term process that starts at school and lasts for the lifetime.

The school is a place where personalities develop and mature; they learn to cognize and express themselves, broaden their outlook, acquire knowledge, develop their social skills and participate in other teaching / learning processes. The main goal of school, as an institution, is the preparation of every learner for real life on the basis of their individual abilities (Law on Education of the Republic of Lithuania, 2011). Every learner of today is a tomorrow's participant of the labor market, a creator of the economic and social welfare. Dalin et al. (1999) claim that the process of education, when teachers and students cooperate within the limits of the same school, is the best way to get ready for diverse roles in the family, at a workplace or at a leisure time. In other words, the official teaching/ learning process is made of the official educational

programmes of the country and “the secret educational programme” which teaches most skills necessary for real life. The latter programme is implemented by participating in the school’s social life: by clarifying and analyzing different needs, by formulating the goals of any activity, by designing plans, joining experimental projects, by organizing work groups and taking part in their activity, by making individual discoveries of values, pursuing responsible and creative activity, and in any other typical learning environment. It has to be noted that it is namely the teacher who creates conditions, sets up the necessary environment for learner development at school – from lessons to periods of recess, information boards, informal education and other “secret educational programmes” (Dalín et al., 1999; Scott, 2007; Arias, Scafildí, 2009; Haifeng, 2010; Miller, Imrie, Cox, 2014).

It has to be emphasized that the interrelation of the official educational programmes and “the secret educational programmes” is best manifested in the lessons of technological education (home economics): in Lithuania – *technologijos*, in Latvia – *majturība*, in Estonia - *kodundus*) where the knowledge of all the other subjects is implemented in practical, most frequently, household, daily activities by recognizing and fostering value-related attitudes. Technological education is implemented by means of project methodology which efficiently adds to the learners’ preparation for real life and the constantly changing labor market (General Programmes of Primary and Basic Education, 2008). A professional teacher of Technologies is good at motivational techniques, is aware of the dynamics of different groups of learners and can successfully manage the overall process of education developing the learner’s creativity at the same time. It has to be noted that it is namely the lessons of Technologies that pay exceptional attention to the expression and development of creativity in relation to the productive activity which finishes with a tangible result. The development of learners’ creativity requires a creative teacher of Technologies – a personality that is looked up to by others (Statauskienė, 2003, 2005; Žygaitienė et al., 2014).

A school leaver of the 21<sup>st</sup> century, who wants to comprehend the market formed by the laws of economics as well as the labor market, will not limit himself to the theoretical knowledge. The long-term process of personal development is becoming especially relevant. The success of finding one’s place in life is more and more dependent on personal qualities, creativity and imagination (Morgan, 2004). The more complex and demanding labor market is also putting higher demands on the school (Girdauskienė, 2013) and higher education, in particular teacher training, aiming to enhance the results of trainee teachers’ ideas and activity (Hong et al., 2008). Hence, higher education is challenged to rediscover liberal values based on humanism and aim at a successful implementation of the study goals (Morgan, 2004; Haifeng, 2010; Miller, Imrie, Cox, 2014). Haifeng (2010) claims that the university is the only factor affecting the mobility of talented people and the creation of new

workplaces. Moreover, it is expected that the teacher of the 21<sup>st</sup> century will also be a manager of change: a person who will answer the needs of his learners, their parents / guardians, the school and the developing labor market, will meet the needs of the society by creating something new, offering untested solutions, developing the learners' abilities which will be relevant in the future. All of this challenges the process of teacher training (Scott, 2007), the main focus of which should be the individual creativity of trainee teachers. Only a creative personality can engage in learning even in routine activity while learning individually or in cooperation, working consistently, responsibly and diligently, and at the same time pragmatically and / or unpredictably. Only a creatively free and strong person can flexibly adapt to the ongoing change, acknowledge his ignorance with dignity and admit that he might never get only one accurate answer (Dalin et al., 1999; Hong et al., 2008; Urhahne, 2011).

The topicality of the significance of teacher training is also supported by research results demonstrating that quality teacher training has a direct influence on the results of learners' achievements (Arias, Scafildi, 2009). A comprehensive analysis of the educational process reveals that it is often the case that teachers have insufficient professional competence, feel unprepared for their work in the classroom (Scott, 2007), have difficulty assessing the learners' creativity (Urhahne, 2011). Researchers claim that teacher competence is mostly related to the skills of risk management and initiative (Hong et al., 2008), which result from personal creativity. Bradley (2011) believes that creativity is best revealed in the communities possessing a strong cultural background. In the global world cultural stability is considered to be an anti-creative environment; nevertheless, the scholar argues that the cosmopolitan world needs people developed in a stable and free country which is rich in unique art and culture. Only such people meet the requirements of a cosmopolitan market to be unique and innovative.

The peculiar demands of the 21<sup>st</sup> century labor market are directly targeted at a Technology teacher who will educate creative participants of the labor market of tomorrow, who comprises a synthesis of national traditions and latest inventions, creativity and production, freedom of choice by preserving identity as well as freedom to search, take risks and remain a calm and attractive person who is looked up to by others. The present research focuses on historically, politically and geographically similar Baltic countries. The aforementioned research data make it possible to formulate the **problem** of the study in the following way: what is the creativity of trainee teachers of Technologies in their final years of studies who will educate learners for the labor market at the beginning of the 21<sup>st</sup> century in the Baltic States?

The **object** of the paper is the creative expression of trainee Technology teachers in their final years of study in the Baltic countries.

The **goal** is to reveal the creative expression of the Baltic trainee Technology teachers in their final years of study as a precondition for their readiness to educate the learners of the 21<sup>st</sup> century.

The **objectives**:

- To investigate the creative expression of the Baltic trainee Technology teachers in their final years of study.
- To reveal the creativity of the Baltic trainee Technology teachers in their final years of study as a precondition for their readiness to educate the learners of the 21<sup>st</sup> century.

The **research methods**: scientific literature and document review, qualitative research based on Torrance's recommendations.

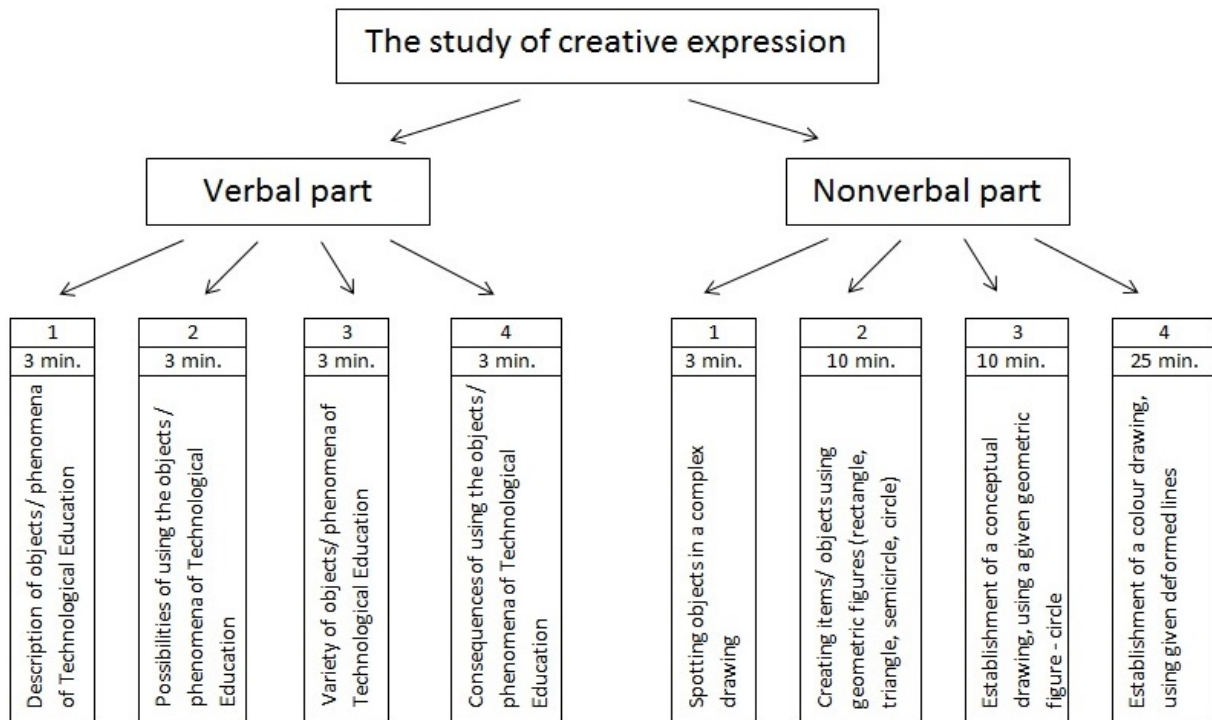
## Methodology

In 2014 in the universities of Lithuania, Latvia and Estonia there was a qualitative research conducted. The Baltic States are similar to each other in their historical, political and geographical situation. The research encompassed the trainee teachers of home economics in their final years of study: 5 students from Lithuania, 7 students from Latvia and 7 students from Estonia. The informants were given questionnaires for diagnosing their personal creativity. The creativity questionnaires were prepared on the basis of Torrance's (1988) recommendations and the Lithuanian General Education Programmes (2008) for grades 5 to 12. The questionnaire consisted of two parts: the verbal and non-verbal one (Fig. 1).

Both the verbal and non-verbal parts of the questionnaire include four tasks. The tasks in the verbal part were composed on the basis of the curriculum of home economics which comprises four spheres: nutrition, textile, constructive materials and electronics. For the non-verbal tasks on creativity every informant received a box of twelve colored pencils and a pencil sharpener. The choice of colors and their application were not predetermined. The respondents had a limited period of time to complete both the verbal and non-verbal assignments, and the length of time depended on the type and complexity of tasks (Fig. 1).

### *The characteristics of the informants*

The sample of a qualitative research is purposive and typically convenient (Patton, 2002). The nineteen informants who participated in the research were of different ages: from 21 to 41 (Table 1). The students in Estonia were older than those in Latvia and Lithuania. The students from Latvia had the highest average grades for their study achievements (8.99). The studies of Technology Education in the Baltic universities were chosen by people of Estonian, Latvian, Lithuanian, Russian and Polish nationalities (Table 1).



**Figure 1. The composition of the questionnaire for analyzing creative expression based on Torrance’s (1988) recommendations and the Lithuanian General Education Programmes for Technologies (2008) for grades 5-12**

**Table 1. Educational and Demographic Characteristics of the Qualitative Research Participants**

No	Lithuania			Latvia			Estonia		
	Nationality	Average grade of the last term	Age	Nationality	Average grade of the last term	Age	Nationality	Average grade of the last term	Age
1	Russian	9,07	22	Latvian	8,9	22	Estonian	7,6	32
2	Polish	8,0	21	Latvian	8,4	22	Estonian	7,6	29
3	Lithuanian	7,0	22	Latvian	9,4	22	Estonian	8,4	22
4	Lithuanian	8,0	22	Latvian	9,3	21	Estonian	9,0	27
5	Polish	9,2	22	Latvian	9,0	21	Estonian	8,0	41
6				Latvian	9,0	22	Estonian	8,02	29
7				Russian	8,9	22	Estonian	9,0	29

### Results and discussion

*The creative expression of Lithuanian trainee Technology teachers in their final years of study.* The average score of non-verbal creative expression of Lithuanian trainee Technology teachers in their final years of study (269.9) is higher than the average score for the verbal creative expression (252.6) only by 7 percent (Table 2).



**Table 2. The scores of creative expression of Lithuanian trainee Technology teachers in their final years of study**

Informant	FLUENCY		FLEXIBILITY		ORIGINALITY		ELABORATION		CREATIVITY		Average grade
	Verbal	Non-verbal	Verbal	Non-verbal	Verbal	Non-verbal	Verbal	Non-verbal	Verbal	Non-verbal	
1	71.1		132		212		21		436.1		9.1
	31	40.1	48	84	110	102	-	21	189	247.1	
2	82.4		140		252		18		492.4		8.0
	42	40.4	57	83	170	82	-	18	269	223.4	
3	83.6		153		312		26		574.6		7.0
	45	38.6	63	90	175	137	-	26	283	291.6	
4	92.2		173		272		22		559.2		8.0
	40	52.2	63	110	140	132	-	22	243	316.2	
5	88.1		146		294		22		550.1		9.2
	44	44.1	75	71	160	134	-	22	279	271.1	
Average	83.5		148.8		268.4		21.8		522.5		8.25
	40.4	43.1	61.2	87.6	151	117.4	-	21.8	252.6	269.9	

The informant possessing the highest average grade (9.2) for academic achievements in the group of Lithuanian informants (informant No. 5) distinguishes himself only by exceptional creative flexibility: his verbal creative flexibility is the highest in the group (75), while his non-verbal creative flexibility is the lowest in the group (71). Whereas the informant possessing the lowest average grade (7.0) for academic achievements (informant No. 3) distinguishes himself by the highest scores of general creativity (574.6) and verbal creativity (283) as well as the highest scores in the group for verbal and non-verbal creative originality (175 and 137 respectively), creative elaboration (26) and creative fluency (45), and the lowest score in the group for creative fluency (38.6). Nevertheless, there were no tendentious relations between the creative expression of the Lithuanian informants and their average grades for academic achievements established. Only creative fluency and creative flexibility could be distinguished in the group since their verbal form is better expressed, nevertheless, the Lithuanian informants demonstrated a better revealed non-verbal creativity (Table 2).

The analysis of the qualitative research data shows that the Lithuanian informants, irrespective of their average grades, possess all the target features of creative expression – creative fluency, flexibility, originality and elaboration. Even though non-verbal creativity was better revealed in the group, there was no significant difference between verbal and non-verbal creativity distinguished.

*The creative expression of Latvian trainee Technology teachers in their final years of study.* The Latvian trainee Technology teachers in the final years of study demonstrated a balanced expression of both verbal and non-verbal creativity (244.57 and 247.83 respectively) (Table 3).

**Table 3. The scores of creative expression of Latvian trainee Technology teachers in the final years of study**

Informant	FLUENCY		FLEXIBILITY		ORIGINALITY		ELABORATION		CREATIVITY		Average grade
	Verbal	Non-verbal	Verbal	Non-verbal	Verbal	Non-verbal	Verbal	Non-verbal	Verbal	Non-verbal	
1	85.6		132		146		17		363.6		8.4
	39	46.6	54	78	70	76	-	17	163	200.6	
2	82.3		145		211		12		438.3		9.4
	38	44.3	63	82	110	101	-	12	211	227.3	
3	91.6		146		206		22		443.6		9.3
	40	51.6	57	89	120	86	-	22	217	226.6	
4	86.2		136		265		13		487.2		9.0
	30	56.2	48	88	140	125	-	13	218	269.2	
5	82.7		133		226		19		441.7		9.0
	26	56.7	51	82	90	136	-	19	167	274.7	
6	110.8		183		449		21		742.8		8.9
	74	36.8	84	99	355	94	-	21	513	229.8	
7	97.6		157		275		23		529.6		8.9
	41	56.6	57	100	125	150	-	23	223	306.6	
Average	90.97		147.43		254		18.14		492.4		8.99
	41.14	49.83	59.14	88.29	144.29	109.71	-	18.14	244.57	247.83	

The informant possessing the highest average grade for academic achievements (9.4) in the Latvian group (informant No. 2) distinguished himself by the lowest creative fluency in the group (82.3). No other idiosyncrasies were observed. The informant possessing the lowest average grade

(8.4) in the group (informant No. 1) distinguished himself by the lowest scores for verbal and non-verbal creative originality (70 and 76 respectively), non-verbal flexibility (78), general verbal and non-verbal creativity (163 and 200.6 respectively) in the group. The Latvian group of informants demonstrated an exceptional expression of creative fluency (Table 3). The informant (informant No. 5) who distinguished himself by the lowest score for verbal fluency (26) in the group also stood out from the rest by the highest non-verbal creative fluency (56.7). Whereas the informant (informant No. 6) possessing the highest scores for verbal creative fluency in the group (74) distinguished himself by the lowest non-verbal creative fluency (36.8).

The analysis of the qualitative research data revealed no significant relation between the academic achievements of the Latvian informants and their scores for creative expression. Nonetheless, it has to be noted that the Latvian trainee Technology teachers in the final years of study demonstrated all the target features of verbal and non-verbal creativity (Table 3).

*The creative expression of Estonian trainee Technology teachers in their final years of study.*

**Table 4. The scores of creative expression of Estonian trainee Technology teachers in the final years of study**

Informant	FLUENCY		FLEXIBILITY		ORIGINALITY		ELABORATION		CREATIVITY		Average grade
	Verbal	Non-verbal	Verbal	Non-verbal	Verbal	Non-verbal	Verbal	Non-verbal	Verbal	Non-verbal	
1	100.8		167		329		24		596.8		7.6
	50	50.8	66	101	200	129	-	24	316	280.8	
2	103.8		157		336		25		596.8		7.6
	41	62.8	66	91	170	166	-	25	277	319.8	
3	99.9		144		245		22		488.9		8.4
	39	60.9	57	87	145	100	-	22	241	247.9	
4	90.5		162		275		17		527.5		9.0
	35	55.5	60	102	155	120	-	17	250	277.5	
5	122.7		157		484		22		763.7		8.0
	62	60.7	72	85	305	179	-	22	439	324.7	
6	99.2		175		282		29		556.2		8.02
	40	59.2	66	109	165	117	-	29	271	285.2	
7	109.4		186		305		21		600.4		9.0
	45	64.4	87	99	170	135	-	21	302	298.4	
Average	103.76		164		322.29		22.85		590.04		8.23
	44.57	59.19	67.71	96.29	187.14	135.14	-	22.85	299.42	290.61	

The scores for verbal creativity of the Estonian trainee Technology teachers in the final year of studies were higher than the scores for non-verbal creativity only by 3 percent. The informants possessing the highest (9.0) (informants No. 4 and 7) and the lowest (7.6) (informants No. 1 and 2) average grades in the group demonstrated very diverse scores for creative expression (Table 4). The data of this research enables a conclusion that there was no significant relation between the informants' academic achievements and their scores for creative expression in the Estonian group of informants. Moreover, the research did not reveal a significant difference between the scores for verbal and non-verbal creative expression (Table 4). Nevertheless, special attention should be paid to the exceptional creativity of the informant No. 5 and his age. The oldest informant (41 years old) (Table 1) revealed the highest scores for verbal creative fluency (62), verbal and non-verbal originality (305 and 179 respectively), general verbal and non-verbal creativity (439 and 324.7 respectively) and the lowest score for nonverbal fluency (85). Such data show that creative expression is clearly related to a person's individual life experience which can rarely be assessed by grades or any other factors. In other words, everyday life develops creativity, while creativity creates life.

*The creativity of the Baltic trainee Technology teachers in their final years of study as a precondition for their readiness to educate the 21<sup>st</sup> century learners.* The average grade for academic achievements of the Baltic trainee technology teachers in their final years of study is higher than 80 percent

(8 points): the Lithuanian informants had 8.25, the Latvian informants – 8.99, the Estonian informants – 8.23 (Tables 1, 2, 3, 4). Higher than average academic achievements demonstrate not only the knowledge acquired during educational studies, but also higher than average skills and accumulated individual experience which can be creatively applied in practical pedagogical activity as well as in dealing with the issues of the organization of the educational process (Scott, 2007; Hong et al., 2008; Bradley, 2011; Urhahne, 2011). Considering the fact that the learners' achievements mostly depend on the teacher's preparation (Arias, Scafidi, 2009), the preparation of the Baltic trainee Technology teachers in their final years of study creates the preconditions for their learners to reach for their independently raised goals in a psychologically safe environment which promotes their creativity.

There was no significant relation between the Baltic informants' academic achievements and their scores for creative expression determined. However, the case of the Estonian informant (informant No. 5) (Table 4) denies the refutation of the significance of individual life experience and its influence upon creative expression. At school lessons of home economics are oriented at learners' everyday life, their household duties. Hence, it can be assumed that the individual experience that is accumulated in Technology classes cannot be merely applied practically, but also affects their creativity which will be of use not only when solving different routine problems or for self-expression, but also for answering the demands of the labor market and adjusting themselves to the unpredictably changing conditions (Dalin et al., 1999; Hong et al., 2008; Urhahne, 2011).

There was no significant difference between the verbal and non-verbal creative expression of the Lithuanian, Latvian and Estonian informants. It shows equal abilities of the informants to process, analyze, synthesize, apply and adapt both verbal written and visual information. This makes it possible to conceive complex solutions to the situations (Dalin et al., 1999; Bradley, 2011). The results of the research are also significant in the context of the peculiarity of the subject of Technologies. In classes of home economics there merge the creative and productive processes which are based on the practical application of all the other educational subjects. The ability of the Technology teacher to transform verbal information into visual and vice versa is important and significant for the development of the future participant of the labor market of the 21<sup>st</sup> century who will create the social and economic welfare. Relating the review of literature and the data of the qualitative research, it can be predicted that a creative teacher of Technologies in the Baltic States can be an indicator of a successful and appealing school of the beginning of the 21<sup>st</sup> century.

## Conclusions

The analysis of the qualitative research data revealed that the Baltic trainee Technology teachers in their final years of study, irrespective of the average grade for their academic achievements, demonstrated all the target features of creative expression – creative fluency, flexibility, originality and elaboration. Even though the Lithuanian informants got the scores for non-verbal creativity that were higher by 7 percent than those of the other two groups and the Estonian informants got the scores for verbal creativity that were higher by 3 percent than those of the other groups, there was no significant difference between the verbal and non-verbal creativity of the informants. The Baltic trainee Technology teachers are able to analyze and synthesize both verbal written and visual information. Such abilities expand the limits of the students' possibilities. The analysis of the research data makes it possible to state that of great significance for creative expression is individual life experience since it prompts creative amplitude, originality and general creativity, yet it does not guarantee creative flexibility.

The academic achievements of the Baltic trainee Technology teachers in their final years of study are higher than average (more than 80 percent). This enables the trainee teachers to creatively apply the accumulated individual experience, knowledge and skills in practical pedagogical activity, to flexibly deal with different issues related to the organization of the educational process, to apply innovations and meet the needs of the learners, their parents and the labor market, while learners are enabled to reach for individually raised goals in a psychologically safe environment which promotes creativity. The analysis of the research data makes it possible to state that a person's individual life experience is also significant for creative amplitude and creative expression. The ability of the trainee Technology teachers to transform verbal information into visual and vice versa as well as the peculiarity of technological education enables learners to attain significant experience for the development of their individual creativity. Everyday life develops creativity, and creativity creates life. Relating the review of literature and the qualitative research data, it can be predicted that a creative teacher of Technologies in the Baltic States may become an indicator of a successful and appealing school of the 21<sup>st</sup> century.

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## ОСОБЕННОСТИ ПРОЯВЛЕНИЯ ЭМОЦИОНАЛЬНОЙ ДЕПРИВАЦИИ В МЕЖЛИЧНОСТНЫХ ОТНОШЕНИЯХ У ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА

### *Features of Display Emotional Deprivation in Interpersonal Relations at Children of Preschool Age*

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**Abstract.** Article is devoted to the content of deprivation. The emergence of deprivation considered in psychological research. And also article about results of the scientifically research influence emotional deprivation to development of child under school age as subject of the social relations.

**Keywords:** Preschool age, psychical development, personality qualities of child, sense of satisfaction, emotional deprivation to maternal love, interpersonality relations loss, mental condition.

### **Введение** *Introduction*

Как известно, дошкольный возраст особенный этап в психическом развитии детей. В этом возрасте можно наблюдать, как развиваются интеллектуальные, моральные и личностные качества ребенка. Именно в этом возрасте происходят изменения в разных сферах, начиная с психических, физиологических функций, до сложных личностных новообразований. Следовательно, основные изменения в развитии ребенка дошкольного возраста, определяются такими чертами как осознание своих личных качеств и способностей, успехов и провалов, осознание самого себя.

Психическая депривация проявляется в результате неудовлетворения основных психических потребностей субъекта. Под психической депривацией подразумевается негативные влияния на ребенка воспитывающегося вне семьи, без семьи, в различных детских учреждениях и домах ребенка, интернатах. Виды психической депривации не выходят за рамки нормы эмоционального вида, но могут привести к личностным изменениям как разлад поведения или мышления (Лангмейер, Матейчек 1984).

Анализы работ по изучению отношения человека к себе показывают, что психологические категории обозначающие его смысл разные. Вместе с тем можно сказать о таких понятиях как самооценка, уважение к себе, восприятие себя, чувство удовлетворения собой и т.д. Отношение к



себе – это отличающийся эмоциональный тон, беспокойство и семантическое содержание отношения к себе по специальным системам модальностей, направленный личному “Я” и состоящее из стабильных чувств состояния. Отношение к себе в качестве особенности личности тесно связано с его жизнью, целями деятельностью и направленностью ориентаций, проявляется в качестве основного фактора обучения и его единого стабилизатора. Проявляющийся как устойчивое качество личности отношение к себе тесно связано с его другими особенностями, особенно с волей. Оно влияет на психологические особенности личности, на проявление и структуру общей системы и на формирование структуры.

Человек с низкой самооценкой – это личность относительно впечатлительный на внешние воздействия, чувствующий неудовлетворенность, обидчивый, избегающий реального влияния других людей. Реально такое отношение к себе может проявиться в несобранности и в не умении принимать решения вовремя. Личность с низкой самооценкой отличается изменчивым внутренним миром. В общении и в отношениях с другими людьми не имеет постоянной системы поведения.

Отношение к себе в качестве аффективного компонента познания себя проводится двумя путями. На первом этапе эмоционально-ориентационного отношения к себе человек сравнивает себя с другими, а на втором этапе формирования отношения к себе через внутренний диалог сравнение идет в границе “Я-Я”. Основная форма такого понимания себя считается анализированием себя (Гуреева, 1996).

Как известно, система отношений личности к себе влияет на его эмоционально-чувственное положение. Особенно это происходит у детей дошкольного возраста. Установлено, что на сегодняшний день изучение связи между системой отношений личности к себе и появлением эмоциональной депривации у детей дошкольного возраста в неблагополучных семьях, домах ребенка одна из глобальных проблем общества.

Развитие общения со сверстниками и взрослыми во многих ситуациях в обстановке депривации обусловлено особенностью эмоционального мотива. По мнению Филлиповой (2002), проявляя свое эмоциональное отношение взрослые формируют у ребенка потребность взаимного влияния. В этом возрасте эмоциональная депривация влияет не только на общение, но и приводит к остановке и разладу целой эмоциональной личностной сферы.

Цель данной статьи состоит из диагностики, анализа особенностей проявления эмоциональной депривации в межличностных отношениях у детей дошкольного возраста в детских учреждениях, домах ребенка, в детских городках типа «SOS». Статья подготовлена в рамках

государственного гранта ГКНТ Республики Узбекистан под №ЁА1-14 для молодых ученых на тему «Психологические особенности депривации у детей дошкольного возраста».

Исследования проводились автором на базе дома ребенка №24 г. Ташкента для детей-сирот и детей, оставшихся без попечения родителей. Дети из детского городка SOS (Ташкентский филиал) и дети дошкольного образовательного учреждения № 112 (г.Ташкент). В эксперименте приняли участие 152 ребенка в возрасте от 5 до 7 лет. Автор выражает благодарность руководителям и коллективу вышеуказанных учреждений.

**Диагностика особенностей проявления депривации в межличностных отношениях у детей дошкольного возраста**  
*Diagnostics features of display deprivation in interpersonal relations at children of preschool age*

Общепринято, что открытое и доверительное общение со взрослыми, благоприятный психологический климат, возможность двигательной активности, эмоциональная стабильность – главные факторы полноценного и здорового формирования личности ребенка в дошкольном возрасте. Ограниченность в этих сферах приводит к неудовлетворению важнейших психологических потребностей ребенка, то есть к депривации. Она по своей стремительности и продолжительности оказывает влияние на развитие психики ребенка и приводит к необратимым деструктивным результатам. В частности, приводит к задержке умственного и психического развития, и это в будущем может стать причиной нарушения социального поведения и отношений с окружающими. Следовательно, очень важно своевременное предупреждение такого направления в развитии детей дошкольного возраста. В этом поможет ранняя диагностика психической депривации у детей.

Как известно, в изучении эмоционального состояния детей дошкольного возраста наиболее информативными являются проективные методики обследования. Для диагностики эмоциональной депривации детей дошкольного возраста, в нашей исследовательской работе мы применили проективную методику “Дом, Дерево, Человек”.

Данная проективная методика предложена Ж.Баком в 1948 году. Методика анализирует психико-эмоциональный фон взрослых, детей и групп. Эта методика позволяет изучить развитие личности, его сензитивность (обеспечивающую развитие психики гармонизацию сенсорных черт и процессов), гибкость, деловитость, в целом, можно узнать о его отношениях с окружающими, с конкретными людьми.

Для изучения особенностей влияния эмоциональной депривации на качества личности, имеющее важнейшее значение в выстраивании межличностных отношений, как мы отметили, была использована

проективная методика «Дом, Дерево, Человек». Диагностическое обследование детей проводилось в двух направлениях: одно направление психодиагностической процедуры подразумевало изучение таких эмоциональных качеств детей как чувство незащитности, тревоги, враждебности и трудности в общении (см. таблицу №1), второе направление исследования было направлено на выявление особенностей отношения к себе в развитии ребенка дошкольного возраста (таблица №2).

**Таблица 1. Эмоциональная депривация и система особенностей межличностного отношения у детей**  
*Emotional deprivation and system features of interpersonal relationships in children*

Диагностируемые симптомокомплексы	Группы детей	N	X	Y	M	T	R
Беззащитность	Дети дошкольного образовательного учреждения №112	76	1,97	1,35	0,15	4,49	0,001
	Детский дом №24	38	3,44	2,12	0,34	0,98	0,001
	Дети детского городка SOS	38	3,18	,833	0,13		
Тревога	Дети дошкольного образовательного учреждения №112	76	2,19	1,37	0,15	3,26	0,001
	Детский дом №24	38	3,42	2,63	0,42	0,63	0,001
	Дети детского городка SOS	38	3,73	1,58	0,25		
Враждебность	Дети дошкольного образовательного учреждения №112	76	1,89	1,39	0,15	2,63	0,01
	Детский дом №24	38	2,94	2,88	0,46	1,38	0,17
	Дети детского городка SOS	38	2,68	1,57	0,25		
Трудность в общении	Дети дошкольного образовательного учреждения №112	76	2,27	1,07	0,12	1,67	0,096
	Детский дом №24	38	2,84	2,52	0,40	1,87	0,065
	Дети детского городка SOS	38	3,81	1,97	0,31		

На первом этапе нашей исследовательской работы были сделаны экспериментальные сравнения психических особенностей и состояний детей дошкольного образовательного учреждения, детских домов и детского городка СОС. По результатам эксперимента были выявлены

значительные различия по многим направлениям между двумя группами детей. В показателях чувства незащищенности в межличностных отношениях детей из детских домов и дошкольных образовательных учреждений выявлены значительные различия ( $t=4,49$ ;  $p=0,01$ ). Однако между детьми из детского дома и детского городка СОС по показателю незащищенности выявлена менее значимая разность ( $t=-1,98$ ;  $p=0,01$ ).

По результатам сравнения шкалы тревожности между испытуемыми детского дома и дошкольного воспитательного учреждения также выявлены значительные различия ( $t=-3,26$ ;  $p=3,26$ ). Выяснено, что эти показатели не так явны между воспитанниками детского дома и детского городка СОС ( $t=,632$ ;  $p=,000$ ). Уместно предположить, что основной причиной этому является отсутствие у детей, воспитываемых в детских домах возможности своевременного удовлетворения своих потребностей. Эти дети не всегда могут во время получить то, чего хотят. В результате неудовлетворения в личности ребенка проявляется депривация. Как утверждают Лангмейер и Матейчек (1984), главная потребность человека это всегда активное отношение с новой средой.

По результатам проведенного эксперимента в испытуемых группах сравнение враждебности и конфликтности видно, что между воспитанниками детского дома и дошкольного образовательного учреждения есть значительные различия. А также, между показателями воспитанников детского городка СОС и детского дома выделяются своеобразные различия. В частности, у детей воспитанников детского городка эти показатели сравнительно выше. По этому поводу уместно вспомнить пример, предложенный Маслоу (2008), два ребенка захотели мороженое, но у них не было возможности. Первый мальчик, услышав отрицательный ответ матери, понял только, что не будет есть мороженое, а для второго мальчика это было переживанием, что его потребность не удовлетворяется. Для него мороженое стало как символ материнской любви, оно стало как психическая потребность, которая усугубляет депривацию.

И так, в первом случае депривация не будет угрожать личности ребенка. Если возражение матери будет восприниматься ребенком как выражение отсутствия любви, в этом случае может возникнуть вероятность депривации и фрустрации.

Если любовь, уважение, почёт или удовлетворение других потребностей адресованы к какому-либо члену определённой группы или коллектива и не охватывает всех, то в этом случае у остальных детей возникает депривация и она может привести к серьезным последствиям для личности ребенка. У детей регулярно чувствующих любовь и заботу родителей, нежели дети, ищущие опору в окружающей среде, ситуация депривации может пройти очень легко.

Еще одна психическая особенность детей дошкольного возраста – это трудности в общении. Сравнив результаты методики трудности в общении можно сказать, что у детей, воспитываемых в дошкольных образовательных учреждениях и у детей из детских домов нет значительных различий ( $t=1,67$ ;  $p=,096$ ). Вместе с тем можно увидеть, что между детьми детского городка СОС и детей детского дома различия значительны ( $t=1,87$ ;  $p=,065$ ).

В сравнительно неустойчивом климате и без эмоционального участия ребенок становится слабым, апатичным, его тяготит общение с людьми. Он больше стремится к однообразным ситуациям, сопротивляется, когда его хотят изменить, когда от него чего-то требуют или отбирают игрушку.

В исследовательской работе мы попытались выяснить корреляционную зависимость депривации и межличностных отношений. Результаты исследования в этом направлении представлены ниже (таблица 2).

**Таблица 2. Особенности депривации и межличностных отношений у детей дошкольного возраста**  
*Features deprivation and interpersonal relationships in preschool children*

Психологические переменные	Беззащитность	Тревожность	Враждебность	Трудности в общении	Сенсорная депривация
Беззащитность	1	0,268**	0,324**	0,247**	-,342**
Тревожность		1	0,159	0,283**	-,166*
Враждебность			1	0,257**	-,211**
Трудности в общении				1	-,152
Сенсорная депривация					1

По результатам, представленных в таблице, прослеживается значимая зависимость между беззащитностью и тревожностью ( $r=,268$ ;  $p<0,01$ ), т.е. чем тревожнее ребенок, тем больше он чувствует себя беззащитным. Если ребенок в полной степени не получает эмоционального общения, не получает достаточной любви от своих родителей или от взрослых у него возникает чувство беззащитности.

Чувствуя себя беззащитным, он теряет веру в себе, что является основным психическим фактором появления беззащитности.

Вместе с тем выяснилась положительная значимая связь между беззащитностью и враждебностью ( $r=0,324$ ;  $p<0,01$ ), т.е. чувство беззащитности ребенка может быть причиной его враждебной направленности, что отражается в первую очередь в его конфликтности со сверстниками.

Из результатов, полученных нами в исследовании можно заметить, что между трудностью в общении и беззащитностью есть положительная связь ( $r=0,247$ ;  $p<0,01$ ). У детей дошкольного возраста чувство беззащитности может привести к трудностям в общении. Это состояние в большей степени наблюдается у детей воспитываемых в детском доме и у детей воспитываемых в детском городке СОС. Вместе с тем, в процессе общения у этих детей выявляется тревожность ( $r=0,283$ ;  $p<0,01$ ). Чем выше у ребенка тревожность, тем более ослабляется процесс общения с взрослыми и ровесниками.

Из анализа результатов, полученных с помощью методики Человек+Дом+Дерево можно предположить конфликтную ситуацию у ребенка и определить время появления чувств беззащитности и трудности в общении. Среди показателей респондентов можно увидеть, что между враждебностью и трудностью в общении также есть положительная связь ( $r=0,257$ ;  $p<0,01$ ). Одним словом, беззащитность, тревожность, неудовлетворение собой, конфликтность, подавленность ребёнка становятся причиной трудности общения с окружающими его людьми.

В исследованиях Ляско и Громовой (2006), доказано, что материнская депривация приводит к раннему речевому расстройству у ребенка. У детей, воспитываемых в учреждениях в результате недостатка эмоционального общения процесс психического развития происходит менее интенсивно. В результате осознания противоречивых ситуаций ребенком ощущаются многие отрицательные чувства: недостаток внимания со стороны взрослых, недостаток в общении и поощрении. В результате ребенок мучается в межличностных отношениях. В конце концов, это приводит к разладу социальной адаптации и может привести к депрессии, неврозу в тяжёлом виде и психогенным психозам.

Из таблицы по критерию недоверия к себе в двух группах, то есть между воспитываемыми из детского дома и дошкольного учреждения можно увидеть существенную разницу ( $t=1,18$ ;  $p=,237$ ). При этом и различия между детским городком и дошкольным учреждением также значительны. Из этого следует, что у детей дошкольного возраста недостаточность защиты и поощрения со стороны взрослых приводят к недоверию себе. В развитии личности ребенка Выготский (1996) выдвигал определенные периоды и сроки. Так как, разные психические функции развиваются неравномерно. В развитии ребенка равномерный период меняется трудно. Трудность обозначается тем, что когда старые черты исчезают, то появляются новые. Для каждого возраста развитие имеет свою социальную

ситуацию, то есть, существует связь между социальной средой и внутренним обстоятельством развития личности. Из критерия неудовлетворенности в себе можно увидеть, что между детьми из дошкольного образовательного учреждения и детей из детского дома есть значительные различия ( $t=1,53$ ;  $p=,127$ ). Однако, эти различия не так значительны между детьми из детского дома и детского городка ( $t=,853$ ;  $p=,397$ ). Из показателей таблицы можно сделать такой вывод: у детей живущих в детском городке в результате отцовской депривации возникает неудовлетворенность собой.

**Таблица 3. Разные степени проявления отношения к себе у воспитуемых из разных учреждений**  
*Different degrees of manifestation of himself in relation to the educability of different institutions*

Качества		N	X	$\Sigma$	m	t	p
Не доверие к себе	Дети дошкольного образовательного учреждения №112	76	2,43	1,31	,151	1,18	,237
	Детский дом №24	38	3,86	2,59	,420		
	Дети детского городка SOS	38	3,52	1,24	,202	3,55	,001
Не удовлетворенность собой	Дети дошкольного образовательного учреждения №112	76	2,84	1,29	,148	1,53	,127
	Детский дом №24	38	3,39	2,55	,414		
	Дети детского городка SOS	38	3,81	1,65	,268	,853	,397
Конфликт	Дети дошкольного образовательного учреждения №112	76	1,93	1,36	,157	3,30	,001
	Детский дом №24	38	3,26	2,92	,475		
	Дети детского городка SOS	38	3,42	1,60	,260	,291	,772
Подавленность	Дети дошкольного образовательного учреждения №112	76	1,76	1,07	,123	5,93	,096
	Детский дом №24	38	4,00	2,52	,408		
	Дети детского городка SOS	38	3,34	1,97	,319	,658	,513

По результатам методики “Дом+Дерево+Человек” по критерию конфликтности между детьми из детского дома (№24) и дошкольного образовательного учреждения (№112) выявлены значительные различия ( $t=3,30$ ;  $p=,001$ ). По этому критерию между детьми из детского городка и детского дома различия не так значительны ( $t=,291$ ;  $p=,772$ ). Это можно

объяснить тем что, если ребенок чувствует себя ненужным, и не поощряется за достижения, у него возрастает конфликтность между сверстниками и взрослыми, даже в семье. Иногда у детей воспитуемых в полноценной семье возникают конфликтные ситуации. Если ребенку кажется, что его родители уделяют больше внимания его братьям или сестрам, то это тоже может привести к конфликту на уровне межсиблинговых отношениях.

Из критерия подавленности между детским домом и дошкольным учреждением можно увидеть следующие различия ( $t=1,67$ ;  $p=1,67$ ), это означает что между этими двумя учреждениями есть значительные различия. Но между детьми из детского городка и детского дома нет больших значительных различий ( $t=1,87$ ;  $p=,513$ ). Это можно объяснить нехваткой эмоционального общения, материнской и отцовской депривацией, чувством незащищенности, жестким контролем. По мнению психолога Маслоу (2008), между сравнительным контекстом угрозы, фрустрации и депривации, в последней он выделяет два вида: депривация неопорных потребностей и угрозная депривация. Депривация неопорных потребностей не значительна для организма и не приводит к серьёзным результатам. Но угрозная депривация мешает удовлетворить опорные потребности.

По результатам методики «Дом+Дерево+Человек» можно отметить, что дети с проблемами в общении чувствуют неудовлетворенность собой. На наш взгляд, основная причина этого в том, что ребёнок не чувствует себя свободным. С точки зрения Щеловой (1960), если ребенок находится в условиях сенсорной изоляции, то его развитие резко останавливается и все психические развития замедляются, моторное развитие нарушается, речь не развивается, в интеллектуальном развитии наблюдаются отставание.

Корреляционный анализ также показал, что между беззащитностью и тонкой моторикой, слабое развитие которой является важным признаком сенсорной депривации, существует отрицательная связь ( $r=-0,342$ ;  $p<0,01$ ). Это означает, что чем лучше у ребенка развита тонкая моторика, тем ниже у него чувство беззащитности, то есть ребенок чувствует себя более защищенным. Чтобы предотвратить сенсорную депривацию, необходимо больше уделять внимания своим детям, играть вместе с ними в разные предметные, сюжетно-ролевые игры, предназначенные для развития их познавательных процессов, показывать им свою любовь, хвалить их за маленькие победы.

Кроме того, между тревожностью и развитием тонкой моторикой выявлена отрицательная связь ( $r=0,-,166$ ;  $p<0,05$ ). Насколько хорошо развита тонкая моторика у ребенка, настолько у него низкий уровень тревожности. Когда дети хорошо выполняют какое то задание, требующее участия тонкой моторики они менее всего ощущают тревожность.



Выяснилось что между тонкой моторикой и враждебностью тоже есть обратная значимая связь ( $r=-0,211$ ;  $p<0,01$ ). У детей в результате не полноценного развития тонкой моторики усиливается враждебность, она проявляется в общении со сверстниками и в игровой деятельности. Таким образом, у детей между развитием тонкой моторики и межличностными отношениями в большинстве случаев проявляется отрицательная корреляция.

Таким образом, наблюдения за деятельностью детей в доме ребенка на занятиях и в режимные моменты позволили увидеть проблемы детей – частые конфликты, агрессивность, страх, тревожность, неврозы, неуверенность в себе, отклоняющееся поведение. Проблемой является и то, что профессионально неподготовленные педагоги и воспитатели часто не знают, как правильно оценить различные поведенческие реакции ребенка, специфику его развития, особенности эмоционального состояния в момент общения; мало кто связывает эти проявления с состоянием тревоги у ребенка, состоянием души Человека!

### **Заключение** *Conclusion*

Наиболее тяжелый след в психологической жизни ребенка оставляет «социальное» сиротство. Чем раньше ребенок отрывается от родительской семьи, чем дольше и в большей изоляции он находится в учреждении, тем более выражены деформации по всем направлениям психологического развития. Основным приобретенным дефектом оказывается задержка и искажение интеллектуального и личностного развития вследствие социальной депривации. Также трудно проследить насколько изменения в поведении детей являются устойчивыми, т.к. воспитание детей в закрытой среде уже само по себе является дестабилизирующим фактором для психики. Общение воспитанников домов ребенка имеет специфические особенности. Они связаны с последствиями социальной и материнской депривации, трудностями перехода из воспитания в семье в дом ребенка, сложностью усвоения социальных норм межличностного взаимодействия, искаженными, нереальными представлениями о социальной норме общения, клиническими проявлениями задержки в развитии и связанными с ними психическими и соматическими заболеваниями.

Воспитанники Специализированного дома ребенка с раннего возраста нуждаются в специально организованной психологической помощи, обеспечивающей воспитание каждого из них в соответствии с его возрастными и индивидуальными особенностями. Сегодня все это может быть осуществлено при условии постоянной работы профессионального психолога, который совместно с воспитателями и учителями изучал бы воспитанников, разрабатывал и осуществлял такие развивающие,

психопрофилактические и психокоррекционные программы, которые компенсировали бы неблагополучный опыт и обстоятельства жизни этих детей и способствовали прогрессивному формированию их личности.

### Summary

By the results of studied materials and organized experiments we can make following conclusions:

- at preschool age appeared the emotional deprivation may be connected with their individually features.
- children at preschool age manifesting the emotional deprivation may be connected with feature of educational establishment and social origin.
- children at preschool age emotional deprivation may influence at system of interpersonal relations.
- children at preschool age dissatisfaction with system of interpersonal relations may influence to formation of personal qualities and to discord of emotional spheres.
- feeling of defenseless in personality of child may bring fear and distrust surrounding him people.
- excess the feeling of anxiety may prevent to developing humans' qualities and features in personality of child.
- communication is the most important factor in the system of interpersonal relations, it helps to develop personality.

So, difficult and different relations of child with fellows are formed. In this system of relations in a certain extent his personal qualities are formed.

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