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HIGHER EDUCATION PEDAGOGY

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EDUCATORS OPINION ON WEBINARS IN HIGHER EDUCATION

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Abstract. *Three strategic priorities of the European Union such as Open Innovation, Open Science, and Openness to the World reveal that higher education focused on training of students as prospective specialists needed by society and production orient higher education how to change. In higher education the transition from distance learning to on-line learning has started. For on-line learning in higher education, webinars are becoming an indispensable tool. However, educators' opinion on webinars in higher education has not been analyzed. The aim of the present contribution is to analyze educators' opinion on webinars in higher education underpinning elaboration of a hypothesis on use of webinars in on-line educational environment within higher education. The meaning of such key concepts as webinar, opinion, on-line learning and on-line educational environment is studied. Moreover, the study shows how the steps of the process are related: identifying webinars → defining educators' opinion → empirical study → conclusions. The empirical study was carried out in September 2015. The sample included 58 educators from the teacher training institution, namely Dr. Sivanthi Aditanar College of Education in India. The study results demonstrate that the educators' opinions on webinars in higher education are homogeneous. A hypothesis on use of webinars in on-line educational environment within higher education is elaborated. Directions of further research are proposed.*
Keywords: *competence, educators' opinion, experience, higher education, webinars.*

Introduction

Modern European higher education is considered within three strategic priorities such as Open Innovation, Open Science and Openness to the World (Moedas, 2015) as shown in Figure 1.

These three strategic priorities such as Open Innovation, Open Science, and Openness to the World (Moedas, 2015) reveal that higher education focused on training of students as prospective specialists needed by society and production orient higher education how to change. In higher education the transition from

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distance learning to on-line learning has started. For on-line learning in higher education, webinars are becoming an indispensable tool. Webinars ensure online educational environment in higher education for closer inter-connections between students, educators, researchers and other participants in higher education as demonstrated in Figure 2.

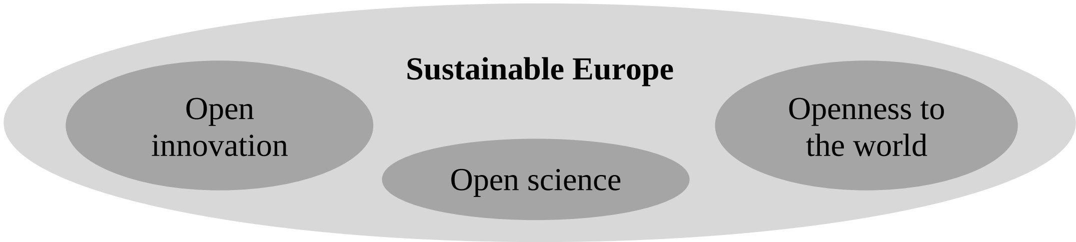

Figure 1 **Three strategic priorities for sustainable European future**

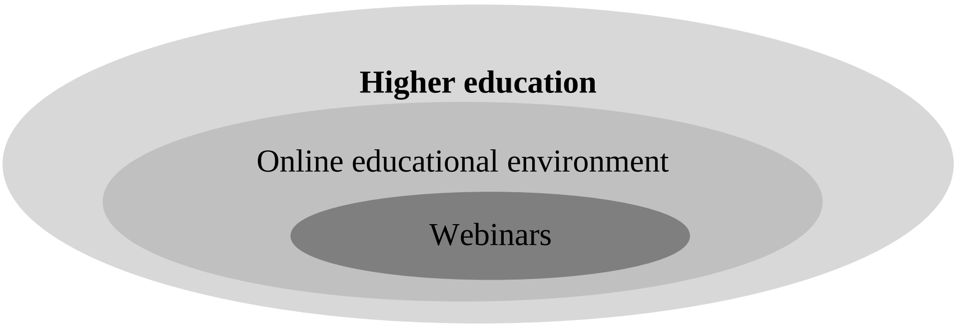

Figure 2 **The relationship between higher education, online educational environment and webinars**

Webinars are a tool for on-line learning within online educational environment in higher education. In comparison to distance learning which includes both types of learning, namely face-to-face as well as on-line, online learning proceeds in an online educational environment only.

Against this background, few studies investigate how webinar tools can facilitate interaction in online educational environment. Research on educators' experience in use of webinars has been carried out (Ahrens, Zaščerinska, Melnikova, Ramar, Clipa & Andreeva, 2015). The other previous three studies analyzed the webinar delivery format in which the presenter and multiple participants from multiple sites interact with one another (Wang, Hsu, 2008):

1. Cheng, Ko, Kinshuk and Lin (2005) implemented a webinar system *Anicam-Live* at the Cyber University in Taiwan (*n* = 70) to facilitate synchronous communication (regarding instruction and office hours) between the instructor and the students. The results reveal that students were satisfied with the interactions among the instructor and

2. students. The contribution did not discuss the instructor's webinar-use experiences.
3. Ng (2007) adopted a webinar system *Interwise* at the Open University of Hong Kong. He divided 200 students into 6 groups and had tutors deliver the course through both a face-to-face mode and a synchronous mode. The findings suggest that synchronous learning promotes tutor-student interaction better than student-student interaction.
4. Kohorst and Cox (2007) used a webinar system *Elluminate* to facilitate both virtual office hours and the communication of course-related information to students. *Elluminate* effectively facilitated interaction between the instructor and individual students who had questions regarding the course materials.

Negative experiences in use of *Elluminate* to facilitate a seminar that connected two hospitals to each other (site vs. site) were found as *Elluminate* did not effectively promote the seminar owing to the content's irrelevance to participants' learning (de Gara & Boora, 2006).

The perceptions of student-trainers who used webinar tools have been investigated (Wang & Hsu, 2008) as well.

However, educators' opinion on webinars in higher education has not been analyzed.

The aim of the present contribution is to analyze educators' opinion on webinars in higher education underpinning elaboration of a hypothesis on use of webinars in higher education.

The meaning of such key concepts as webinar, opinion, on-line learning and on-line educational environment is studied. Moreover, the study demonstrates how the key concepts are related to the idea of higher education.

The methodological foundation of the present research is formed by the System-Constructivist Theory. The System-Constructivist Theory is based on (Maslo, 2006, 39)

- Parsons's system theory (Parsons, 1976) on any activity as a system,
- Luhmann's theory (Luhmann, 1988) on communication as a system,
- the theory of symbolic interactionalism (Mead, 1973) and
- the theory of subjectivism (Groeben, 1986).

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, 39): experience plays the central role in the knowledge construction process (Maslo, 2007, 39). Therein, the subjective aspect of human being's point of view is applicable to the present research.

Exploratory research was employed in the present research (Phillips, 2006). Exploratory research is aimed at developing hypotheses, which can be tested for generality in following empirical studies (Mayring, 2007). The exploratory methodology proceeds from exploration in Phase 1 through analysis in Phase 2 to hypothesis development in Phase 3 as illustrated in Figure 3.

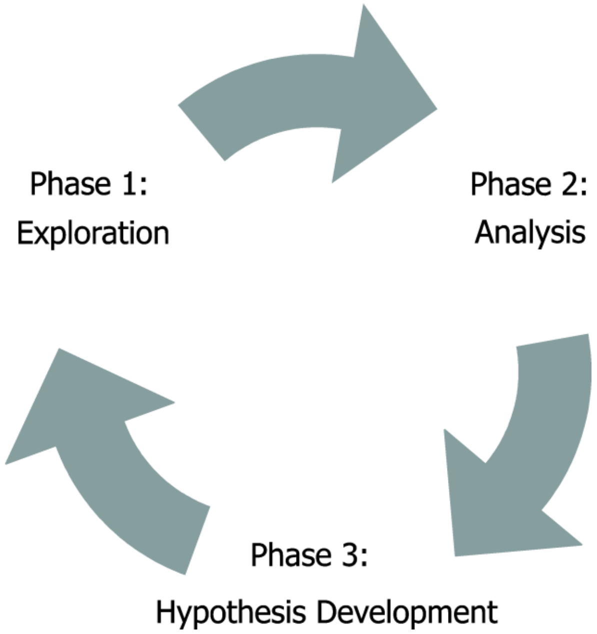

Figure 3 **Methodology of the exploratory research**

The remaining part of this contribution is organized as follows: the next section introduces the theoretical grounding on educators' opinion on webinars in higher education. The associated results of the empirical analysis will be presented in the following section. Finally, some concluding remarks are provided followed by a short outlook on interesting topics for further work.

Theoretical Framework

Webinar is a tool that provides computer mediated communication. In comparison to other computer mediated communication tools, webinar is able to transmit video, audio, and images, webinar also enables users to share applications and to use whiteboard, the objective being to exchange information in a real-time and two-way format (Wang & Hsu, 2008). Webinar creates opportunities for both educators and learners to experience different levels of interaction online, and these opportunities are essentially different from other communication approaches such as discussion-board postings and e-mails (Wang & Hsu, 2008). There are three formats for webinar-session delivery (Wang & Hsu, 2008):

(a) presenter vs. multiple participants from one site;
(b) presenter vs. multiple participants from multiple sites; and
(c) multiple participants from one site vs. multiple participants from one or multiple sites.

There are five advantages of using the webinar tool to facilitate communication between two sites (Wang & Hsu, 2008):

(1) Webinar tool is affordable (de Gara & Boora, 2006). Users can participate in a webinar session with a computer, video/audio capture devices, and broadband network connections.

(2) Webinar tool enables synchronous communication. Instructors can communicate with the learners in a synchronous format to provide immediate feedback to learners (Hotcomm, 2003).

(3) Webinar tool facilitates real-time multimedia demonstrations. Instructors can share the application on the presenter's site with all participants.

(4) Webinar tool facilitates multi-level interaction. Instructors can lecture, interact with the audience, facilitate participant group collaboration in a real-time format (Marjanovic, 1999), and designate certain participants to be in charge of the sessions.

(5) Webinar tool provides an environment in which participants can archive seminar content for personal review or for people who missed the real-time session.

Webinars are widely adopted as it can reduce corporations' travel expenses and travel time (Britt, 2006).

As webinar is relatively new for online educational environment in higher education, educators' opinion on webinars in higher education is of particular interest as educators play the key role in organizing on-line educational environment.

Opinion is initially determined as individual's view based on awareness and attitudes (Beļickis, Blūma, Koķe, Markus, Skujiņa & Šalme, 2000). Analysis of this definition allows identifying such a new definition of opinion as individual's view based on his/her knowledge, skills and attitudes to a phenomenon. This definition allows considering the terms *opinion* and *view* synonymously in the present research. As educators' opinion is based on educators' knowledge, skills and attitudes, educators' competence serves as an indicator of educators' opinion on webinars in higher education. Competence consists of knowledge, skills and attitudes as shown in Figure 4. The elements of competence, namely knowledge, skills and attitude, are inter-related (Ahrens & Zaščerinska, 2015). Educators' negative attitude fails to promote the increase in the level of students' knowledge and skills as well as competence, in general (Ahrens & Zaščerinska, 2015). In contrast, educators' positive attitude ensures the enrichment of the level of students' knowledge and skills as well as competence (Ahrens & Zaščerinska, 2015). In turn, knowledge is presented by concepts (Žogla, 2001, 37). Skill is an ability to act in accordance with the required quality and volume (Beļickis, Blūma, Koķe, Markus, Skujiņa & Šalme, 2000). Attitude is identified as an individual combination of evaluative judgments about a phenomenon (Ahrens & Zaščerinska, 2015).

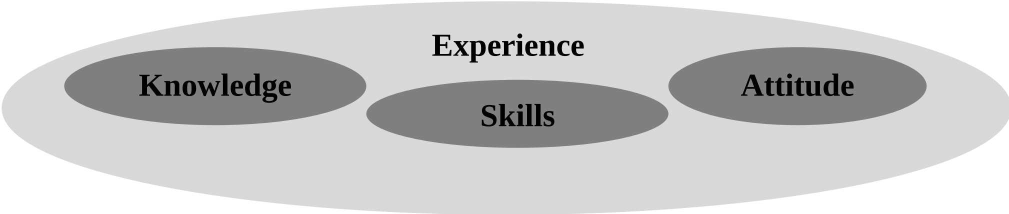

Figure 4 **Elements of experience in pedagogy**

In pedagogy the terms *competence* and *experience* are used synonymously (Ahrens & Zaščerinska, 2015). As experience plays the central role in a knowledge construction process on webinars in higher education, the subjective aspect of human being's point of view is highlighted by the System-Constructivist Theory.

Empirical Results

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

The design of the empirical study comprises the purpose and question, sample and methodology of the present empirical study as depicted in Figure 5.

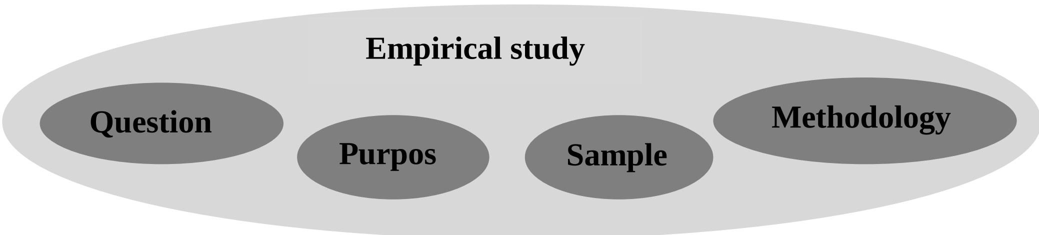

Figure 5 **Elements of the design of the empirical study**

The guiding research question is as follows: what is educators' opinion on webinars in higher education?

The aim of the empirical study is to analyze educators' opinion on webinars in higher education.

The present empirical study involved 58 teacher educators from Dr. Sivanthi Aditanar College of Education, Tiruchendur, Tamil Nadu, India, in September 2015. In the present contribution, the sample is considered homogeneous.

The interpretive paradigm was used in the empirical study. The interpretive paradigm aims to understand other cultures, from the inside through the use of ethnographic methods such as informal interviewing and participant observation, and establishment of ethically sound relationships (Taylor & Medina, 2013). The interpretative research paradigm corresponds to the nature of humanistic pedagogy (Lūka, 2008, 52). The interpretative paradigm creates an environment for the development of any individual and helps them to develop their potential (Lūka, 2008, 52). The core of this paradigm is human experience, people’s mutual everyday interaction that tends to understand the subjectivity of human experience (Lūka, 2007, 104). The paradigm is aimed at understanding people’s activity, how a certain activity is exposed in a certain environment, time, conditions, i.e., how it is exposed in a certain socio-cultural context (Lūka, 2007, 104). Thus, the interpretative paradigm is oriented towards one’s conscious activity, and it is future-oriented (Lūka, 2007, 104). Interpretative paradigm is characterized by the researcher’s practical interest in the research question (Cohen, Manion & Morrison, 2003). The researcher is the interpreter.

In order to analyze the educators’ opinion on webinars in higher education, the survey was based on the following questionnaire: Question 1: Do you know the concept of webinars? It should be noted that concepts present forms or levels of knowledge (Žogla, 2001, 37). Further on, knowledge is part of experience (Zaščerinska, 2013, 22). Question 2: Do you use webinars in higher education? The evaluation scale of five levels for Question 1 and 2 was given, namely, strongly disagree “1”, disagree “2”, neither disagree nor agree „3“, agree “4”, and strongly agree “5”. Question 3: What is your attitude to webinars in higher education? The evaluation scale of five levels for Question 3 was given, namely, very negative “1”, negative “2”, neither negative nor positive „3“, positive “4”, and very positive “5”. Both evaluation scales were transformed into the level system as illustrated in Table 1.

Table 1 **Indicators and levels of educators’ opinion on webinars in higher education**

Indicators	**Levels**				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
	very low	**low**	**average**	**optimal**	**high**
	1	**2**	**3**	**4**	**5**
Educators’ knowledge and skills in webinars in higher education	*Strongly disagree*	*Disagree*	*Neither disagree nor agree*	*Agree*	*Strongly agree*
Educators’ attitude to webinars in higher education	*Very negative*	*Negative*	*Neither negative nor positive*	*Positive*	*Very positive*

Question 4: What are advantages of webinars in higher education? Question 5: What are disadvantages of webinars in higher education? No evaluation scale was applied to Questions 4 and 5 as the questions were open.

The results of Question 1 (Knowledge), Question 2 (Skills) and Question 3 (Attitude) of the questionnaire used in the survey are demonstrated in Figure 6 where

- the vertical numbers show five levels to measure educators' opinion on webinars in higher education, and
- the horizontal numbers present the code number of the educator who participated in the survey.

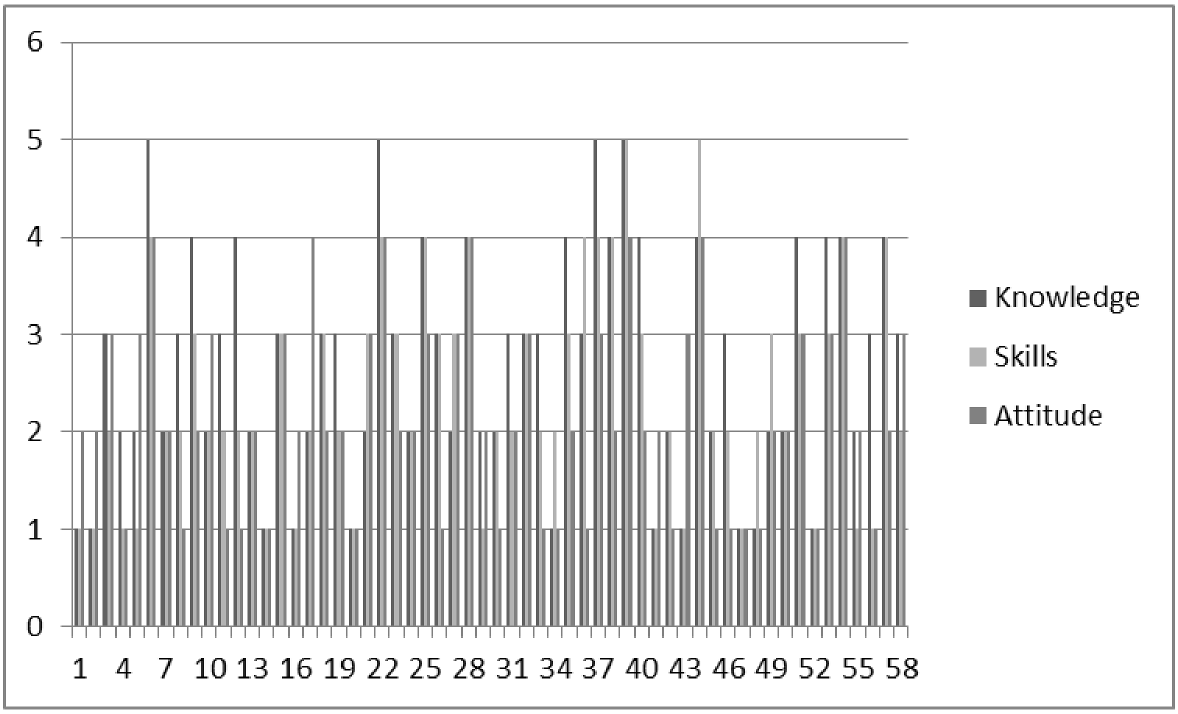

Figure 6 **The results of Question 1 (Knowledge), Question 2 (Skills) and Question 3 (Attitude)**

The results of Question 1 (Knowledge) of the questionnaire used in the survey show that

- one educator's evaluation of his/her knowledge of the concept of webinars refers to the very low level,
- 16 educators' evaluation of their knowledge of the concept of webinars refers to the low level,
- 16 educators' evaluation of their knowledge of the concept of webinars refers to the average level,
- 11 educators' evaluation of their knowledge of the concept of webinars refers to the optimal level, and

- four educators' evaluation of their knowledge of the concept of webinars refers to the high level.

The results of Question 2 (Skills) reveal that

- 14 educators' evaluation of their skills in use of webinars in higher education refers to the very low level,
- 19 educators' evaluation of their skills in use of webinars in higher education refers to the low level,
- 13 educators' evaluation of their skills in use of webinars in higher education refers to the average level,
- 10 educators' evaluation of their skills in use of webinars in higher education refers to the optimal level, and
- two educators' evaluation of their skills in use of webinars in higher education refers to the high level.

The results of Question 3 (Attitude) demonstrate that

- 18 educators' evaluation of their attitude to webinars in higher education refers to the very low level,
- 20 educators' evaluation of their attitude to webinars in higher education refers to the low level,
- 13 educators' evaluation of their attitude to webinars in higher education refers to the average level,
- seven educators' evaluation of their attitude to webinars in higher education refers to the optimal level.

Question 4 (Advantages) includes such results as

- webinars ensure a better way of team teaching via the digital platform,
- webinars make available the content experts to get clarified about the subject taught,
- webinars increase the students' motivation as the content is new to them.

Question 5 (Disadvantages) discloses such results as

- it is costly to maintain and repair the functional units of the equipment,
- the need in sophisticated software systems to utilize the services of webinars which are not cost effective,
- the sound technical knowledge is essential to operate webinar services,
- rural areas remain without provision of the software needed for webinars.

The data were processed applying *Excel* software.

Frequencies of the educator' answers were determined in order to reveal educators' opinion on webinars in higher education as shown in Table 2.

Table 2 **Frequency of the educators' answers and mean of results**

Indicators	**Levels**	**Number of answers**	**Percentage**	**Indicators' mean**	**Total mean**
Educators' knowledge of the concept of webinars	Very low	11	18.96%	2.67	2.41
	Low	16	27.58%		
	Average	16	27.58%		
	Optimal	11	18.96%		
	high	4	6.89%		
Educators' skills of use of webinars in higher education	Very low	14	24.13%	2.43	
	Low	19	32.75%		
	Average	13	22.41%		
	Optimal	10	17.24%		
	high	2	3.44%		
Educators' attitude to webinars in higher education	Very low	18	31.03%	2.15	
	Low	20	34.48%		
	Average	13	22.41%		
	Optimal	7	12.06%		
	High	0	0%		

The survey showed that the educators' knowledge of the concept of webinars (27.58 %), the educators' skills in webinars in higher education (32.75 %) as well as the educators' attitude to webinars in higher education (34.48 %) are of the low level. The findings of the empirical study allow concluding that the educators demonstrated a low level of competence in webinars in higher education (2.41). The summarizing content analysis (Mayring, 2004, 269) of the data reveals educators' opinion on webinars in higher education is homogeneous. The educators' opinion on webinars in higher education is found to be negative as the educators highlighted more disadvantages than advantages of webinars in higher education. The data analysis does not reveal educators' willingness and interest to use webinars in higher education.

Conclusions

The empirical findings of the research allow drawing the conclusions on educators' negative opinion on webinars in higher education.

The following hypothesis has been formulated: educators' competence in webinars in higher education enhances from a low level to a higher one if the course frame work is much focused towards

- provision of educators with a webinar tool,
- ensuring educators with technical support in use of webinars in higher education,

- educator training in use of webinars in higher education.

The present research has *limitations*. The inter-connections between webinars, educators' opinion and higher education have been set. Another limitation is the empirical study conducted by involving the educators of one higher education institution only. Therein, the results of the study cannot be representative for the whole area. Nevertheless, the results of the research – definition of educators' opinion - may be used as a basis of analysis of use of webinars in other higher education 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 compare students and educators' opinions on webinars in higher education. The search for relevant methods for evaluation of use of webinars in higher education is proposed. And a comparative research of different countries could be carried out, too.

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THE PROBLEM OF WILL: PSYCHOLOGICAL, PEDAGOGICAL AND CARITATIVE SOCIAL ASSESSMENT

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Abstract. *Modern science proves that new psychological patterns that come to existence in early childhood, have an unchanging significance in developing abilities and shaping personality. Learning of social, moral norms relates to family which is influenced by historical, ethno-cultural, socio-cultural and socio-economic environment. Other persons play an important role in setting goals by their personal example. Action reveals the personality of man guided by certain motivation and striving towards defined, true goals. The purpose of the article is to further understanding of the role of will in shaping human personality.*

The reference literature researches the mechanism and reasons of formation of individual's will. The basis of this paper consists of conclusions from the works of A. Augustins, A. Rubenis, A. Dannenfelde (anthropological aspect), V. Renge, J. Piaget, A. Abele and other authors (psychological aspect), D. Albrecht, A. Kuznetsova, R. Jansone and other known authors (pedagogical aspect).

It is important for the person to be willing to establish his/her fundamental guidelines. Personality possesses its own vitality, creative character that is able to make a conscious choice and act responsibly in order to strengthen the ties with itself, social environment and God. Neither mind of soul, nor will are positioned in the spiritual world.

Keywords: *causality of the mechanism of will-power formation, motivation, personality.*

Introduction

Modern psychology teaches that any action is based on motivation. The reasons for motivation can be various. Motivation is based on the fact that psychological experiences from childhood are an unchanging factor in developing abilities and personality. Social and moral norms are related to the family, which in turn is influenced by historical, ethno-cultural, socio-cultural and socio-economic environment. Family facilitates child's social integration in society, sexual self-identification, self-appreciation, realization of boundaries of life's space. At the age of 1.5 to 2 years the child is psychologically ready to get to know and use social norms in conjunction with developing will and self-control processes (Renge, 1999).

Children start realizing values, virtues, norms. The early childhood period develops the ability to assess if things and phenomena meet the criteria of a

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norm, if they are “good” or “bad”. The impact of environment on personality development is important in contemporary Latvian society.

The purpose of this paper is to analyze the causality of will in the development of personality.

The research of this paper is based on structured interview method (20 structured statements with specific answers). Participants of the research: full time and part time students of Liepaja University at the ages from 19 to 40 years. In addition, one typical social case has been evaluated from socio-caritative positions. The obtained data have been mathematically-statistically processed. Conclusions about causality of mechanism of will in development of the personality have been made based on empirical data and theoretical arguments.

Retrospection on the significance of upbringing in development of the personality

Nowadays, when some families are becoming increasingly affluent, material wishes of children are growing, but when they are satisfied, new wishes arise immediately. Thus, there is a risk that material needs can suppress spiritual needs. To avoid this, balance has to be achieved between material and spiritual interests. Such upbringing facilitates development of will, because effort must be exerted to overcome temptations. There are cases when motivation is stipulated by weakly defined personal goals. Personal example of other persons is essential in defining goals, yet, they are not always accepted as they are someone else’s goals. If such goals of another person seem not to be sufficiently attractive, attempts are made to supplement the tasks with stimuli that are acceptable, significant and pleasant for the particular age. The system of pedagogical requirements consists of explanations, persuasion, habituation, control and admonishments. These requirements are facilitated by teacher’s authority and contact with the students. The task of the teacher is to create interest, discuss issues rather than force and moralize.

Interest as a trait of character evolves in action. The most important part for development of interest is the contents of the activities, but not only that: the greatest interest is created when the activities are well organized, purposeful and enlightening, offering information and joy of work (Jansone, 1999).

Research of the basis of abilities and psychology has led to conclusion that pedagogical influence is of importance in helping create and develop interest toward learning. It is also important to believe in students’, their ability to stimulate the learning process, overcome the difficulties of acquiring knowledge and skills. It is essential to notice and acknowledge even relatively small progress made by students for whom learning is a challenge. (Albrehta, 2001).

Sports psychologist Agita Abele has come to conclusion that pedagogue's attitude can facilitate in creation of positive inner motivation, if support, trust and the expected reward is offered (Abele, 2008, 28). In regard to motivation, intrinsic and extrinsic motivation are discussed separately, but in practice formation of intrinsic motivation is stipulated by external factors. An individual's decisions, choice of goals and actions cannot be completely independent from the environment. Thus, external factors, such as circumstances, opinions of other people, conditions or situations in social environment obtain individual significance and become motives for person's inner actions.

Psychologist Kurt Lewin has contributed in creating views on the influence of the essence of the material world upon opinions existing in psychology. His field theory is based on the methodology of physics and is a profound interpretation of personality's consciousness. Kurt Lewin predicted that the person's motivation is predetermined by objects located in different places of our life space environment. Their location determines tension of the psychological field. Such perception of motivation of the personality enabled to develop a number of original methods for research of reactions in cases of successes and failures. Kurt Lewin's research demonstrates that objects around us can stimulate the person towards certain actions (Vorobjovs, 1998).

The external stimuli gradually pass into consciousness becoming personal requirements towards oneself and others and they are gradually replaced by motivation rooted in conviction which becomes the decisive factor. The rooted motives and customs of learning are often preserved for the entire life and make the person strive to set and achieve new goals. Motives and stimuli influence each other and they modulate. Positive, strict and just requirements gradually transition from stimuli into the sense of responsibility, motives for learning which positively affect the study process. The learning is most effective when there is positive attitude towards the task that needs to be accomplished. Everyone can learn, even those who have limited learning abilities can achieve relatively good results if they attempt to overcome the difficulties.

Retrospection on the problems of developing will

In psychology will can be studied based on cognitive and sensory processes. The information acquired during cognitive process and the person's emotional attitude towards it, determines his response reaction and deliberate actions. In sports psychology will is defined as process which manifests itself in purposeful actions of the person and is related to overcoming difficulties. With the help of will we act in order to satisfy our need for specific actions.

Aino Kuznecova, well-known philosopher in Latvia, based on theoretical conclusions in pedagogical work and thoughts on the significance of professional ethics in sports education, says that the person's actions are stimulated by feelings, the active side of which is will. The feelings manifested as emotional trials can be suppressed. Thus, the person as if 'vetoes' its action, but there can also be the opposite action. It is named the fight. The will is an action that regulates consciousness and it has conditioned reflexes. On the basis of temporary nerve connections, various associations and association systems are created, which act as a precondition for purposeful action. A creative person is characterized by purposefulness, high self-demands, high concentration, enthusiasm, lively choice and fantasy, imagination, originality as well as ability to risk and overcome difficulties. A creative person possesses profound and deep feeling, independent thinking, etc. To become a virtuous and creative person, master the art of living life fruitfully and with the sense of purpose, is the most difficult of all the creative challenges. Personality is a being which is able to make a choice and act responsibly in order to make it easier to connect to others by changing himself or herself accordingly. Stable habits facilitate the person's activity by undertaking responsibility and realizing his or her potential. Thus, stable habits facilitate the development of will. The value of will-power is determined by the purpose of the person's activity, its significance. There are narrow, egotistical goals and broad, publically significant goals. One of the most important tasks of development of will is to realize the difference between those two. This shows the close relationship between will and personality in general and the development of will as a constituent part of the development of personality. The synergy of emotional, intellectual and will functions reveal the person as a whole. It is the motives that give us insight into the real moral value of the goal. Thus, the "fight of the motives" reveals the spiritual richness of the person, his or her character traits, abilities, imagination, will and the depth of reason and feelings. In action the person is revealed as personality driven by certain motives, striving to achieve certain goals (Kuznecova, 2003).

Lives of weak-willed people become content and colorless. In order to develop will one has to assume responsibility and hardships. Will development should be started at an early stage in one's life. It requires to pay special attention to developing such qualities as decisiveness, perseverance and self-possession. Family traditions related to regular physical activities and child's responsibilites at home are positive factors in the will development process.

Through improving our understanding of the influence of will on shaping individual's personality, we have clarified that one part of individuals mostly with positive self-concept live in an environment of non-believers due to the reason that personality is not rooted in the respective life style on an individual level. The query was based on the concept of psychoanalytical theory according to which basic formation of the central nervous system of an individual is formed at the age from 5 till 6, and in majority of cases it sets the psycho emotional background for the rest of the life. Respondents ranging from 19 to 49 years of age were queried with the request to recall their memories from pre-school period and characterize their relationships with those who were close to them, to describe their feelings and emotional experiences. 67 % or the respondents have been raised in fully functional families, 33 % in incomplete families. 33 % of them have experienced critical moments in life – missing relationships with one of the parents, etc. Comparing the results of the query with the results of socially individual cases (where a caritative professional has worked) I concluded that that the naïve and anthropomorphic perceptions of God by children disappear (irrespective if the child experiences critical moments of life or is brought up in a fully functional family with positive self-concept and social environment facilitating person's development) with the development of child's mental abilities, unless the will is strengthened towards faith through upbringing under the guidance of a responsible adult.

Human soul is part of his or her personality and it possesses its own vitality. Thus, the soul has not just will, thoughts and feelings, but also some kind of impulse, „strings". This force is an inherent part of the soul. Neither mind of the soul or its will are of material world. The soul does not have adequate perception. Faith as the result of individual choice, decision and practice is nowadays often based on one's wish to experiment on „patchwork" principle, therefore, it can be syncretic. To create on „patcwork" principle means to build an entity from parts which are originally incompatible, it is characterized by openness and loose structure. Traditional religious beliefs and symbols are not discarded. Traditional elements of Christianity in a partially revised or simplified form are mixed with different elements from other religions and esoteric traditions. At the same time the internal contradictions might still persist. Religious faith on individual level as combination of elements of Christianity, pagan beliefs and traditions and Oriental religions and philosophical concepts can serve as an example (Dannenfeldt, 2009). Saint Anthony said that many of us don't have any understanding of the various kinds of will that exist within us: the first is from God, the most harmonic and salvational, the second is our own human will – not necessarily destructive, but no salvational either, the third is demonic – totally destructive. This demonic will in particular tells us not to participate in charity or to do it out of ambition. Our own will teaches us to act so that we could serve our own impulses or do good deeds just for the sake of it without paying attention to the blessing from this act. God's will exists to for us to be able to do good deeds and thus accumulate the eternal and incomparable treasure - the Holy Spirit within ourselves (Serafim, 2001).

Saint Augustine (AD 354-430) pshychologically precisely reveals emotional upheaval suffered by a person willing to atone for his or her sins stemming from disintegration of system of values, disorientation in social environment and psychological tension, but realizes the fact that cannot do it without help from outside. Aurelius Augustine explains the evil as the lack of the good and interprets it in moral terms. God is not responsible for the evil that exists in the world. Its only source is the evil will (Rubenis, 1999).

Augustine depicts the inherent sin of the soul: „Thus I understood by my own experience what I had read: my flesh fights the spirit, and the spirit fights the flesh. I was in both, but more in in what I considered to be good, than the one I did not consider to be good. I was almost not there, because I tolerated it most of the time, rather than doing it from my own free will. And yet it was through me that custom had obtained the power to revolt against me, because I had come willingly although I did not want it" (Augustine, 2008, 245).

Conclusions

A large part of post-modern people with positive self-concept base their perception of the world on assumption that personal life experience and professional education is sufficient to comprehend the meaning of life and avoid unwanted complications.

Modern science proves that new psychological patterns that come to existence in early childhood, have an unchanging significance in developing abilities and shaping personality. Learning of social and moral norms relates to the family and it is influenced by historical, ethno-cultural, socio-cultural and socio-economic environment. Assessment of the results of the conducted interviews reveals that the naive and anthropomorphic perceptions of God by children disappear (irrespective if the child experiences critical moments of life or is brought up in a fully functional family with positive self-concept and social environment facilitating person's development) with the development of child's mental abilities, unless the will is strengthened towards faith through upbringing under the guidance of a responsible adult.

It is important for us to establish basic values. The mind and will of the soul are not positioned in the spiritual world, because we are influenced by three kinds of will: the first is from God – it is the most perfect and the most salvationalkind of will, the second is our own human will, the third is the demonic – totally destructive kind of will.

Summary

Through improving our understanding of the influence of will on shaping individual's personality, we have clarified that one part of individuals mostly with positive self-concept live in an environment of non-believers due to the reason that personality is not rooted in the respective life style on an individual level. The query was based on the concept of psychoanalytical theory according to which basic formation of the central nervous system of an individual is formed at the age from 5 till 6, and in majority of cases it sets the psycho emotional background for the rest of the life. Respondents ranging from 19 to 49 years of age were queried with the request to recall their memories from pre-school period and characterize their relationships with those who were close to them, to describe their feelings and emotional experiences. 67 % or the respondents have been raised in fully functional families, 33 % in incomplete families. 33 % of them have experienced critical moments in life – missing relationships with one of the parents, etc. Comparing the results of the query with the results of socially individual cases (where a caritative professional has worked) I concluded that that the naïve and anthropomorphic perceptions of God by children disappear (irrespective if the child experiences critical moments of life or is brought up in a fully functional family with positive self-concept and social environment facilitating person's development) with the development of child's mental abilities, unless the will is strengthened towards faith through upbringing under the guidance of a responsible adult.

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TEACHERS' TRAINING BY DISTANCE TEACHING METHOD: THE 15-YEAR EXPERIENCE AT KAUNAS UNIVERSITY OF TECHNOLOGY

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Abstract. *The modern epoch raises greater and greater requirements for teachers' competence and qualification. So a pedagogue is obliged to constantly develop them. For 15 years Kaunas University of Technology has already provided teacher training by distance teaching method. In order to achieve the aim it has modern technical base and the teacher training programme "Pedagogical Studies". Considering the time and its requirements the programme content also changed. This article reviews the content and its change of the teacher training programme.*

Keywords: *distance teaching; mentor; Moodle system; Non-Degree Study Programme; programme "Pedagogical Studies"; tutor.*

Introduction

Fast development of science and technologies, especially informatics and telecommunication stimulates the emergence of new forms of learning. One of them is distance learning. In the seventh decade of the last century the performed comprehensive researches on distant studies allowed understanding about peculiarities of distant studies as well as changing them, increasing their effectiveness. It has been perceived that distance studies are not only another form of studies but also another method of studies, which has specific features of programmes' design, formation of teaching material, interaction between an educator and student as well as their administration. As Rutkauskienė (2007) states, in order to effectively act in dynamic, fast changing society, it is necessary not only to constantly deepen one's knowledge, refresh qualification, develop one's competences but also to change one's professional activity. The need to constantly learn is being formed.

The European Union Commission – in the Lisbon conclusions on March 23, 2000 – pointed out that Europe moves to knowledge century. This will make great influence upon cultural, economic and social life of countries. The character of work, learning and the life will change. The Memorandum of Life-

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Long Learning was announced at October 30, 2000. Society pace and once-acquired education does not guarantee maintaining the even level of long-life wellbeing. One must constantly compete, refresh qualification. Thus the fundamental of long-life learning ideology, according to Rutkauskienė et al. (2003), is the transition from long-life learning to the process of long-life learning.

The sixth thesis of the above-mentioned memorandum induces to set learning near the home: to create learning conditions as close as to learners, their communities, where it is possible to install computer technologies. Thus distance studies become the tool for implementing the principle of long-life learning.

As Rutkauskienė (2007) indicates, having performed the PHARE project 'Multilateral Cooperation in Education Field', in 1998 the Lithuanian investment programme 'Lithuanian Distance Learning Network (lieDM, http://www.liedm.lt)' was started; it became the part of the general programme 'Information Technologies for Science and Studies (2001-2006)'.

Namely, mobility of higher education institutions allows speaking about peculiarities of distance studies. Distance institutional services 'are presented' for a student, the study conditions fitting their individual needs are created.

Keegan (1990), Ludlow (1994), Rumble (1997), Phare (2000), Willis (2000), Kraujutaitytė & Pečkaitis (2003), Targamadzė et al. (1999), Targamadzė & Petrauskienė (2008),Targamadzė (2011) emphasize that the form of distance studies is specific; thus the functions of distance studies' participants are also specific. Students' possibilities to directly communicate with teachers, organizers of distance studies and colleagues were limited enough. Consequently, as Kraujutaitytė & Pečkaitis (2003) points out, such studies require academic competence from a student: self-control of thought and action while working individually, the ability to plan and systematically study.

Teachers face great workload while determining subject content during preparing the programme, teaching material and considering the particularity of distance studies. As Rowntree (1997), Willis (2000) point out, a teacher analyses the needs of students studying distantly as well as effectiveness of a module. He/She attempts to methodically disclose the subject content not only in printed but only sound, visual form, cares for smooth functioning of support system for a student in order to get feedback information on time.

As Freeman (1997), Willis (2000), Kraujutaitytė & Pečkaitis (2003) state, engineers of distance studies perform the role of an assistant and moderator between a student and teacher. They have to get deeper into expectations of students and teachers, not to disappoint them, knowingly manage technologies for guaranteeing good quality picture and sound during studies.

The aim of the article is to disclose the 15-year experience at KUT while training teachers by distance learning methods.

The aim is to be achieve by solving the following objectives:

1) Discuss the method of distance studies in training teachers at KUT.
2) Analyse the opinion of future teachers studying at the study programme 'Pedagogics Studies' about the studies by distance method.

The method of distance studies in training teachers at KUT

The programme of pedagogics studies started to be transmitted by distance method in autumn of 1999. So the era of distance learning started in Lithuanian studies' history. The programme was prepared on the basis of competence development so that students could get acquainted with general theoretical subjects, would develop special competences of a pedagogue, would acquire competences of research activity and subject delivery. During the first years the individuals, who finished studies of information technologies, chemistry, profession as well as economics and business fundamentals, learnt in this programme; they had bachelor's diplomas, but they did not have pedagogue's qualification. During one year of the studies, while learning by the distance method, they could acquire skills of pedagogue's activity. In this programme most attention was paid to theoretical disciplines because the teachers possessing large pedagogical experience of working at educational institutions studied in this programme. Only people working at educational institutions were admitted. The programme was constructed on the modular principle. Having studied one module, students moved to another module and the lectures were transmitted after their work at the particular hour by video conference method.

Lectures were transmitted from the Distance E-Studies Centre, KUT. One or two video transmission engineers took care of this. At the scheduled hour students gathered to distance learning classrooms, where the equipment of video receiving was installed. These classrooms were established in Klaipėda, Mažeikiai, Šiauliai, Panevėžys, Kėdainiai, Visaginas, Utena, Vilnius, Alytus, Marijampolė.

During lectures students saw the transmitted picture of a teacher and heard his / her voice. There was the possibility to demonstrate the teacher's table, blackboard, slides, and pictures, audio and video records. A teacher could see the video information transmitted from a distance classroom on the screen – students, heard the questions they asked or saw the students' comments presented on the board. Some part of the delivered material was presented the printed form by the teacher before the lecture. Thus students did not have to take notes of the teacher's thoughts, they could only make notes of single remarks.

During the lecture a teacher had to handle the auditorium, to know in what towns and how many students gathered in the classrooms of distance learning. Often lectures took place when a teacher did not see any student in front of himself / herself because they lived in remote places of Kaunas and used to come to established remote classrooms. Thus a teacher had to be able not only to present lecture material but also to ask questions, initiate discussions, motivate students.

Feedback between the studio, where a teacher works, and distant classrooms is maintained by the keyboard (the computer), voice (by the microphone), picture (the video camera). Feedback tools gave students the possibility to register, ask the teacher, give answers at interrogations, ask to repeat, show that students partly did not understand the material or everything is clear for them.

A teacher could give the possibility for the students to ask a question, which was heard in all distance learning classrooms, which at that time were connected to the distance studies centre in Kaunas. During the first years the distance lectures were transmitted only directly, lectures' records were not made.

However, students were satisfied with such not yet perfect learning form: they did not have to go to the lectures at KUT every week, they saved time and money, could study on-the-job. To KUT these students used to come to pass credits and examinations during the session as well as to defend their final projects.

This was the way the teachers, who pursued to acquire pedagogue's qualification used to study. When the implementation of teachers' training programme started in 1999-2001, students listened to the introductory course into distance studies and studied the following subjects: 'General Pedagogy', 'Personality and Development Psychology', 'Pedagogical and Development Psychology', 'Planning and Realization of Education Programmes', 'Planning of Action Research', 'Management of Education', 'Methodology of Action Research', 'Professional Pedagogy', 'Information Technologies of Teaching', 'Didactics'.

Later, from 2002 to 2009 the special professional study programme 'Pedagogy' changed its content either by expanding or reducing the amount of modules being delivered and the volume in credits; the programme was supplemented with new specializations, where the individuals delivering chemistry, information technologies, the Lithuanian language, foreign languages, technologies, economics and business fundamentals but not possessing pedagogue's qualification were studying. Thus 306 graduates, who got teacher's diploma, finished the programme from 1999 till 2009 and could successfully work at educational institutions.

In 2010 the programme of teachers' training was reconstructed into the non-degree study programme (teacher studies). The number of study subjects, the teachers of which individuals with bachelor's subject qualification degree, was enlarged. The programme became non-cycle, non-degree, the 6th qualification level. 259 individuals graduated from this programme and acquired pedagogue's qualification from 2010 to 2013. It contained more study credits for pedagogical practice.

Professors, associated professors and lecturers, who had the pedagogical work experience at comprehensive schools, delivered subjects in this programme; they had qualification categories of a teacher supervisor, teacher expert, they knew teacher's activity and problems very well.

Internet transmissions of the lectures have started since 2010. All lectures are recorder and are installed in the Moodle system. The students can observe them during the transmission and get the records at the time convenient for them (after their work, at weekends), can come and observe lectures directly in the Distance E-Learning Centre.

Lectures' time has also expanded (from 10.30 to 19.30). The teachers not only deliver their lectures but also organize consultations; the students perform their interim-assignments and send them to the teachers by the Internet. However, the order for students to come to account for one's pedagogical practice and to the examination session as well as to defend one's final project still exists. The final project is prepared on the basis of action research by accumulating the material during the pedagogical practice.

Qualitatively new (60 study credits) non-degree one-year study programme was designed in 2014 and it was approved in 2015: it is the only teachers' training programme 'Pedagogy Studies' performed by this method in Lithuania; it is carried out on the level of theory (30 cr.) and practice (30 cr.).It is carried out by half-distance method (only all theoretical subjects of the programme). The programme structure recomposed, the number of specializations increased (16). After transmission of the lectures, the subjects' material and lectures' records are placed in the Moodle system, where students find assignments presented by teachers and comments on the quality of the performed work as well as lectures' slides.

Accomplishment of the pedagogical practice refers to methodology of reverse mentorship, on computers the students observe several theoretical lectures on how to organize and perform their pedagogical practice, how to communicate with their mentors and tutors, how to write their practice diary as well as to prepare the practice report.

The students perform their pedagogical practice at educational institutions; the practice is observed by a mentor and controlled by a tutor – a KUT teacher. KUT teachers go to students' practice places, discuss the practice process; they discuss and evaluate results of student's practice together with the principal of the educational institution and the mentor. The individuals living and working in Spain, Belgium, and Ireland entered and graduated from the programme aimed to train teachers. 23 pedagogues graduated from this programme in the academic year of 2014-2015.

At present 34 students and 6 listeners study in the programme. It should be pointed out that the individuals, who at present are teachers, associated professors and professors of Lithuanian higher education institutions, studied at this programme and graduated from it. As well some of them work as principals of educational institutions, vice-principals for education; they are famous people, of culture, performers and actors, employees of informal education institutions and municipalities.

The Research Results on Opinions of Students of Non-Degree Study Programme 'Pedagogy Studies" on Teachers' Training by Distant Method

The research was performed in April 2015. The research sample consisted of 21 women and 2 men. 10 women and 1 man worked at educational institutions. 12 individuals (11 women and 1 man) worked at other non-educational institutions.

The approach of qualitative research was chosen. All 23 students, who were to graduate from the non-degree study programme 'Pedagogy Studies' took part in the qualitative research. All respondents were related to the research object (they studied at the study programme) and reflected as well as reviewed the problem formulated during the research: is it possible to state that Kaunas University of Technology accumulated certain experience in training teachers by distant method?

The research instrument (open questionnaire) was formed referring to generalizations in six types of questions by Patton (1987, 1990) and Rupšienė (2007):

1. about respondents' behaviour (what a respondent has done or what their actions and experience are);
2. what respondents' opinion is (what a respondent thinks about the analysed problem);
3. about respondents' feelings (what respondents feel);
4. about knowing and evaluation (what they know about the analysed problem, how respondents evaluate the phenomenon);
5. about senses (what respondents have seen, what they have touched, heard, smelled);
6. demographic questions about respondents' age, education and so on.

Thus the authors of the article referring to own experience and scientists' insights formulated four questions by considering the methodology of the discussed six questions:

1. What knowledge and skills have you acquired while studying in non-degree study programme 'Pedagogy Studies'?
2. What is your opinion about the uniqueness of the programme?
3. How do the teachers work while delivering programme modules by distance method?
4. How have you evaluated the programme? This question contained additional questions:
   - would you apply the acquired experience in your pedagogical practice?
   - what would you suggest in the programme?
   - would you and why recommend your colleagues and friends not possessing pedagogue's qualification to study in this programme?

The first question 'What knowledge and skills have you acquired while studying in non-degree study programme 'Pedagogy Studies'?' was answered by all 23 respondents. It is possible the obtained answers to group into four clusters (subcategories).

Table 1 **'What knowledge and skills have you acquired while studying in non-degree study programme 'Pedagogy Studies'?**

Subcategory	**Confirmative statements**
A lot of theoretical knowledge on teacher's activity is acquired	"I have got acquainted with different documents related teacher's activity."; "I have learnt to plan my activity"; "I have learnt to prepare and improve plans of the teaching subject by adjusting them for a particular form"; "I have learnt to plan and organize a lesson"; "I have got acquainted with contemporary didactics (e.g., preparation of reporting with pupils)".
I have learnt to better work with pupils	"I have learnt to handle learning process"; "I have learnt to include pupils into the activity"; "I have learnt to better assess pupils' activity"; "I have known a lot about psychological development of different age pupils".
Integrated knowledge have been acquired	"Interim accounts of most subjects relate to requirements for final projects"; "When accounting for my performed assignments, I could refer to the possessed and newly acquired practical experience, reflect it"; "While performing the pedagogical practice, I accumulated and analysed the information, which later I could use for the final project".

Not only theoretical but also practical activity knowledge and skills have been acquired	"The programme gives a lot of time for the pedagogical practice (30 cr.)"; "Assignments of theoretical modules are related to the practical activity, they develop our practical skills"; "While performing the pedagogical practice at the educational institution, I could apply the acquired theoretical knowledge in the practice"; "The knowledge provided by a teacher about methodology of subject teaching is concrete, relates to pedagogue's activity and work very much".

The second question 'What is your opinion about the uniqueness of this programme?' was answered by all 23 respondents. Their answers can be grouped into two subcategories.

Table 2 **'What is your opinion about the uniqueness of this programme?'**

Subcategory	**Confirmative statements**
The possibility to learn in distance gives the unique experience	"Such programme is unique because I can coordinate my work with my studies because my work agenda is very intensive"; "Distant lectures allow saving time and money (it is not necessary to go to the university on weekends), I can spend more time with my family, children"; "On the computer desktop I can see the lectures' material in the 'Moodle' system, to observe recorded lectures at the time convenient for me, even to watch the transmitted lectures on the screen of one's smart phone"; "The possibility is given for students to learn and control their learning process"; "The lectures can be observed directly and on the Internet. During the lectures I can put questions in written for a teacher and at once get the answer when a teacher delivers the lecture". "It is possible to get the lectures on the Internet (because they are recorded) and observe as many times as necessary. The records can be stopped in order that you could better perceive and distinguish". "Individuals living not only in Lithuania but also beyond its borders, as well as mothers growing children at home and taking care of them can study in the programme".
The unique possibility to acquire theoretical and practical knowledge, abilities necessary for a pedagogue through a study year.	"Interesting and useful study subjects are chosen for the study programme"; "The programme is so constructed that in it the theoretical subjects fit the pedagogical practice". "The programme is not similar to traditional pedagogical studies. It is flexible, innovative". "The programme's modules are very purposeful; namely, this is what a pedagogue needs while working". "Only 30 percent of the pedagogical practice I carried out at the educational institution where I work. Another part of the practice I performed at another successfully working school of my town. During the practice I could develop the knowledge acquired during the theoretical lectures; the mentor and tutor helped me".

The third question was 'How do teachers work while delivering the programme modules in distance?' All 23 respondents have answered and commented this question.

Table 3 **'How do teachers work while delivering the programme modules in distance?'**

Subcategory	**Confirmative statements**
Competitive teachers work for this programme	"The teachers are competitive and always hear the students, communicate with them: it is possible to address a teacher and get answers". "The teachers aspire and conduct consultations, to which it is possible to come and directly communicate with a teacher". "The teachers know their delivered subject, suggest innovations". "Every teacher distinguishes in the methods characteristic for him / her and his / her delivered subject". "A lot of supplementary material is presented alongside lectures' slides".
Teachers work creatively	"During lectures the teachers use the methods, which are characteristic for the distance process, but also they present the specific methods, which would fit teachers' work with pupils during different lessons". "The teachers motivate the students to work and they themselves work in impact and learning paradigms". "Rich lists of literature are presented as well as references to other sources for studies". "During lectures the pictures and films are used". "Individual tasks are appointed only when the material has been well explained and having presented the requirements". "Guests are invited to the lectures: famous pedagogues – practitioners, scientists, professors, the pupils who successfully learn as well as their teachers". "Lecturers from foreign universities visit and conduct the lectures (Ecole d'Ingeneurs d'Angers, Oulu University of Applied Sciences)".

The presented fourth question 'How do you evaluate this programme' was answered by all 23 students who were ready to graduate from the programme. All 23 respondents positively evaluated the programme.

Table 4 '**How do you evaluate this programme'?**

Subcategory	**Confirmative statements**
The study programme is qualitative	"The studies exceeded my expectations. I did not expect such smooth and professional study process". "The study programme is useful and necessary". "The modules are adjusted to the needs of every student. Modules' assignments relate to practical activity". "The prepared programme developing teachers' competences is perfect and useful". "The study programme is qualitative, relevant for a working teacher. The programme is not dry, it contains a lot of practical activity".

The students were additionally asked 'Are you going to apply the acquired experience? What would you suggest to change in the programme? Would you and why recommend this programme to your friends?'

Table 5 **'Are you going to apply the acquired experience? What would you suggest to change in the programme? Would you and why recommend this programme to your friends?'**

Subcategory	**Confirmative statements**
In my pedagogical practice I will apply the experience acquired during the studies	"I will follow the example of the activity of teachers, tutors and mentors". "I will apply the methods of communication and collaboration". "I will use the activity methods newly-known in my lessons". "I will more reflect my activity". "I will apply the experience of foreign scientists". "I will apply the experience of 'action research'."
I suggest to change the following elements in the programme	"Everything is considered in this programme and I would like to change anything in this programme". "Examinations should be performed only orally in order a student could better disclose his / her insights and experience". "I suggest the entire time of pedagogical practice to perform at own workplace but not after half a year to search for another school". "The pedagogues, who have more solid experience and work experience, should not carry out their pedagogical practice. The system of credits should be adjusted". "To include more theoretical lectures into the modules 'Pedagogical Practice – 1' and 'Pedagogical Practice – 2' in order the students, who do not work at school, as well as their mentors would clearer perceive the essence of the pedagogical practice". "The interwork of the students should be created in order the students could much better collaborate". "One has to uniform volumes of pedagogical practice hours in autumn and spring terms". "Not to close the content of the autumn term lectures in the 'Moodle' system in order that the students could follow during the spring term when preparing the final project".

The question 'Would I and why recommend this programme to my friends and colleagues not possessing pedagogue's qualification?' was answered by 21 respondent out of 23 and they pointed out that they would recommend this programme to their friends and colleagues.

Table 6 **'Would I and why recommend this programme to my friends and colleagues not possessing pedagogue's qualification?'**

Subcategory	**Confirmative statements**
Subcategory 1: convenient time and schedule of studies	"Due to convenient schedule of distance studies". "Due to interesting, useful and high quality lectures". "It is adjusted for future and already working teachers; it meets contemporary requirements". "Ideal conditions for studies, constant communication and collaboration".
Subcategory 2: respect and attention for students	"Students' needs are considered". "Manifold respect and attention for students. A student is both visible and heard. Assistance for a student, consultations". "Programme managers care for student's well-being and fortune". "Needs and possibilities of working teachers and those having practice are considered (their possessed grades are scored)". "Those, who pay for their studies in this programme, according to the KUT Rector's order, the price was reduced by 40 %".
Subcategory 3: professional teachers	"Pleasant, competitive and well-wishing teachers". "Impartial teachers". "Attentive teachers". "Strict teachers".
Subcategory 4: qualitative study process	"The programme is compact, flexible, lasts for one year, student's time is saved up". "The teachers living in the most distant Lithuanian places, as well as living in foreign countries, can study in the programme". "Practical application of the programme, the latest knowledge and researches in the field are presented".

Conclusions

During 15 years, the KUT researchers in education have accumulated solid experience in training pedagogues by distance method. The programme changed in its volume and content: at present it includes 60 study credits, the balance between theoretical and practical part of the programme is vivid, and the individuals teaching 16 subjects at schools can study in this programme.

However, during all these years the students prepared their final project on the basis of action research. The distance teaching process has got richer and has developed in technological aspect from video conferences to lectures on the Internet. Today the students can see them directly on their computers or smart phones. The lectures are filmed. They and other worksheets are presented on the Moodle system.

23 respondents (the alumni of the academic year of 2014-2015) positively value the accumulated experience of KUT in training pedagogues by distance method. They emphasize the upgraded technologies and programme's uniqueness.

During one year students can acquire the knowledge necessary for a pedagogue. The internal logic of the programme is vivid, theoretical and practical sessions are in harmony, the study programme is qualitative, competitive and creative teachers work in it, teachers living and working not only in Lithuania but also abroad study in the programme.

588 individuals graduated from this programme and acquired pedagogue's qualification during the period of 2000-2015.

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ИНТЕРНАЦИОНАЛИЗАЦИЯ И МОДЕРНИЗАЦИЯ ПРОЦЕССОВ ВЫСШЕГО ОБРАЗОВАНИЯ

Internationalisation and Modernisation of Processes in the Higher Education

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Abstract. *This article studies the aspects of the improvement in higher education in terms of advanced foreign experience. It deals with the organizational-methodical, contented aspects and the basic directions of modernization and implementation of modern curricula, and the programs of educational directions.*
Keywords: *The system of higher education advanced foreign experience, curricula and programs, the quality of higher education, information and communication technology, quality management.*

Введение
Introduction

Интернационализация и модернизация процессов образования определяет необходимость существенного изменения ряда традиционных подходов к системе подготовки специалистов с высшим образованием. В этой связи необходимы глубокие и репрезентативные измерения эффективности современных способов организации учебно-воспитательного процесса и роли педагога в новых условиях образовательной реальности.

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Анализ зарубежной психолого-педагогической литературы и современного состояния высшего образования позволил выявить ряд противоречий:

1. Между потребностями рынка труда в специалистах и возможностями их подготовки в системе высшего образования.
2. Между требованиями работодателей к подготовке высокопрофессиональных специалистов и возможностями их реализации в учреждениях высшего образования.

Поиск эффективных путей разрешения перечисленных противоречий позволяет ставить вопрос о том, как и при каких условиях может быть обеспечена модернизация высшего образования.

Высококачественное высшее образование является необходимым условием для успешности дальнейшего образования и подготовки к выходу на рынок труда. Необходимы принять меры, направленные на повышение качества образования, если ставится цель дать возможность приобрести знания, навыки и выработать компетентности, необходимые для преуспевания в мире, который все больше зависит от новых технологий и оперативного обмена информацией (Всемирный банк, 2014).

При модернизации высшего образования на инновационной основе особое место занимают управленческие и педагогические кадры высших образовательных учреждений (Исмадияров, 2015). Поэтому качество процессов переподготовки и повышения квалификации педагогических кадров высших образовательных учреждений занимает центральное место в процессах модернизации.

Поэтому в наших исследованиях мы поставили цель выявить и научно обосновать основных направлений процессов модернизации высшего образования с учётом передового зарубежного опыта. В ходе исследований были разработаны научно-практические подходы и выработаны предложения по повышению качества высшего образования, систематизированы основные аспекты внедрения зарубежного опыта. В рамках исследований были применены методы научного анализа, анкетирование, опрос и наблюдение.

Национальные приоритеты и процессы совершенствования содержание высшего образования с учётом передового зарубежного опыта

National priorities and processes of improving the content of higher education, taking into account best international practices

Следует отметить, что ежегодные затраты на развитие и реформирование системы образования в Узбекистане составляют 10-12%

от ВВП, а их доля в расходах государственного бюджета превышает 35%, что является ярким примером огромного внимания, которое уделяется сфере образования в республике.

Благодаря слаженной и целенаправленной работе по реформированию системы образования, обеспечение ее непрерывности и преемственности во всех уровнях, в 2010 году обеспечен полный переход к бесплатной 12-летней обязательной системе образования, складывающееся из 9-летнего общего среднего и 3-летнего среднего специального профессионального образования, известного в мире как модель 9+3.

В целом, результаты успешной реализации программы реформирования образования показывают, что создана отвечающая современным требованиям целостная система непрерывного образования. При этом, данная система образования включает все стадии образовательного процесса – от дошкольного и школьного обучения до среднего специального, профессионального и высшего, а также одноступенчатого послевузовского образования, предусматривающего в соответствии с международными стандартами непосредственно защиту диссертации по присуждению степени доктора наук.

В докладе Президента Республики Узбекистан Ислама Каримова на расширенном заседании Кабинета Министров, посвященном итогам социально-экономического развития страны в 2015 году и важнейшим приоритетным направлениям экономической программы на 2016 год обозначена целевая задача - не менее чем в 2 раза увеличить к 2030 году объем валового внутреннего продукта нашей страны.

Для достижения поставленной цели намечаются кардинальные структурные преобразования - обеспечить ускоренный рост промышленности и довести ее долю в ВВП до 40 процентов против 33,5 процента в 2015 году, а долю сельского хозяйства снизить с 16,6 до 8-10 процентов, сократить энергоемкость ВВП примерно в 2 раза в результате широкого внедрения современных энергосберегающих технологий.

В этом процессе чрезвычайно важным является подготовка высококвалифицированных специалистов в системе высшего образования, способных работать в высокотехнологических отраслях экономики (UNDP,2009). Именно выпускники вузов играют огромную роль в реализации поставленных задач, от их уровня квалификации зависит эффективность использования оборудований и мощностей, технологической модернизации предприятий промышленности.

С учетом проводимой масштабной модернизации экономики и социальной сферы, введением современных высокотехнологичных производств, внедрением современных информационно-коммуникационных технологий, реализацией проектов ввода энергосберегающих, экологически чистых производств процесс подготовки кадров гибко адаптируется современным требованиям. Увеличивается приём на инженерные и технические направления, связанные с востребованные быстро развивающейся производственной сферы республики, модернизации технического и технологического оборудования на предприятиях. По 22 инженерно-техническим направлениям, связанным с технологическим процессом – электромеханика и электротехнологии, автоматизация технологических процессов и производств, химическая технология, эксплуатации транспортных сооружений, производства строительных материалов, автомобильные дороги введена подготовка бакалавров.

Налажена подготовка кадров в действующей магистратуре 36 вузах по 83 остродефицитным специальностям, в том числе:

- по 28 специальностям технического профиля, из них по 4 новым – “Восстановление и ремонт авиационной техники”, “Эксплуатация воздушных судов и авиационных двигателей”, “Аэрокосмические методы поисково-разведочных работ месторождений нефти и газа”, “Химическое сопротивление материалов и защита от коррозии”, по 24 действующим, связанным с реализацией целевых программ развития отраслей промышленности и производственной инфраструктуры, модернизацией и техническим перевооружением предприятий, обновлением основных фондов;
- по 7 специальностям, связанным с целенаправленным и активным развитием регионов, повышением качества земельных ресурсов, внедрением прогрессивных ресурсосберегающих технологий орошения культур, эффективным использованием и сохранностью окружающей среды и экологии, в том числе в зоне Приаралья и других экологически сложных регионах страны;
- по 21 специальностям, создающих в регионах благоприятные условия и стимулы для расширения доступности населения к качественным медицинским и другим услугам.

Перечень направлений бакалавриата и специальностей магистратуры были адаптированы к требованиям ускорения и расширения масштабов модернизации, технического и технологического обновления экономики и ведущих ее отраслей, диверсификация производства (Отчёт деятельности высших образовательных учреждений, 2015). Разработан обновленный «Классификатор направлений и специальностей высшего образования», предусматривающий уменьшение количества направлений бакалавриата с 228 до 165, специальностей магистратуры - с 1200 до 447 за счет объединения родственных по своему содержанию специальностей и ликвидации невостребованных специальностей в отраслях экономики и социальной сферы. Внедрены новые направления подготовки кадров по инженерии, информационным технологиям, аграрному сектору, строительству и архитектуре, нефтегазовой и геологоразведочной отраслей и др. Отличительной особенностью классификатора является их компактность и унифицированность направлений образования, основанная на потребностях реальной экономики и перехода на подготовку специалистов по новым, наукоемким и инновационным направлениям. По новым направлениям и специальностям разработаны и утверждены более 5400 учебных программ с возможностью гибко адаптироваться потребностям работодателей.

При формирования показателей плана приема учтена потребность экономики в специалистах с высшим образованием с учетом перспектив развития отраслей экономики, предусмотренных отраслевыми, территориальными, инвестиционными и целевыми социальными программами, в том числе наиболее важных в направлении строительства Устюртского ГХК на базе месторождения Сургиль, освоения месторождений Кандынской группы, освоения месторождений Хаузак и Шады, строительства газохимического комплекса УДП Мубарекского ГПЗ, добыча углеводородов на Байсунской инвестиционной базе Сурхандарьинского региона (месторождение Гаджак), увеличения добычи нефти из месторождений Сурхандарьинского нефтегазоносного региона в Джаркурганском районе, организация свободно экономической зоны Ангрен, Джизак, создания новых энергетических мощностей, сетей передачи электроэнергии, железнодорожных и автомобильных коммуникаций и других.

В целях содействия обеспечению комплексного развития регионов страны, осуществляется комплекс мер по перепрофилированию высших образовательных учреждений и направлений подготовки кадров. В частности, в регионах созданы 14 филиалов столичных вузов – Ташкентского университета информационных технологий (5 филиалов), Ташкентского государственного аграрного университета (1 филиал), Ташкентского института ирригации и мелиорации (1 филиал), Ташкентской медицинской академии (2 филиала), Ташкентского педиатрического медицинского института (1 филиал), Ташкентского института культуры и искусства (1 филиал), Ташкентского стоматологического института (3 филиала).

Кроме того, с учетом потребностей в локализации производства, модернизации региональных экономик, Андижанский инженерно-экономический институт преобразован в Андижанский машиностроительный институт, Наманганский инженерно-экономический институт – в Наманганский инженерно-технологический институт и т.д. с одновременной оптимизацией направлений подготовки кадров. Естественно, такая подготовка кадров требует от системы высшего образования дать молодёжи современные знания и навыки, содержание образовательных программ должны быть на шаг впереди от уровня развития техники и технологий.

Благодаря мощной поддержки государства сегодня материально-техническая база вузов динамично развивается, строятся и капитально ремонтируются учебные корпуса и аудитории, они оснащаются современной мебелью и техникой, создаются современные учебно-лабораторные базы. Словом, внешний и внутренный облик наших вузов радует всех, особенно молодежь. Ведь предоставление получения высшего образования, в таких современно оснащенных аудиториях, не под силу каждому государству.

Учитывая ведущую роль профессорско-преподавательского состава в обеспечении качества высшего образования на основе Указа Президента Республики Узбекистан начиная с 2015 года внедрена эффективная система переподготовки и повышения квалификации педагогических и руководящих кадров высших образовательных учреждений, которая не имеет аналогов в мире (Republic of Uzbekistan, 2015). Наше государство, в отличие от других развитих стран мира, на бесплатной основе предоставляет образовательные услуги по переподготовке и повышению квалификации преподавательских кадров, с сохранением заработной платы по месту работы. Слушатели курсов обеспечиваются временним жильём, учебно-методическими материалами, учебный процесс организован в современных аудиториях с применением новых образовательных технологий и сети Интернет, для проведения занятий привлечены ведущие педагоги и практики, а также зарубежные специалисты. Таким образом, Узбекистан ещё раз доказал мировому сообществу, что его непрерывная система образования является уникальной и может служить образцом для подражания.

Новая система нацелена на совершенствование уровня профессиональной подготовленности и креативности профессорско-преподавательского состава в соответствии современным требованиям (Исянова, 2015). Сегодня педагогу вуза предоставлена широкая возможность для самосовершенствования, для них созданы все необходимые условия профессионального развития. Курсы переподготовки и повышения квалификации являются хорошей платформой для получения новых знаний, методического и кадрового обеспечения высшего образования (Бегимкулов, 2015). Создается и внедряется эффективный механизм гармонизации высшего и послевузовского образования, основанный на интеграции с наукой и производством, адаптации передового зарубежного опыта в условиях нашей страны. Разработана типовая структура учебного плана переподготовки педагогических и руководящих кадров системы высшего образования. При повышении квалификации основное внимание будет уделяться таким направлениям, как нормативно-правовые основы высшего образования, передовые образовательные технологии и педагогическое мастерство, применение в образовательном процессе информационно-коммуникационных технологий, изучение иностранных языков, основы системного анализа и принятия решений, специальные предметы, педагогическая практика, квалификационная аттестация. Наряду с внедрением современных образовательных и инновационных технологий, передового зарубежного опыта полностью обновлены квалификационные требования, учебные планы, программы и методы по переподготовке и повышению квалификации педагогических кадров высших учебных заведений.

Сегодня в системе высшего образования идут широкомасштабные работы по совершенствованию содержания образовательных программ на основе изучения и анализа учебных планов и программ ведущих университетов зарубежных стран. В этот процесс привлечены молодые научно-педагогические кадры, получившие высшее образование в престижных университетах Японии, Южной Кореи, Великобритании, США и др. стран.

В целях разработки учебно-нормативных документов по направлениям переподготовки и повышения квалификации педагогических кадров вузов привлечены в качестве партнеров ведущие зарубежные вузы из Германии, Южной Кореи, Японии и др. стран. Вместе с тем продолжается работа с вузами партнерами по привлечению к учебному процессу курсов переподготовки и повышения квалификации зарубежных специалистов. Предусматривается их участие в проведение занятий.

В разработке модернизированных учебных планов и программ активно участвуют зарубежные партнеры вузов республики по программе Европейской Комиссии Эрасмус+, ТАМ (техническое содействие модернизации), Британского Совета в Узбекистане, Корейского агентства международного сотрудничества KOICA, Японского агентства международного сотрудничества JICA и зарубежные специалисты в рамках межвузовского сотрудничества. В процессе данного сотрудничества основное внимание уделяется развитию новых подходов в непрерывном профессиональном росте преподавателей вузов, обеспечению последовательности и улучшения стандартов преподавания и обучения в различных предметных областях высшего образования, анализа образовательных программ и их усовершенствованию.

В рамках программы Европейской Комиссии Эрасмус+ в Головном научно-методическом центре Минвуза совместно Резекненской академий технологий (Латвия), Университетом Лондон Метрополитан (Великобритания), Университетом Пелопоннес (Греция), Британским Советом в Узбекистане и 7 вузов республики осуществляется проект “Интернационализация и модернизация образования и процессов в высшем образовании Узбекистана”. В рамках проекта основное внимание уделяется развитию новых подходов в непрерывном профессиональном росте преподавателей вузов, обеспечению последовательности и улучшения стандартов преподавания и обучения в различных предметных областях высшего образования, анализа образовательных программ и их усовершенствованию.

Европейские партнеры участвуют в разработке нового содержания образовательных программ, намечено их активное участие в подготовке учебной литературы, для слушателей курсов переподготовки и повышения квалификации организуются лекции ведущих профессоров из европейских университетов-партнеров.

В результате реализации проекта ожидается совершенствование процессов переподготовки и повышения квалификации педагогических кадров вузов на основе передового зарубежного опыта, создание новых учебно-методических инструментов для повышения качества и дальнейшей модернизации образовательного процесса.

Будут разработаны рекомендации по обеспечению качества образование за счет внедрения новых механизмов. Новые подходы в повышения качества позволят вузам повысить качество преподавания.

Заключение
Conclusion

Таким образом, в настоящее время система высшего образования Узбекистана продолжает свое развитие, направленное на дальнейшую модернизацию и совершенствование путем использования, в частности, различных возможностей международного сотрудничества.

Процессы модернизации высшего образования предъявляют принципиально новые требования к уровню и качеству образования. В связи с этим на современном этапе определены важнейшие задачи повышения качества и эффективности системы высшего образования такие как:

1. Интеллектуализация учебных планов и программ: развитие структуры и углубление содержания образования, приспособление его к реальным нуждам рынка труда, усиление фундаментальных знаний и профессиональных компетенций выпускников.
2. Информатизация образовательного процесса: широкое внедрение информационно-коммуникационных технологий в образование, расширение использования ресурсов Интернет и других электронных образовательных ресурсов.
3. Индивидуализация обучения: внедрение интерактивных форм и методов в образовании, создание широких учебно-информационных возможностей для самостоятельного образования.
4. Интенсификация обучения: развитие ресурсной базы и постепенный переход к электронным образовательным технологиям, расширение и укрепление педагогических и профессиональных квалификаций профессорско-преподавательских кадров.
5. Интеграция образования, науки и производства: создание условий для взаимовыгодного сотрудничества образования, науки и реальной практики.
6. Развитие системы воспитания нравственности, духовности, патриотизма, культуры детей и учащейся молодежи на основе национальной идеи.
7. Формирование и дальнейшее развитие передового состава преподавателей, в особенности региональных образовательных учреждений, их переподготовка и повышение квалификации по важнейшим направлениям педагогической и профессиональной подготовки. В частности, формирование у преподавателя способностей работы с электронными каналами и порталами учебно-информационных ресурсов, умений пользоваться, прежде всего, иностранными языками для поиска новейших знаний и информаций в сети Интернет и в международных изданиях.

Summary

The contemporary stage of development of education in the world is characterized by a particular intensity and scale transformations, not only according to the actual needs of the socio-economic development of specific countries, but also the involvement of the educational systems in the integration processes taking place in conditions of internationalization and globalization. Large-scale transformations realized in the framework of the modernization programs or educational reforms, as a rule, are not limited to one

direction, but affect factually all aspects of the educational activities: target setting and content of education, its organizational and management structure, methods and technologies of training, sources and funding mechanisms, conditions and forms of international educational cooperation.

The international experience of educational modernization, especially the experience of leading developed countries should be learned systematically in order to be accurately oriented in the variety of issues which are faced by both the higher education system and the individual institution and of course to take appropriate decisions.

In shorts, today in the system of higher education of Uzbekistan, the process, which is aimed at ensuring the quality of higher education and competitiveness of graduates, is going on. It is based on the modernization of educational programs, taking into account international leading experience, training of pedagogical staff, teaching students by using the new methodology and teaching sources. This will allow the higher education of Uzbekistan to take a worthy place in the world educational arena.

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TOPOŠO VESELĪBAS APRŪPES SPECIĀLISTU MOTIVĀCIJA VECU CILVĒKU SOCIĀLĀS LABKLĀJĪBAS VEICINĀŠANĀ

Motivation of Future Health Care Specialists in Promoting Social Wellbeing of Elderly People

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Abstract. *Dynamics of ageing of Latvia's population is faster than in other European Union countries, which has been caused by the social economic situation and immigration of society members. Ageing of society will have a considerable impact on health care in the future. Hence, it is essential to invest resources in the process of the development of health care by educating health care specialists who will be motivated to solve social wellbeing problems in the country in a professional way.*
Students and lecturers of Riga Stradins University Liepaja branch have been taking part in European Later Life Active Network (ELLAN) project since 2013. In the research done within the framework of the project, Kogan's attitude scale to elderly people has been made use of, as well as Nolan's questionnaire was used to learn about the future health care specialists' attitude and their expectations concerning work with elderly people. Data collected in Latvia in comparison with the rest of the four countries (Ireland, Germany, Italy and Finland) taking part in the project present the lowest level of attitude indicators.
The article focuses on the issue of future health care specialists' motivation and attitude in their professional work with elderly people, as well as, the impact of the environment on promoting the development of positive attitude towards elderly people and work with them during the study process.
Keywords: *attitude, elderly people, motivation, study process.*

Ievads
Introduction

No Eiropas Komisijas datiem par iedzīvotāju skaita prognozēm izriet, ka iedzīvotāju skaits vecumā virs 60 gadiem nākamajos gadu desmitos pieaugs. Kā minēts Eiropas Komisijas Novecošanās ziņojumā 2015, tiek prognozēts, ka vecuma struktūra ES iedzīvotāju vidū dramatiski mainīsies tuvākajos gadu desmitos vairāku iemeslu dēļ - dzimstības, dzīves ilguma un migrācijas. ES iedzīvotāju skaits pieaugs par gandrīz 4% (no 507 miljoniem 2013. gadā līdz

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526 miljoniem 2050. gadā) (The 2015 Ageing Report Underlying Assumptions and Projection Methodologies, 2014).

Iedzīvotāju novecošana ir acīmredzama problēma ES kopumā, un tai ir tendence nākotnē saasināties. Tomēr ES 11 valstīs situācija ir vēl sarežģītāka, t.sk. Latvijā, jo tajās novērotais ļoti zemais vidējais dzimstības līmenis un mirstības līmeņa samazinājums saasina novecošanas problēmu salīdzinājumā ar citām ES valstīm. Emigrācija kopš 20. gs 90. gadu sākuma, īpaši ekonomiskās nestabilitātes brīžos, nenoliedzami negatīvi ir ietekmējusi Latvijas iedzīvotāju skaita dinamiku. Atbilstoši ekonometriskās modelēšanas un prognozēšanas rezultātiem līdz 2030. gadam vīriešu paredzamais dzīves ilgums piedzimstot palielināsies aptuveni līdz 72.5 gadiem (2011. gadā – 68.5 gadi), savukārt sieviešu paredzamais dzīves ilgums piedzimstot – aptuveni līdz 82.0 gadiem (2011. gadā – 78.6 gadi) (Meļihovs, 2014).

Latvijas iedzīvotāju veselības stāvoklis salīdzinājumā ar citām ES valstīm ir neapmierinošs. Šo situāciju galvenokārt nosaka nepietiekama vecu cilvēku veselības kvalitāte. Tā ir vecu cilvēku un valsts problēma. Pensionēšanās vecuma palielināšana pensiju sistēmas stabilitātes saglabāšanai varētu izrādīties neefektīva vai nepietiekami efektīva, ja liela daļa vecu cilvēku veselības stāvokļa dēļ nevar atļauties turpināt strādāt (Meļihovs, 2014).

Vācijā veiktajā pētījumā (2011) redzams, ka ir nepieciešamas pārmaiņas, kas ļautu iegūt precīzas zināšanas par novecošanās procesu un uzlabotu sabiedrības attieksmi pret novecošanos un speciālistu darbu ar veciem cilvēkiem (Samra et al., 2013).

European Later Life Active Network (ELLAN) projektā iegūtie dati apliecina, ka tas ir viens no galvenajiem iemesliem, kāpēc topošie veselības aprūpes speciālisti neizvēlas strādāt jomās, kurās jārūpējas par vecāka gadagājuma cilvēkiem (Coffey et al., 2015). Darbā ar cilvēkiem vecumposmā no 65 gadiem nepietiek profesionāļu, un tie nav tikai sociālās labklājības un veselības aprūpē iesaistītie speciālisti. Iemesli – trūkst profesionālās darbības novērtējuma, ir zems atalgojums, problemātiska darba vide un darba apstākļi, nespēja gūt apmierinājumu profesionālā jomā (Schroeder, 2015).

Publikācijas mērķis: apzināt veselības aprūpes speciālistu motivācijas un pozitīvas attieksmes pret veciem cilvēkiem veidošanās aktualitāti un sociālo nozīmīgumu studiju procesā.

Izmantotās metodes:

- zinātniskās literatūras un pētījumam saistošu dokumentu analīze;
- projekta ELLAN (European Later Life Active Network) pētniecisko datu analīze.

No 2013. līdz 2016. gadam ES tiek īstenots ELLAN (European Later Life Active Network) projekts, *Agreement number 2013-3218/001-001; Project number 539547-LLP-1-2013-1-FI-ERASMUS-ENW,* kurā piedalās 26 partneri no dažādām Eiropas valstīm. Projekta administrators Somija, Savonia University of Applied Sciences. No Latvijas projektā piedalās Rīgas Stradiņa universitātes (RSU) Liepājas filiāle.

Projekta mērķis ir noteikt veselības aprūpes speciālistu pamatkompetences, kas ir nepieciešamas darbā ar veciem cilvēkiem (ECCF), jo Eiropas kontekstā nav vienota pamatkompetenču definējuma, kas ietekmētu veselības un sociālās aprūpes speciālistu izglītošanu darbā ar veciem cilvēkiem. Kompetenču saraksts ECCF tiek izstrādāts kā instruments studiju programmu uzlabošanai veselības aprūpes speciālistu izglītošanā Eiropas kontekstā. RSU Liepājas filiāles uzdevums ir izpētīt labo praksi un inovācijas izglītībā (Good practices and innovitations in Education).

Projekta darba mērķa sasniegšanā tika pielietoti pētījuma instrumenti: Kogana (1966) attieksmes pret veciem cilvēkiem mērījumu skala un Nolana (Nolan et al., 2006) adaptēta anketa, kura atklāj respondentu nodomus par potenciālo darbu ar veciem cilvēkiem.

Pētījumā piedalījās vidēji 150 studenti katrā pētījuma apakšgrupas valstī.

Attieksmes un motivācijas veidošanās teorētiskās vadlīnijas
Theoretical guidelines of the formation of attitude and motivation

Jēdzienu *attieksme* V. Kuņitskijs raksturo kā cilvēku saskarsmes raksturu, izturēšanās veidu, cilvēka rīcības, uzvedības aktīvu saistību, iekšēju sakarību ar apkārtējām lietām. Cilvēka attieksmes raksturu nosaka viņa (subjektīvā) vērtīborientācija, no kuras viņš atvasina savas uzvedības normas. Tātad attieksme ir cilvēku darbības priekšnosacījums. Darbībai vienmēr ir pastarpināts raksturs. Realizējot jebkuru darbības aktu, cilvēki vienlaicīgi īsteno tajā noteiktu attieksmi, dažreiz pat nedomājot par to. Pozīcija – uz pārliecību balstīta attieksme, nostāja, tieši personības pozīcija kā attieksmes izteikts, noturīgs, ilglaicīgs veids lielā mērā nosaka cilvēku darbību un darbības rezultātus (Kuņitskijs, 2010).

Attieksmes veidojas dzīves pieredzes, zināšanu apguves, pārdzīvojuma un gribas piepūles vienībā un izpaužas vērtībās, mērķos, ideālos un normās. Attieksmes veidošanos veicina tādi faktori kā dzīves pozīcija, paraugs, pārliecināšana un apkārtējā vide (Špona, 2006).

Viens no svarīgākajiem profesionālās darbības panākumu faktoriem ir motivācija. Motivācija – vajadzības, intereses, tieksmes un citi uzvedību veicinošie un vadošie elementi, kas ar attiecīgo darbību raksturo arī cilvēka personību. Motivācijas procesu ietekmē vairāki faktori: virzītājspēks, pašpaļāvība, t.i. izteikta individuālā pārliecība, psiholoģiskā laika perspektīva, kas nosaka, kādi mērķi attiecīgajā dzīves posmā iegūst nozīmi cilvēka apziņā, un emocionālā inteliģence (Nīrmeiers & Zeiferts, 2006). Studiju procesa uzdevums palīdzēt topošajiem speciālistiem formulēt motivējošus profesionālās darbības mērķus attieksmē pret veciem cilvēkiem un nodrošināt šo mērķu sasniegšanas priekšnosacījumus.

Veselības aprūpes un sociālās labklājības studentu pacientu klientu loks nereti ir cilvēki, kas sasnieguši pensijas vecumu, tātad 65 gadus veci un vecāki.

V. Kuņitskijs (2010) atzīmē, ka saikne: attieksme (pozīcija, nostāja) - mērķis - motīvs - darbība - darbības rezultāti un produkti (vienkāršots modelis) ir minētās atgriezeniskās saiknes starp studentu mācību vides uztveri un attieksmi pret studijām pamatā, kas pamatojas uz indivīda personīgo attieksmi.

Tādējādi attieksme ietver kognitīvos, uzvedības un emocionālos aspektus un balstās uz indivīda ticību un vērtībām. Tā, protams, var mainīties laika gaitā un dažādu ietekmju dēļ (Matarese et al., 2012).

Analizējot topošo veselības aprūpes speciālistu studiju programmu saturu, var konstatēt, ka studiju programmās trūkst gerontoloģijā balstītu aktualizējošo atziņu un reflektējošas pieredzes un studentiem ir pamatotas grūtības pozitīvas attieksmes veidošanās procesā pret veciem cilvēkiem savas prakses laikā.

Topošo veselības aprūpes speciālistu izglītošanas aktuālie aspekti
Topical aspects of the education of future health care specialists

J.Dzelme, augstākās izglītības kvalitātes novērtēšanas centra valdes priekšsēdētājs, min: „Latvijā risināmā problēma profesionālajā un augstākajā izglītībā ir uzdevums vienkāršot un padarīt efektīvāku mehānismu, kas nodrošina sabiedrības, darba devēju un profesionālo organizāciju prasību pildīšanu attiecībā uz izglītošanās procesā iegūstamo kvalifikāciju.” (citēts pēc Grīnberga & Mukāne, 2007, 203).

Izglītības iestādes docētāji ir iesaistīti gan savstarpējā sadarbības procesā, gan veido sadarbību ar indivīdu – topošo veselības aprūpes speciālistu, uzņemoties padomdevēja lomu. Pēc pedagogu un psihologu N.L.Geidža un D.C.Berlinera domām: „...sadarbība ar padomdevēju ir mijiedarbība starp kompetentu modeli un relatīvu iesācēju attiecīgajā jomā – saikne, kura nodrošina sociālo iemācīšanos. Padomdevēja un mācekļa sadarbības gaitā tiek apgūti profesijas vai darba jēdzieni, viedokļi, vērtību izpratne un rīcības veidi” (Geidžs & Berliners, 1999, 246).

Izglītības un studiju priekšmetu programmu, kursu izstrāde, realizēšana un pilnveidošana prasa ieguldījumu no visiem izglītības procesā iesaistītajiem dalībniekiem. Starpinstitucionālā sadarbība balstās uz saikni starp vairākām studiju procesā iesaistītajām institūcijām un dalībniekiem, kuru kopējais mērķis ir veicināt studentu kompetences, balstoties uz studiju programmā izvirzītajiem mērķiem un uzdevumiem. Kompetences ietver ne tikai praktisku izpildījumu, bet arī pozitīvu attieksmi pret paredzamo pacientu un klientu loku, bez kā nav iespējams tālāk veiksmīgi realizēties darba tirgū. Starpinstitucionāls studiju modelis, kurā kā dalībnieks iesaistās arī pats students, sniedz iespēju studentiem iegūt plašāku informāciju, attīstīt prasmes un pielietot tās praktiskajā darbībā.

Studiju procesa organizācija balstās uz izglītības filozofijas pamatprincipiem un profesionālās darbības pamattendencēm, kuras tiek integrētas studiju programmā ar dažādām didaktiskajām metodēm un paņēmieniem, kā rezultātā programma ir veidota, lai students:

- ✓ iegūtu aprūpes un sociālās labklājības speciālistu profesionālai darbībai nepieciešamās teorētiskās zināšanas un profesionālo pieredzi;
- ✓ attīstītu profesionālo kompetenci, lai spētu konstatēt un risināt problēmas veselības aprūpes un sociālās labklājības nodrošināšanas jomā;
- ✓ izkoptu profesionālo motivāciju un identitāti, kas veselības aprūpes un sociālās labklājības speciālistu izglītībā pagaidām ir nenovērtēti aspekti, bet ir būtiski topošo speciālistu izglītošanā.

Jo problēmbalstīta izglītība (Problem-based learning), kas tiek aktualizēta publikācijā, nozīmē tādu profesionālās izglītošanās pieeju, kura sākas ar reālās dzīves problēmas izvirzīšanu, kas studiju laikā tiek atrisināta, pirms tam noskaidrojot zināšanas un prasmes, kuras nepieciešams apgūt, lai nonāktu līdz atrisinājumam. Vienas problēmsituācijas ietvaros notiek dažādu zinātņu integrācija, nodrošinot starpdisciplināras pieejas īstenošanu. Problēmbalstīta izglītība nodrošina ciešu saikni starp teoriju un praksi (Šiļņeva & Eglīte, 2001).

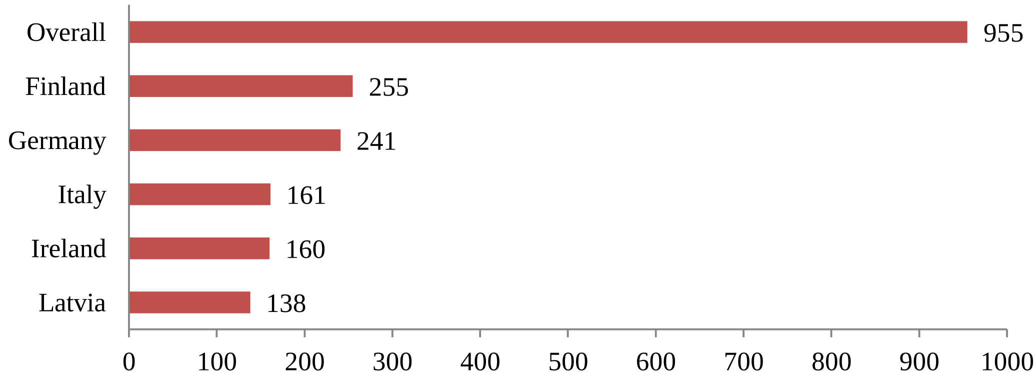
Augstākās profesionālās izglītības priekšrocība ir topošo speciālistu praktiskās pieredzes aktualizēšana. Pedagoģiskajā sadarbībā katrs studiju procesā iesaistītais cenšas dot kādu izziņas vai tikumisku informāciju, sniegt noteiktu ievirzi (Līdaka, 2007). Pedagoģiskajā procesā galvenais ir veicināt teorētisko un praktisko zināšanu integrēšanos, lai sasniegtu profesionālās izglītības gala mērķus. Studentu zināšanu, prasmju un iemaņu novērtēšana studiju procesā ļauj noteikt studiju procesa efektivitāti. Studiju procesa laikā nepieciešams ietvert prognozējamās, iespējamās izmaiņas, attīstīt kompetences, apgūt jaunas zināšanas, prasmes un attieksmes. Mācīšanās sarežģītā daba prasa apgūt prasmi palīdzēt mācīties kvalitatīvi atšķirīgi katrā izglītības iegūšanas pakāpē, un tā nevar būt reducēta tikai līdz zinātniski un morāli novecojušai „zināšanu došanai" (Žogla, 2001). Zināšanu apguvē aktuāla ir refleksija - prāta darbība, kurā cilvēks interpretē savu rīcību, tās likumsakarības, pārdomā pieredzi un izdara nepieciešamos secinājumus un labojumus. M. Tutuškina atzīst, ka refleksija ir viens no svarīgākajiem mehānismiem pašregulācijas sfērā, kas atspoguļo personīgas domas un darbības principus, nostiprinot saikni starp konkrētu situāciju un personības pasaules redzējumu, kurš balstās uz personības paškontroli un pašregulāciju saskarsmē un darbībā (Тутушкина, 2000).

Bagātinot studijas ar kritiskās domāšanas elementiem, izglītības process kļūst daudzdimensionāls un multiperspektīvs, paša subjekta atklāts, strukturēts un virzīts pretī subjektīviem un sabiedriskiem mērķiem (Rubene, 2004).

Pētījuma rezultāti
Results

RSU Liepājas filiālē tiek realizētas tādas studiju programmas kā *Māsa*, *Ārsta palīgs*, *Veselības sporta speciālists* un *Ārstnieciskā masāža*. Vecu cilvēku aprūpē iesaistītie speciālisti ir māsas, ārstu palīgi, funkcionālie speciālisti (fizioterapeiti, ergoterapeiti, klīniskie logopēdi), uztura speciālisti un ārsti. Tāpēc pētījumā tika iesaistīti 138 RSU veselības un sociālās aprūpes studiju programmu pēdējo kursu studenti. Pētījums par veselības un sociālās aprūpes studentu attieksmi pret veciem cilvēkiem Latvijā tika veikts pirmo reizi.

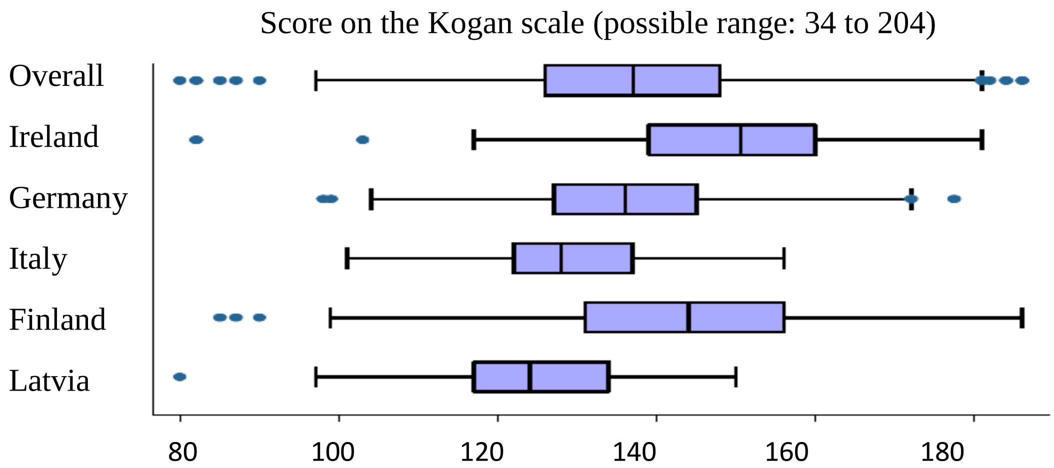
Īstenojot ELLAN projekta darbību, Latvijā iegūtie dati tika apskatīti salīdzinošā aspektā ar pārējām darba grupas valstīm (Īrijas, Vācijas, Itālijas un Somijas) veselības aprūpes studiju programmu pēdējā gada studentu aptaujas rezultātu kontekstā. Respondentu skaits atspoguļots 1. attēlā.



1.attēls. **Respondentu skaits** (Coffey et al., 2015)
*Figure 1 **Number of respondents** (Coffey et al., 2015)*

Kogana attieksmes mērījumu skalā izmantots Likerta skalas princips. Kā redzams 2. attēlā, 34 ir zemākais rezultāts, un 204 ir augstākais rezultāts.

Augstāks vērtējums liecina par pozitīvāku attieksmi pret veciem cilvēkiem (Doherty et all, 2011). Kvantitatīvajā pētījumā, pēc abu instrumentu: Kogana (Kogan, 1966) un Nolana (Nolan et al., 2006) pielietojuma, iegūto datu rezultāti uzrāda, kā redzams 2. attēlā, ka piecu valstu apakšgrupā Latvijas topošo veselības aprūpes speciālistu attieksme pret veciem cilvēkiem un darbu perspektīvā ar apskatīto vecuma grupu ir atzīmējama kā mazāk pozitīva nekā pārējās valstīs (Coffey et al., 2015).



2.attēls. **Kogana (1966) attieksmes pret veciem cilvēkiem mērījumu skalas rezultāti** (Coffey et al., 2015)
Figure 2 ***Score of Kogan (1966) scale*** *(Coffey et al., 2015)*

Starptautiskā pētījumā ELLAN iegūtie dati, kas atspoguļo RSU topošo veselības aprūpes un sociālās labklājības speciālistu problemātisko attieksmi pret veciem cilvēkiem, kā arī par paredzamo darbu ar veciem cilvēkiem, nenoliedzami, ir saistīti ar Valsts sociāli ekonomisko situāciju, nepietiekošiem līdzekļiem veselības aprūpē, zemo personāla atalgojumu.

Rietumeiropā liela nozīme tiek veltīta sociālajām institūcijām, līdz ar to veciem cilvēkiem ir gan labāki dzīves apstākļi, kā arī kvalitatīvāki darba apstākļi iesaistītajam personālam, kas lielā mērā ietekmē veselības aprūpes sociālās labklājības speciālistu profesionālo motivāciju.

Pētījumā iegūtie Latvijas dati liecina, ka ir nepieciešams rast risinājumus, kā veicināt topošo veselības aprūpes speciālistu pozitīvas attieksmes un motivācijas veidošanos pret veciem cilvēkiem jau studiju procesā. Savstarpēji izvērtējot un pilnveidojot studiju kursu aprakstus/studiju programmas/ studiju procesu, kopējās nostādnes, iesaistot studiju procesa realizēšanas docētājus, kā arī profesionāļus no prakses, vienojoties par koleģiālu sadarbību topošo speciālistu izglītošanā, izvērtējot iesaistīto institūciju ieguldījumu un piesaisti un noskaidrojot studentu viedokli, kas nosaka un būtu pilnveidojams pozitīvas attieksmes veidošanās veicināšanā, iespējams, būtu iespējams uzlabot topošo veselības aprūpes speciālistu motivāciju vecu cilvēku sociālās labklājības nodrošināšanā.

Sabiedrības novecošanās nākotnē būtiski ietekmēs veselības aprūpes jomu. Tāpēc svarīgi ir laikus ieguldīt resursus veselības aprūpes pilnveidošanas procesā, izglītojot tādus veselības aprūpes speciālistus, kas spēs profesionāli un motivēti risināt sociālās labklājības problēmas valstī.

Secinājumi
Conclusions

1. Nepieciešamība pēc jaunu un kompetentu veselības aprūpes un sociālās labklājības speciālistu sagatavošanas atbilstoši sabiedrības izvirzītajām prasībām un normām, izvirza prasības pēc kvalitatīvi izglītotu speciālistu nodrošinājuma.
2. Tā kā novērojama Latvijas iedzīvotāju straujāka novecošanās dinamika nekā caurmērā Eiropas Savienības valstīs, gerontoloģijas studiju priekšmeta nozīme un sociālās jomas topošo speciālistu attieksmes veidošanās pret profesionālajiem pienākumiem paaugstinās kopējā studiju procesa pilnveidošanā veselības aprūpes un sociālās labklājības studiju programmās.
3. Cilvēka attieksmes raksturu nosaka subjektīva vērtīborientācija, no kuras tiek atvasinātas uzvedības normas. Attieksme ir cilvēku darbības un motivācijas veidošanās priekšnosacījums. Visās RSU LF studiju programmās – *Māsa, Ārsta palīgs, Veselības sporta speciālists, Ārstnieciskā masāža*, ir jāpievērš lielāka uzmanība gerontoloģijas priekšmetam, kurš aktualizē cieņu pret cilvēkiem vecumdienās un paaugstina profesionālo atbildību.
4. Studiju programmās studiju kurss *Gerontoloģija* tiek piedāvāts Studiju programmas Ārsta palīgs "C" blokā – tātad izvēles priekšmets. Pārējās studiju programmās gerontoloģijas priekšmets tiek apskatīts pastarpināti citos studiju kursos, tāpēc studiju procesā nepieciešams īstenot starpdisciplināru pieeju, kas spētu veicināt tolerantas un cieņpilnas topošo speciālistu attieksmes pret veciem cilvēkiem veidošanos.
5. Arvien būtiskāku vietu izglītības procesā ieņem starpinstitucionālā sadarbība starp visiem izglītības procesā iesaistītiem profesionāļiem un studentiem. Starpinstitucionālā sadarbība balstās uz saikni starp vairākām studiju procesā iesaistītajām institūcijām, kuru kopējais mērķis ir attīstīt profesionālo motivāciju un veicināt studentu kompetenci, īstenojot praksē studiju programmā izvirzītos mērķus un uzdevumus.
6. Topošo veselības aprūpes speciālistu pozitīvu attieksmi un motivāciju darbā ar veciem cilvēkiem var nodrošināt, pilnveidojot studiju procesu un izstrādājot jaunas izglītojošā darba stratēģijas, kas spēs veselības aprūpes un sociālās labklājības studiju procesā īstenot prognozējas un iespējamas izmaiņas, attīstot kompetences, veicinot jaunu zināšanu un prasmju apguvi, kas balstītas uz attieksmes un motivācijas refleksiju.

Summary

The article focuses on the issue of the formation of future health care specialists' motivation and positive attitude towards elderly people and its social significance during study process in Riga Stradins University Liepaja branch. The demand in highly qualified specialists results in necessity of educating new and competent health and social care specialists who would meet the requirements and regulations put forward by society. Research on health and social care students' attitude towards elderly people in Latvia is being carried out for the first time.

According to the data analysis of the EU project ELLAN ((European Later Life Active Network) from 2013 till 2016, it can be concluded that among the five countries of the WP, the future health and social care specialists' attitude towards elderly people and work with this age group in Latvia is not so positive as in other countries (see figure 1).

The authors analyze preconditions of the formation of the dominating attitude and motivation, and characterize topical practical issues of the educational process of future health and social care specialists, which can have a significant influence on the formation of positive attitude of future health and social care specialists towards work with elderly people, thus ensuring their life quality.

It is possible to enchance the formation of future health and social care specialists' positive attitude and motivation when working with elderly people by working out new strategies for education, which can ensure future specialists' holistic professional development during health care and social welfare study process.

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KNOWLEDGE ECONOMY IN THE SYSTEM OF CONTINUOUS EDUCATION OF UKRAINE

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Abstract. *The article investigates the issues and challenges associated with the variability, mobility of technologies of education, development of the conceptual framework based on modernization of economic education, formation of professional knowledge of future specialists of an economic profile in the system of continuous economic education in the conditions of the educational and scientific complex "school-college-university" and the ability economically expedient of such system of knowledge. The economic efficiency of the system of professional knowledge could be achieved through a scientific justification of the project-creative component that is not investigated enough. And there is necessity to implement this experimental innovative component of the professional economic training.*
In the process of the research the authors worked out a theoretical cluster system model of knowledge-based economy by applying latest innovative technologies where intersubjective innovative connections are available. The research results involve clarification of the following concepts essence "modernisation of the system of professional knowledge in economics" and "future specialists in the sphere of economics"; introduction of a project-creative approach in an educational-scientific complex "a school with its economic specialization – a college of economics – a university of economics" under conditions of continuous economic education.
Keywords: *education, knowledge, economic, system, specialist.*

Introduction

Mankind entered an innovative type of social progress in the period of intense development when changes in ideas, technologies and knowledge occur quicker than one generation alternates another one. The challenges connected with variability and mobility of technologies contribute to the transformation of a modern economic structure of the Ukrainian society, the knowledge society in the post-industrial economy, into knowledge-based economy. In a new information society a competitive system of economic knowledge should be a priority. The formation of which is provided by the training of competent specialists in the sphere of economics.

Modernization of educational activity, which began in our country

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according to the national doctrine based on the personal oriented education completely conforms to requirements of the modern accelerated social development. At the same time there is also a necessity of forming of an extensive system of training during the life for future specialists in the sphere of economics through the extreme dynamism and variability of modern global and national financial-economic and industrial-innovative space that particularly nowadays refreshes the conceptual and theoretical analysis of the issues related to the peculiarities and problems of implementation of economic education throughout life.

Now there is a problem of development of the conceptual framework based on improving of the economic efficiency of Ukrainian education to the European educational standards, where the important place is taken by urgent issues connected with the formation of the system of future specialists' professional knowledge in the economical sphere. In the process of formation of this system it's essential to take into account the principle of continuity. Besides it presupposes the structuring of thematic units of theoretical and real economy and effective interaction of subsystems of specialized, secondary and higher professional economic education. Whereupon the priority is the project - creative approach to the stage – by - stage formation of knowledge economy in the system of continuous economic education under conditions of the educational and scientific complex "school-college-university" (Kulishov, 2011).

In the modern educational process at the institutions of economic education it is necessary to ensure pupils and students to get new knowledge and new information, develop the need of self-knowledge and cultural and economic self-realization of personal power potential. Homo sapiens in the XXI century is a person, who studies all life and has the identity of "economic type". Economic personality type of the information society is characterized not only by his/her ability to economically effective introduction of the system of professional knowledge, but also by the ability economically expedient of such system of knowledge. Economically viable system of professional training is the mutually supplementing set of information resources, in which pupils and students become proficient with a minimum of effort. The efficiency of the system of professional knowledge could be achieved through a scientific justification of the project - creative component in such system. Only a modern specialist in the economical sphere whose project-creative competence is shaped will be able to subjectively provide the process of innovative development of the information society which is objectively caused under conditions of globalization processes.

Search of regularities for systematization of the purposes in the pedagogical process always drew attention of teachers. One of the first pedagogical taxonomies is "Taxonomy of Educational Objectives," which was developed by the American scientist B. Bloom and his followers. Objectives define the general orientation of the whole system of future specialists' preparation in the economical sphere.

The ideas of American scientists J. Carroll (Carroll, 1963) and B. Bloom (Bloom, 1964) became psychological basis of the mastery learning system. Depending on the intellectual abilities of different students it takes different time to master the same learning material. However, traditionally organized educational process ignores this reality and demands from all pupils to learn all material to the term which is the same for everyone.

It is important to develop psycho-pedagogical conditions for complete assimilation of the required teaching material by every student willing and able to learn. The philosophical basis of this system was the idea of student-centered education by the American philosopher J. Dewey (Dewey, 1940). Priority value was gained by self - education and self-control, and also development of the technological training tools which help to such organization during educational process.

Methodologic and scientific approaches, which belong to the problem solution related to the formation of the system of future specialists' professional knowledge in the economical sphere did not single out a project-creative approach into the formation of the system of future specialists' (who potentially are senior pupils of secondary schools) professional knowledge in the economical sphere, did not pay sufficient attention to the continuity principle of the pre-professional knowledge system formation in economics in the specialized schools and professional knowledge in economical colleges. It means they did not set themselves the aim to research theoretical and methodological approaches to the professional knowledge formation in the system of future specialists' continuous education in the economical sphere.

According to the aforesaid, it is necessary to recognize that the project - creative approach to the formation of the system of future specialists' professional knowledge in the economical sphere remains insufficiently investigated. It becomes more and more apparent that the professional economic training of specialists lacks for an investigative and innovative component which would take into account the requirement of every student's natural abilities development: educational, cultural, project and project - creative. Only a creatively developed specialist can be an economically effective personality at the modern labour market. Modern labour market, its development and dynamics of its changes require educational institutions to train professionals with innovative knowledge and skills who are fluent in the theoretical bases of economic knowledge, understand all aspects of application in practical activities of innovative technologies, have the skills to update and improve knowledge throughout life. So, there is a need of further improvement of scientific justification and introduction of innovations, modernizations of the educational sector in general and economic education in particular.

There are important pre-requisites for further research of development of national economic education, improvement of education quality in management and economics, perfection of modular and rating technology of economical and pedagogical disciplines study in the process of system formation of higher educational institution students' professional knowledge. To implement all these we should more actively involve foreign teachers and scientists who have dealt with a tried-and-tested school of selection and teaching of economic disciplines, carry out the adaptation of their learning programmers, extend the practice of training and retraining of research and educational personnel at relevant universities of foreign countries for the system of national economic education, determining the development of domestic economy, which has achieved the level of market principles of functioning.

That is, that the Ukrainian education system has some problems that need to be overcome. The important point in this aspect is improvement of a paradigm of further development of continuous economic education, increase of its quality and a role in development of innovative economy. Finding ways of achievement of it is also the purpose of our study.

The cluster system paradigm of knowledge economy

Development of economic education is predetermined by a new era of "knowledge economy". Therefore, during the era of new social and educational values the problem of formation of "an economic person", and also such key concepts, as didactic principle of economic efficiency of education; key economic competence; economic ability and economic endowments have become essential (Kulishov, 2011).

Modern domestic education needs radical reorganization of the system of continuous economic education taking into account the competence-based and personally focused approaches. And here prerogative belongs to specialized schools, colleges and universities, the task of which is to give future experts on economics personally - valuable and sensitive-expedient knowledge in economic theory, namely, in microeconomics, business, financial system, management and marketing of intellectual property, information, professional knowledge of national and world economy and global processes of market economy.

The authors studied the works devoted to theoretical bases of senior pupils' training with specialization in economics at secondary school. It was revealed that there is not enough attention to competence-based and personal focused approaches to the profile economic training. At interschool industrial training centres the experience of work with economically gifted senior pupils of secondary schools was not revealed either.

Pedagogical and psychological diagnostics of economically gifted senior pupils, its contents and structural features, scientific justification and formulation of the essence appeared to be beyond the attention of national researchers in the sphere of psychology and pedagogics regardless of the requirements of personal- and competence-based doctrine of the Ukrainian education, government programmes concerning identification and pedagogical support of gifted youth and standards of basic and secondary education.

Researches of a professional knowledge formation problem in higher economic educational institutions are especially versatile. In the course of modern theoretical sources analysis in economy, based on the principles of person-centric approach the divergence between scientific provisions in education philosophy, requirements of personal- and competence-focused doctrine of the Ukrainian education and a real state of professional knowledge formation in continuous system of economic education is revealed. So, the essence of competence consists in professional possession of not only knowledge, skills and experience, but also in positive expert's attitude to their requirement and use (Padalka, 2012). In other words, a competence-focused approach is inseparably connected with a personally oriented one, and consequently with the ability of pupils and students for self-education at all the levels: specialized, secondary and higher. Mainly economically gifted pupils and students are clever at self-education, self-development and cultural self-realization, at study in the continuous system of economic education and training throughout life.

Economically gifted specialist is a competent expert who is clever at mastering of professional knowledge in economics spending minimum of effort and acquiring maximum of academic achievements in the process of continuous economic education. Economically gifted pupils of specialized schools, colleges and economic students of higher economic schools are notable for well-formedness of entrepreneurial competence foreseen by new standards of education. The requirement of the standards is expanding the boundaries of knowledge regarding innovation and global change. Based on this methodology of educational regulatory document it becomes possible to modernize the system formation of professional knowledge of future specialists in the economical sphere who show natural economic endowments and need support for their further development in pedagogically appropriate learning environment. Such pedagogically appropriate learning environment can be educational-scientific complex of an economic profile "school-college-university", which is popular in European countries.

Market economy introduces new conditions of the educational process organization in educational institutions concerning the formation of high professional knowledge of future specialists in the economical sphere. In Ukraine reproductive method of teaching does not meet the present. Society needs professionals with creative thinking, the ability to navigate in an increasingly competitive market. The secondary school provides the foundation for economic education and development of creative abilities. Except general comprehensive knowledge it is urged to carry out economic education of senior pupils, to carry out a number of corresponding functions in the process of study, which induce a personality to the choice of profession and orientation in a working career in conditions of market system. Foundations of elementary economics, business, construction and functioning of market infrastructure make up a sensitively rational logical component of secondary school seniors' professional knowledge.

Taking into account the existence of a competence-based approach in Ukrainian education it is important that senior pupils of a specialized school attain adequate understanding of the concept "enterprise competence", which in state standards is considered to be among key ones. So it constitutes the totality of knowledge, skills and experience about organizationally separated and economically independent sector of management (economy), which makes production or provides paid services, strengthened by emotionally positive attitude and aspiration to creation and realization of economically expedient master - plans, business plans, strategic and marketing plans.

To acquaint senior pupils with a financial system of market economy a project and technological approach appeared to be effective. It allowed pupils to implement knowledge, abilities and personal experience in educational exploratory activity. Its essence consisted in the development of various financial projects (business plans) by pupils of specialized school. The spheres of the activity these projects concerned are following: person-nature, person-machinery, person-person, person-artistic images, person-sign systems. Projecting is provided in substantial filling of the standard of educational branch of "Technology", in the specialized programme on the basis of economics approved by The Ministry of Education and Science of Ukraine. Pupils have an opportunity to choose personally significant environment for the development of an educational master-plan, business-plan, etc.

Capital as a factor of school production (productive labour of seniors) creates the income, which is the reward for the student-entrepreneur. During the projecting process, seniors should realize that the value of contingent capital is a percentage, i.e. the income on primary capital invested in production. Finally seniors of specialized school have to consider the market as a certain set of the economic relations between various types of the enterprises and individuals concerning purchase and sale of goods and services where is a final recognition of their cost and realization, adequately aware of essence of the competition among producers for the reduction the expenses of production and increase of public usefulness of goods.

Special attention in the content of training of economic colleges needs to be paid to knowledge about immaterial forms of national wealth: the saved-up experience of people, their abilities, requirement, creative talents, and cultural values. The role of this component in the conditions of market economy increases extremely. Pupils are brought to the conclusion about necessity of the development of their own ability to many-sided and cultural self-realization in the society. Yet in a knowledge society a creative (scientific, art, technical) potential of an employee gets powerful economic value as it governs business projects and technological breaks in economy. Therefore, such qualities of the personality as independence and enterprise act are in the forefront.

Taking into account the financial and economic crisis in the world, professional knowledge of college students about the directions of anti-crisis policy in the economic security of the enterprise activity and methods of restructuring, reorganization and bankruptcy are relevant and well-timed.

Market relations complicate the business environment significantly and enhance the competition between economic entities that can worsen their economic situation and, consequently, lead to bankruptcy. Therefore, in market conditions the formation of the knowledge systems to ensure national economic security of national businesses is always an important task.

Notwithstanding the obvious achievements of Ukrainian economic education, there is a number of questions concerning the essence of theoretical and methodical bases of the system formation of future specialists' professional knowledge in the economical sphere in the conditions of market economy, which are still investigated insufficiently. It is necessary that students comprehend nature and mechanisms of economic laws nowadays, changes in global economic environment and fierce competition from economical and pedagogical position. So to provide sustainable development of a national economic system based on the latest pedagogical technologies it is important that graduates of higher educational economic establishments receive highly professional knowledge.

In this aspect, in a practical way forming the professional knowledge in the process of continuous economic education in the international educational and scientific cooperation in the programme "Double diploma" Master's Degree in "International Economic and Legal Relations" Kryvyi Rih economic Institute (Ukraine) in cooperation with Polonia University in Czestochowa (Poland) train specialists in the field of the theory and practice of international relations with in-depth study of issues of public international law, acquire the necessary knowledge to conduct economic activity in the conditions of functioning of the common market of the European (Kryński, Kuliszow, Guszko, 2015).

In the context of relevance of this problem innovative development and creativity of youth in the process of economic education is important. Developing economic system has wide infrastructure of the human relations. Instability and the preponderance of labour supply over demand can be noticed in some spheres of activity. It places emphasis on the preparation of creative young people, able to work under conditions of competitive market environment. To all that one should add the preparation of especially creative youth, that will serve as the foundation of national elite in the future.

Conducted researches give a reason to believe that a new paradigm for the development of education in general and economic, in particular, provides the transition from factual learning model to a methodology of "teaching to learn", actualizes the problem of economic education of the young generation, the enrichment of professional knowledge that are necessary in the current globalized economy and education.

The primary and urgent task of educational institutions for the formation of graduates' professional knowledge system is the creation of a constructive variant of studying the disciplines which meet the requirements of the time and first of all, of market economy in the context of which the role of such social values as knowledge, competence, professionalism, the ability to create something new and progressive which ultimately forms the personality, ready for various types of economic activity become important.

Furthermore, qualitative and quantitative parameters of pedagogical educational processes in the system of continuous education, their intensity and productivity depend first of all on the education of the society or on the power of innovative capacity of the society in the course of economic specialists training. Innovative potential of the society is the level of education, of the knowledge, which is gained by the youth in the course of training and in the process of a specialist forming, possessing a high level of professional knowledge in economics, international global problems, information technologies, foreign languages, intellectual property, and high culture of business communication for working activity in competitive market economy.

In the course of our research we used the latest innovative technologies to develop a theoretical model of a cluster system of knowledge economy. The intersubjective innovative connections in this system serve as a special component that substantially determines the speed of knowledge transformation into technologies and their diffusion in economy (fig. 1).

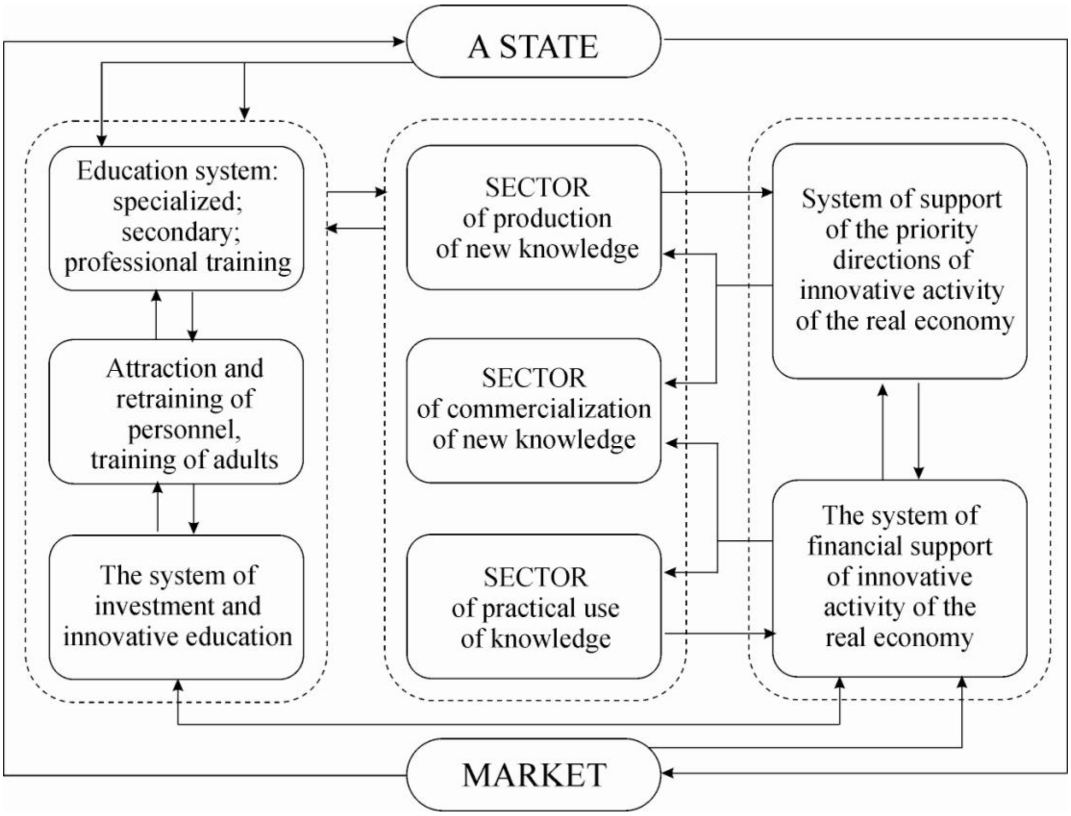

Fig. 1 **Theoretical model of cluster system of the knowledge economy**
(Source: Pedalka O., Kulishov V., 2015)

Fig.1 shows that interconnected components of the knowledge economy are the system of continuous education and its investment and innovation support; the sectors of production, commercialization and practical use of new knowledge; an efficient innovation system of the real economy, which unites and provides information to all market subjects at the state level.

Theoretical model of cluster system of the knowledge economy suggests that “exit” for a secondary school is a higher school, for which, in turn, “exit” is domestic economy, i.e. the enterprise, organization and structure of various types that need specialists with higher education. In other words, the economy should affect the higher education system through requirements on the quality of education and necassary fields of study and etc (Padalka, Kuliszow, 2012).

Having considered issues concerning modern development of the effective system formation of continuous economic education throughout life, transition of national economy based on new knowledge formation, use of the developed countries experience in preparation and retraining of personnel for the system of economic education, and also positive opportunities of economic education innovative potential, we can draw a number of interconnected conclusions.

Conclusions and suggestions

Firstly, it is necessary to clarify the concepts "modernization of the system of professional knowledge in economics" and "future specialists in the economical sphere". In our opinion, modernization of the system of professional knowledge in economics consists in the improvement of the training content of specialized school students' professional knowledge in "Elementary Economics", economic college junior specialists' professional knowledge in the production activity of enterprises, higher economic educational institution students' professional knowledge in international economic relations in the world economy. The result of this process is a hierarchical system of professional knowledge in Economics, which step by step becomes understandable for pupils and students in supportive pedagogical conditions of an educational and scientific complex: specialized school-college-university.

Future specialists of an economic profile are seniors of a secondary school who have the key competence of entrepreneurship as a priority; junior specialists of economic colleges are characterized by the project-creative approach to the formation of professional knowledge on economy, knowledge of students of the higher economic educational institutions is found in the creativity and searches of innovative professional knowledge in economics.

Secondly, the authors propose ways to modernize specialized study of Economics at the secondary school. Among these ways there is a pedagogically appropriate methodical system, the priority components of which are project-creative methods of pre-professional knowledge mastering in Economics and the formation of key competence of senior pupils' entrepreneurial activities.

It should be noted that Ukraine has already made significant steps towards the introduction of specialized economic education at secondary schools, establishing the fundamental basis for the development of an integral system of continuous economic education, which is at a stage of the difficult but consecutive statement. It is shown in the activity of economic lyceums, gymnasiums, colleges, economic classes at secondary schools, and also at universities and postgraduate education for teachers of technology and teachers of economic subjects who are attracted by specialized school. Today a significant amount of textbooks and manuals are printed. They take into account new standard requirements of personal and competence-based basic and secondary education, which are directed at the formation of future graduates' high level of pre-professional knowledge in the field of Economics. Therefore the pedagogical system of pre-professional economic education of specialized school pupils is the main source of the innovative model of economy development.

Thirdly, there is an urgent necessity of the theoretical and methodological foundations improvement of college junior specialists' personal- and competence-based professional economic education. In the economy based on knowledge, the main resource of development is the innovative potential of a country, which was involved in the regional labour market, small and medium businesses. Therefore the pedagogical system of professional economic education of junior specialists is the main source of innovation model of economic development taking into account its regional features.

The significant theoretical basis of college junior specialists' professional economic education is the production activity scorecard content of the enterprises of regional subordination, while the effective methodological basis of the professional knowledge formation of future junior specialists in the economical sphere is the use of active cooperation forms between students and teachers and interactive cooperation forms between students and students, and pedagogically motivated actualization of Economics studying and teaching methods. Fourthly, it is necessary to effectuate innovative theory and methodology of higher educational institution future specialists' professional knowledge formation in order to protect the economic sovereignty of Ukraine, the main components of which is the development of productive forces, investment and innovation relations, economic property and economic mechanism. It is important to improve pedagogical conditions favourable for the graduate students who have to become professionals with high creative, intellectual and organizational capacity, which prevents the decrease in intelligence of the nation, contributes to strengthening human capacity in the domestic economy.

All this, under our deep conviction, will accelerate the development of innovative educational policy, and build the economy of knowledge in the system of continuous education in the context of the Ukrainian entry into the European educational and research collaboration.

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TEACHER TRAINING IN THE CONTEXT OF INCLUSIVE EDUCATION: METHODOLOGICAL DIMENSION

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Abstract. *In accordance with the current pedagogical principles, the view is emphasized that education should be individual-oriented, socially responsible, and inclusive. Inclusive education is focused on providing education for all children, regardless of their needs. The article deals with the emphases of inclusive education in the teacher training; evaluation of the study program „Teacher" is carried out on the basis of the criteria developed. The explored prior experience is a basis to improve methodology, content, and organization of the pedagogical study programs. It is essential that the prospective teachers would receive qualitative methodological support for the implementation of inclusive education.*
Keywords: *evaluation, inclusive education, methodological dimension, study program, teacher training.*

Introduction

Inclusion is one of the current issues in education around the world. This process is based on the principle that schools shall educate all children, regardless of type, degree, and severity of development disability or any other social, emotional, cultural, or linguistic differences (Kondrova, Orska, Rozenfelde, 2012). To ensure successful inclusion of children in the educational system and secure their further development, the teachers have to be professionally trained, proficient in the issues of inclusive education in order to be able to recognize each pupil's individual needs. That would enable to identify means for promoting every child's personal growth.

Teacher training in Rezekne has started in 1925. Rezekne Academy of Technologies continues the traditions of teacher training implementing professional bachelor study program "Teacher". The program is internationally accredited for the maximal term of 6 years and is included in the study direction "Education, pedagogy, and sports".

In the research, the study program "Teacher" was analyzed in accordance with the principles of inclusive education.

The aim of the research: to propose emphases of inclusive education for the teacher training and to evaluate the study program "Teacher" in the context of inclusive education.

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Methods of the research: analysis and interpretation of scientific literature on the topic of the research; analysis and interpretation of documents and materials of professional bachelor study program “Teacher”.

Emphases of inclusive education in the teacher training

In the teacher’s profession, it is important to realize that every single individual is a constituent part of a society, providing his/her contribution to the value system and taking responsibility for the common result by his/her activities. Thus it is significant for everyone to be a good person, positive and eager to do good (Ošeniece, 2010). In a democratic society, the main value is an individual. Each person's unique individuality and dignity are important. In the teacher's work, it is essential to accept each pupil as he/she is, with his/her strengths and weaknesses, and to ground teaching on the pupils' positive qualities, creating awareness of an individual as a value. In the study process, developing of the students' awareness of an individual as an active, free, independent, and responsible entity by recognition of his/her freedom and self-realization, should be emphasized.

Inclusive education offers equal opportunities for all children and young people, regardless their needs and abilities, financial situation or social status, race, nationality, gender, religion, and political beliefs, health conditions, place of residence, and occupation, in the environment that is accessible, respectful and supportive through participation in the education process and achieving results (Iekļaujošā izglītība, 2013; Education White Paper 6, 2001). Inclusive education is focused on providing education for all children, regardless of their needs. The study process and pedagogical practice should be organised in the way, the students would be able to explore, analyse and assess diverse personal qualities of the schoolchildren and their dynamics, to effectively apply a variety of pedagogical approaches in heterogeneous groups, to perform the pedagogical activities not just independently, but as well in cooperation with other education professionals and the children’s parents, to be aware of the responsibility for their own education and professional development.

The students during the studies and professional pedagogical practice shall form an understanding of the educational establishment as a child-friendly environment. The main criteria of evidence are:

- premises and equipment appropriate for schoolchildren; implementation of an individual approach to children;
- the educational establishment is favorable, supportive, and focused on mutual understanding;

- pupils and parents are informed of the school's activities and education process;
- the personnel is professional and aware of children's rights;
- the management is responsive, welcoming towards the schoolchildren and parents;
- a variety of extracurricular education activities are provided in the school;
- a healthy lifestyle of the schoolchildren is encouraged (Bērniem draudzīga skola, 2010; Education White Paper 6, 2001).

The teacher training program shall be implemented based on the student's activity - grounded paradigm, which is centred on the belief that knowledge is being constructed by those who learn and develop knowledge in the process of acquiring experience. The student is required to study the information, test new ideas, solve current professional problems, and find new answers in different situations. By learning to solve problems, the students investigate the problem situations, and this activity develops thinking and motivates learning. The studies are based on the belief that knowledge is constructed on the basis of experience and mental activity. The role of structured prior knowledge is essential. The student creates new knowledge, building it on the own experience, with support of the lecturer and implementing diverse activities.

The professional bachelor study program „Teacher" of Rezekne Academy of Technologies was evaluated according to the certain criteria in five dimensions:

- methodological;
- personal and professional;
- environmental;
- regulatory;
- social (table 1).

In the article, the program's evaluation in the methodological dimension is emphasised.

The criteria were developed within the framework of the European Social Fund project „Development and implementation of the support programs for creation of the support system for the youth under the risk of social exclusion" (No. 2010/0328/1DP/1.2.2.4.1./10/IPIA/VIAA/002). The teachers of Latvian higher education establishments, implementing pedagogy study programs, participated in the project (Atbalsta programmu izstrāde …, 2012).

Table 1 **Criteria for evaluation of the study program „Teacher"**
(Atbalsta programmu izstrāde …, 2012; Development of a set of indicators …, 2009; Teacher Education for Inclusion …, 2012)

Dimension	**Criteria**
Methodological	Incorporation of the ideas of inclusive education in the program description, objectives, tasks, and learning outcomes
	Incorporation of inclusion technologies in the study program
	Implementation of integrated, inclusive approach in the study process
Personal and professional	Understanding of an individual as a value
	Broadening of an individual responsibility options
	Integration of the values of inclusive education
Environmental	Accessibility of physical and virtual environment to all
	Friendly environment to all education entities
	Environment opened to creativity and critical thinking
Regulatory	Reflection of the human rights, tolerance, and empathy principles in the regulatory documents of the study program and the course content
	Implementation of the human rights, tolerance and empathy principles in teaching practice
Social	Variety of social skills encouraging the inclusion
	Equal and equitable cooperation between the educational entities
	Problem solving literacy

Evaluation of the study program "Teacher" in the methodological dimension

In view of the methodological dimension, it is essential to analyze the incorporation of inclusive education ideas in the program description, objectives, tasks, and learning outcomes. The program for teacher training aims to prepare teachers, who are proficient in the educational science theories and in the field of their specialisation, who have mastered their basic professional competences in cooperation with the employers, who are able to plan, implement and evaluate teaching activities, and who are focused on the lifelong learning and professional development (2.līmeņa profesionālās augstākās …, 2010). The objective and tasks as well point to the fact that students learn scientific theories, the concepts and rules of the education field, wherein the inclusive education has an essential position. The theoretical training must be linked to the practice and, therefore, the objective and the tasks reflect cooperation with the employers, the directors and the teachers of the comprehensive school in a status of mentors for the practical work and reviving the theoretical knowledge in the practical pedagogical work with the schoolchildren. The teacher is obliged to continuously improve their professional competence. The objective of the study program points to the training of teachers, who are focused on continuous professional development. The undergraduate teacher education in the view of inclusive education policies can be considered as a basis for professional development and progress.

One of the tasks of the study program is to build the students' skills to plan, organize and evaluate teaching activities, to implement pedagogical interaction, cooperation with the schoolchildren, their parents, other teachers, and the society. Cooperation and teamwork play an important role in the teacher's work, since an inclusive teaching process is based on positive interaction and cooperation. Implementation of the study program is focused on the acquisition of skills to interact and cooperate with parents and the family, which is an important element in parental supportive involvement in the children's educational process. Inclusive education compels the teachers to work in team, in mutual cooperation among themselves and with the assisting personnel, in cooperation with educational experts, professionals of various sectors, and this idea is highlighted in the tasks of the study program.

The tasks of the study program are also intended to contribute to the students' independent study activities, raising awareness about human development and its unity with the social and natural environment, encourage students for innovative and creative personal development for the work in a democratic and humane school environment. The study process requires formation of the students' awareness of the pupils' diversity, its value in the educational process, and the use of diversity as a resource for training and educational tasks. The idea of a democratic and humane school is related with an understanding of the school as a group, whose members have qualities of freedom, responsibility, and independence, and which is characterized by an active, creative work and mutual respect.

The study program has the task to develop the students' scientific research skills in the field of pedagogy, carrying out independent researches in pedagogy and methodology. Consequently, the students carry out a diverse range of scientific research during the studies, preparing the course papers and diploma projects, and present the results in the academic groups and student conferences. The study program is designed to develop the students' ability to formulate and analyze the problems in education and in the teachers' work, to make reasoned decisions for problem solution, to organize independently further development of their professional competences. These aspects are important for inclusive teaching work.

The planned learning outcomes are included in the description of the study program, indicating the activities the graduate of the study program, owner of the professional bachelor's degree in education and the teacher professional qualification is able to perform.

The intended learning outcomes of the program contain the core values of inclusive education: recognition of the schoolchildren's diversity, support for all schoolchildren, work together with the assisting personnel, effective communication with students, their parents, other professionals in order to ensure the pupils' needs, addressing different problems, based on a pedagogical models and approaches, respect of cultural diversity of pupil and use of this diversity as a resource in the educational process, as well as continuous personal professional development (Profesionālās augstākās izglītības …, 2011). The study program is designed in accordance with the professional standard „Teacher" and the regulations of the Republic of Latvia on the standard of the second - level professional higher education. It is structured into several parts: general courses (humanities and social sciences courses; courses that develop basic social, communicative, and organizational skills), basic theoretical courses and information technology courses, professional specialization courses (includes study modules according to the qualifications), elective courses, practice, and state examinations.

The study program incorporates the courses that reveal the core values of inclusive education and provide development of knowledge, skills and attitudes, which is the basis for the teacher's work in inclusive education. During the studies, according to the study specialization, the students learn the subject methodology courses, which include issues on application of different learning approaches, models, methods, and forms, elaboration and differentiation of the curriculum and teaching materials.

Conclusions

1. Education should be individual-oriented, socially responsible, and inclusive. Inclusive education is focused on providing education for all children, regardless of their needs.
2. Evaluation of the study programs in accordance with the principles of inclusive education is one of the steps to identify the experience of inclusion that should become the change agent to improve the methodology, content, and organization of the study programs. Prospective teachers have to receive quality methodological support to implement an inclusive approach in education.
3. The study programs in the context of inclusive education are evaluated in dimensions: methodological, personal and professional, environmental, regulatory, social. Criteria for evaluation of the study programs in the methodological dimension can be following:

   - incorporation of the ideas of inclusive education in the programs description, objectives, tasks, and learning outcomes;
   - incorporation of inclusion technologies in the study programs;
   - implementation of integrated, inclusive approach in the study process.
4. Methodology, content, and organization of the professional bachelor study program „Teacher" at Rezekne Academy of Technologies is inherently focused on preparation of the inclusive teacher, however, there are visible possibilities for the program improvement:
   - the core values of inclusive education shall be emphasised more specifically in the terms of the tasks and the learning outcomes of the program;
   - the principles of human rights, tolerance and empathy shall be more emphasised in the content of courses, methodological instructions for teaching practice, and in the regulatory documents for the studies.
5. At the level of educational policy, content of the teacher's professionalism is determined by the professional standard. It provides a common vision that can be used not only for the professional training of teachers in the higher education institutions, but as well in planning, managing, and evaluating professional development in the continuous education. The public interest would be to make the teacher's professional standard sufficiently flexible and opened to change, thus providing a modern education management and incorporating current trends in education and in the profession, including accents of an inclusive teaching and principles of human rights, tolerance and empathy in the teacher's work.

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TEACHING THE SPECIFIC FEATURES OF VOCABULARY IN NEWSPAPER HEADLINES

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Abstract*. The present research deals with the variety of lexical items used in newspaper headlines in British press. The report discusses teaching strategies how to develop readers' vocabulary competence and its influence on the overall comprehension of the meaning implied in the headline. The study touches upon the strategy of direct explanation of new vocabulary, morphemic analysis of words, and stylistic analysis of the phraseological units used in newspaper headlines. The research emphasizes the role of emotively coloured vocabulary in the formation of attractive headlines.*
Keywords*: components, compounds, figurative meanings, morphological transformations, readership, word-formation.*

Introduction

Teaching vocabulary in the EFL classroom is one of the most important aspects of language study. Vocabulary builds up the bulk of any language. Vocabulary plays a major role in the development of communicative skills, reading comprehension skills, literary discourse analysis, and reinforcing overall academic competence. The development of vocabulary competence is vital for university students, especially for students of philology and linguistics, as they encounter with a wide range of discourse including various genres, styles, and themes. It is of utmost importance to be able to decode the meanings of unfamiliar vocabulary items as well as new coinages, neologisms, and phrases with figurative meanings. Newspapers offer never-ending resources for developing linguistic competence. Modern EFL methodology abounds in appropriate techniques for sufficient vocabulary instruction in the language classrooms. Students majoring in the language study will always find the language of newspapers the most sensitive to the latest tendencies both in their mother tongue and in the foreign language.

The present research is focused on the role of headlines in the improvement of literacy skills of the tertiary level students. The aim of the research is to explore the strategies that will facilitate the learners' vocabulary competence, observe the word formation processes in creating new vocabulary items, meanings and additional connotations in situational contexts. The research

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methodology is based on the principles of discourse analysis and componential analysis of particular lexical items.

The Research

The headline is 'a unique type of text' that has several functions (Reah 2002, 13). The primary function of the headline is to inform the reader of the main idea of the article. To achieve this effectively, the author of the headline, or the text producer, has to be very skilful when selecting the appropriate words or expressions. Headline writers have established a specific text type that is found only in newspapers. The reason for that is the strategy of attracting more readers to a particular article and the newspaper itself. Therefore, the vocabulary that the headline writers use must be short, attention-getting, even memorable and striking (Reah, 2002).

According to Alain de Botton (2014: 11), the news has its own 'mechanics' how to present the information to the readership; however, the propositional content of the headline is not always observed. The power of the headline is also laden in the ability to transfer the ideology that is 'creating a new planet in our minds' (Botton 2014, 11). The research discloses the power of words and lexical items in the formation of attractive and 'loaded' headlines with the help of morphological strategies and the use of stylistically marked vocabulary.

Morphemic Analysis Strategy

The English language is very flexible in terms of creating new words and lexical units. Word building principles provide a fruitful background for creating words to lexicalize new concepts or contracted means of expressing long phrases or even sentences. Word formation contributes freshness and originality to the headlines, which makes the headlines attractive to the readership. A wide range of possible morphological transformations trigger the headline writers' creativity and imagination. Moreover, due to the morphological transformations, the headline may carry an enormous amount of information to the reader. To avoid long descriptive and explanatory sentences or expressions, the authors may choose the most appropriate type of word building. Let us look at the most common ways of word building found in newspaper headlines in British quality press. The following headlines have been selected to illustrate the latest tendencies in word building.

1) *'New grammar schools will* ***kick-start*** *social mobility' (9 Dec 2014, The Telegraph)*
2) *A-Level results: a* ***stress-free*** *survival guide (14 Aug 2014, The Independent)*
3) *All private schools 'to be given* ***Ofsted-style*** *inspections' (24 Jun 2014, The Independent)*

4) *Exclusive: Tories under fire for links to **pro-Russia** lobbyists (03 July 2014, The Independent)*
5) *Ministers urged not to rush through **heavy-handed anti-terror** legislation (25 Aug 2014, The Independent)*
6) *More university students means more **drop-outs**, claims senior **vice-chancellor** (9 Nov 2014, The Independent)*
7) ***Road-building** blitz: David Cameron targets key marginal votes with £15bn investment scheme (10 Nov 2014, The Independent)*
8) *Home Office quietly ditches Swedish firm contracted to process **asylum-seekers** (14 Nov 2014, The Independent)*
9) *Andy Burnham challenges Nigel Farage over NHS '**cover-up**' in open letter (14 Nov 2014, The Independent)*
10) ***Anti-terror** law 'would stop British jihadists coming home for two years', says David Cameron (13 Nov 2014, The Independent)*
11) *The '**zero-zero**' economy: Labour announces new plans to crack down on **large-scale** tax avoidance (13 Nov 2014, The Independent)*
12) *Rochester and Strood **,**: Ukip predicts 15-point lead as Tories brace for defeat (17 Nov 2014, The Independent)*
13) *David Cameron may seek only **short-term** EU migration limits, says Major (17 Nov 2014, The Independent)*
14) *Ed Miliband leadership turmoil was 'Labour's **four-year** itch', MP says **(**16 Nov 2014, The Independent)*
15) *Andy McSmith's Diary: I'm an **Attention-Seeking** Politician...Get Me in There (17 Nov 2014, The Independent)*
16) *Migrants storm **UK-bound** lorries at Calais (20 Oct 2014, The Telegraph)*

On the basis of empirical examination of a corpus of newspaper headlines the most common type of word formation is a hyphened compound. The component parts, such as nouns, verbs, adjective, adverbs, and gerunds are most frequently hyphened to combine two or more propositional contexts and to signal the individual meaning of each component. Some of the compounds have already become a part of common colloquial (*e.g. drop-outs, large-scale, stress-free*) and common literary vocabulary *(e.g. vice-chancellor, anti-terror, asylum-seekers, short-term, by-election).*

Direct Explanation Strategy

The compounds that are less common are mostly based on the spontaneity and originality levels. This type of compounds requires the readers' background knowledge or the language instructor's additional explanation of the facts or the cultural references to decode the implied meaning of the words and word combinations. For instance, *Ofsted-style inspections* may confuse the less informed reader what type of inspections these are. In fact, Ofsted is a government body that inspects and assesses the educational standards in England and Wales on a confidential basis. Similarly, the compound *zero-zero* *economy* is used in the sphere of economics, which is equivalent to steady-state economy that has stable population and stable consumption. Being neutral, at first sight, the compound *attention-seeking* provokes an irony to some extent. The phrase sounds similar to *asylum-seeking* referring to the growing number of refugees in European countries. Another group of compounds are made by affixation that carries a particular meaning, like ***pro**-Russia, **anti**-terror, UK-**bound**, **by**-election.* The authors of the headlines presuppose that the readers are knowledgeable people with good literacy skills. The use of meaningful affixes saves the space that is rather limited. For instance, *pro-* means 'in favour of', *anti-* means 'against', *-bound* means 'restricted, confined, within the borders of', *by-* means a special election to fill a vacant seat in the lower chamber of the Parliament.

The vocabulary units that have become a part of commonly used discourse in formal contexts and in political rhetoric are easily recognised by the readership. Martin (1988: 9) emphasises that language is distinguished by two properties that are its infinity and the capacity for novelty. A great number of lexical units appear due to morphological transformations, blending, clipping, and other word construction techniques. These techniques facilitate the readers' ability to understand words and word combinations they have never seen or used before. The following examples of headlines demonstrate the usage of other types of word building.

17) *Nicky Morgan: pupils 'held back' by **overemphasis** on arts (10 Nov 2014, The Telegraph)*
18) ***Oxbridge** degrees add £7,600 to graduate starting salaries (18 Dec 2014, The Telegraph)*
19) ***Homework** 'damages' primary age pupils (5 Oct 2014, The Independent)*
20) *Commonwealth Games 2014: Alex Salmond **photobombed** by spectator with English flag (3 Aug 2014, The Independent)*
21) *Ed Miliband fights for his political life amid rumours of Labour **backbench** coup (6 Nov 2014, The Independent)*
22) ***Eurosceptic** and male? Join the Peter Party! (16 Nov 2014, The Independent)*

The words that consist of two words with their own individual meanings have entered the language as common literary vocabulary. The complete integration into the lexicon facilitates entire comprehension of the notion that they represent. The compounds like *'homework'* (the work done at home), *'backbench'* (the seats at the back of a hall), *'Eurosceptic'* (someone who is doubtful of the idea of united Europe), *'overemphasis'* (too much emphasis), *'photobombed'* (appearing unexpectedly in a photograph) do not require additional background knowledge or situational context to get the proper meaning. The most well-known blend in the sphere of education terminology is *Oxbridge* meaning the most popular universities in Oxford and Cambridge.

Stylistic Analysis Strategy

Apart from word formation techniques that ensure a very effective and lexically productive means of creating new words and expressions in newspaper language, there is another group of lexical items that make the language of headlines emotionally and stylistically bright. These are the words and phrases of neutral and common literary vocabulary that convey figurative meanings. Learners' linguistic competence and prior knowledge of conventional dictionary meanings of words will facilitate comprehension of the words' transferred meanings. Readers are supposed to grasp the intended meaning of expressions from the written context. Text producers frequently exploit figurative language to avoid direct and sometimes blunt messages. Phraseological units that are used in headlines metaphorically smoothen the actual state of matters. The following examples of newspaper headlines illustrate a wide range of phraseological units that may expand the learners' vocabulary in the process of advanced language study.

23) *Foreign criminals scandal: Politicians '**have blood on their hands**', says grieving father (22 Oct 2014, The Telegraph)*
24) *Duke of Edinburgh was '**put in his place**' by Cecil Beaton during coronation (31 Oct 2014, The Telegraph)*
25) *Britain will become '**safe haven** for criminals' without European Arrest Warrant (30 Oct 2014, The Telegraph)*
26) *Top Labour figures **rally around** Ed Miliband, warning revolt 'muttering' could **cost** party next election (7 Nov 2014, The Independent)*
27) *George Osborne accused of **fuelling 'ignorance'** over welfare claims (4 Nov 2014, The Independent)*
28) *Alex Salmond departs as Scotland's First Minister - but this ruthless political operator is not going **to fade away** (13 Nov 2014, The Independent)*
29) *David Cameron 'must **tone down** anti-EU rhetoric', insists Sir John Major (13 Nov 2014, The Independent)*
30) *Alex Salmond **steps down** as Scotland's First Minister - but he **won't be gone** for long (13 Nov 2014, The Independent)*
31) *MPs warn Government not to allow '**dilution**' of banking reforms (17 Nov 2014, The Independent)*
32) *Rochester by-election: **The gloves are off** as the Tories and Ukip **do battle** by the Medway (16 Nov 2014, The Independent)*

The denotational meanings of the phraseological units found in the headlines trigger the learners' imagination to facilitate the entire understanding of the implied meaning of the word combinations. The metaphorical meanings have been derived from the conventional meanings of the words and phrases.

The meanings can be easily understood from the context. The table demonstrates the origin of the phraseological units that were found in the headlines.

Table 1 **The origin of figurative meanings**

Phraseological unit	**Conventional meaning**	**Metaphorical meaning**
have blood on one's hands	Have blood on one's hands after murder	Be accused of indecent behaviour
put in one's place	Show the right place	Told to observe certain rules
safe haven	Safe place	Peaceful, remote place
rally around	Move around	Trying to persuade or warn about sth
to fade away	Lose vitality	Lose vividness and authority
fuelling 'ignorance'	Emphasized ignorance	Intentional ignorance
tone down	Make the sound quieter	Speak in more mild language
step down	Go downstairs	Quit the present position
won't be gone	Will not go away	Will temporarily leave the position
dilution	Making substance less concentrated	Damage
The gloves are off	To argue or compete in a more unpleasant way	Ready to defend one's opinion aggressively
do battle	To fight, struggle	To argue, to quarrel

The use of emotively coloured vocabulary brings vividness to the discourse. The text producers transfer the atmosphere of the events, actions, and characterize interpersonal relationships. The phraseological units are mostly encountered in informal texts, which establish closeness to the readership and availability of the comprehension of the implied messages. Figurative meanings transfer different emotions and attitudes, such as criticism, warning, exaggeration, disapproval, doubt, accusation, assurance, and irony.

In conclusion, it may be stated that the language of newspapers and newspaper headlines add variety and diversity into the language study process. Linguistic and stylistic devices provide learners with the access to many 'sets of semantic settings' (Fowler 1991, 31). Referring to the lexical units known in habitual usage makes the entire comprehension of the implied message easy and approachable. The English language is extremely diverse in linguistic techniques how to explain complicated things and notions. Language teachers and instructors should apply diverse vocabulary learning strategies to deepen learners' knowledge of word meanings and motivate their desire to acquire new vocabulary. New concepts are explained with the help of invented words, neologisms, borrowings, culture-specific vocabulary. In other words, the expansion of the language vocabulary is entirely influenced by the latest developments and innovations in the human society.

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TEACHING THE VARIETY OF SYNTACTIC STRUCTURES USING ENGLISH LANGUAGE NEWSPAPER HEADLINES

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Abstract. *The research examines the variety of syntactic structures that are used in formation of newspaper headlines in British press. The report focuses on the peculiarities of newspaper headlines in terms of their syntactic structure. The present study also points out the influence of the sentence structure on the meaning of the entire headline.*
Keywords: *comprehension, headlinese, interpretation, meaning, syntactic structures, transformation.*

Introduction

In the age of highly developed information technologies and the world communication network, printed mass media have taken a minor role in the people's lives. There are many other numerous sources of information on international, national, and local news available for the mass audience. Unfortunately, the press does not own the domineering position in the reader-friendly layout of printed information. Due to this, editors take pains to attract the readers to new issues of this or that newspaper or magazine. Offering a good deal of solely informative texts and reports, newspapers do not look appealing to the readers these days. Similarly, the present-day information overload distracts the reader's selectivity of news items.

Nevertheless, newspaper language and the language of headlines offer a lot of possibilities to master the English language at an advanced and proficiency level. Linguistic complexity of the language of newspaper headlines encourages learners to explore the language profoundly. In turn, the language instructors at a tertiary level should facilitate the language study in order to pursue the most effective methods and techniques in teaching the language complexities. Students mastering English as a second language encounter numerous problems to render their native language discourse into the foreign language and vice versa. Moreover, learners should be aware of the specific pragmatic functions of particular syntactic structures. Apart from the traditional formal instruction on

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the language use, it is of utmost importance to develop teaching strategies to include language pragmatics into the learning process.

The key issues for the present research are the most frequent problems caused by the syntactic complexity and the absence of the equivalent syntactic constructions in the target language system. The aim of the present research is to define the most problematic constructions for understanding and translating, and develop the techniques that will facilitate the quality of the language learning.

The Background of the Research

Headlines of newspaper articles serve as a means of navigation through the influx of reports, features, and news covering articles. Bowels and Borden (1997:189) state that headlines act as a summary of the article and tell in short what the story is about (Smith and Michalak, 1978:15). Headlinese, as a special style applied to writing headlines, has already established the theoretical background for further research.

Reah (2002: 13) refers to the headline as a "unique type of text". The language of a headline is restricted in terms of its linguistic devices. Thus, the language of headlines has triggered the development of a certain lexicon and particular syntactic structures. The key function of this kind of language is to attract the readers' attention to the most breaking news and the paper itself. The unique peculiarities of the headlinese provide the reader with the opportunity to skim the headlines and grasp the content of the articles in a more contracted form. To draw the reader's attention to a particular story, the headline should contain stylistically and emotionally coloured words and simplified syntactic structures.

Unfortunately, this tendency has become a major cause for numerous ambiguities on lexical and syntactical levels. Such ambiguities affect the addressee's comprehension and interpretation of the content of an article, which, consequently, may lead to misunderstanding and even a conflict.

In need of additional space for numerous articles and reports, the headline writers adhere to a telegraphic style of writing, which presupposes the omission of words and transformation of standard structures in phrases and sentences.

Newspaper texts serve as a resourceful means of teaching a language with the help of authentic materials to the students majoring in the English language as a foreign language. Newspapers provide a wide range of up-to-date and actual thematic vocabulary.

Headlines have become a challenge for the reader making an attempt to decipher the main idea of the story. Traditionally, most tabloids exploit stylistically marked vocabulary in their headlines in order to attract reader's attention to scoops and sensationalist news. Unfortunately, the choice of words for the headline is not always relevant to the real content of the article. The use of puns, wordplay, allusions, and cultural references cause difficulties in correct understanding of the headline meaning and summarising main ideas reported in the article.

Reah (2002: 73) emphasises a fundamental role of syntax in establishing the relationship between linguistic elements in a sentence. As headlines are presented in a form of sentences and expressions, we may discuss how the elements of these sentences or expressions are interrelated. The relationship between the elements will influence the process of establishing the meaning.

The Data Analysis

The present research is focused on identifying the reasons for misunderstanding and poor comprehension of headlines in British quality press. The learners of advanced language studies majoring in applied translation and communication were given a set number of headlines with possible interpretations. The aim of the research is to identify the most confusing and least understandable construction patterns of headlines due to their structural and syntactical complexity. As many as 100 headlines were given to 20 students to find appropriate interpretation for each headline. The data were processed and analysed.

The results of the examination of the students' comprehension of headline meanings are reflected in Table 1 below.

Table 1 **Correlation between Structures and Misunderstandings**

Syntactic structures	Number of students	Percentage of misunderstandings
Present Simple	10	50%
Modals	12	60%
Participles	15	75%
Class shift	17	85%
Complex structures	14	70%

Due to numerous causes for misunderstanding of the content of the headline, the techniques of explanation of the structural peculiarities on linguistic and pragmatic basis are required for the language study course. Thus, the research offers possible ways how to clarify the structural complexities found in the selected newspaper headlines.

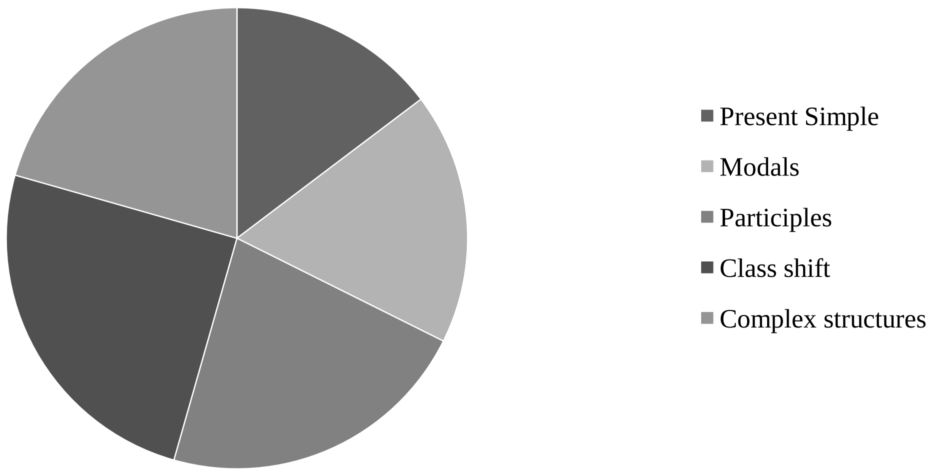

Figure 1 **Variability of syntactic structures involved in headline misunderstanding**

According to the data received during the research, we conclude that the most complicated constructions are class-shifts (See Figure 1). The author operates with different word classes that disturb the reader's understanding of the main idea. Due to the flexibility in word class transformation and polysemy of English nouns and verbs, the most semantically confusing word classes are noun-verb class-shifts.

*(1) **Mid-concert selfie stage invasions** – hasn't Dvorák suffered enough?*

Headlines have acquired the telegraphic style where verbs can be substituted by nouns creating a noun chain. It is common for newspapers to make the headline very informative. Noun strings can replace long sentences, e.g. *The **stage** was **invaded** by those who wanted to make a **selfie** with the actor in the **mid**dle of the **concert**.* The headline (1) producer has used only the key words for the headline. The need for decoding this type of headlines triggers different interpretations.

*(2) Religious **studies shake-up** to 'prepare pupils for life in modern Britain'*

Because of the polysemy, nouns and verbs can be misunderstood as in the example (2). It may be interpreted as *'the shake-up of religious studies'* as well as *'studies shake up students to get ready for life in modern Britain'.*

It is worth mentioning that non-finite verb forms including participles and infinitive constructions also establish a platform for ambiguity. The reason for that is the omission of auxiliaries that help grasp the meaning. For example, the students may think that the ending "ed" refers either to the adjective or the past simple regular verbs or a noun with "ing" signifies the present continuous tense (Reah 2003: 13).

(3) Juliet Stevenson on the rewards of ***playing*** *Mother Teresa*

In the example (3) *playing* may serve as an attributive modifier '*playing Mother Teresa'*, that is, Mother Teresa who is playing. In another interpretation, *playing* acts as an object, i.e. *playing* (Mother Teresa) *got rewards*.

4) Government push to clean up Britain and make ***dropping*** *litter 'as socially unacceptable as drink driving'*

In the following headline '***dropping*** *litter'* may be interpreted dually, as an act of dropping or throwing litter, and 'litter that is dropping or falling down'.

The headline looking as if it were a compound or a complex sentence appears to be a chain of reference. To understand the meaning of the chain, profound background knowledge of the language is needed.

(5) Norman Baker reveals drugs proposals Theresa May stripped from report
(6) David Cameron on London Grammar: Music world ***cringes*** *as the PM* ***ruins*** *another band's credibility* ***to be*** *a fan*
(7) ***Letting*** *people* ***get away*** *with anything. Is this the fine art of leadership, David Cameron-style?*
(8) Ukip MEP Roger Helmer: People should be able to dislike homosexuality ***like*** *they do different types of tea*
(9) Jim Murphy promises to unify Scottish Labour ***as*** *poll predicts Holyrood meltdown*
(10) That which does not kill Ed Miliband probably won't make him stronger

Producing long headlines with complex structures seem informative to a large extent, which supposedly attract readers to the news item. However, these structures are loaded with prior knowledge that the reader needs to understand the information properly. As in headline (5) the author includes personal names that are supposed to be well-known to the reader and the prior knowledge that there have been drug proposals and Teresa May has violated the rules of reporting on that incident. In addition, the structure lacks conjunctions between the two clauses. Headline (6) is heavily loaded by a range of syntactical forms, such as the present simple tense in *cringes, ruins,* a noun-string chain in *another band's credibility,* a prepositional non-finite phrase *by claiming,* and the infinitive construction *to be a fan.* Headline (7) has a combination of two different sentence types, an elliptical statement and an interrogative. Moreover, the statement is elliptical lacking either a subject or a predicate depending on the individual interpretation. Headlines (8) and (9) employ conjunctions *as*, *like* to join two clauses, but what is misleading is the propositional content of the clauses, which requires background knowledge to understand the gist of the article. The sentence (10) is overloaded by the use of the modifier *that* acting as the subject and *which* that explains what is meant by *that.* Additionally, the headline has an ideological stance of the text producer by disclosing the actual topic of the article. The weakness and a high degree of ambiguity in such sentences are achieved by the amount of insufficient information passed on to the reader. The author may not know the information or does not want to tell, in such a way attracting the mass audience to read the article.

One of the most frequently used grammar tense forms is the present simple. Apart from the newspaper context, this verbal form is used extensively in English syntactic structures. The most common practical application of the tense form is expressing regular habitual actions, state actions in present, planned future actions, actions in dramatic narrative, and as a verbal form in time clauses. Such extensive use of the tense form provokes a good deal of ambiguity in understanding.

(11) City Link collapse: union ***meets*** *administrators in effort to save jobs*

The reader may assume that the union has already met administartors, where the verb *meets* expresses a completed action. Similarly, it may also imply a future action.

(12) NHS crisis ***grows*** *as young Britons turn their backs on family doctors*

The headline may express the continuous process of growing of NHS crisis taking place at the time of reading the article.

(13) Devon ***drops*** *plan to ban smokers and the obese from routine operations*

The implied meaning of *drops* may signify the intention to stop the plan of prohibiting smokers perform routine operations. It may also mean that the decision has already been made.

(14) Labour ***tells*** *businesses to act fast to make case for the UK in Europe*

Here, the sentence (14) has a pragmatic load. The headline author intends to express the Labour party’s recommendation for enterprises to act faster in the future or suggests that the party habitually reminds them to act faster.

Modality is also used extensively in the headlines, which emphasises the relationship of the text producer and the addressees. The author may express the attitude towards a certain situation, issue, or event. Modal verbs have a wide range of meanings causing a lot of misinterpretations. They often occur when the target language does not have relevant equivalent phrases or word combinations. The following headlines contain modal verbs, like *need, would, should, must, won't.*

*(15) Local courts **need** to be run by local people*
*(16) Referendum **would** turn UK's presidency of EU into a 'farce'*
*(17) How Labour **would** reform the Work Capability Assessment*
*(18) British Bill of Rights '**would** protect free press'*
*(19) Nigel Farage: David Moyes **should** join Ukip*
*(20) David Cameron **won't** rule out Ukip deal in hung Parliament*
*(21) Soaking the rich **won't** cut poverty or inequality*
*(22) The Conservatives **must** reconnect with voters' aspirations*
*(23) Britain **must be** ready to 'walk out' on European Union, Matt Hancock says*

Generally, the modal *need* expresses physical necessity. In the headline (15), it is not quite clear who exactly defines this necessity, either local courts themselves seek for assistance from local people or the local people insist on taking over the duties of local courts.

The extensive number of meanings of the modal *would* mislead in many headlines. The modal *would* is often used in conditional sentences expressing unreal past actions, habitual actions in the past, or annoying actions. Suppose that headlines (16) and (18) are parts of conditional sentences, and then the sentences lack the propositional content of the other part of the headline. Thus, the context is important to provide the most appropriate interpretation of the modality form and the content of a headline.

The headlines (22) and (23) contain the modal *must* that expresses a strong obligation or a high degree of certainty. From the context of the headline (8) the reader may suppose that the intended meaning of *must* in this sentence is a strong obligation or recommendation. However, the use of *must* in combination with *be* in (23) turns the message into the expression of certainty that may imply *Britain is ready to 'walk out'*. Similarly, the negation of the modal verb *will*, such as *won't* may express the prediction of an event that will or will not happen. Another possible interpretation may imply volition, as in (20) the text producer could have expressed David Cameron's determined refusal to rule out Ukip. Consequently, it would change the entire meaning of the headline and the main idea of the article that this headline represents.

Conclusion

Summing it all up, since the language itself is a changeable notion, it is of utmost importance for young language specialists to master the latest tendencies in the language development. Apart from extensively employed syntactic structures, the newspaper text with its 'real' language contains plenty of new coinages, neologisms, foreignisms, morphological transformations, and culture-bound vocabulary. Nowadays, having developed the linguistic system of its own the language of headlines has become confusing and not reader-friendly to a great extent. To become skilful translators and understand all the nuances of the language, students need additional training in acquiring the features of the headlinese.

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REFLECTION AS A FACTOR OF THE ACTIVITY OF PROFESSIONAL COMPETENCE OF SOCIAL PEDAGOGUES

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Abstract. *The study analyses the role of reflection in the context of professional improvement as one of the assumptions for profession competence of the social pedagogues. It is noted that reflection of professional experience is important in the preparation of the specialists providing social pedagogic assistance and in the improvement of their competence to act in both defined and undefined professional situations. Applying the qualitative research it has been established that in order to improve the provision of social pedagogic assistance it is important to continuously reflect on own professional activity. The research has established that reflection is one of the factors of the competence of specialists of the social pedagogics, since reflection of individual experience allows to consider actions, practicable methods, to foresee the results and the impact on the situation, on other people and on the person.*
Keywords: *reflection, professional improvement, risk families social work.*

Introduction

Social economic changes influenced many areas of society life, at the same time influencing the human being and the environment. The belief in the human ability to change the world as the value has been noted by A.P. Wilson (1997, 749), the power is concentrated in the human ability to understand the reality, to generate knowledge of the reality through action and reflection, to create own identity and become more human. It should be noted that the professional competence of social pedagogic assistance is determined by three essential dimensions of professional work – to think, to perform and to act integrally (Shulman, 2005), i.e., to reflect own professional experience (Bubnys and Gudonis, 2009). In the practice of social pedagogic assistance reflection is emphasized, since a reflective professional integrates knowledge, values, abilities into his/her work and learns from the experience at the same time (Toros, ir Medar, 2015). Ability to reflect helps to learn from own experience (Motiečienė ir Naujanienė, 2011), to analyse objects, processes remote from a known subject, to analyse own activity as a subject of the experience (Mažeikis, 2007).

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The importance of the reflexion is especially noted speaking about the professional training of the future specialists of social pedagogic assistance (Raudeliūnaitė, 2010 Laverty, 2012). Reflexion is associated with the professionalism of social work (Fook ir Askeland, 2009, Švedaitė, 2012; Bubnys, 2014), with the abilities of a social pedagogue to make decisions (Jonušaitė, 2009), with supervision (Abromaitienė, 2013).

Reflexion is required for oneself rather than in respect of the others, i.e., every idea that is newly reflected encourages correction of own ideas, of the activity, of the attitudes and of the own relationship with the object. The way of recognition (reflexion) should start from recognition of oneself; only the person realising oneself may better know the others, may get integrated into the society, into the community, help others to improve and to find their ways to the society. According to O. Tijūnelienė and V. Kavaliauskienė (2009), reflexion is a guaranty of constructive professional improvement.

Goal of the study: to analyse the most important aspects of practical experience reflection of the specialists of social pedagogic assistance, as of one factor of professional competence development.

Objectives:

- To analyse the meaning of activity reflexion in the context of professional competence.
- To disclose the experience of social pedagogic assistance applying the reflexion method as the factor of training of professional competence in work with the families at risk.

Research methods: the qualitative method was used (Bitinas et al., 2008; Merriam, 2009). For the data collection a semi-structured interview was used, since more explicit information can be obtained, the data may be specified and enriched with additional questions to the respondent, the research gets deeper and broader (Tidikis, 2003).

5 providers of social pedagogic assistance from X region, having the minimum 10 years social or pedagogic assistance to children in families at risk participated in the research.

The data of the research were analysed applying the content analysis method, the data were grouped and re-grouped, a comparison of the data and of the descriptive categories, and of the subcategories was performed. The final result of the research is the descriptive categories which are applied on the deep analysis of the primary data.

The feasibility of the research was secured by careful transcriptions of the interviews with the informants – re-writing the unique speeches of the informants, registering the pauses and emotions. In the analysis of the data the authentic language of the informants is presented.

Limitation of the research is that only a small part of the specialists that provide social pedagogic assistance to children in families at social risk was surveyed. Therefore it can be asserted that personal experiences and subjective assessments of the specialists that provide social pedagogic assistance to children in families at risk is disclosed.

The following principles were followed in the process of data collection: free choice, confidentiality and anonymity. Explicit information about the purposes of the research, about where and how the material obtained during interviews will be used was provided; the participants of the research were informed about the possibility to withdraw from the research and to refuse any time to answer the questions that are not acceptable for them.

Reflection as a condition for professional activity improvement

A professional specialist must be a researcher of own activity, at the same time of experience, continuously acting, considering own ideas and theories that he/she follows, aiming at the implementation of the results of own activity (Bubnys, Krušaitė, 2008). reflection provides conditions to aim for changes and to search for alternative ways of social activity that would help to overcome new challenges, to solve the problems of social assistance in the modern world (Vaicekauskienė, Čiužas, 2013). Therefore, according to Raudeliūnaitė (2010), new knowledge, understanding, new sense and perception could be the result of reflection. A professional specialist must become a researcher of own activity and at the same time of the experience: that is a person continuously acting, considering own ideas and the theories in use (Bubnys, 2009).

According to R. Bubnys and V. Gudonis (2009), the essential process of a professional development is orientated towards the ability of the person to learn continuously through the ability to reflect, getting deeper into the experience analysis, its improvement and reasoning, updating and re-assessing the knowledge, better knowing and controlling oneself, diagnosing personal mistakes, forming the ability of efficient analysis. Reflection is directly related to the motivation of a professional for conscious activity and it's modelling, correction, it indirectly determines own empowering for continuous improvement accepting responsibility for own actions and decisions.

Reflection in professional activity, the expression of the culture of reflection bring distinct colours into the activity of the specialists of the social pedagogic assistance (Kavaliauskienė, 2010):

- Reflection, the culture of reflection „participate“ in the updating of the personality of a professional – in the cognitive field, in the emotional field (realising the factual possibilities of own influence on the activity objects).

- Reflection highlights the relationship of the professional with oneself and makes it transparent.

Reflection opens for a specialists of social pedagogic assistance opportunities to apply knowledge, values and skills in a creative manner, allows to open oneself for new phenomena, information, to apply other than the standard ways of action and interventions. R. Bubnys and L. Krušaitė (2008) note that reflecting a professional gains “invisible” knowledge and skills, therefore he or she may chose appropriate strategies, make adequate decisions not only in the professional activity, but in different life situations as well. According to the authors, by reflecting we know ourselves, we look at the same problem from different angles, we consider not just the positive experience, but the negative one as well, realising our weak and strong sides. According to R. Bubnys and V. Gudonis (2009), reflection comes from professional experience therefore it includes reflective thinking forming a situation when the personal system of attitudes, values and views is relied on, leaving an open opportunity for its reformation. The experience is reconstructed using reflection which might be explained as a process, when attention is paid to the experience and its content, leading to conscious knowledge of theories of personal activities, their development, creation of new knowledge and checking of it in real practice (Stanikūnienė, 2007), encouraging the search for additional information which could help to understand the essence of the problem (Gapšytė, Snieškienė 2011).

According to the researchers, reflection is one of the important features that determines professional fitness and adaptability to the profession (Kepalaitė, 2008) and influences qualitative professional development of the personality and professional identity (Raudeliūnaitė 2010). So it is natural that the development of reflection competence should become one of the most important goals in preparation of specialists that work directly with people, since it is necessary to reflect oneself in order to improve the relationship at work (Jansen, 2010). According to D. Gamble and M. Weil (2005), the theoretical and scientific knowledge of a practitioner enriches his/her reflection, and at the same time reflection allows to personalise the theoretical knowledge, to adjust it for solutions of specific situations, and opens a new horizon of activity, discloses new meanings, potentials of solutions. Reflection actualise the relationship between the theory and the practice, the inter-relationship of the personal and the professional experience which is very important in the process of professional improvement of a social worker (Dirgėlienė, 2008).

According to V. Lukošūnienė, (2011) the results of the reflection of the past and of the present have direct influence on improvement of adults in future, on future goals setting, on improvement of the skills to learn. Ability to consider the experience should be applicable in the professional activity of a pedagogue as a possibility for improvement of own activity and of further strategies (Teresevičienė, Gedvilienė, 2001).

According to I. Dirgelienė and N. Večkienė, (2009), reflection has an important role in the mechanism of stress overcoming, or self-control, since reflection includes understanding and assessment of oneself and of the other person, the comparison of own opinion with the opinions of other people and of the entire society. According to the authors, the specialists that face some difficulties, doubts, complexity of a professional situation or a lack of knowledge, should have a possibility to discuss all this with colleagues and specialists.

Thus, reflection in the process of social pedagogics assistance has a special meaning since it allows discovering and knowing one's feelings, the motives of behaviour, lets to analyse the achievements and drawbacks of own activity or learning. Reflection is one of the strategies of improvement, a valuable skill to support efficient professional practice in future.

Experience of the specialists of social pedagogics assistance applying the method of reflection as a factor of professional competence development in work with children in families at social risk

Analysing the experiences of the specialists of social pedagogic assistance applying the method of reflection the subject of "Context of reflection of professional activities" was distinguished. The subject is specified with two categories: the need for activity reflection, and the time and the place allocated for that. It was disclosed that specialists reflect about their professional activities in *home environment, at work or anywhere* in critical cases: *when facing difficulties in provision of assistance, having experienced comments from a manager or a colleague, getting negative reactions from clients* (Fig. 1).

During the research it appeared that the specialists of social pedagogic assistance reflect on their activity in critical cases – when they are not satisfied with their professional activity or when others express such dissatisfaction. In such cases the activity is reflected here and now – in the work environment:

<...> I got furious with the director and with myself... Don't know with whom more ... (laughs) and left for smoking, so I could be alone and think about my work" (P3)

*"In such cases [*when there is a need for reflection] *there is no place where you could close the door of the office and stay all alone and think the problem over, so that nobody disturbs you. But we have no place like that, so I pretend working with papers and think and consider, analyse what a colleague said, why did she say so" (P1).*

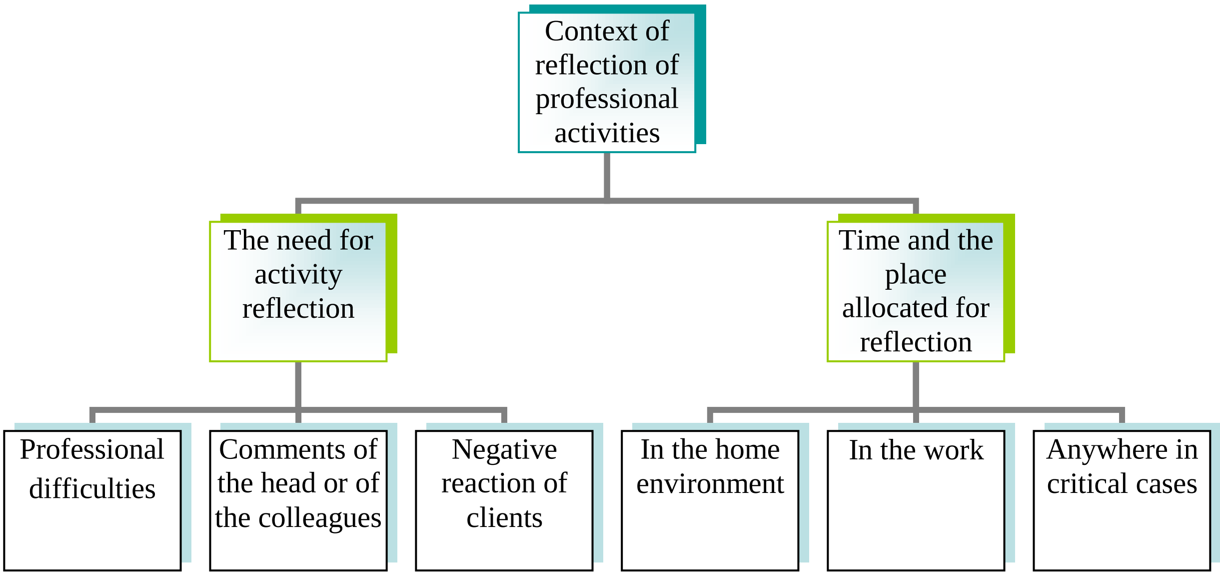

Figure 1 **The need and the time allocated for professional activity reflection as expressed by the specialists of social pedagogic assistance**

Anyhow, the activity is the most often reflected in the home environment, doing various household works: cooking, cleaning or relaxing:

<....> when I got back home I still long thought about my work, about the situation. Whatever I did, I still kept thinking what was to be done next, what to do with the child … I could not fall asleep … very often I thought about him, he was with me, like a shadow <..> ... (P5).

<...> at home I analyse the situations of the clients, in other words – I bring work home, there is no line between the work and personal life, I get emphasized. Work gets mixed with free time. Sometimes I start analysing a situation against my will (P2).

When facing critical situations in professional activity, the informants note that they often reflect the situation continuously and that the place is of no importance: not just at work or at home, but even walking in a street *"I keep going and keep thinking, analyse the situation which I cannot settle. Even forgot to go shopping"* (P5), in a bathroom which is "*the best place for reflection of my work, since nobody disturbs there"* (P1) or in bed *"before sleep I start thinking over the situations that occurred at work*" (P2).

The informants see the need for reflection when professional difficulties occur in provision of social pedagogic assistance. When after work, at home "*the head bursts to pieces from not knowing what to do*" (P1) and even a regular promise "*you close the door of your home and…stop thinking about the problem*" (P3) does not help, the informants consider the situations that makes them worried:

“<...> I can distinguish one family where they had 4 boys, the man and the woman abused alcohol <....> We found some relatives of the woman, after our long arguing into the woman decided to go for treatment, she was paid a one-time allowance for treatment against alcohol. After a week I visited the family and the mother was totally drunk. I thought the issue over and over all evening.“ (P1)

Comments of the head or of the colleagues also cause reflection of professional activities as well as dissatisfaction with decisions made. Often a specialist of social pedagogic assistance feels lonely facing the clients and their problems, responsible for provision, planning and organization of assistance for particular client. Therefore it is important for him/her to get support and assistance in difficult situations, feeling unpleasant condition because of circumstances at work, from both the managers and the colleagues. And when he/she does not feel such support, and even more- is criticized – that, according to the informants, encourages them to reflect on their activity, so that in future they could avoid unnecessary tension or reproaches:

“<...> at home, after one such meeting when the director noted again that the social pedagogue was incapable to solve the problems of children in families at social risk, so that different strategies had to be applied…I kept reflecting all day long – what did I do wrong?....“ (P4).

“<...> and then you think, [a colleague] said that I fail to manage with this family, that I work wrongly, so I start thinking at once – but how? How shall I work, when it seems that I tried everything...... <...> I can hear the words of the colleague even at home and keep thinking about the family and the children...“ (P2).

Negative reaction of clients, their dissatisfaction with the decisions of the specialist, the regular attitude towards the specialists also encourage the reflection of the activity – “*as if why do I work, anyway, I cannot do anything…I am worth nothing and what do I do in this institution*“ (P2). The results of the research correspond to the results of R. Lazutka research – that the threat felt from the client is a frequent escort of a social worker; therefore it is very important for social workers to have enough knowledge and skills about behaviour in such situations (Lazutka and al, 2008, p. 80). It has been disclosed that reflection of own activity is encouraged by expressed aggression of clients when “ *<...> they call you various names, curse on you”* and by disapproval of the decisions of the specialist: “*Recently an awful thing happened, one family with children suffered a great loss – their only patroness died; the behaviour of the children changed, they suffer the loss, have more conflicts with teachers. They argue with me that they are not going to do this and that…As if I am inventing unnecessary things for them. That works emotionally, so I keep* *thinking how to find an approach to the children, what to offer them, in what way to say and so on".* (P5);

Thus, the need for reflection is associated with dissatisfaction with one's work that the specialists feels themselves or that the manager or other specialists and clients express. Though the research (Bubnys ir Petrošiūtė, 2008) shows that social pedagogues and workers tend to assess own relationships with managers and colleagues more positively, and the work relationships with clients more negatively, the informants named the comments and dissatisfaction with their work of the managers and colleagues as one of critical situations which encourage the reflection of one's work.

It should be noted that the experience expressed by the informants leads to thinking that long-lasting dissatisfaction with own professional decisions, poor relationship with colleagues and lack of support from managers prompt the workers to believe that their skills do not correspond to the requirements of the work; lack of self-confidence, distrust in work methods occur and all this provides conditions for formation of the "burn out" syndrome (Renzi and al., 2012; Newton-Scanlan and Still, 2013, Zafar and al., 2014). Therefore it is important that the specialists of social pedagogic assistance learn to control negative emotions in critical situations, are able to find the balance between possibilities and wishes, to set priorities and etc. (Marc and Osvat, 2013). Aiming at successful professional activity it is required not just reflect on critical situations, own possibilities, but also to design new plans of activity (Jovaiša, 2009), not just consider own activity, decisions made, but also foresee further steps of activity:

"*... I must say that this continuous dissatisfaction with one's work, continuous thinking what to do to make things better brought me to the answer and the further way…Since I felt the lack of knowledge I started to more actively learn about the specifics of my work, about conflict management and other issues which are focussed on the persons from risk families (P3).*

"<...> I decided to have as many contacts as possible, to cooperate, and to share experiences and difficulties with colleagues, to look for advice, to ask what they do in one or another situation. It really helps to get discharged. The support of the colleagues gave me the feeling that I was not alone and that the problems arising at work might be settled" (P5).

Hence, problem situations might be solved as a result of constructive reflection, innovations in own activity are being searched for relying on the experience of the colleagues (Bubnys ir Krušaitė, 2008), the experience is shared with colleagues and co-workers (Bičkutė ir Liobikienė, 2011).

The analysis of the experience of the informants disclosed one more issue "Impact of activity reflection on professional improvement" (Fig. 2).

According to the specialists of social pedagogic assistance, the activity reflections encourage learning from own experience, sharing experience with others and engagement in self-improvement.

Consideration of own experience, the analysis of the situation and assessment encourage using the available experience, learning from practical situations:

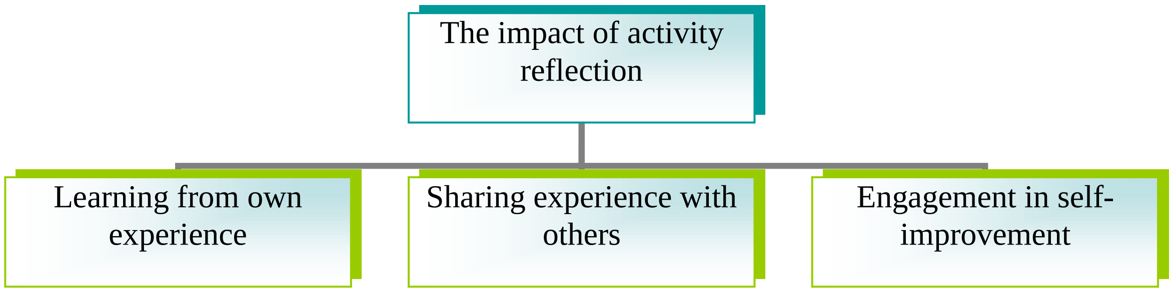

Figure 2 **Impact of reflection applied by specialists of social pedagogic assistance on professional improvement**

"I think that I learned to work with those persons from practical situations... You think it over, consider and learn from your own mistakes, from successful solutions of situations... I see that, for example, that action in respect of the child was good, so maybe to do the same now again, but maybe to make an agreement with the parents in addition." (P 4)

"Of course you go on and on with reflection, and big practical experience occurs... You learn from practical situations that you face and use the experience in other similar situation." (P1).

Activity reflection helps the specialists not just to look for problem solutions learning from own experience, but also to look for assistance in professional literature:

"*After those conflict situations with the parents of the girl I read plenty of literature, about conflict management, about work with families at risk. And it got brighter, it helped"* (P3), and to initiate collegial learning:

"<..> So I said to myself - how long you have talk to yourself when we can reflect on our decisions and actions in the Commission [Child's Welfare Commission]. So I suggested to sit all together once a month and share own reflections on what to do, what are the problems, how to settle them and what to do to make things better" (P4).

Thus, involvement of other team members into activity reflection encourages sharing of experience, efficient cooperation takes place, all team members participate solving problems (Čegytės ir Price Ališauskienė, 2009).

The informants recognised that, when reflecting on own activity, they realised that that they often faced situations when they did not know how to solve one or another problem, or how to behave in a specific situation, therefore one of the possibilities to improve in professional activity is to take over the experience of colleagues:

"I learned and am still learning communicating with colleagues.... <..> I share my experiences with a reliable colleague. He does the same" (P2).

It has been established that for the specialists that work with people and for them, reflective practice is a must since it opens opportunities to apply knowledge, values and skills in a creative manner, to open new phenomena, information, to apply non-standard ways of action and intervention" (Kavaliauskienė, 2010, 170). So, activity reflection also encouraged the specialists of social pedagogic assistance for a new way of action – self - improvement:

"*<..> I tried to change my thinking which was orientated to the fact that my assistance and the final results did not depend just on me; the most actually depends on the client, his/her motivation and involvement.*" (P2),

"<..> I started to get interested in stress fighting, looked for various exercises of relaxation that I could apply at once, in my work place, after some unpleasant situations (P5)**.**

Self-improvement as a conscious and guided process of self-recognition, controlled by the person himself/herself is associated not just with consciousness, independence and self-expression of the personality, but also with a life-lasting development process of the human being (Vaivada, ir kt., 2012). The need of the person for self-development occurs only when the person is not satisfied with the existing situation and seeks for changes (Indrašienė ir Kolbergytė, 2012). Therefore a specified self-improvement or an attitude towards particular actions of self-improvement that helps to perform professional activity successfully opens ways for professional improvement for the specialists.

That means that the activity reflection encourages the specialists of social pedagogic assistance to assess their professional activity, particular actions, and their efficiency diversely and critically, and better understand the reasons of the arising difficulties. And that means that reflection helps to make the optimal decisions, to adjust own activity, to improve its results and to consider the criteria of successful activity.

Findings

Specialists of social pedagogic assistance reflect on professional activity when they face critical situations which arise with difficulties in provision of assistance or with dissatisfaction of the others with a decision made. Reflection takes place immediately after the activity (work environment) or after some time (home and other environment).

Long-lasting dissatisfaction with own professional decisions, lack of support from managers and colleagues create preconditions for occurrence of the "burn out" syndrome, therefore it is important that the specialists of social pedagogic assistance learn to reflect constructively on professional activity.

Constructive reflection of activity encourages to learn from own experience, sharing it with the others and to engage in self-improvement; it empowers the specialists of social pedagogic assistance to correct their activity, to improve its results and to consider the criteria of successful activity.

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KOMUNIKĀCIJAS PRASMES VEIDOŠANĀS LIKUMSAKARĪBAS ROBEŽSARGU PROFESIONĀLAJĀ SAGATAVOŠANĀ

Regularities of Communication Skills Formation in Border Guard Training Process

Alens Indriksons
Valsts robežsardzes koledža

Abstract. *The present paper explores specificity of communication process and formation of communication skills in militarized educational institutions working on the basis of vertical (downward) communication. Service and "subject – object" relationships build up a barrier between teaching staff and students, since there is a difference in service ranks and holding positions interfering with a successful communication process turning it into unfinished process, without which a successful formation of communication skills is impossible. The paper covers the problems in formation of communication skills in Border Guard training process and the author try to find out correlations and regularities of communication skills formation in militarized educational institution.*
Keywords: *communication, formation, skills, training, correlations, regularities.*

Ievads
Introduction

Robežsargu profesionālā sagatavošana Latvijā tiek īstenota Valsts robežsardzes koledžā, kas ir militarizēta izglītības iestāde. Militarizēto izglītības iestāžu galvenā specifika izpaužas tajā apstāklī, ka personāls, kurš īsteno studiju procesu un personāls, kurš to apgūst, savstarpēji atrodas dienesta attiecībās, kas tiek regulētas ar speciālu normatīvo aktu palīdzību. Studiju procesā „subjekts-objekts" attiecības rada vairākas specifiskas docētāju un studējošo komunikatīvās barjeras, padarot nākamā robežsardzes inspektora un virsnieka individualitātes un personības attīstību, kā arī profesionālo, tai skaitā, komunikācijas prasmes un iemaņu attīstību par grūti sasniedzamu. Neveicinot studējošo komunikācijas prasmes attīstību, nav iespējama VRK izglītības programmās definēto mērķu sasniegšana un studējošo personības attīstība, kas ir jebkuras izglītības iestādes, tai skaitā militarizētas, uzdevums, jo topošais robežsargs studiju procesā attīstās kā personība, kura vēlāk pilda savus pienākumus hierarhiskā vidē, kurai ir pagaidu raksturs.

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Raksta mērķis ir noskaidrot docētāju un studējošo komunikācijas prasmes veidošanās nosacījumu likumsakarības un mijsakarības militarizētas izglītības iestādes hierarhiskajā vidē.

Pētījums tika veikts Valsts robežsardzes koledžā un tā ietvaros tika sagatavotas anketas docētājiem un studējošajiem par komunikācijas prasmes veidošanos, kā arī tika veikta studējošo un docētāju anketēšana un docētāju intervēšana.

Datu apstrādē un analīzē tika izmantota jaukto metožu pieeja.

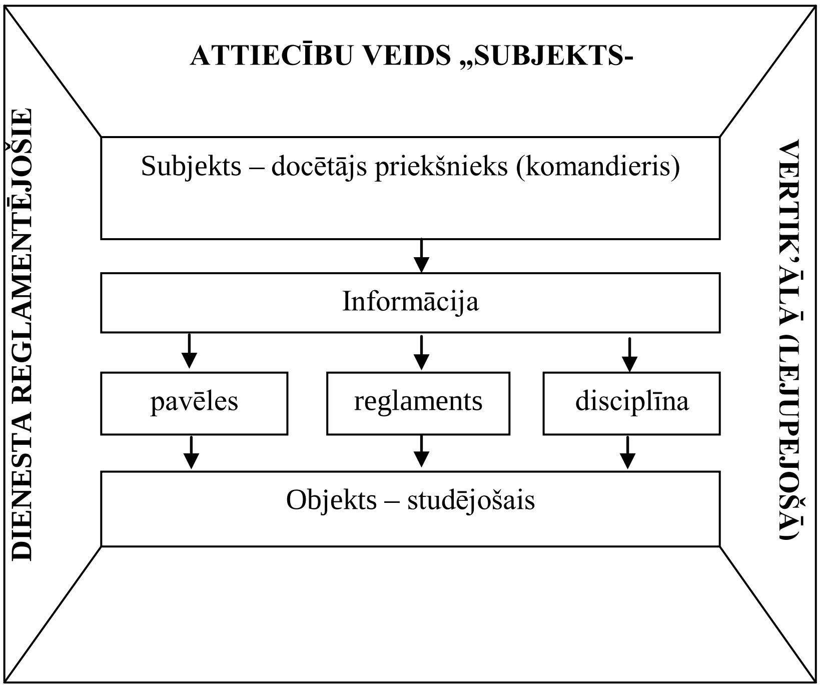
Anketēšanā iegūto kvantitatīvo datu apstrādei tika izmantota statiskās datu apstrādes sistēma „SPSS", kuras vidē tika veikta krostabulācija, Manna – Vitnija (*Mann – Whitney U*) un Kruskal – Valisa H–tests (*Kruskal – Walis H*) atšķirību (*differences*) noteikšanai starp respondentu grupām, Kendella (*Kendall's tau-b*) korelācijas analīze sakarību (*correlation*) noteikšanai starp rādītājiem un veikta klāsteranalīze respondentu grupu identificēšanai.

Savukārt docētāju interviju rezultāti tika apstrādāti kvalitatīvo datu apstrādes programmas „AQUAD" vidē, veidojot frekvenču tabulas kodu biežuma noteikšanai, veicot Hī-kvadrāta (*Chi-Square*) testu atšķirību (*differences*) noteikšanai, nosakot mijsakarības (*linkages*) starp komunikācijas prasmi, komunikācijas veidu un komunikāciju ietekmējošajiem faktoriem, kā arī komunikācijas prasmes veidošanās sakarības.

Komunikācijas prasmes veidošanās likumsakarības robežsargu profesionālajā sagatavošanā
Regularities of communication skills formation in Border Guard training process

Saskaņā ar V.Reņģes (2002) norādīto, organizācijas var būt veidotas kā birokrātiska sistēma vai kā atvērta sistēma. Militarizētai izglītības iestādei piemīt tādas birokrātiskas iestādes pazīmes kā darba dalīšana un specializācija, varas (attiecīgi arī pozīciju) hierarhija, formālu normu (likumu) sistēma un bezpersoniskas attiecības cilvēku vidū. Studiju process militarizētā izglītības iestādē tiek īstenots hierarhijas un autoritārā vadības stila apstākļos, kas tiek noteikts ar dienesta gaitu regulējošo normatīvo aktu palīdzību. Tādas dienesta organizācijas nepieciešamās komponentes kā pavēles, reglaments un disciplīna rada komunikācijas barjeras, kas būtiski traucē sekmīgai mērķu sasniegšanai studiju procesa laikā.

Militarizētā izglītības iestādē pastāv vienota hierarhiskā sistēma, kur viena amatpersona ir pakļauta citai amatpersonai (Valsts robežsardzes reglaments, 2008), tādēļ šādā sistēmā būtiski tiek ierobežota mijiedarbība un informācijas atgriezeniskā saikne, kas ir obligāts priekšnosacījums veiksmīgas izglītības iestādes darbībai, kur nozīmīga ir izglītības iestādes gaisotne, labvēlīga veselīga vide un docētāja un studējošā sadarbība (Jansone & Krauksts, 2005) (skatīt 1.attēlu).



1.attēls **Militarizētas izglītības iestādes darbības raksturojums**
Figure 1 ***Characteristics of militarized educational institution activities***

Studējošā un docētāja mijiedarbības procesā var rasties komunikācijas barjeras, kuras traucē informācijas uztveršanu, un tā var tikt nepareizi interpretēta. Komunikācijas barjeras ir faktori, kas traucē informācijas pārraidīšanu un uztveršanu komunikācijas procesa laikā, tādējādi samazinot šī procesa efektivitāti. Militarizētās izglītības iestādēs bez iepriekšminētajām barjerām var rasties arī jaunas barjeras, kā arī var veidoties kombinētas barjeras no iepriekšminētajām, kas izriet no šādu iestāžu darbības organizācijas specifikas un pastāvošā komunikācijas modeļa.

V.Vašņova (Вашнёва, 2008) definē, ka komunikācijas prasme ir darbību komplekss, kas balstās uz augstu docētāja teorētisku un praktisku sagatavotību, kas ļauj viņam radoši izmantot prasmi klausīties sarunā iesaistīto personu, noteikt viņa garastāvokli, saprast un interpretēt viņa nostāju kādā jautājumā, pastāvīgi organizēt mijiedarbību. A.Mudriks (Мудрик, 1984) uzskata, ka komunikācijas prasme ir prasme orientēties partneros, objektīvi uztverot tos, kā arī prasme orientēties saskarsmes situācijās. Savukārt N Kuzmina (Кузьмина, 1973) norāda, ka komunikācijas prasme ir prasme nodibināt un uzturēt emocionāli pozitīvu saskarsmi, prasme klausīties un saprast komunikācijas partneri, prasme noturēt komunikācijas partnera uzmanību. A.Špona un Z.Čehlova (2004) norāda, ka studijas kā process nozīmē mērķtiecīgu, pakāpenisku docētāja un studenta savstarpēju ietekmi mijiedarbības procesā, kur studenta potenciāla attīstību un studiju mērķa sasniegšanu veicina apkārtējā atmosfēra auditorijā, kura satur pozitīvas docētāja un studējošā attiecības, un kurā studējošais jūtas novērtēts un tiek respektēts viņa viedoklis (McCombs & Whisler, 1997) un ka uzticība, kas ir izveidojusies starp docētāju un studējošo, sekmē studējošo akadēmiskos sniegumus (Lee, 2007). Dolls, Cukers, Brehms (Doll, Zucker, Brehm, 2004) norāda, ka docētāju un studējošo savstarpējo attiecību kvalitāte ir svarīgākā un būtiskākā pozitīvas studiju vides sastāvdaļa, kas ir nozīmīgs priekšnosacījums studentu aktīvai līdzdalībai studiju procesā, tādēļ docētājam būtu jāveicina labvēlīgas gaisotnes uzturēšana nodarbību laikā, kur studentu vārdu zināšana un lietošana veicina pozitīvas atmosfēras radīšanu nodarbību laikā, kas veicina docētāju un studējošo savstarpējo attiecību veidošanos un komunikāciju (Chiu, 2009).

A.Strode (2010) norāda, ka komunikāciju ar citiem profesionāļiem pedagoģiskās prakses kontekstā var interpretēt kā sadarbību students – prakses vadītājs, students – skolotājs un students – students, jo katram indivīdam piemīt unikāla pieredze. Komunikācijas procesā personas kopējas darbības rezultātā apmainās ar viedokļiem, idejām, jūtām un uzskatiem, tādēļ komunikāciju, kas norisinās starp personām, nevar nosaukt tikai par informācijas apmaiņu. A.Ļeontjevs (Леонтьев, 1983) norāda, ka starppersonu komunikācijā saskarsmes partneri ne tikai nodod informāciju, bet arī nonāk pie kopīga mērķa, savstarpēji sadarbojoties un mijiedarbojoties vienam uz otru. Sadarbību un mijiedarbību var uzskatīt par psiholoģisku iedarbību uz komunikācijas partneri ar mērķi panākt viņa darbības izmaiņas. Pēc mijiedarbības var secināt, cik efektīva un veiksmīga ir bijusi komunikācija. Starppersonu attiecībām jābalstās uz sadarbību. Sadarbība ir mijiedarbības forma, kur komunikācijas procesā personas veicina viena otras interešu īstenošanu. Sadarbības rezultātā tiek atrisināts uzdevums, virzoties uz noteiktu mērķi. Procesā tiek ievērotas visu pušu intereses, neviens neuzspiež savus nosacījumus un nemēģina pakļaut otru personu savām interesēm. Attiecības tiek veidotas, balstoties uz uzticību, simpātijām un saprašanos.

Informāciju var nodod, izmantojot dialogu un monologu, savukārt sadarbība tiek veidota, izmantojot dialogu. E.Apsalons (2013) uzskata, ka komunikācijā svarīgākais ir sarunāties ar cilvēkiem dialoga, nevis monologa veidā, sarunas laikā rast konsensuālus risinājumus, kuriem var piekrist arī sarunas partneris, saprasties ar sarunas partneri, nevis iebilst viņam, bet veidot saprašanās kopību un sadarboties ar citiem cilvēkiem, turklāt sadarboties tā, lai sasniegtu sev vēlamos rezultātus. Dialogs ir divpusējā informācijas plūsma, kas nodrošina komunikācijā iesaistīto pušu sadarbību un mijiedarbību un tas nodrošina atgriezeniskās saiknes veidošanos atšķirībā no monologa. Dialogs nodrošina „subjekts – subjekts" attiecību pastāvēšanu. Dialoga laikā nepārtraukti notiek lomu (informators – uztvērējs) maiņa. Veiksmīga dialoga norise ir atkarīga no empātijas spējas un spējas saprast otru cilvēku. Dialogs var norisināties starp divām vai vairākām personām un ir aktīva divpusēja partneru mijiedarbība, kuras rezultātā notiek viedokļu saskaņošana, tādēļ komunikācija studiju procesā starp docētāju un studējošo ir ne tikai informācijas plūsma bet gan arī partneru sadarbība saskarsmes procesā, ar mērķi panākt noteiktas uzvedības izmaiņas. A.Harašs (Хараш, 1981) uzskata, ka dialogam ir nozīmīga loma komunikācijas prasmes veidošanās procesā.

Lai identificētu komunikācijas prasmes veidošanās nosacījumus un likumsakarības vertikālās un horizontālās komunikācijas mijiedarbībā militarizētā izglītības iestādē, tika adaptēta S. Omārovas (2002) definētā saskarsmes struktūra, kas norāda, ka saskarsmi veido mijiedarbība, komunikācija un cilvēku savstarpējā uztvere, kuri determinē cits citu, kuri nav atdalāmi viens otra un mijiedarbojas viens ar otru. Pamatojoties uz iepriekšminēto, tika izveidoti komunikācijas prasmes veidošanās kritēriji militarizētā izglītības iestādē, par kuriem tika izvēlēti sadarbība, ko raksturo docētāja un studējošā mijiedarbība, dialogs, kas kalpo kā pamats komunikācijas atgriezeniskās saiknes nodibināšanai, un attiecības, kas raksturo docētāja attieksmi pret studējošo.

1. tabula **Docētāju un studējošo komunikācijas prasmes veidošanās kritēriji un rādītāji militarizētā izglītības iestādē**
Table 1 ***Criteria and parameters of formation lecturer and students communication skills in militarized educational institution***

Kritērijs	Rādītāji
Sadarbība	- rada vēlmi komunicēt un sadarboties; - ieinteresē sarunas tematā, parādot pieeju daudzveidību, ļaujot sarunas partnerim apzināti izvēlēties savu variantu; - uztur sarunā iesaistīto partneru kopīgu viedokli, atrodot konsensuālus risinājumus.
Dialogs	- rosina, uztur dialogu un novērtē dialogā sasniegto; - pārvalda profesionālo ētiku un nodrošina korektu dialoga uzturēšanu; - personīgā empātija nodrošina dialogu, savstarpējo viedokļu un citu vērtību apmaiņu.
Attiecības	- sasniedz robežsargu profesionālajai kompetencei atbilstošus rezultātus, veidojot „subjekts – subjekts" attiecības; - veido tikumiski pamatotas attiecības starp personām; - ar cieņu izturas pret studējošajiem.

Lai iegūtu datus par komunikācijas prasmes veidošanos VRK studiju procesā, tika sastādītas aptaujas anketas docētājiem un studējošajiem. Anketas jautājumi tika noformulēti apgalvojumu veidā, un, izmantojot Likerta atbilžu skalu, docētājiem un studējošiem bija jāizvēlas kāds no atbildes variantiem, kas saturēja informāciju par komunikācijas prasmi, pedagoģiskās vides novērtējumu komunikācijas procesā un komunikāciju ietekmējošiem faktoriem specifiskā vidē. Ar anketu palīdzību tika noskaidrotas komunikācijas prasmes, komunikācijas veida un komunikāciju ietekmējošo faktoru kritēriju un to rādītāju savstarpējās sakarības.

Nosakot izvirzīto kritēriju rādītāju savstarpējās sakarības, datu apstrādes un analīzes rezultātā tika noskaidrots, ka starp komunikācijas prasmes kritēriju rādītājiem pastāv ļoti augsta (p=0.000; r=0.90), augsta (p=0.000; r=0.85. p=0.000; r=0.73. p=0.000; r=0.81. p=0.000; r=0.78. p=0.000; r=0.72) un vidēja pozitīva (p=0.000; r=0.62. p=0.000; r=0.60. p=0.000; r=0.69. p=0.000; r=0.61) korelācija, kas nozīmē, ka, attīstoties kādam no kritērijiem vai tā rādītājiem, tiek attīstītas arī pārējās komunikācijas prasmes un veicināta to veidošanās.

Kendella (*Kendall's tau-b*) korelācijas analīze ļāva noteikt komunikācijas prasmes kritēriju un to rādītāju sakarības ar komunikācijas veida kritērijiem un rādītājiem:

- demokrātiskā vadības stila izmantošana veicina **attiecību** un **sadarbības** attīstīšanu militarizētas izglītības iestādes studiju procesā (p=0,000; r=0,67. p=0,000; r=0,66).
- docētāja ieinteresētība studējošo personības attīstībā, gandarījums no saskarsmes un komunikācijas ar viņiem ietekmē tikumiski pamatotu attiecību veidošanu starp personām (p=0,000; r=0,65).

Vidēji negatīva korelācija starp tādiem militarizētu izglītības iestādi raksturojošiem faktoriem kā autoritārais stils (p=0,000; r=-0,61), disciplīnas nodrošināšana (p=0,000; r=-0,58), rīkojumi, pavēles (p=0,000; r=-0,62) un monologs (p=0,000; r=-0,52) un komunikācijas prasmes kritērijiem un rādītājiem ļauj secināt, ka tie negatīvi ietekmē komunikācijas prasmes attīstību un veidošanos komunikācijas un studiju procesā.

Iegūtie rezultāti liecina, ka Valsts robežsardzes koledžā studiju procesā tiek izmantota vertikālā (lejupejošā) komunikācija un pastāv tādas komunikācijas barjeras studējošo un docētāju starpā kā formas tērps, docētāja kā priekšnieka un komandiera loma un dienesta attiecības, docētāja varas realizācija un specifiskais komunikācijas modelis militarizētā mācību iestādē.

Manna-Vitnija U-testa *(Mann-Whitney U)* testa rezultāti liecina, ka atkarībā no respondentu statusa (docētājs, students) pastāv statistiski ļoti nozīmīgas atšķirības tādu komunikācijas barjeru kā „*docētāja formas tērps*", „*dienesta attiecības*" (p=0,007) un „*personības un psiholoģiskās barjeras*" (p=0,033), kā arī vertikālās un horizontālās komunikācijas mijiedarbības rādītāja „*integrē „subjekts-subjekts" attiecības vertikālajā hierarhijas sistēmā*" (p=0,007) vērtējumā). Studējošie iepriekšminētās komunikācijas barjeras studiju procesā identificējuši biežāk, salīdzinot ar docētājiem.

Kruskal-Valisa H-testa (*Kruskal-Walis H*) rezultāti liecina, ka atkarībā no studējošo grupas (izglītības programmas) pastāv statistiski nozīmīga atšķirība vertikālās (lejupejošās) komunikācijas rādītāja „*pedagogs kā priekšnieks un komandieris ir ieinteresēts disciplīnas nodrošināšanā*” (p=0,033) un komunikācijas barjeras „*dienesta attiecības*” (p=0,016) vērtējumā. Iegūtie testa rezultāti liecina, ka atkarībā no katedras, kuras darbā docētāji iesaistījušies un darbojas, pastāv statistiski nozīmīgas atšķirības komunikācijas barjeru „*docētāja formas tērps*” (p=0,040), „*specifisks militarizētas izglītības iestādes komunikācijas modelis*” un „*dienesta attiecības*” (p=0,050) vērtējumā.

Kvalitatīvo datu ieguvei tika veikta VRK docētāju strukturētā intervija pēc sagatavotas intervijas programmas. Intervijā VRK docētājiem tika uzdoti jautājumi par komunikāciju ar studējošajiem nodarbību laikā savā studiju priekšmetā, komunikācijas norisi studiju procesā VRK kā militarizētā izglītības iestādē, par iespējām veicināt komunikācijas procesu militarizētās izglītības iestādes specifiskā vidē un pastāvošajām komunikācijas barjerām studiju procesa laikā.

Analizējot iegūtos datus par dominējošo komunikācijas veidu, ko docētāji izmanto studiju procesa īstenošanas gaitā Valsts robežsardzes koledžā, var secināt, ka studiju priekšmetu specifika ietekmē docētāju komunikācijas veidu, jo atsevišķi īstenotie studiju priekšmeti militarizētā izglītības iestādē nav iespējami bez vertikālās (lejupejošās) komunikācijas izmantošanas (ierindas mācība, šaušana, reglamenti), savukārt dažos studiju priekšmetos docētājiem ir iespējams izmantot horizontālo komunikāciju (vispārizglītojošie priekšmeti).

Vertikālā komunikācija, kas dominē militarizētā izglītības iestādē studiju procesa laikā, padara par neiespējamu komunikācijas prasmes veidošanos un attīstību. To apstiprina arī interviju analīzes rezultāti, ka docētājiem, kuri izmanto vertikālo komunikāciju, nepiemīt komunikācijas prasme, salīdzinot ar tiem docētājiem, kuri izmanto horizontālo vai abu komunikāciju mijiedarbību, tādējādi apstiprinot anketēšanas rezultātā iegūtos datus.

Kā galvenās barjeras, kas atstāj ietekmi uz izglītības procesu Valsts robežsardzes koledžā, tika identificētas formas tērps, dienesta attiecības, docētāja specifiskā loma – priekšnieks, kā arī personības un psiholoģiskie faktori, apstiprinot anketēšanas rezultātā iegūtos datus.

Pētījuma rezultāti liecina, ka ir novērojama mijsakarība starp komunikāciju veicinošiem faktoriem, vertikālās un horizontālās komunikācijas mijiedarbību un komunikācijas prasmi, kas ļauj secināt, ka komunikācijas prasme var veidoties, ja tam ir tādi nepieciešamie priekšnoteikumi kā uz uzticību balstītas attiecības neatkarīgi no ieņemamā amata vai pakāpes, horizontālās komunikācijas izmantošana studiju procesā, docētāja spēja ieinteresēt sarunas tematā un dažādu izglītības pieeju izmantošana, kas norāda uz horizontālās komunikācijas integrācijas nepieciešamību vertikālajā militarizētas izglītības iestādes hierarhiskajā vidē.

Apstrādājot kvalitatīvos datus, tika identificēta komunikācijas prasmes nosacījumu likumsakarība, kas atklāj, ka komunikācijas prasmes veidošanās ir atkarīga no horizontālās komunikācijas izmantošanas, tādēļ ir nepieciešams studiju procesā izmantot horizontālo komunikāciju, taču dienestā efektīvu profesionālo funkciju izpildei vertikālo (lejupejošo) komunikāciju, kas ir militarizētās izglītības iestādes darbības pamats.

Vertikālās un horizontālās komunikācijas mijiedarbība ir atkarīga no horizontālās komunikācijas, komunikācijas prasmes un komunikāciju veicinošajiem faktoriem. Noteicošie komunikāciju veicinošie faktori ir studiju procesa organizācija, valstiskās audzināšanas nodarbības, īstenotā izglītības pieeja un dažāda veida komunikācijas izmantošana atkarībā no studiju priekšmeta specifikas.

Apstrādājot iegūtos datus, tika pierādīts, ka vertikālās un horizontālās komunikācijas mijiedarbība ietekmē docētāja komunikācijas prasmes veidošanos, kas ļauj secināt, ka, integrējot horizontālo komunikāciju un veidojot „subjekts-subjekts" attiecības studiju procesā vertikālajā militarizētas iestādes hierarhijas sistēmā, kļūst iespējama docētāju komunikācijas prasmes veidošanās un pilnveide militarizētā izglītības iestādē.

Secinājumi
Conclusions

Lai noteiktu docētāju un studējošo komunikācijas prasmes veidošanās mijsakarības starp komunikācijas prasmi, komunikācijas veidu un komunikāciju ietekmējošiem faktoriem un nosacījumu likumsakarības, rezultātu validitātes paaugstināšanai tika apkopotas tās komunikācijas prasmes veidošanās mijsakarības un nosacījumu likumsakarības, kas, apstrādājot kvantitatīvos un kvalitatīvos datus, apstiprinājās jaukto pētījuma metožu pieejas izmantošanas un datu ieguves un apstrādes triangulācijas rezultātā:

- sadarbība, dialogs un attiecības var attīstīties, docētājam izmantojot horizontālo komunikāciju un demokrātisko vadības stilu;
- attīstoties kādam no kritērijiem „sadarbība", „dialogs" un „attiecības" vai to rādītājiem, tiek veicināta arī pārējo kritēriju un rādītāju veidošanās un attīstība;
- tādi militarizētu izglītības iestādi raksturojošie faktori un vertikālās (lejupejošās) komunikācijas rādītāji kā autoritārais stils, disciplīnas nodrošināšana, monologs, rīkojumi un pavēles negatīvi ietekmē visu komunikācijas prasmes kritēriju veidošanos un attīstību komunikācijas un studiju procesā;

- docētājam, īstenojot vertikālo (lejupejošo) komunikāciju, dodot rīkojumus un pavēles, īstenojot varu un atrodoties auditorijā formas tērpā, neveidojas teorētiskās literatūras analīzes rezultātā identificētā komunikācijas prasme;
- docētājs, veidojot attiecības neatkarīgi no ieņemamā amata vai pakāpes, var veicināt tikumiski pamatotu attiecību veidošanu starp personām studiju procesā;
- integrējot studiju procesā „subjekts-subjekts" attiecības vertikālajā militarizētas izglītības iestādes hierarhijas sistēmā, kļūst iespējama docētāju un studējošo komunikācijas prasmes attīstība un pilnveide;
- vertikālās (lejupejošās) un horizontālās komunikācijas mijiedarbība ir atkarīga no horizontālās komunikācijas pastāvēšanas, komunikācijas prasmes un komunikāciju veicinošiem faktoriem.

Summary

Achieving the objectives of educational institution is depend on successful communication. The State Border Guard College is a professional higher education institution and in training process is used classical education approach based on authoritarianism. But the results of research shows that formation of communication skills in such conditions is impossible. Cooperation, dialogue and relationship can develop by using horizontal communication and democratic style of leadership. Such militarized educational institution characterizing factors as "subject – object" relationships, authoritarian style of leadership, discipline, monologue and orders build up a barrier between teaching staff and students and negative impact on all communication skills criteria for the formation and development of the communication in the study process. The correlations and regularities of communication skills formation shows, it is necessary to incorporate lecturers and student's horizontal communication in the system of militarized educational institution for improving of border guards training system. "Subject-subject" relationship integration in vertical militarized educational institution hierarchical system enables lecturers and students communication skills development and improvement.

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DARBA VIDĒ BALSTĪTĀS MĀCĪBAS TEORIJĀ UN PROFESIONĀLĀS IZGLĪTĪBAS DUĀLĀ SISTĒMA PRAKSĒ

Workplace-Based Learning in Theory and Dual System of Professional Education in Practice

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Abstract. *The ecological approach offers a wide range of opportunities regarding performing of interdisciplinary research in the educational sciences, as well as comprises significant potential of innovative, creative pedagogical activities in practice. One of the ways of the implementation of ecological approach is the workplace-based learning. The workplace-based learning are both scientific conception and strategy for the elaboration and development of professional education dual system in the state-level educational policy and educational management fields. The aim of research: to substantiate theoretically the workplace-based learning for the facilitation of the professional development of prospective and/or already working specialists. The concept of workplace-based learning has both wide and narrow meaning. According the wide meaning, the workplace-based learning facilitate the lifelong professional development of an individual for which the environment of professional activities is very important. According to the narrow meaning, the workplace-based learning mean the organization of prospective specialists' practice at the companies. The conception of workplace-based learning provides that the environment of professional education consists of two components: from the environment of educational establishment and from the base organization as the environment of professional activities. In the dual system of professional education both these environments form an indivisible integral entirety. The ecological approach provides a perspective for the sustainable development of dual professional education.*
Keywords: *ecological approach, professional development, dual system of professional education, prospective specialist, workplace based learning.*

Ievads
Introduction

Cilvēks kā personība un arī kā speciālists attīstās mijiedarbībā ar savu dzīves un darbības vidi: ģimenes vidi, izglītības vidi, profesionālās darbības vidi u.c.

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Viena no mūsdienu izglītības aktualitātēm ir palīdzēt cilvēkam izzināt savu dzīves un darbības vidi: 1) lai varētu pielāgoties un labāk iekļauties šajā vidē, mainoties pašam; 2) lai palīdzētu saskatīt savas attīstības iespējas savā dzīves un darbības vidē, pašam attīstoties un pilnveidojoties; 3) lai ar savu inovatīvo, radošo un tajā pašā laikā atbildīgu darbību varētu veidot, mainīt, uzlabot šo savu dzīves un darbības vidi; 4) lai cilvēks iemācoties sadzīvot ar nepārtrauktām pārmaiņām sabiedrībā, izglītības vidē, darba tirgū, profesionālās darbības vidē utt.

Lai izglītības vide būtu cilvēka attīstību, t.sk. viņa profesionalitātes un konkurētspējas attīstību veicinoša un atbalstoša vide, tai jākļūst par atvērtu un sevī iekļaujošu vidi, veicot daudz un dažādas funkcijas.

20. gadsimta izglītībā, pedagoģijas teorijā un praksē kā imperatīvs ir aktualizēta ekoloģiskā paradigma un no tās izrietošā ekoloģiskā pieeja. Ekoloģiskā pieeja ir viens no svarīgiem priekšnoteikumiem, lai nodrošinātu izglītības ilgtspējīgu attīstību. Ekoloģiskai pieejai izglītībā ir daudz dažādu izpausmes un arī realizācijas veidu. Viens no šiem veidiem ir darba vidē balstītās mācības.

Pētījumu mērķis: teorētiski pamatot darba vidē balstītās mācības topošo vai jau strādājošo speciālistu profesionālās attīstības veicināšanai.

Pētījuma metodes: zinātniskās un metodiskās literatūras studēšana, analīze un izvērtēšana; pieredzes refleksija.

Rezultāti un diskusija
Results and Discussion

Darba vidē balstītās mācības ir gan koncepcija, gan arī stratēģija, kas balstās uz ekoloģisko pieeju izglītībā. Darba vidē balstītās mācības ir arī viens no ekoloģiskās pieejas principiem.

Jēdzienam *darba vidē balstītās mācības* ir gan plašā, gan šaurā nozīme.

Darba vidē balstītās mācības plašā nozīmē atbild uz konceptuālu jautājumu: kādā veidā var veicināt cilvēka profesionālo tapšanu (veidošanos), profesionālo pašnoteikšanos un attīstību kā mūžilgu procesu, kur nozīmīgu vietu ieņem topošā speciālista/strādājošā speciālista konkurētspējas attīstība karjeras izaugsmes procesā.

Jēdziena darba vidē balstītās mācības plašā nozīme paredz (Darche, Nayar, Reeves Bracco, 2009):

- dažādu profesiju darba vides iepazīšanu, skolēniem organizējot mācību ekskursijas, karjeras dienas, atvērtās dienas, speciālistu ēnu dienas uzņēmumos karjeras izglītības dažādu aktivitāšu ietvaros;
- studijas organizēt ne tikai arodizglītības iestādes un/vai universitātes vidē, bet arī uzņēmumu darba vidē, šādi veidojot vienotu studiju vidi,

- sadarbojoties ar darba devēju asociācijām konkrētās nozarēs un konkrētiem uzņēmumiem, kas atvērti sadarbībai ar augstskolām;
- profesionālās darbības situāciju simulāciju, lomu spēles; studentu prakšu organizāciju uzņēmumos; pēcdiploma stāžēšanos;
- studentu uzņēmumu dibināšanu un vadīšanu.

Ir formulētas darba vidē balstīto mācību trīs pamatnostādnes, no kurām izriet darba vidē balstīto mācību daudzveidība (Boud, Solomon, 2001; Gray, 2001; Clarke, Copeland, 2003; Lamanski, Mewis, Overton, 2011):

- *mācības darbam:* students kā topošais speciālists jēgpilni studē, gūst jaunas zināšanas, prasmes, kompetences, kas viņam ir nepieciešamas, lai uzsāktu patstāvīgo profesionālo darbību;
- *mācības darba vidē*: tiešā mijiedarbībā ar profesionālās darbības vidi uzņēmumā students iepazīst šīs vides specifiku, sasaistot savas teorētiskās zināšanas ar praksē notiekošajiem procesiem, izvērtējot savu gatavību darbam šajā vidē, veidojot savu profesionālo identitāti;
- *mācības caur darbu jeb ar darba palīdzību:* jaunu zināšanu, prasmju un kompetenču gūšana darot konkrētus darbus, risinot problēmuzdevumus tieši profesionālās darbības vidē, nevis universitātes akadēmiskajā vidē.

Tādējādi darba vidē balstītās mācību rezultātā studijas no tradicionālās augstskolas izglītības vides tiek pārnestas uz profesionālās darbības vidi. Darba vidē balstītās mācības piedāvā jaunas profesionālās izglītības iespējas un perspektīvas topošo speciālistu sagatavošanā.

Pirmkārt, tās ir studiju programmas, kas tiek izstrādātas un realizētas, universitātei sadarbojoties ar uzņēmumu/uzņēmumiem, lai jau studiju procesā students sāktu izzināt profesionālās darbības vides specifiku, sākumā mācoties no citu speciālistu pieredzes, bet ar laiku uzkrājot arī savu pieredzi profesionālās darbības vidē.

Lai darba vidē balstīto mācību koncepcijas un arī stratēģijas realizācija topošo speciālistu studiju procesa organizēšanā būtu rezultatīva, pastāv svarīgi priekšnoteikumi (Lamanski, Mewis, Overton, 2011; Siebert, Mills, Tuff, 2009; Sodiechowska, Maisch, 2006):

- pāreja no pedagoga centrētām mācībām uz studentcentrētām mācībām;
- cieša sadarbība institucionālā līmenī: augstskola - uzņēmums kā profesionālās darbības vide ne tikai studiju programmas realizācijas procesā, bet arī krietni agrāk, proti, studiju programmas vai studiju plāna izstrādes procesā un studiju mērķu un uzdevumu formulēšanā, saskaņojot studiju mērķus ar uzņēmuma darbības mērķiem un vides specifiku;

- cieša sadarbība augstskolas mācībspēki-mentori līmenī, kas izpaužas gan kopīgu studijas mērķu saskaņotā realizācijā, gan arī savstarpējā pieredzes apmaiņā un savstarpējās un kopīgās mācībās, kad profesionāli pilnveidojas gan augstskolu mācībspēki, gan arī mentori darba organizācijā/uzņēmumā.

Darba vidē balstītās mācības paredz arī mācību procesa individualizāciju, jo studenti profesionālās darbības vidē ne vienmēr mācās grupā, visbiežāk viņiem ar saviem individuālajiem studiju uzdevumiem jāiekļaujas šajā darba vidē un jāpilda konkrēta loma, veicot konkrētus pienākumus, jo viņi ir pilna laika šī uzņēmuma darbinieki, kuru studiju programma ir iestrādāta darba vietā un saskaņota ar organizācijas/uzņēmuma darbības mērķiem un specifiku. Darba vidē balstītās mācības orientētas uz to, lai pēc iespējas ātrāk students kā topošais speciālists sāk iepazīt reālo darba pasauli (Sodiechowska, Maisch, 2006).

Sākotnēji darba vidē balstīto mācību koncepcija un stratēģija savu popularitāti guva arodizglītībā un vidējā profesionālajā izglītībā, taču šobrīd tā iekaro aizvien nozīmīgu vietu arī augstākajā profesionālajā izglītībā.

Darba vidē balstītās mācības piedāvā iespējas mācīties, iepazīstot reālo profesijas pasauli un izmantojot jau uzkrāto profesionāļu pieredzi un veidojot savu pieredzi reālajā profesionālās darbības vidē. Darbā balstītām mācībām ir vairākas priekšrocības. Tās palīdz (Darche, Nayar, Reeves Bracco, 2009):

- iesaistīt un motivēt studentus mācībās, savienojot mācīšanos klasē ar praktisko darbību darba vidē, respektējot ne tikai studiju mērķus, bet arī studentu personīgās un karjeras intereses, vajadzības un mērķus;
- nodrošināt augstskolas izglītības kvalitāti;
- ievirzīt studentus profesionālajā domāšanā, attīstot kritisko domāšanu un dodot iespēju piedalīties problēmjautājumu risināšanā;
- kontekstualizēt mācības, jo svarīgi profesionālās darbības vides konteksti, piedāvājot plašas enkulturizācijas un sociālās mācīšanās iespējas prakses kopienā;
- studentam attīstīties gan sociāli, gan emocionāli iekļaujoties pieaugušo pasaulē, t.sk. veidojot savu gan personības, gan profesionālo identitāti;
- veidot un paplašināt studentu sadarbības sociālo tīklu, kas ir ļoti svarīgi konkurētspējas, t.sk. pieprasītības un nodarbinātības kontekstā;
- uzlabot studentu profesionālo kompetentumu, piemēram, savstarpējās komunikācijas un komandas darba procesā, plānojot un realizējot projektu darba vidē;
- iepazīt darba tirgus prasības un darba devēju prasības profesionālās darbības vidē;
- studentam izvērtēt savu profesionālo pieredzi, motivējot profesionāli pašattīstīties un pilnveidoties.

Darba vidē balstīto mācību nozīmīgumu būtu jāapzinās ne tikai pedagogam/augstskolas mācībspēkam un mentoram uzņēmumā, bet arī pašam studentam kā topošajam speciālistam, izvērtējot atšķirības starp *skolotājcentrēto* pieeju un *studentcentrēto* pieeju; starp grāmatu un instrukciju orientētām mācībām augstskolas vidē un darbīborientētām mācībām kompleksajā jeb duālajā studiju vidē, kuras integrālas sastāvdaļas ir gan augstskolas akadēmiskā vide, gan arī profesionālās darbības vide uzņēmumā/organizācijā. Tādējādi var teikt, ka darba vidē balstītās mācības pēc savas būtības ir pārveidojošas jeb transformatīvās mācības.

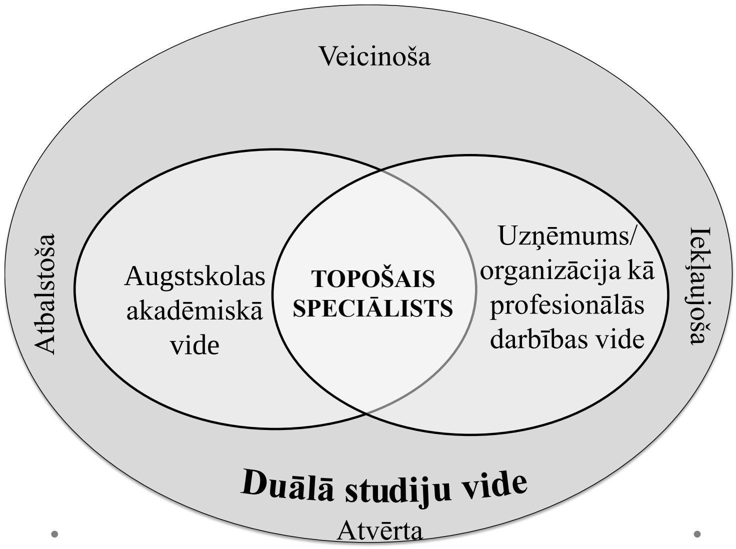
Transmisīvo un transformatīvo mācību salīdzināšanu un izvērtēšanu, izdalot atšķirības, ir veicis S. Sterlings (Sterling, 2001).

Transformatīvo jeb pārveidojošo mācību rezultātā, kur nozīmīgu vietu ieņem viedokļu apmaiņa, argumentētas diskusijas, studentam kā topošajam speciālistam veidojas pasaules redzējums, konceptuāla izpratne profesionālajā darbībā, tiek uzkrātas personīgi svarīgas sistēmiskas zināšanas, kas, savukārt, nodrošina kopveseluma skatījumu, tiek attīstīta spriestspēja, spējas problēmuzdevumu risināšanā zināšanas un prasmes izmantot radoši un situatīvi, attīstās kritiskā domāšana un lemtspēja. Darba vidē balstīto mācību rezultātā veidojas, attīstās nepārtrauktā mainībā esošā vērtību skala, kas izsauc izmaiņas arī attieksmju sistēmā.

Raksta autori ir izstrādājuši darba vidē balstīto mācību modeli, kur ir parādīta duālā studiju vide, kas sevī ietver gan augstskolas akadēmisko vidi, gan profesionālās darbības vidi uzņēmumā, kas ir viens integrāls veselums ar vairākām funkcijām (skat. 1.att.).

Darba vidē balstīto mācību koncepcija cieši saistīta ar zinību organizācijas jeb organizācijas, kas mācās, koncepciju (Katane et al., 2015), jo kalpo par speciālistu profesionālās pilnveides, karjeras izaugsmes un konkurētspējas attīstības veicināšanas metodoloģisko bāzi uzņēmumā/organizācijā, kurā strādā šie speciālisti, paredzot plašas pieredzes apmaiņas un stāžēšanās iespējas gan savā, gan citā uzņēmumā/organizācijā. Gan vienā, gan otrā iepriekš minētajā koncepcijā uzņēmums/organizācija vienlaicīgi ir gan darba vide, kurā speciālists strādā mācoties, gan mācību vide, kurā speciālists mācās strādājot.

Jēdziena darba vidē balstītās mācības šaurā nozīme saistīta ar studentu profesionālo prakšu organizāciju bāzes uzņēmumu darba vidē (Katane, 2007; Katane, Īriste, 2014).



1.attēls. **Topošo speciālistu daudzfunkcionālās duālās studiju vides modelis**
(autoru veidots)
Figure 1 ***The Model of Prospective Specialists' Multifunctional Dual Study Environment***
(authors' design)

Eiropas izglītības telpā darba vidē balstītās mācības ir aktuālas izglītības politikas un izglītības vadības līmenī, jo katras valsts ietvaros tiek izstrādātas darba vidē balstīto mācību koncepcijas, profesionālās izglītības attīstības stratēģiskās programmas. Eiropas izglītības telpā līdz ar darba vidē balstītām mācībām ir ienācis jēdziens ***profesionālās izglītības duālā sistēma***, kas paredz domāšanas un rīcības maiņu profesionālajā izglītībā. Vairākām Eiropas valstīm (Austrijai, Dānijai, Francijai, Lielbritānijai, Norvēģijai, Somijai, Zviedrijai, Vācijai u.c.) ir jau uzkrāta pieredze profesionālās izglītības duālās sistēmas izveidē, jo darba vidē balstītās mācības ir atzītas kā viena no profesionālās izglītības prioritātēm. Daudzās no minētām valstīm tiek ne tikai izstrādātas vadlīnijas, stratēģiskie dokumenti darba vidē balstīto mācību ieviešanai, bet arī piešķirts valsts finansējums (Stiprāka profesionālā izglītība .. , 2015; Work-Based Learning .. , 2013).

Eiropas Komisijas dokumentos jēdzienam darba vidē balstītās mācības ir dotas trīs nozīmes (Stratēģiskās politikas .. , 2015): 1) māceklība profesionālās izglītības duālās sistēmas ietvaros; 2) profesionālās izglītības process, kur mijas mācību periodi izglītības iestādē un uzņēmumu darba vidē: *sandwich* modelis; 3) izglītības iestāde, paplašinot savu materiāli tehnisko bāzi, veido laboratorijas, darbnīcas, virtuves, restorānus, tirdzniecības centrus vai ražojošus uzņēmumus kā apakšstruktūras, studentiem nodrošinot reāliem apstākļiem maksimāli pietuvinātu darba vidi, kurā notiek praktiskās mācībās, vienlaicīgi studenti ne tikai nodarbojas ar darba situāciju simulāciju, problēmuzdevumu risināšanu, bet arī ar īstu biznesu vai konkrētiem nozares industrijas uzdevumiem.

Vadošo vietu profesionālās izglītības duālās sistēmas izveidē un darba vidē balstīto mācību realizācijā ieņem Vācija, no kuras pieredzes mācās daudzas pasaules valstis ne tikai Eiropā, bet arī visā pasaulē (Соловьева, 2013). Tieši Vācija ir darba vidē balstīto mācību idejas šūpulis, jo vācu pedagogs Georgs Mihaels Keršenšteiners (Kerschensteiner, 1912) izstrādāja darba skolas koncepciju, ko centās īstenot dzīvē, norādot uz to, ka vislabāk mācīšanās ir caur savu praktisko darbu, uzkrājot darba pieredzi.

Darba vidē balstītās mācības kļūst arī par Latvijas izglītības politikas un vadības aktualitāti, veidojot profesionālās izglītības duālo sistēmu valstī (2015./2016.mācību gada aktualitātes .. , 2015; Līce, 2015). Vairākām Latvijas profesionālās izglītības iestādēm sadarbībā ar saviem partneriem - dažāda veida uzņēmumiem ir jau uzkrāta neliela pieredze darba vidē balstīto mācību ieviešanā praksē (Rozenberga, 2014). Latvijā jau notiek speciālistu sagatavošana pēc darba devēju pieprasījuma (Baranovska u.c., 2015).

Raksta autoru profesionālās darbības pieredze liecina, ka darba vidē balstītās mācības aktualizē veselu virkni problēmu, kas jārisina, lai nodrošinātu profesionālās izglītības kvalitāti.

- Ne visi uzņēmumi ir gatavi iesaistīties profesionālās izglītības nodrošinājumā.
- Jārisina duālās sistēmas finansēšanas jautājumi.
- Speciālistu vidū dzīvotspējīga ir nostādne: kāpēc man būtu jādalās savā pieredzē ar savu *know how* un *know why*, tādējādi radot sev gados jaunus konkurentus. Speciālistiem ir jāsaņem psihologu, izglītības iestāžu pedagogu/mācībspēku profesionāls atbalsts, lai veidotos psiholoģiskā gatavība iesaistīties mentordarbībā.
- Viena no aktuālākajām problēmām ir uzņēmumu speciālistu, kas veic mentoru funkcijas, pedagoģiskās, t.sk. metodiskās, kompetences līmenis. Tāpēc daudzas izglītības iestādes saviem sadarbības partneriem piedāvā profesionālās pilnveides iespējas formālās un arī neformālās izglītības procesā, organizējot kursus, seminārus u.c. par pedagoģiskām tēmām. Svarīgi, lai savas jomas speciālisti, kas veic arī pedagoģisko darbību kā mentori, nepārtraukti pašizglītotos gan profesionālajā, gan pedagoģiskajā jomā.

Ir svarīga pastāvošo pretrunu un problēmu apzināšanās un risināšana, lai nodrošinātu darba vidē balstīto mācību kvalitāti un duālās profesionālās izglītības ilgtspēju.

Secinājumi
Conclusions

Darba vidē balstītās mācības ir gan koncepcija, gan arī stratēģija, kas balstās uz ekoloģisko pieeju izglītībā. Darba vidē balstītās mācības ir arī viens no ekoloģiskās pieejas principiem.

Darba vidē balstītām mācībām ir daudz un dažādi interpretējumi pasaules zinātnes telpā, kur var saskatīt vairākas nozīmes: 1) plašā nozīmē darba vidē balstītās mācības ir iespējamas cilvēka profesionālās attīstības procesā mūža garumā: sākot ar karjeras izglītību skolā; turpinot topošo speciālistu izglītību profesionālās darbības vidē; nodrošinot jau strādājošo speciālistu profesionālo pilnveidi, kā arī stāžēšanos un pieredzes apmaiņu gan savā, gan citā uzņēmumā, kad uzņēmums var kļūt vienlaicīgi par izglītības organizāciju, kas māca, un organizāciju, kas mācās; 2) darba vidē balstītās mācības tiek raksturotas tikai un vienīgi saistībā ar arodizglītību vai augstāko profesionālo izglītību, kā studiju organizācijas stratēģija topošo speciālistu profesionālās attīstības un konkurētspējas veicināšanai, kad studijas programmas un studiju plāni tiek izstrādāti un realizēti sadarbībā ar uzņēmumu kā profesionālās darbības vidi, kur topošais speciālists uzkrāj savu pieredzi gan kā students, gan arī vienlaicīgi kā uzņēmuma darbinieks; parasti šajā izpratnē darba vidē balstītās mācības ir stratēģija kā tautsaimniecības nozare vai konkrēts uzņēmums saviem mērķiem un vajadzībām sagatavo jaunos speciālistus, kas pēc profesionālās izglītības ieguves arī paliek strādāt šajā profesionālās darbības jomā un/vai konkrētajā uzņēmumā; 3) šaurā nozīmē darba vidē balstītās mācības ir saistītas ar studentu kā topošo speciālistu profesionālajām praksēm izglītības iestāžu bāzes uzņēmumos.

Darba vidē balstīto mācību izpausmes var būt ļoti daudzveidīgas. Ir pieņemts izdalīt darba vidē balstīto mācību trīs pamatnostādnes: 1) mācības darbam; 2) mācības darba vidē; 3) mācības caur darbu jeb ar darba palīdzību, aktīvi darbojoties.

Darba vidē balstītās mācības ne tikai veicina profesionālo attīstību, bet arī profesionālās identitātes un konkurētspējas veidošanos, jo studenta domāšana mainās no „*Es un Profesionālās darbības vide*” uz „*Es profesionālās darbības vidē*”. Darba vidē balstītās mācības veicina topošā speciālista gatavības patstāvīgai un atbildīgai profesionālai darbībai veidošanos.

Darba vidē balstītās mācības pēc savas būtības ir transformatīvas mācības, kā rezultātā topošajam speciālistam veidojas pasaules redzējums, konceptuāla izpratne profesionālajā darbībā, tiek uzkrātas personīgi svarīgas sistēmiskas zināšanas, kas savukārt nodrošina kopveseluma skatījumu, tiek attīstīta spriestspēja, spējas zināšanas un prasmes izmantot radoši un situatīvi problēmuzdevumu risināšanā, attīstās kritiskā domāšana un lemtspēja. Tas viss kopumā ir topošā speciālista ieguvums uzkrātās pieredzes veidā.

Darba vidē balstītās mācības daudzās Eiropas valstīs ir valsts izglītības politikas un izglītības vadības līmeņa aktualitāte un prioritāte profesionālajā izglītībā. Līdz ar to Eiropas izglītības telpā ir ienācis jēdziens *profesionālās izglītības duālā sistēma*. Daudzās Eiropas valstīs ir jau uzkrāta pieredze darba vidē balstīto mācību īstenošanā gan valsts izglītības politikas un izglītības vadības līmenī, gan institūciju līmenī: Vairākas Eiropas valstis ne tikai izstrādā izglītības politikas programmas, stratēģijas, koncepcijas, bet arī piešķir valsts finansējumu darba vidē balstītām mācībām. Vadošā loma profesionālās izglītības duālās sistēmas realizācijā ir Vācijai, kuras pieredzi pārņem daudzas pasaules valstis, arī Latvija.

Līdz ar darba vidē balstīto mācību īstenošanu praksē, aktualizējas vairākas problēmas, kas gaida risinājumu. Viena no tām ir savas profesionālās jomas speciālistu, kas veic arī mentoru funkcijas, ne tikai profesionālās kompetences, bet arī pedagoģiskās kompetences attīstība profesionālās pilnveides ceļā formālās un neformālās pedagoģiskās izglītības programmu ietvaros, kā arī pašizglītības procesā.

Summary

A human being as a personality and also as a specialist develops in the interaction with his or her life and action environment: family environment, educational environment, environment of professional activities etc.

One of the topicalities of modern education is to assist an individual to cognize his or her life and action environment: 1) in order to adapt to and better integrate into this environment through changing oneself; 2) in order to help to see the opportunities for one's own development in the life and action environment through developing and improving oneself; 3) in order by own innovative, creative and at the same time responsible action could develop, change, improve his or her life and action environment; 4) in order an individual would learn to adapt to continuous changes in the society, educational environment, labour market, in the environment of professional activities etc..

In order the educational environment would facilitate and support the development of an individual, including the development of his or her competitiveness, such environment shall become an open and inclusive one, performing many and different functions.

In the 20th century education, theory and practice of pedagogy, the imperative is the ecological paradigm and the ecological approach resulting from it. The ecological approach is one of the important preconditions for ensuring the sustainable development of education. The ecological approach in education has many different manifestations and also the ways of implementation. One of such ways is the workplace-based learning.

The aim of the research: to substantiate theoretically the workplace-based learning for the facilitation of the professional development of competitiveness of prospective and already working specialists.

The workplace-based learning are both conception and strategy based on the ecological approach in education. The workplace-based learning are also one of the principles of ecological approach.

There are many and different interpretations of the workplace-based learning in the global scientific space, where it is possible to see several meanings: 1) according to the wide meaning, the workplace-based learning are possible during an individual's professional development process within the lifetime: starting with the career education at school; continuing the education of prospective specialists in the environment of professional activities; ensuring the improvement of the professional skills of already working specialists, as well as in-service training and exchange of experience at both their companies and other companies, when the company may become simultaneously both an educational organization teaching and an organization studying; 2) in the workplace-based learning are characterized only and merely in relation to the vocational education or the higher professional education, as the organizational strategy of studies for the facilitation of prospective specialists' professional development and competitiveness, when the study programmes an study plans are developed and implemented in cooperation with a company as the environment of professional activities, where the prospective specialist obtains his or her experience as both student and company's employee; usually, in this meaning, the workplace-based learning are the strategy how a sector of the national economy or a particular company prepares for its aims and needs the new specialists who after the acquisition of professional education work in this field of professional activities and/or a particular company; 3) according to the narrow meaning, the workplace-based learning are related to the professional practice of students as prospective specialists at the base companies of educational institutions.

The workplace-based learning may manifest in many forms. It is conventional to identify three types of workplace-based learning: 1) studies for work; 2) studies in the working environment; 3) studies through work or by means of work, while being active.

The workplace-based learning not only facilitate the professional development, but also the formation of professional identity and competitiveness, because the student's thinking changes from "*I and environment of professional activities*" to "*I within environment of professional activities*". The workplace-based learning facilitate the development of the prospective specialist's readiness for independent and responsible professional activities.

Workplace-based learning, according to their essence, are transformational studies, and, as a result, the prospective specialist develops his or her world outlook, the conceptual insight into professional activities; he or she obtains systems knowledge important for him or her that, in its turn, ensures the view of the entirety; there is reasoning developed, the ability to apply knowledge and skills creatively and taking into consideration the particular situation for the solution of problems; the critical thinking and the ability to take decisions are developed. This all-in-all is a prospective specialist's gain in a form of obtained experience.

The workplace-based learning in many European countries are the topicality at the level of state educational policy and educational management and the priority of professional education. Alongside with the workplace-based learning there has the concept *the dual system of professional education* has emerged in the European educational space. In many European countries there has been experience obtained regarding the implementation of workplace-based learning at the level of both state educational policy and educational management, as well as at the institutional level. Several European countries not only elaborate the programmes, strategies, conceptions of educational policy, but also allocate the funding from the state budget for the workplace-based learning. Germany plays the leading role in the implementation of the dual system of professional education, and the experience of Germany is being adopted by many countries, including Latvia.

Alongside with the implementation of workplace-based learning in practice, several problems are actualized, which shall be solved. One of them is the development of the professional and pedagogical competency of the specialists of particular professional field who fulfil also the mentors' functions, and the above mentioned development is achieved through the improvement of professional skills within the framework of formal and non-formal pedagogical education programmes, as well as during the self-educational process.

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DEVELOPING LANGUAGE COMPETENCE FOR TOURISM STUDENTS AND EMPLOYEES IN A BLENDED LEARNING LANGUAGE COURSE

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Abstract. *The paper presents the main findings of the second stage of Erasmus+ project „Key Skills for European Union Hotel Staff" (2014-2016) – the online course designed for A2/B1 level of language competence in 12 European languages and B2/C1 English language course to promote tourism students' and employees' language competence and raise their intercultural awareness. It analyses pedagogical, linguistic and field professional literature on course creation and presents the conducted evaluation research containing formative evaluation from three perspectives – provider (document review), recipient (a focus group interview with 14 learners) and wider community (a focus group interview with 7 hospitality industry managers and a survey of 21 language teachers from six countries) to identify the initiative's consequences and opportunities for modification and improvement. The strengths and weaknesses of the course have been identified and suggestions on how the process could be made more efficient/effective for the organisation, the end users and the community have been provided.*
Keywords: *blended learning, curriculum, e-learning, global competences, language competence, online learning.*

Introduction

Over the past forty years tourism has grown substantially and has become one of the largest global economic sectors in the world attaining social and environmental significance (Scott & Gössling, 2015). Consequently it has led to the necessity for qualified hospitality industry staff worldwide. According to Beesley and Davidson (2013) literacy and numeracy are fundamental requirements, and, considering the specifics of hospitality industry, a range of industry specific employability skills related with serving the customers are significant. These skills should lie at the core of any curriculum in service industries.

As numerous studies show, languages have been and will remain especially significant in hospitality industry (Millar & Park, 2013). Moreover, the role of languages has significantly increased in the last couple of years. This has also been caused by the current situation in Europe which can be characterised by „unprecedented movement and change" (King et al., 2011, 7). The increasing

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tourism flows, mobility for study and professional reasons as well as global migration processes have placed Europe in a previously unknown situation in which multilingualism is becoming not a desired state but a vital necessity.

Communication is no longer regarded as an aim but is considered as a tool for participating in socially meaningful activities (Kaya, 2015) in everyday and professional settings. This new situation consequently leads to a change in language teaching models as well. The contexts of language use are always somehow multilingual and interlocutors have to demonstrate their linguistic diversity in coping with the situation in practice. Consequently, a language learner's goal is to develop plurilingual language competence for operating in a multilingual environment. English plays a significant role as a medium in this process as plurilingualism may be supported "through the vehicle of English, whether as a language through which other languages can be learned or [..] simply because the existence of English as a lingua franca (and language of academic discourse) facilitates exchange and international recruitment" (King et al., 2011, 20). Therefore, English is often used as a medium in other language learning courses for international audiences and it is a means of passing information and the language applied for managing different online learning platforms, including the one developed in the current project.

The object of the research is the evaluation of the blended learning language course created for tourism students and professionals. *The purpose of the study* is to analyze the language learning course designed (content, methodology, activities/tasks, online learning platform and mobile application created) in three perspectives – provider, recipient and wider community perspective and introduce the changes required to create a course that would foster the development of tourism specialists' employability skills applying an integrated language learning approach. Such a course would enable hospitality industry employees to ease transitions to working life more effectively and have access to opportunities to develop their employability skills (*Learning while Working*, 2011), operate successfully in new multilingual everyday and professional contexts as well as engage in self-managed lifelong employability.

Theoretical Framework

Designing of any language learning course starts with a curriculum design based on the analysis of pedagogical, linguistic, field professional literature and conducted needs analysis comprising all stakeholders – learners, teachers, industry. Therefore, by applying effective language learning theories, curricula perspectives, different course formats, language teaching/learning theories and essential industry competences have been analysed in this research in order to create an innovative language learning course that corresponds to the current and future industry needs.

Curricula Perspectives

"The development and implementation of a curriculum operates at various levels of the education system. These levels can be described at the international (SUPRA), national/regional (MACRO), school (MESO), class, teaching group or teacher (MICRO) and even individual (NANO) level. The levels interact, and effective curriculum planning must allow for all of them." (Bracco et al., 2015b, 101) Concerning language curricula the SUPRA level comprises international reference documents, such as the *Common European Framework of Reference for Languages* (CEFR, 2001), the MACRO level involves study plans, syllabus, strategic specific aims, training standards, etc. The MESO level means adjustment of the school curriculum or study plan to match the specific profile of a school, as well as developments in partnership with businesses. The MICRO level comprises the definite course, textbooks and resources used and the NANO level – learners' individual learning experience in the lifelong learning context (Beacco et al., 2015a).

Although the current project involves six EU countries and comprises language learning modules created in 12 languages considering CEFR language levels and CEFR competence descriptors, its curriculum cannot be described at the SUPRA level as it does not impact international language learning policies. The curriculum compiled takes into consideration the results of needs analyses carried out in five project countries at the MACRO, MESO and MICRO level (cf. Luka, 2015). The MACRO level of the current curriculum is also associated with definite occupation standards and requirements in force in each partner country designed for hospitality industry employees. As the language learning course has been designed considering the specific needs of the partners' educational institutions and the modules will be incorporated in their regular language studies, the curriculum can be characterised at the MESO and MICRO level. Furthermore, the course is intended to be an online learning course which can also be used in a blended learning form and each learner can adapt it to their own learning needs. Therefore the curriculum can also be described at the NANO level.

Blended Learning

A curriculum may be implemented in several forms. Evaluating the needs of the target audience, a choice has to be made between traditional learning, e-learning and blended learning. As tourism industry is a dynamic industry the course has to be flexible. Therefore the best option seems to be an open education course.

"*Open education* is defined as the learning experience that gives the learner a degree of flexibility in the choice of what (topics), where (place), when (pace) and how (method) to learn/study" (Muñoz et al., 2013, 172). It is evident that the use of ICT, mobile technologies and other technologies in a form of online learning, e-learning, m-learning, U-learning foster open education and provides opportunities of having an access to learning at any place and any time, including workplace.

Massive changes have taken place in the field of online learning since its origin in the mid1970s (Mejia & Phelan, 2014, 343) leading to a paradigm shift in teaching/learning that has "resulted in the emergence of a new educational model" (*ibid*) which is now known as blended learning. Some authors (Labbas & Shaban, 2013) call it even a new era in education.

Literature review shows that several terms are used to denote the same phenomenon: hybrid learning, mixed learning, b-learning, blended learning; and it can be applied to a broad range of teaching/learning situations (Olejarczuk, 2014). However, the most popular term is *blended learning*. Although both e-learning and blended learning comprise online learning, it is not exactly the same.

Similarities and differences can be categorised into six groups: 1) place; 2) communication with students; 3) time; 4) materials and resources; 5) participation in classes; 6) feedback. Apart from an e-learning platform and Web 2.0 tools, blended learning is implemented also in a classroom setting. Although communication with students in e-learning is not limited there are no classroom meetings. Blending learning on the other hand has both indirect and direct communication with limited classroom meetings and unlimited online meetings. Regarding materials and resources, in blended learning alongside with e-learning resources, traditional course books are used as well. While online participation is characteristic to e-learning, both, face-to-face and online participation are part of blended learning. Regarding feedback, in blended learning it is direct, oral, immediate, real time, written, delayed (*ibid*, 2014). Blended learning has certain advantages over traditional and e-learning. The advantages over e-learning include better catering for individual needs, more student guidance. The advantages over traditional learning are greater flexibility, the extension of materials and learning scenarios outside the classroom, no problems encountered in classes with high numbers of students, different language proficiency levels and communication problems caused by using mother tongue in a language class (Bueno-Alastuey & López Pérez, 2014).

Nowadays, blended learning has become an integral part of the learning process. It is incorporated in university studies, vocational education and non-formal education. However, blended learning course designers have to consider such issues as pedagogical approaches to teaching/learning, technological aspects, the requirements of specific groups etc. It means "much more than converting the content of an existing face-to-face course or activity into a selected online learning platform" (Wong et al., 2013, 252). The course may be considered as a blended learning course if computer (technology) assisted learning constitutes from 30 to 79 % of the whole course content implementation. Such a course also typically uses online discussions and has some face-to-face meetings. In contrast, in a purely online course most material (80% and more) is delivered online and it has no face-to-face meetings (Allen et al., 2007). A wide spectrum of blending opportunities – from online learning used only for homework to the courses providing full integration of computer assisted language learning with online activities and technologies complementing face-to-face tasks, exist (Bueno-Alastuey & López Pérez, 2014). When designing an online and/or blended learning course it is important to choose appropriate tools to foster learners' motivation and develop language competence. A good tool "allows faculty and students to do what they do best, as easily and efficiently as possible" to accomplish the task (Amemado, 2014, 26).

Finally, as stressed by Kaya (2015), another advantage of blended learning is the integration of virtual learning platforms and applying other technology in language learning which corresponds to constructivism learning theory and creates optimum learning conditions and fosters student-centred learning.

All learning, including language learning, occurs in social interaction (Kim, 2014). This assumption is also at the core of constructivism theory, according to which learning takes place in interaction with people in a definite environment and people actively construct their own knowledge which they apply in practice. Therefore, constructivist learning theories are dominant in language learning.

Constructivists of second language acquisition consider that supportive language learning environment facilitates learners' discourse management and encourages their output of the target language. In online learning, technologies help maintaining social interactions among diverse learners (Hsu, 2013) thus stimulating language learners to construct their own learning. This has also been taken into consideration when designing the modules of the current course. Another aspect considered is the global character of contemporary education in which a growing emphasis is laid on employability skills, social interaction, learning and thinking, communication, foreign languages and cross-cultural understanding.

Global competences

Languages, especially *Languages for Special Purposes* (LSP), have a unique role in any curriculum, serving also as a means to acquire subject-specific competences. This can be formulated as the main goal of LSP courses in tertiary and vocational education curricula. According to Beacco et al. (2015b) language competences involved in subject learning contribute to processing and acquiring subject knowledge, negotiating the meanings of new knowledge, reflecting on the material learnt, applying the knowledge gained to other contexts and generalizing the acquired procedural knowledge and skills. This is attained through listening and reading activities and then consolidated by writing and speaking activities.

In the globalised professional world strategic competencies are very significant. Concerning foreign language, "analytical/thinking skills and the ability to deal with and process authentic materials" are very important (Rüschoff, 2011, 29). Recently, the term *global competences* has been used in connection with languages and cultures to denote competences essential to operate successfully now and in the future in multilingual and multicultural professional environments.

Global competences are competences which activate knowledge, skills and attitudes through reflection and action and that are valid for all languages and cultures and at the same time concern the relationships between languages and between cultures. Scholars have formulated seven global competences essential for a language curriculum: 1) competence in managing linguistic and cultural communication in a context of otherness, 2) competence in the construction and broadening of a plural linguistic and cultural repertoire, 3) competence of decentring, 4) competence in making sense of unfamiliar linguistic and/or cultural features, 5) competence of distancing, 6) competence in critical analysis of the (communicative and/or learning) situation and activities one is involved in and 7) competence in recognising the "other" and "otherness" (Candelier et al., 2012).

Needless to say, the emphasis laid on tolerance, recognising other cultures and languages, communication using appropriate cultural and language nuances is significant in tourism and hospitality industry, as these employees meet people from different cultures, religions and ethnicities on daily basis, both in serving their customers and working with international teammates in creating a tourism product.

Sisson and Adams (2013) have reviewed literature dealing with essential competences in Hospitality Management studies in the period from 1994 to 2011. Their findings indicate that in most studies communication and language competences are found paramount. The most frequently mentioned competences and skills are: listening as the most important communication skill for career advancement; communication and interpersonal communication for career success; effective listening and verbal and written communication skills necessary for good customer care and gaining qualitative tourism education. A set of hard competencies (13), soft competencies (16) and mixed competencies (4) for successful operation in the industry has been defined. A range of these competencies is connected with communication, for example, presentation skills, managing staff meetings, negotiating staff meetings and others. Moreover, among the 16 soft competencies written communication skills are emphasised as well.

The following competences are developed in traditional foreign language learning: generic competences, such as, collaboration, team working, empathy, tolerance, positive attitude to work and commitment, adaptability; intercultural competences, including knowledge of cultural differences and peculiarities and language awareness; linguistic competence and discourse competence. Frendo (2005) and Maican (2014) argue that linguistic competence focuses on the basic elements of a language – phonology, grammar and vocabulary. Discourse competence, in turn, situates language in use, including language use for professional communication. Discourse competence encompasses all the four language skills – listening, speaking, reading and writing.

Language Learning Tasks for LSP Blended Learning Course

Certain factors have to be taken into consideration when creating teaching/learning materials for LSP courses: 1) topic and specialty, 2) learners' situation, 3) general and specific proficiency in the language of study at entry and exit levels, 4) students' previous educational and cultural experiences, 5) types and skills to be developed (whether reading or writing or speaking or listening), 6) expected outcomes of learning goals (Laborda, 2011). Moreover, "LSP materials should have rich input and include the language structures and content information to make tasks as realistic for the learners' language goals as possible" (*ibid*, 103).

Thus it is important to choose authentic texts topical for the industry bearing in mind that another function of an LSP course is to educate its learners in the field, provide information useful for their professional activity. Selecting adequate texts for reading and listening tasks the course creator should be aware of intercultural issues they want to draw learners' attention to. Lexical and grammar tasks have to be connected with professional setting, not isolated from the topic of the module.

Moreover, the designed material has to foster the development of the above mentioned global competences required for tourism specialists. Generic and intercultural competences may be enhanced in developing all language skills by selecting appropriate tasks containing professional and/or intercultural elements. According to Maican (2014, 277) linguistic competence involves teaching such elements as "stress, rhythm, intonation, general grammar related to morphology and syntax, [..] those grammar structures which are appropriate and typical to the formal register". Considering certain types of activities that enhance linguistic competence (*ibid*, 278) the following activities can be included also in online tasks: word formation, verbs in brackets, multiple matching, finding words, information transfer and multiple choice. Other types of exercises promoting linguistic competence used in the given course are matching tasks finding appropriate synonyms and explanations, paraphrasing, gap fill. Concerning discourse competence, Maican (*ibid*, 279) offers a wide variety of exercises that develop receptive skills (reading and listening) and productive skills (writing and speaking). The following activities have been used: multiple choice, True/False, blank completion, multiple matching, recreating a message based on notes taken. Speaking activities involve case studies, pair discussions, group discussions, simulations. As it is difficult to test online writing tasks, the created course does not comprise online writing tasks, except for paraphrasing sentences and changing sentence constructions that are connected with using adequate grammar and/or lexical forms. Therefore, it is necessary to pay more attention to developing learners' writing skills during face-to-face stage of the course.

Methodological Framework

The Context

This study has been conducted in the Framework of Erasmus+ project „Key Skills for European Union Hotel Staff" (Project No. 2014-1-HR01-KA2014-007224; project period 2014-2016). Six countries (LV, CR, UK, IT, Sl, RO) are collaborating on the project addressing the specific objectives of Erasmus+ programme in the field of education and training: 1) to improve the level of key competences and skills (namely, employability skills and language competencies), with particular regard to their relevance for the labour market (tourism and hospitality industry) and their contribution to a cohesive society (providing better cultural awareness and increased language competence); 2) to improve language teaching/learning and promote EU's broad linguistic diversity. The project is targeted at developing professional language competence in six EU countries in 12 languages (HR, EN, FR, DE, GR, HU, IT, LV, Sl, RO, RU, ES) and raise hospitality industry employees' intercultural awareness. This paper deals with the second outcome – the course designed for A2/B1 level of language competence in 12 languages and B2/C1 English language course to promote tourism students' and employees' language competence and raise their intercultural awareness.

Methodology

Evaluation research design was applied as it "attempts to determine the value of some initiative [..] and identifies an initiative's consequences as well as opportunities for modification and improvement" (O'Leary, 2010, 138) and it is in line with pragmatism paradigm (Collis & Hussey, 2009) that has been applied for the whole research project. Evaluation comprises summative and formative evaluation. This paper reflects the stage of formative/process evaluation as it "aims to provide data and information that will aid further development of a particular change initiative" (O'Leary, 2010, 140) and help improving and modifying the course created. "The main objective in formative or process evaluation is assessing an initiative's strengths and weaknesses and asking how the process could be made more efficient and effective" (*ibid*, 140). Formative evaluation should be conducted from three perspectives – provider, recipient and wider community perspective.

The Sample

The study comprises four handpicked samples (O'Leary, 2010) created for the research purposes: 1) *insiders* – the sample of 6 language teachers – project managers involved in the process managing and in all aspects of the course design, 2) *insider*s – the sample of 14 learners – tourism students and hospitality industry employees piloting the language learning course on mobile application and online learning platform, 3) *experts* – the sample of 7 hospitality enterprise managers who evaluated the created language learning course, 4) *the highly experienced* – 21 experienced language teachers from 6 countries (CR, IT, LV, Sl, UK) who have evaluated the created language learning course.

The Research Procedure

The research comprises the following stages: 1) analysis of pedagogical, linguistic and field professional literature on curriculum and course creation, 2) course evaluation from the provider perspective comprising the analysis of self-evaluation reports by the six project managers (document review), 3) course evaluation from the recipient perspective – a focus group discussion involving 14 learners who piloted the course, 4) course evaluation from the wider community perspective – a focus group discussion with 7 hospitality industry managers and a survey of 21 language teachers from the 6 partner countries.

The selected methods – document analysis, focus group discussions and a survey were implemented to answer the *research question* posed according to the evaluation research design theory (*ibid*, 139): What are the strengths/weaknesses of the course and how could the process be made more efficient/effective for the organisation, the end users and the community?

Focus group discussions were organised in August – September 2015. The face-to-face language teachers' survey was administered in October 2015 applying a questionnaire containing 29 Lickert scale, choice and open questions.

Quantitative data analysis was done applying exploratory data analysis (EDA) and descriptive statistics analysis, qualitative data – applying summarising, categorisation and structuring of meanings using narrative (Saunders et al., 2009).

Findings and Discussion

The findings of the evaluation research conducted at various levels comprising provider, recipient and community perspective overall pointed to more advantages than disadvantages. However, they also indicated some issues to be improved.

The strengths of the course

Language teachers (wider community perspective) highly evaluated the curriculum created: twelve teachers (57 %) evaluated it as very useful, five (24 %) as useful and four (19 %) as quite useful. No one had marked it as useless or absolutely useless. Additionally, industry representatives also recognized the topicality of the curriculum and its correspondence to their needs, especially for their employees working in reception and restaurant departments.

The results of the focus group discussion with 14 learners piloting the course provide evaluation from the recipient perspective. All learners agreed that they had received useful information concerning the project and the course. They had evaluated both the information about the mobile application created and its functioning and the *FrontDesk* program designed as very useful. The layout and design of the application and *FrontDesk* program can be considered as their strengths as they received a comparatively high evaluation from the recipient perspective: 85 % of learners evaluated the mobile application as very good and good and 93 % of learners evaluated *FrontDesk* program as very good and good.

The results of the language teachers' survey support this high evaluation demonstrating the wider community perspective. All teachers expressed their wish to use the learning course for teaching (21), a vast majority would suggest their students to use the course for self-learning (18 teachers) and twelve teachers indicated that they would use the course to develop their language competence in another foreign language which is a good result. This coincides with the results of a focus group discussion with seven hospitality industry managers (wider community perspective) in which they stressed that "both the *FrontDesk* program and the mobile app created are especially significant for their employees" and they will suggest their staff to use them to improve the English language competence and the competence of other languages as well.

The learners admitted that it was easy to find the necessary information, which may be considered as another strength of the learning course: all learners, except one, told that they could find information easily or quite easily. They also liked the ability to practise short dialogues simulating industry-specific situations. The positive effect of applying such dialogues was also stressed in a previous study on interactive learning platforms by Tehrani and Abdullah (2012).

Another advantage of the learning course created is its multilingual character as it is designed in 12 languages. The majority of learners (13) could not name any other hospitality-based multilingual course available as a mobile application. It has to be explained, that the course structure is similar in all languages as well as a part of the learning material of A2/B1 language course is identical – the vocabulary used, the short dialogues for learning vocabulary and the matching tasks to complete. However, the course designers faced a challenge of which setting to choose – the English version or adapt it in accordance with the end users' needs. Another challenge was creating meaningful grammar and lexical tasks suitable for the target language. Therefore, in many cases the learning material could not be translated from English into other languages, but the tasks had to be created anew observing the same content and pattern. This approach was highly evaluated by language teachers-project managers who represent the provider perspective. The learners (the recipient perspective) also liked this approach as they were able to trace similarities in tasks and when they could not do the task in the target language, they could consult a similar task in their mother tongue or other foreign languages they knew.

The course has been designed using *Moodle* learning platform which was highly evaluated by all the teachers-managers (the provider perspective) as well as by the language teachers and industry representatives (wider community perspective). Most language teachers (57 %) evaluated it as very useful, 33 % found it useful and 10 % – quite useful. The following quotations from the industry focus group (wider community perspective) confirm the same opinion:

I do find the tasks very interesting. If I had such classes at school, I would definitely be more fluent in languages. (*Informant C,* industry focus group)

I like that I can learn in my own speed. As I am very busy and can spare only some time at the weekend for learning, it is good that I can look back at the tasks and see my result and make corrections if needed. I will definitely recommend this course to my reception and restaurant staff. (*Informant E,* industry focus group)

As the target group consists of a wide range of audience it was necessary to design a learning management system that handles all aspects of the learning process. It should deliver instructional content, identify and assesses individual and organizational learning or training goals, track the progress towards meeting those goals, and collect and present data for supervising the learning process as a whole. Therefore, *Moodle* platform seemed to be the most suitable for the given needs. Its advantages are free and simple use and as the most popular tool among teachers and students it is well-known in the learning and teaching field. *Moodle* integrates interactive activities combining simulations, short videos, virtual experiments, games and more, in order to enhance interactive learning based. It offers multiple forms of data retention, communications and course delivery and enables designers to use a whole array of learning models that overcome the classic training routines and obstacles. It features a completely customizable wiki system, forums, resource indexes, and multimedia course models that can be completely reshaped depending on the style and materials the instructor wishes to use (Vörös & Petje, 2014).

Regarding the tasks, interactive maps were mentioned as the most creative part of the course enabling learners to learn vocabulary, practice certain grammar constructions, as well as acquire some practical knowledge (for example, connected with skiing resort) and raising learners' intercultural competence (for example, the numerous links on the maps that provide context-specific and cultural information). This was mentioned in both focus group discussions (learners' discussion and industry representatives' discussion), managers' reports (document analysis) as well as international teachers' survey in which nine teachers (43 %) gave the highest evaluation, eight teachers (38 %) recognized them as very useful and four teacher (19 %) – as quite useful.

The weaknesses of the course

The focus group discussion with 14 learners piloting the course (recipient perspective) revealed some problems the learners faced. One of the most frequently encountered problems was that certain operating systems did not support the program use, in some versions all the buttons/options were not visible.

Another weakness marked by the learners was that they found tasks not very creative. Learners would like to have more creative features that could be added to the programs in the future to make the learning process more interesting. This would definitely foster their motivation to learn.

The needs of the organisation

The needs of the organisation have been defined by evaluating the course from provider perspective based on the document review – managers' reports from all partner institutions. Six partners are involved in the project: Turiba University, Latvia specializing in business, including tourism and hospitality management; Ekonomska šola, Slovenia, a tertiary education institution providing business education; Sapientia University from the Hungarian-speaking part of Romania providing a wide spectrum of study programmes; IPSSA Nino Bergese, a hotel vocational school from Genoa, Italy; TUSDU, a hotel and catering vocational school from Dubrovnik, Croatia; and Primrose Publishing from the UK involved in creating language teaching/learning software and smartphone applications. All the institutions provide also language courses to adults on lifelong learning basis.

The document review (managers' reports) shows the main needs of the organisations as well as the possible benefits for each organisation. A common trend is the requirement to gain B2/C1 English (the first foreign language) language competence level and A2/B1 language level for the second foreign language which differs from organisation to organisation. Another common trend is that in all organisations language studies follow a strict curriculum and are aimed at developing the students' speaking, reading, listening as well as writing skills. Next, all organisations focus on *LSP*. This means that the language learning courses created will be integrated as certain modules in regular curricula, depending on the institution's and the programme's aims and requirements. Therefore, it would be essential to include a guidebook with recommendations on how to integrate the course created in the curricula, if possible, providing some best practice examples. This coincides with the results gained in other research (Richter, McPherson, 2012) stressing the need of definite steps on how to use the on-line course created.

As *LSP* have dual aims – to develop students' language competence and help acquiring knowledge in their occupation (Laborda, 2011; Maican, 2014; Beacco et al., 2015b), language teaching/learning materials are selected very carefully and they follow the same lines in all the partner institutions. The appropriate language materials are selected according to the curriculum from various sources such as course books, scientific journals, Internet resources etc. This ensures that students are exposed to authentic materials that closely correspond to the professional situations that they may face at work. The aim is for students to reach a level of competence enabling them to interact with native speakers in a professional environment without strain for either party. In order to achieve that, socio-linguistic and pragmatic aspects need to be taken into account, as well as the more traditional notions of morphology, syntax and vocabulary. The students must be able to produce brief, simple texts easily and quickly, they need to master the specific vocabulary and phraseology of their area of specialization (hospitality, catering sector, tourism management, business, etc.) and be aware of expectations that may differ from those they are familiar with from contact with their fellow nationals.

This corresponds with the idea expressed by one of the leading ESP practitioners in *Language for Tourism Purposes* Laborda who confirms that "the most relevant linguistic aspects of LSP are lexical items, language forms, and a topic for conversations while trying to integrate all four skills with authentic texts and audiovisual media. Indeed, authentic materials need to introduce information in shape of accessible input that is not specifically aimed to EFL learners but current specialists on apprentices of certain fields" (Laborda, 2011, 103).

Therefore intercultural competences are very significant. Considering this, intercultural issues could be more stressed; the guidebook designed containing peculiarities in serving different cultures could be supplemented with corresponding tasks on *Moodle* platform including simulations and case studies.

Currently, in all institutions to ensure the development of intercultural competence, various communicative methods are used for language teaching/learning, such as, pair work, group work, role plays, simulations, case studies. The use of audiovisual material and computers is not only important to make the learning process more interesting and captivating for classes in general; it also provides an opportunity to cater for students' individual learning styles and speed. Modern day aids such as smart phones and tablets are also used whenever possible to gather and analyse information. Students also have to do independent tasks. This is where the blended learning course created will be beneficial as well. The modules designed may be used as supplementary material for regular classes or as home tasks or designated as tasks for individual learning to strengthen the language competences developed during face-to-face learning phase. Therefore, it is essential to have detailed guidelines on how to use the learning platform. Moreover, special training course for language teachers would be an advantage.

The differences were discovered in terms of the course content which differ in accordance with the organisation's profile – tertiary education institution (Latvia, Romania, Slovenia) or vocational education institution (Croatia, Italy). In tertiary education more focus is laid on professional lexis, academic language and less focus is on developing students' writing skills, whereas in vocational education institutions, disregarding the fact that the stress is on listening and speaking skills, students' writing skills and knowledge in grammar are developed as well. This again points to the advantage of the created on-line language learning materials which can be flexibly used for various audiences and various purposes.

The needs of the end users

The above analysis revealed the positive and negative aspects of the courses designed. Both, teachers and students can be considered as potential direct end users of the created course. In the teachers' survey 18 teachers indicated that they would use the *FrontDesk* program: for teaching language (14 teachers), suggesting students for learning (14 teachers), and improving language skills (12 teachers).18 teachers indicated that they would use the smart phone apps as well: for teaching language (11 teachers), suggesting students for learning (12 teachers), and improving language skills (11 teachers). All teachers highly evaluated the interactive maps. 20 teachers indicated that they would use them: for teaching language (15 teachers), suggesting students for learning (13 teachers), and improving language skills (12 teachers). They recognise this part as the most creative one, in terms of tasks. This again points to the necessity of elaborating detailed technical guidelines on how to operate the *FrontDesk* program and mobile application, as well as the interactive maps designed. Examples are necessary, too.

From the perspective of recipients, the learners' focus group interview also pointed to issues that have to be improved. The most important one – it is necessary to find a possibility to run the program on more operating systems. The mobile version of the learning course can be run on Android and IOS software but the learners piloting the program used different phones: Android (11 learners), IOS (1 learner), Symbian (1 learner) and Windows (1 learner). As to computer software, 13 learners used Windows operating system and just one used Apple system.

The needs of the community

Course evaluation from the perspective of a wider community was done by conducting a focus group discussion with 7 hospitality industry managers and a survey of 21 language teachers from 6 countries. The following quotations from the industry focus group discussion, answers to open questions in language teachers' survey and managers' reports demonstrate the needs of the wider community:

Students studying tourism, in particular, must definitely know about hospitality services offered and be able to satisfy guests' needs. So the materials designed will be useful for language learning. (*Informant A,* industry focus group)

It could become an important support for language simulations and it could help students to develop the language skills required at work. (*Informant B,* industry focus group)

The second part of the course (B2/C1 level English modules) for the hospitality industry are especially suitable for students of faculties and colleges from other university centres, as well as vocational school students (e.g. János Kájoni Vocational School from Miercurea Ciuc) from the region, who are the stakeholders of this project as the curricula of these study courses include topics directly related to the content of the modules. (*an English teacher-manager from Romania,* the document review)

The language materials developed during the project would be very useful for language learning in various courses implemented by the Department of Languages. The first part of the course (A2/B1 level communicative course in 12 languages) will be very useful for learning mainly German and English but also Italian at the Secondary school for catering in tourism in the region. (*an English/German teacher-manager from Slovenia,* the document review)

Those directly involved in the hospitality industry, or training students who wish to pursue such a career, will learn a great deal and be made to think. Some of the material will have a much wider appeal than its title suggests and will help participants in their dealings with foreigners well beyond the field of hotels and tourism. (*an English teacher from the UK,* the teachers' survey)

Both language teachers and industry representatives repeatedly stress the role of languages in serving the customers on daily basis. Moreover, they stress the role of "adequate language skills" and selecting "the right form of expressing themselves" so that their behaviour corresponds to the "business environment" and "satisfies clients of different cultural background". These expressions show the importance of developing intercultural language competence which is a global competence and coincides with at least three of the above-mentioned global competences by Candelier et al. (2012) – managing linguistic and cultural communication in a context of otherness; constructing and broadening of a plural linguistic and cultural repertoire; and competence in recognising the "other" and "otherness". As stressed by an English teacher: "understanding cultural sensitivities will make social intercourse with people from other countries much smoother and prevent the all-too-easy pitfalls caused through ignorance" (*an English teacher from the UK,* the teachers' survey). This has also been stressed in earlier studies on language teaching/learning in online environment (Candelier et al., 2007; Lund, 2011; Rüschoff, Lund, 2003; etc.).

This coincides with the needs of organisations and end users concerning the guidebook of intercultural issues, its supplement with more elaborated intercultural tasks, as well as the necessity of having technical and pedagogical guidelines.

The stakeholders especially stressed the significance of speaking and listening skills and the tasks that allow learners to develop those skills. This coincides with the results of the study conducted in Thailand (Prachanant, 2012, 123) which show that speaking is needed for tourism employees to function in their routine work. Listening is rated as the second most used skill. With regard to reading skill, it is ranked as the third most used skill. Compared with the other three skills, writing was viewed as the least important by tourism employees.

To sum up, all industry focus group representatives and all language teachers participating in teachers' survey and/or writing management reports see the usefulness and practical application of the course created both for their institutions and for other institutions (schools, universities, hospitality enterprises) of the city and the region. In terms of this, dissemination is needed so that all relevant stakeholders, including the industry and education institutions, are aware of the opportunity offered for developing learners' language skills and fostering their intercultural competence.

Conclusion

Tourism is an industry that, compared to other spheres, has experienced the largest economic growth. This has led to the requirement for more staff worldwide. Considering the latest mobility trends and immigration processes in Europe, an urgent need for qualitative, educated staff able to cater for customers' special needs in a culturally acceptable manner, using appropriate language has become crucial. This highlights the necessity of language skills, moreover skills of several foreign languages, among the top employability skills for the hospitality sector. Language has become a tool for operating a business successfully, a crucial tool for participation in socially meaningful activities in multilingual language contexts.

This situation has led to a change in language teaching models in formal and non-formal education. Alongside with traditional language learning, e-learning and blended learning forms are gaining their momentum again. As a result, course designers have responded to this situation and various online teaching/learning materials have been created. The current blended learning course is among them.

The evaluation research conducted in three perspectives – provider, recipient and wider society perspective, revealed the strengths and weaknesses of the course, as well as offered suggestions on how to make the process more efficient/effective for the organisation, the end users and the community.

The following strengths have been identified from all the three perspectives (course provider, recipient, community): 1) the curriculum created, which was recognised as corresponding to the stakeholders' needs and flexible for implementation; 2) the layout and design of the mobile application and the *FrontDesk* program as it was easy to find the information needed; 3) the multilingual character of the course which enables learning the same phrases in several languages and, if needed, finding an adequate phrase and/or expression in another language; 4) the *Moodle* learning platform which is attractive, modern and flexible, and can be easily adapted for different target groups and various needs; 5) interactive maps which were recognised as the most creative part of the learning course including a myriad of opportunities for their use, from doing simple gap fill tasks to creative intercultural tasks. Two main disadvantages were singled out by the learners (recipient perspective) – technical problems with the operating systems of mobile application and *FrontDesk* program and not enough creative tasks.

Analysing the needs of the organisation, end users and community, certain suggestions on how to make the course more efficient have been identified:

- The language learning courses created might be used as separate modules in regular curricula, as supplementary material to the existing language teaching aids, as material for students' self-dependent studies. Therefore, detailed pedagogical, technological and intercultural guidelines are required. Such guidelines should be made for the learning program, mobile application, *FrontDesk* program and the use of interactive maps.
- It is also essential to include a guidebook with recommendations and best practice examples on how to integrate the course designed in regular curricula of the institution.
- Considering the increasing role of intercultural competences for tourism employees, it is advisable to supplement the intercultural guidelines developed with corresponding tasks on the *Moodle* platform so that learners' could practice when doing language tasks and when facing similar situations in professional setting they would have several scenarios ready for acting.
- Another suggestion is to organise a special training course for language teachers on how to apply the learning platform, the mobile application created and the tasks designed in the study process.
- From the perspective of recipients, it is necessary to find a possibility to run the program in more operating systems than at present as

learners use different smartphones nowadays and the program should be made such that it could be run on any of them.

To sum up, the conducted formative evaluation research in three perspectives (provider, recipient and community) enabled analysing the strengths and weaknesses of the course and formulate certain recommendations on how to make the course more effective/efficient. All the parties admitted that there are more strengths than weaknesses and that the weaknesses can be eliminated. However, in order to address more audience it is essential to spread the word and disseminate the information about the blended learning course created among tourism industry specialists and education institutions providing tourism curricula.

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СОЦИАЛЬНО-ПЕДАГОГИЧЕСКИЕ ФАКТОРЫ РАЗВИТИЯ ТЬЮТОРСКОЙ ДЕЯТЕЛЬНОСТИ ПЕДАГОГА В ВУЗАХ

Social and Pedagogical Development Factors of Teacher's Tutorial Activity in Higher Educational Institutions

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Abstract. *The article touches upon the basic forms of tutorial activity in Higher Educational Institutions. The main forms of tutoring such as group and individual work has been described there. Special attention was paid for training as an element of group work, its aims and efficiency. Described psychological trainings are aimed to develop students' professional confidence and self-awareness as well.*
Keywords: *tutor, reviewer group, self-management, business-organization, teacher-tutor.*

Введение
Introduction

Идеи модернизации образования получают всё большее распространение в последнее время. Современному обществу нужны образованные, нравственные, предприимчивые люди, умеющие самостоятельно принимать ответственные решения в ситуации выбора, прогнозируя их возможные последствия, способные к сотрудничеству, отличающиеся инициативностью, мобильностью, умением решать проблемы и преодолевать трудности, возникающие на их пути.

Одной из приоритетных задач модернизации является формирование социально грамотной и социально мобильной личности, способной успешно реализовать избранную позицию в том или ином социальном пространстве, умеющей учиться и овладевать новыми смежными профессиями в зависимости от конъюнктуры рынка труда.

Одним из факторов осуществления данной задачи является тьюторская деятельность педагога. Таким образом, целью данной статьи

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является изучение тьюторской деятельности педагога в условиях профильного обучения и этапы её осуществления.

Основная часть
The main part

Педагог сегодня не просто сообщает систему академических знаний, он учит делать выбор, ставить цели, помогает выстраивать траекторию достижения цели и сопровождает эту траекторию обучающегося. При этом речь идет не о каждом педагоге, а, прежде всего, о педагоге-тьюторе и педагоге с тьюторской компетенцией.

Тьютор – это педагог, однако особый педагог, цель которого заключается в помощи студенту научиться находить средства самостоятельного достижения поставленных задач. Он стремиться направить своего подопечного к свободе и самостоятельности, учит понимать свои возможности, чтобы действовать эффективно и успешно.

Тьюторская деятельность, как становящаяся и инновационная, предполагает определение перечня функций и обязанностей согласно определённым целям и задачам.

Основными формами тьюторского сопровождения группы являются групповые и индивидуальные встречи.

Групповая работа в основном может проводиться в форме тренингов. Тренинги по праву считаются одним из важнейших методов интерактивного обучения в системе профессиональной подготовки не только студентов, но и переподготовки квалифицированных специалистов. Цель проведения тренинга – развитие компетентности межличностного и профессионального поведения в общении. Тренинги могут быть проведены в тьюторской группе. Участие в этих тренингах может стать предметом обсуждения на индивидуальных встречах с тьютором. Методами знакомства студентов группы тьюторского сопровождения с профессиональными ценностями могут стать также проведение мастер-классов успешных практических психологов, являющихся носителями этих ценностей, и групповые дискуссии на тренингах и семинарах, посвященных введению в специальность психолога (Муха и др., 102)

Основными целями приглашения успешных психологов-профессионалов, работающих в сфере управления человеческими ресурсами (как правило, это бизнес-тренеры и HR-менеджеры), должны стать формирование у студентов профессиональной позиции, нахождение «алгоритма успеха» специалиста, побуждение студентов к активному освоению будущей профессии, ориентация в профессиональном сообществе. Уважаемые в профессиональном сообществе люди могут стать для студентов представителями референтной группы, т.е. той социальной общности, с которой каждый студент может соотносить себя как с эталоном и на мнения, нормы, ценности которой он может ориентироваться в своем поведении и своей самооценке.

Модель личностно-профессионального развития специалиста может быть предложена студентам в качестве ориентира. Данная модель была получена нами в результате анализа научной литературы, наблюдений за успешными профессионалами и обобщения собственного опыта.

«Развитие личностно-профессиональное – это процесс формирования личности, ориентированной на высокие профессиональные достижения, и ее профессионализма, осуществляемый в саморазвитии, профессиональной деятельности и взаимодействиях» (Wallace Michael J., 112).

В деятельности успешного профессионала можно выделить четыре основных процесса.

1. Личностное развитие.
2. Самоменеджмент.
3. Отношения с с людьми.
4. Взаимодействие с профессиональным сообществом.

Важно понимать, что в модели эти процессы для удобства описания и анализа разделены, в реальности же они взаимосвязаны и у успешного специалиста находятся в гармоничном сочетании.

Поскольку основная задача образования в высшей школе – подготовка специалиста в той или иной области человеческой деятельности, то и педагогическая деятельность тьютора напрямую связана с выполнением этой задачи.

Но еще более важным является личностное развитие студента, и оно требует повышенного внимания со стороны тьютора.

Разные психологические направления по-разному трактуют понятие личностного роста. Известный психолог Франклин Виктор отмечает следующие признаки личностного роста (Франклин Виктор, 122).

Изменение жизненных приоритетов, уменьшение значения жизненных тривиальностей.

1. Чувство освобожденности: появление способности сознательно не делать, то, что не хочешь.
2. Обостренное переживание жизни в настоящем, вместо откладывания ее до пенсии или до какой-нибудь еще точки будущего.
3. Переживание природных явлений: смены времен года, перемены ветра, опадания листьев, последнего день рождения – как высоко значимых событий.
4. Более глубокий контакт с близкими.

5. Уменьшение страхов, связанных с межличностным общением и озабоченности отвержением, большая готовность к риску.

Эти вышеназванные критерии могут помочь педагогу-тьютору объективно оценить личностное развитие подопечного.

Если необходимость изменения жизненных приоритетов не в полной мере представлена в сознании студента-первокурсника, а точнее не у каждого, то у большинства из них, «пришедших в психологию», явно выражен запрос на развитие навыков межличностного общения, решение проблем в отношениях со сверстниками, родственниками и близкими людьми.

Изменение жизненных приоритетов применительно к становлению профессионала-психолога начинается с осознания своих жизненных ценностей, профессиональных ценностей психолога, постановки целей профессионального и личностного развития. Следующий шаг – интеграция профессиональных и личных ценностей, анализ опыта достижения или недостижения поставленных перед собой целей. Основная задача тьютора способствовать формированию профессиональной позиции, развивать такие компетенции как ориентация на достижение, межличностное понимание, уверенность в себе и др. Следует отметить, что разработка модели данных компетенций применительно к студентам ВУЗа и студентам-психологам, в частности, поможет объективировать результаты работы тьютора (Щенников и др., 123).

Самоменеджмент является важным условием формирования успешного профессионала. Успешные специалисты, как правило, могут эффективно спланировать и организовать свое рабочее время, находить баланс между трудом и отдыхом, обладают стрессоустойчивостью. Знания и практические умения по управлению временем, самоорганизацией студенты могут получить на соответствующих тренингах и семинарах, а на индивидуальных встречах с тьютором обсуждать практику применения тех или иных техник самоменеджмента.

Следующей важнейшей профессиональной компетенцией является умение устанавливать отношения с клиентами.

Когда студент выбирает специализацию обучения, то фактически он выбирает и своего клиента. Специализация «психология рекламы и маркетинга» подразумевает, что выпускник будет работать, как правило, с бизнес-организациями, а будущему клиническому психологу путь лежит в психологические центры и клиники. Задача тьютора помочь студенту определиться с выбором специализации, которая бы соответствовала его интересам и способностям, помочь найти ответы на вопросы: «Кто мой клиент?», «Где бы я хотел работать?».

После определения специализации стоит задуматься над вопросом «Как получить достаточное количество клиентов и удержать их?»

И вот тут большую роль сыграет взаимодействие с профессиональным сообществом (Горштейн, 35).

Успешный профессионал не может развиваться вне профессионального сообщества. Можно выделить две позиции специалиста по отношению к профессиональному сообществу: пассивную и активную. Пассивная – специалист наблюдает за деятельностью сообщества: читает специализированную литературу, присутствует на конференциях, форумах, посещает мастер-классы и т.п. Специалист переходит в активную позицию, когда не только читает профессиональную литературу, но и сам пишет статьи и книги, выступает на конференциях и форумах, активно обменивается опытом с коллегами.

Появляется очередная задача для тьютора: познакомить подопечного с профессиональным сообществом, сориентировать студента в нем, организовать практику будущей деятельности, побудить к обмену опытом с коллегами, участию в конференциях и форумах, созданию собственных проектов.

Изучение научной литературы, анализ собственного опыта помогают сформулировать критерии оценки уровня личностно-профессионального развития.

Таким образом, проблема исследования заключается в разработке структуры и содержания тьюторской деятельности как формы помощи студентам в профессиональном самоопределении и выборе индивидуальной образовательной траектории.

Summary

Nowadays the main purpose of education is the need to educate graduates, who are able to change their life strategies, professional responsibilities, to be flexible. One of the priority tasks of modernization is formation of socially competent and socially mobile people, were able to successfully implement a selected position in a particular social space and be able to learn and master new related occupations depending on the conditions in the labor market. One of the main factors in the implementation of these tasks is the tutoring activities of the teacher. Education cannot be individualized; it changes the perspective on pedagogical relations. The implementation of the principle of individualization of education is the more pressing issue of our time. Therefore, there are now preconditions for the development of tutorship as a pedagogical activity, characterized by individualised interaction of teacher and students.

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НАУЧНО-МЕТОДИЧЕСКИЕ ОСНОВЫ ИНДИВИДУАЛЬНОЙ УЧЕБНО-ВОСПИТАТЕЛЬНОЙ РАБОТЫ УЧИТЕЛЯ ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ

Education Methodical Bases Individual Scholastic of the Functioning the Teacher Professional Sciences

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Abstract. *This article is dedicated to the opinions about scientific methodical basis of individual educational upbringing works in the process of professional training teachers' activities and recommendations on individual pedagogical technologies concerning to exact peculiarities of modern higher educational system working programs are given.*
Keywords: *high education, professional education, method, education prosess, quality, professional orientation, educational process, individual work.*

Введение
Introduction

Актуальность проблемы. Совершенствование образования неразрывно связано с коренными преобразованиями, происходящими в общественном развитии. Перед педагогической наукой возникают проблемы, связанные с необходимостью разработки научно-методических основ, способных подготовить будущих учителей профессионального образования к труду в постоянно изменяющихся условиях общественно-экономического развития. Качественное обучение является необесцениваемой инвестицией, а высокий уровень образования - основой свободного демократического общества и фактором экономического развития государства.

Новое поколение должно обладать высокой общей и профессиональной культурой, творческой и социальной активностью, уметь самостоятельно ориентироваться в общественно-политической жизни, быть способным ставить и решать задачи на перспективу. Сегодня профессионально значимые качества личности основываются не столько

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на критериях объема и полноты конкретного знания, сколько на способности самостоятельно пополнять их, ставить и решать профессиональные задачи. В условиях непрерывно возрастающих возможностей реального доступа к информации из любой страны мира и на любом языке с помощью глобальных систем телекоммуникаций для каждого человека становится необходимым уметь самостоятельно разрабатывать рациональную стратегию поиска необходимой лично ему информации из множества существующих. Человеку требуются сформированные навыки эффективного взаимодействия с информационной средой, умение использовать возможности, т.е. определенный уровень подготовки в информационной среде. Такое веление времени пришло в противоречие с традиционной системой обучения или репродуктивным типом обучения. Передача готовых знаний и алгоритмов не обеспечивает формирования творческих возможностей и тех, кто получает образование и тех кто, занимается организацией учебного процесса.

И.А.Каримов подчеркивал следующее: "Был принят целый пакет правительственных решений, которые направлены на развитие и укрепление материально-технической базы академических лицеев и профессиональных колледжей, создание национальных образовательных стандартов и учебных программ, подготовку и переподготовку преподавательских кадров…", однако до сих пор "не сформирована действенная система профессиональной ориентации молодежи" (Каримов 2002).

В силу этого для построения нового типа образования необходима смена самой парадигмы с информационной на смысловую. Только в таком случае обучение может ставить своей центральной задачей развитие личности всех участников педагогического процесса. Такие особенности личности, как способность быть автором, способность к рефлексии, возникновение и развитие толерантных характеристик сознания и способности человека к диалогу – особенности личности как активного субъекта деятельности могут формироваться только в условиях индивидуальной учебно-воспитательной работы. Главная цель такого учебного процесса – обеспечить рост творческих способностей и возможностей каждого студента. Для этого сам учитель профессионального образования должен иметь опыт творческой, авторской школы. Педагогическая наука, основываясь на огромном опыте общественно-исторического развития в этом направлении является его движущей силой. Индивидуальная учебно-воспитательная работа учителя профессионального образования создает объективные предпосылки для разработки и внедрения новых технологий, которые обеспечат, с одной стороны, соблюдение конституционного права граждан на качественное профессиональное и высшее образование, а с другой - эффективность функционирования и развития образовательного процесса.

Расширение индивидуализации обучения и воспитания, совершенствование содержания и условий деятельности учителя профессионального образования предопределяют качественные изменения организационной составляющей учебного процесса, усложнение форм контроля, что, в свою очередь, обуславливает потребность в поиске новых форм и методов решения организационных задач современного общества.

Необходимость разрешения указанных выше вопросов в значительной степени определила **проблему и актуальность** нашего исследования.

Степень изученности проблемы. В педагогической теории и практике в последние годы сложились и стали развиваться различные направления по совершенствованию учебно-воспитательного процесса. Наряду с этим усилилось и внимание к вопросам организации индивидуальной учебно-воспитательной работы учителя профессионального образования.

Необходимость осуществления индивидуальной учебно-воспитательной работы очевидна, ведь студенты по различным показателям в значительной мере отличаются друг от друга. Анализ исследований непосредственно по проблеме индивидуального подхода к студентам в процессе обучения показывает, что решение её имеет свои этапы и особенности, обусловленные задачами, стоящими перед обществом и системой образования в каждый конкретный период времени.

Как показывает анализ научной педагогической литературы, образовательная система не лишена серьезных недочетов из-за крайне слабой ориентированности учебного процесса на индивидуальную учебно-воспитательную работу со студентами. Здесь имеется в виду, прежде всего, сложившаяся система массового образования или фронтального обучения.

Решение данной проблемы с учетом развития общества осуществлялось в образовательной системе неоднозначно и различными подходами. На современном этапе развития общества наиболее важными факторами, побудившими к выбору нами проблемы индивидуальной учебно-воспитательной работы учителя профессионального образования, являются исследования ряда авторов, раскрывающие следующие аспекты проблемы:

- индивидуальный подход как средство повышения эффективности обучения (В.И.Гладких);
- индивидуализация самостоятельной работы студентов как средство развития их познавательной активности и самостоятельности (И.Э.Унт, Е.С.Рабунский, Н.В.Промотрова);

- сочетание различных способов организации фронтальной, групповой и индивидуальной работы (В.И.Загвязинский, Л.П.Кныш);
- программированное обучение как средство индивидуально-дифференцированного подхода (Ш.Н.Кадыров, И.Лаужикас, К.К.Платонов, Е.М.Иванов);
- индивидуальный подход к формированию индивидуального стиля деятельности (В.С.Мерлин).

Значительными фундаментальными работами применительно к современной системе обучения и воспитания являются исследования по вопросам индивидуальной учебно-воспитательной деятельности таких видных ученых отечественных и зарубежных, как П.Р.Атутов, Н.Н.Азизходжаева, С.Я.Батышев, Ю.К.Бабанский, А.И.Воробьев, Е.Я.Голант, М.Г.Давлетшин, М.А.Данилов, А.Д.Деминцев, Р.Х.Джураев, Б.А.Есипов, Э.З.Имамов, А.А.Каримов, А.А.Кирсанов, М.И.Махмутов, П.Т.Магзумов, Н.А.Муслимов, Л.В.Перегудов, В.А.Поляков, Х.Ф.Рашидов, И.Э.Унт, Ф.Р.Юзликаев, Л.В.Голыш, З.К.Исмаилова. (Муллахметов, 2008).

Анализ исследований свидетельствует о повышении эффективности, качества знания при организации учебного процесса путем применения индивидуальной учебно-воспитательной работы, но тем не менее он крайне поверхностно рассмотрен применительно к профессиональному образованию.

Рассматривая проблему, мы пришли также и к такому выводу, что одним из важных компонентов индивидуальной учебно-воспитательной работы учителя профессионального образования является стимулирование к накоплению знаний, умений и навыков в качестве не столько самоцели (конечного результата), сколько эффективного средства реализации творческих способностей обучаемых, обеспечения на занятиях личностно-значимого эмоционального контакта учителя и студентов, естественного межличностного общения на основе сотрудничества, сотворчества, мотивации достижения успеха, создания ситуаций успеха путем обеспечения индивидуальной учебно-воспитательной работы, согласно которой учитель не насаждает административно-командный стиль в процессе организации учебного процесса, а строит обучение и воспитание с учетом активной роли и самих обучаемых.

Раскрывая содержание применения индивидуальной учебно-воспитательной работы учителя профессионального образования, мы ограничиваемся рассмотрением этой проблемы только при проведении занятий по предмету «Профессиональная ориентация» на основе лекционных и лабораторных занятий. Нами определялись наиболее оптимальные пути и средства осуществления индивидуальной учебно-воспитательной работы учителя профессионального образования, способствующие повышению качества теоретических знаний студентов, их практических умений и навыков.

Организация индивидуальной учебно-воспитательной работы в профессиональном образовании требует от учителя обстоятельного изучения личности каждого студента. Учитель профессионального образования в процессе подготовки к проведению занятий наряду с разработкой учебной документации (учебным комплексом) должен продумать и выбрать такие методы и приемы педагогического воздействия на студентов, которые имеют наибольший педагогический эффект.

Необходимость учета индивидуальных особенностей студентов и специфические особенности изучаемого предмета при организации учебного процесса обусловливают потребность разработки научно-методических основ индивидуальной учебно-воспитательной работы учителя профессионального образования, содержания, форм и методов его организации, выявления и обоснования критериев, способствующих формированию профессиональных качеств учителя профессионального образования. Практика современной системы обучения показывает необходимость перехода учителя профессионального образования, организующего учебный процесс со студентами, от чисто ассоциативной модели знаний к динамически структурированным системам умственных действий. Именно это является основной проблемой, требующей немедленного разрешения.

Проведенное нами исследование с учетом ранних научных изысканий призвано в наиболее широком аспекте рассмотреть процесс индивидуальной учебно-воспитательной работы учителя профессионального образования, как средство, способствующее оптимальной адаптации к профессиональной деятельности.

Цель исследования заключалась в выявлении оптимальных путей проведения индивидуальной учебно-воспитательной работы будущего учителя профессионального образования на основе рассмотрения её как средства, обеспечивающего эффективность занятий по профессиональному образованию.

Методы исследования: изучение и анализ психолого-педагогической литературы, позволяющие определить область и направления теоретической и экспериментальной работы; анализ государственных образовательных стандартов, учебных пособий, учебно-методических материалов по теме исследования; анализ опыта работы по обучению бакалавров; анализ занятий учителей профессионального образования; наблюдение за процессом формирования теоретических знаний и практических умений и навыков; беседы с учителями, учащимися, бакалаврами; констатирующий (поисковый) и формирующий эксперименты; использование метода математической статистики при обработке результатов экспериментального исследования.

Теоретические основы осуществления индивидуальной учебно-воспитательной работы учителя профессионального образования
Theoretical basis of the individual educational work of vocational education teachers

Анализ исследований, посвященных проблеме индивидуальных способностей, наклонностей и интересов студентов, отмечается важность учета индивидуальных задатков обучаемых и других физиологических и психологических качеств с учетом важной роли в этом учителя. Рассматриваются вопросы индивидуального подхода в практике организации учебно-воспитательного процесса на этапе профессионального образования. Дается подробный анализ соответствующей научной литературы, определяется содержание понятия “индивидуальная учебно-воспитательная работа учителя профессионального образования”.

“Анализ исследований по проблеме”сконструирован учебный процесс на основе государственного образовательного стандарта, который строится с учетом индивидуальной учебно-воспитательной работы. В нашем понимании содержание индивидуальной учебно-воспитательной работы раскрывается в следующем определении: процесс обучения, в ходе которого учитель творчески подходит к его организации, стремится добиться наиболее оптимального определения профессиональной направленности специалиста с учетом индивидуальных особенностей студентов.

Проведен анализ исследований по проблемам индивидуального и дифференцированного подходов, индивидуализации, дифференциации применительно к организации «индивидуальной учебно-воспитательной работы» на различных этапах, становления типологии обучаемых на основе анализа их самостоятельной деятельности.

В обзоре психолого-педагогической литературы прослежены становление и развитие проблемы индивидуализации применительно к исследованию индивидуальной учебно-воспитательной работы на более раннем этапе формирования системы образования.

“Моделирование профессионально-педагогической деятельности учителя профессионального образования” на основе разработанного государственного образовательного стандарта проведена работа по моделированию профессионально-педагогической деятельности учителя профессионального образования.

На основе моделирования профессионально-педагогической деятельности учителя профессионального образования дано определение понятию „модель специалиста”.

Исходя из принципа “для чего учить”, мы определили требования к уровню подготовленности по направлениям бакалавров, что они должны знать, уметь использовать и какие иметь представления и какой опыт.

При моделировании профессионально-педагогической деятельности учителя профессионального образования предусмотрены и представлены ее следующие составные части: обусловленные требованиями настоящего времени; диктуемые особенностями профессии; обусловленные социально-политическим строем страны, его духовно-нравственной системой.

Исходя из особенностей индивидуальной учебно-воспитательной работы учителя профессионального образования, мы разработали профессиональную грамму, в значительной степени отражающую основные аспекты профессионально-педагогической деятельности, учитывая ее значимость, мы также представили её, в графическом изображении (рис. 1) - моделирование индивидуальной учебно-воспитательной работы учителя профессионального образования.

Составленное нами изображение с учетом содержания деятельности учителя профессионального образования, определяется двумя составляющими: первая составляющая - объективные характеристики профессиональной деятельности учителя: содержание, формы, методы и средства обучения, не зависящие от конкретного человека и выработанные в общественном опыте; вторая составляющая - описание психологической деятельности человека и его физиологических качеств, симметричных объективной деятельности, но не совпадающих с ней.

Первая составляющая призвана реализоваться на основе технологий обучения. Задача же второй составляющей - формировать психологические и физиологические особенности студента при проектировании индивидуальной воспитательной работы. Иными словами, в моделировании индивидуальной учебно-воспитательной работы первая составляющая осуществляет методическое обеспечение учебного процесса, а вторая организует индивидуальную воспитательную работу.

Вторая составляющая наряду с указанными выше функциями должна ориентироваться на: описание внешней картины труда, трудового поведения (фотография рабочего дня, хронометраж, временная динамика производственной активности, рабочее место, типичные ошибки и др.) и внутреннюю картину труда (реакции личности, ее интегральные образования - направленность, способности, опыт, характер, темперамент, а также психическое состояние - интеллектуальные, эмоциональные процессы: воля, внимание, память, мышление и психомоторика).

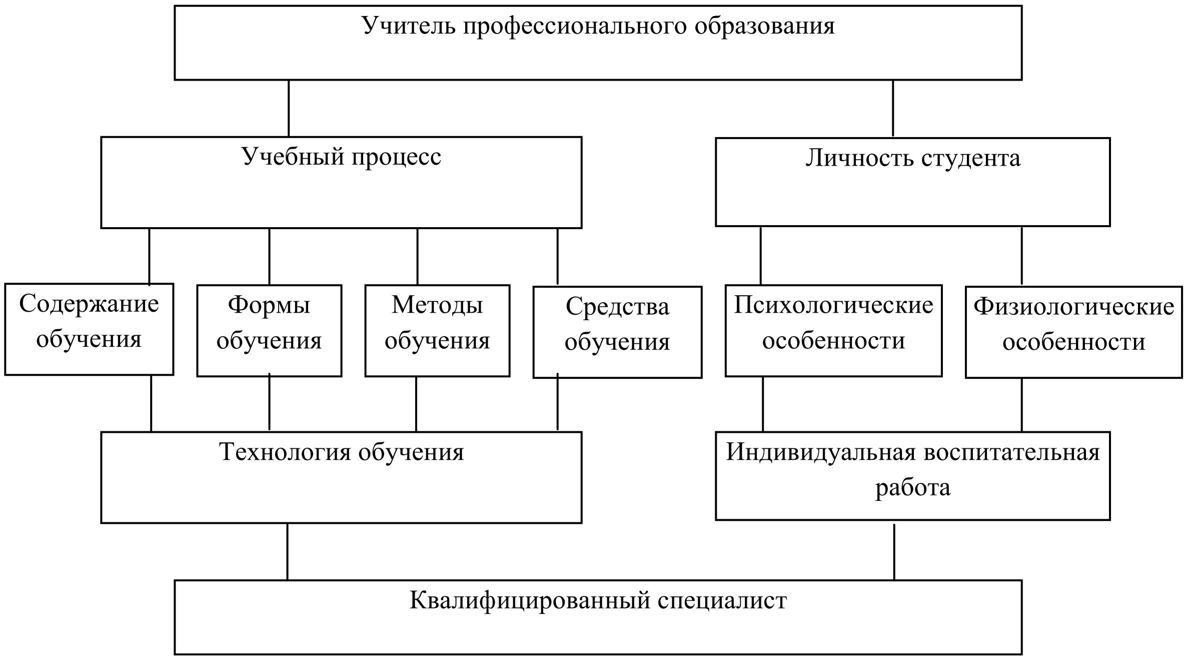

Рис. 1**. Моделирование индивидуальной учебно-воспитательной работы**
Fig. 1 ***Simulation of individual educational work***

Моделирование профессионально-педагогической деятельности учителя профессионального образования формирует следующее представление: предназначение, «миссию» профессии, ее роль в обществе (производство материальных товаров или идей, оказание услуг в разных социальных сферах; сбор, хранение и передача информации и др.), направленность на человека; распространенность профессии (типичные для

данной профессии учреждения), предмет труда в профессии - аспекты окружающей действительности, на которые воздействует специалист в ходе труда (материальные предметы, идеальные предметы - культура, информация, индивидуальное или общественное сознание людей, предметы натуральные в контексте природы и искусственные, созданные человеком). Правильное видение предмета труда - первый важный шаг к профессионализму.

Профессиональные знания - совокупность сведений о труде в его профессии: деятельность, действия, приемы, умения, способы работы, технологии, техники, применяемые в данной профессии для успешного достижения результата; степень их развернутости, обобщенности, автоматизированности. Средства труда - стороны окружающей действительности (материальные и идеальные объекты), которые специалист использует для воздействия на предмет труда при реализации своих целей, для получения нужного продукта труда. К средствам труда относятся реальные инструменты, приборы, компьютеры, оргтехника, а также знаковые средства и системы правил логического мышления, моральной и эстетической оценки и др.

Результаты исследований
Research results

Опираясь на представленные выше концептуальные положения, мы разработали требования к формированию профессиональных качеств учителя профессионального образования, осуществляющего индивидуальную учебно-воспитательную работу:

1) основные уровни проблем социальной, профессиональной и индивидуальной жизнедеятельности учителя: уровень глобальных проблем человеческой цивилизации; уровень национальных проблем; уровень региональных и этнических проблем; уровень индивидуально-личностных проблем (в том числе в области индивидуальной самоорганизации, самосовершенствования и саморазвития);
2) три основных типа проблем: стабилизации, функционирования и развития для каждого из основных уровней;
3) совокупность типовых испытательных заданий, раскрывающих содержание проблем каждого уровня и типа;
4) критерии уровня сформированных знаний, умений и навыков в решении проблем.

Заключение
Conclutions

Организация учебного процесса на основе индивидуальной учебно-воспитательной работы предполагает также взаимодействие и взаимосвязь организационных функций в деятельности учителя профессионального образования и академической группы студентов. Реализация этого принципа исключает односторонность в организации, когда главной и решающей функцией признается какая-либо из них. Данный принцип подчеркивает, что организация учебного процесса на основе индивидуальной учебно-воспитательной работы последовательна, логична, взаимовыгодна, все ее функции в равной степени важны. Организация учебного процесса на основе индивидуальной учебно-воспитательной работы предполагает моделирование профессионально-педагогической деятельности учителя профессионального образования, а также используемые технологии индивидуальной учебно-воспитательной деятельности. Таким образом, мы пришли к выводу, что спецификой организации учебного процесса на основе индивидуальной учебно-воспитательной работы является необходимость обеспечения устойчивой системы образования и, прежде всего, ее непрерывности, а также реализации принципов, осуществляемых другими системами, возможности продолжения образования в магистратуре.

Summary

Organization of educational process on the basis of individual educational work also involves the interaction and interrelationship of organizational functions in the work of the teacher of vocational training and academic groups of students. The implementation of this principle excludes the one-sidedness of the organization when the principal and decisive function recognizes any of them. This principle emphasizes that the organization of educational process on the basis of individual educational work is consistent, logical, mutually beneficial and all its functions are equally important. Organization of educational process on the basis of individual educational work involves modeling of professional-pedagogical activity of the teacher of vocational training, as well as the technology used individual educational activities. Thus, we concluded that the specifics of the educational process on the basis of individual educational work is the need to ensure a sustainable system of education and, above all, its continuity, as well as the implementation of the principles implemented by other systems, the possibility of continuing education in the magistracy.

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СОВЕРШЕНСТВОВАНИЕ ПЕДАГОГИЧЕСКИХ МЕХАНИЗМОВ В РЕАЛИЗАЦИИ ПРИНЦИПОВ ПРЕЕМСТВЕННОСТИ И НЕПРЕРЫВНОСТИ В РАЗВИТИИ КУЛЬТУРЫ

Improvement of Pedagogical Mechanisms of Observance of Consistency and Continuity Principles in Developing of Youth Healthy Lifestyle Culture

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Abstract. *The current article reveals pedagogical mechanisms of interaction among families, mahallas and educational establishments with civil society institutions in the process of developing of the culture of the youth healthy lifestyle; it substantiated the role and significance of national pedagogy, the heritage of eastern thinkers of the Middle Ages in developing the culture of the youth healthy lifestyle; exposed the content of special course for master degree students, forming their conviction for the necessity of operating the culture of healthy lifestyle.*
Keywords: *healthy lifestyle culture, methodological, monitoring, components, consistency and continuity principles, pedagogical system, pedagogical technology.*

Введение
Introduction

С обретением Республикой Узбекистан государственного суверенитета была выдвинута первостепенная идея об «… учете интересов молодежи, создания ей всех условий для учебы, всестороннего развития и досуга. Это будущее нации, будущее нашего народа. От профессиональной компетенции, интеллектуального уровня, духовного развития, физического здоровья подростающего поколения зависит сегодняшняя и завтрашняя судьба республики» (Каримов, 2015).

В соответствии с этими идеями возникла необходимость реорганизации структуры и содержания подготовки кадров, обусловившая утверждение Национальной программы по подготовке кадров, соответствующей положениям Закона Республики Узбекистан «Об

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образовании», ориентированного на воспитание молодежи с высокой духовностью и нравственностью. Особое внимание при этом уделено задаче воспитания самостоятельной и по-новому мыслящей молодежи, способной принять ответственность за завтрашний день Родины.

Формирование духовно развитой личности – приоритетная цель общественного воспитания, в решении которой в большей или меньшей мере принимают участия все социальные институты общества (Каримов, 2012). Эта цель с необходимостью требует сотрудничества и координации воспитательных усилий семьи, махалли, институтов образования самых широких слоев общественности. И здесь социализирующие возможности махалли, имеющая многовековую традицию в узбекском обществе, вновь могут быть востребованы для целей всестороннего развития личности.

Традиционно махалля (с узб., - община, квартал) – самоуправляемое территориальное объединение, охватывающее своей деятельностью жителей одного квартала и организующее взаимопомощь соседейв вопросах жизни и быта, проведения обрядов, строительных и ремонтных работ – хашар. Хотя все эти формы добровольной общественной взаимопомощи и имеют глубокие исторические корни, но в условиях перехода к рыночным условиям хозяйствования и формирования гражданского общества в Узбекистане они вновь оказались востребованными и получили «второе дыхание» (Топилдиев, 2015) и кконцу 1980-х махалля стала полноценным национальным брендом Узбекистана (Абашин, 2011)

В этом контексте необходимо совершенствование механизмов взаимодействия институтов семьи, образовательных учреждений, гражданского общества с институтом махалли в воспитании гармонично развитого поколения.

Сказанное определило цель исследования- совершенствование педагогических механизмов в развитии культуры здорового образа жизни молодежи.

Методологическая основа совершенствования механизмов взаимодействия институтов, направленных на формирование духовно-нравственного поколения определена в законах Республики Узбекистан «Об основах государственной молодежной политики в Республике Узбекистан», «О гарантиях прав ребенка»; «О профилактике безнадзорности и правонарушений среди несовершеннолетних» «Об ограничении распространения и употребления алкогольной и табачной продукции»; в Постановлении Президента Республики Узбекистан №ПП-2124 от 6 февраля 2014 года «О дополнительных мерах по реализации государственной молодежной политики в Республике Узбекистан»; Постановлении Кабинета Министров № 175 от 19 июня 2012 года «О мерах по дальнейшему развитию взаимодействия института семьи и органов самоуправления граждан с образовательными учреждениями при воспитании гармонично развитого поколения».

В процессе научных исследований усовершенствованы педагогические механизмы реализации принципов преемственности и непрерывности в развитии культуры здоровой жизни молодежи, определены компоненты развития культуры здоровой жизни молодежи; на основе авторского подхода представлена педагогическая интерпретация содержания и сущности понятий «культура здоровой жизни», «духовное здоровье», «социально-идеологическое здоровье», определены составные части культуры здоровой жизни; разработаны и внедрены в практику социальные проекты, направленные на развитие культуры здоровой жизни молодежи.

Исторические и современные аспекты использования духовных ценностей в развитии культуры здоровой жизни молодежи
Historical and Modern Aspects of Using Spiritual Values in Developing Healthy Lifestyle Culture of the Youth

В источниках народной педагогики в виде стихийных взглядов нашли отражение критерии культуры здоровой жизни: здоровый образ жизни, связанный с повседневной жизнью, закаленность, занятие физическим трудом, правильное питание, здравое слово, сознание, мысль, забота о личном здоровье, охрана природы. Идея зависимости образа жизни людей от их чистых взаимоотношений первоначально выдвинута в качестве учения в «Авесто». Это учение пропагандировалось через идеи «благой мысли», «доброго слова», «благодеяния» (Хашимов и Раджапов, 1986).

Проблема здорового образа жизни (ЗОЖ) характеризуется историческим развитием. Согласно результатам научных изысканий этнографов-ученых В.Исхакова и Т.Искандарова (1989), представления об исторических корнях здорового образа жизни упираются в античную древнегреческую философию. Можно увидеть, что история представлений о ЗОЖ исходит из натуро-философских взглядов врачей школы Косс. Эта школа связана с именем Гиппократа, она внедрила в медицину натуро-философское учение о структуре окружающего мира (макрокосмосе) и человеческого организма (микрокосмосе).

Е.А.Меньш (2010) разработал идею развития отношения студентов к здоровью как ценности на основе межкультурной коммуникации, Т.В.Каменская (2007) в своих исследованиях создала цельную систему развития культуры здоровья детей в дошкольных образовательных учреждениях. А.А.Д.Карабашева (2009) научно-педагогически исследовала интерактивные методы развития компетенций охраны здоровья учащихся старших классов общеобразовательных средних школ. П.Л.Дрибинский (2009) впервые научно обсновал здоровье в качестве ценности.

С.Турсунов (2010) через педагогическую систему «школы оздоровления» в средних специальных, профессиональных образовательных учреждениях определил развитие валеологического подхода к образованию, критерии оценки специфических особенностей, закономерности, принципы формирования гармонично развитого, здорового поколения и педагогической системы обеспечения здоровья и уровня ее развития.

Д.Шарипова (2007) на основе валеологических научных взглядов исследовала педагогические факторы технологии здравохранения при формировании здорового образа жизни молодежи.

Анализ медицинско-биологической, психологической, педагогической, философской, общественной литературы позволил сформулировать определение понятия культуры здоровой жизни с педагогической точки. **Культура здоровой жизни** – составная часть духовного мира личности, которая означает пропаганду идеи здорового образа жизни, овладев медицинско-педагогическими, духовно-просветительскими знаниями и навыками о духовном и физическом здоровье, которые становятся ежедневной жизненной потребностью.

В ходе исследования, мы пришли к выводу, что культура здоровой жизни имеются две важные грани. Первая грань состоит из комплекса знаний и навыков человека о здоровье и вторая грань направленна на реализацию комплекса знаний и навыков человека о здоровье в реальной жизни.

Научно-теоретические идеи, разработанные в рамках нашего исследования по совершенствованию педагогических механизмов в развитии культуры здоровой жизни молодежи апробированы путем организации отделов «Формирования у молодежи здорового образа жизни» в центральной и территориальных структурах Общественного движения молодежи «Камолот», разработки и внедрения на практике социальных проектов.

Через деятельность этого отдела социальные проекты, направленные на развитие культуры здоровой жизни молодежи республики, прошли апробацию. Во взаимодействии Общественного движенния молодежи «Камолот» с другими институтами гражданского общества совместно с субъектами социального партнерства для развития культуры здоровой жизни молодежи было подготовлено 10 социальных проектов: «Счастливое детство», «Лето с Камалак», «Ценности, обычаи, традиции и молодежь», «Мы – дети великой страны», «Мы молодежи - сторонники здоровой жизни», «Молодежь против курение, ВИЧ/СПИДа и наркомании», «Оздоровительно-воспитательный лагерь», «Шахматная доска Камолот», «Камолот–тур», «Центры оказания молодежи социальных услуг». Была разработана технология их реализации, в соответствии с которой они осуществлены в четыре этапа.

Реализованные социальные проекты были направлены на развитие у молодежи составных частей культуры здоровой жизни: физического, медицинского и духовного здоровья, противостояния различным негативным явлениям, влияющим на здоровье, здорового мышления и мировоззрения, соблюдения правил бытовой жизни, питания, одежды и правил личной гигиены, уважение к окружающим и экологическим ценностям. Как показывает количественный и качественный мониторинг, в результате реализации социальных проектов в процессе опытно-экспериментальной работы у молодежи наблюдалась динамика роста из года в год ответственности за свое физическое и духовное здоровье; укрепление собственной идейной позиции; здорового внутреннего мира, осознания сути и значимости внимания государства к здоровому образу жизни молодежи; уровня высокой духовности и моральных качеств.

Совершенствование педагогических механизмов реализации принципов преемственности и непрерывности в развитии культуры здоровой жизни молодежи

Improving of Pedagogical Mechanisms of Observance of the Consistency and Continuity Principles in Developing Healthy Lifestyle Culture of the Youth

Успех процесса обеспечения преемственности и непрерывности в развитии культуры здоровой жизни молодежи зависит от его проектирования, алгоритмирования на основе технологического подхода и изначально намеченного ее результата. Поэтому в процессе исследований были разработаны компоненты субъектов совершенствования педагогических механизмов реализации принципов преемственности и непрерывности в развитии культуры здоровой жизни молодежи (рис.1).

Впроцессе опытно-экспериментальной работы в дошкольных учреждениях детям навыки здорового образа жизни передавались путем игр и упражнений, развивающих мышление.

Определены критерии знаний, навыков и квалификации, а также усовершенствовано содержание дисциплин, обучаемых в системе непрерывного образования: уроки здоровья, этикет, основы здорового поколения, чувство родины, идея национальной независимости и основы духовности, биология, анатомия, физическая культура, здоровый образ жизни и семья, психология семьи, валеология, социальная педагогика, педагогика.

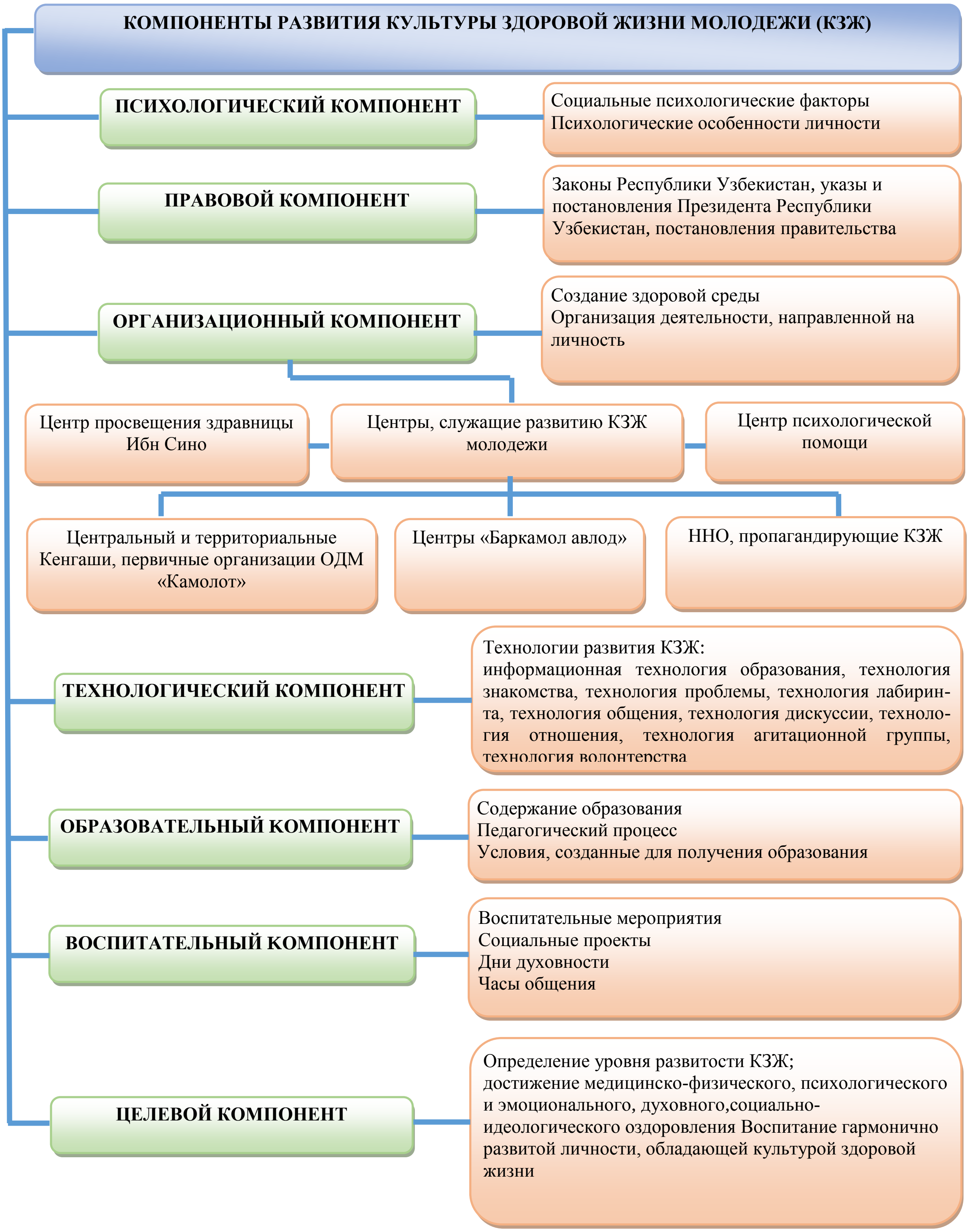

Рис.1. **Компоненты формирования культуры здоровой жизни молодежи**
Fig. 1 ***Components of the Formation of Healthy Lifestyle Culture of the Youth***

В ходе исследований для магистров по специальности педагогики создана и внедрена в учебный процесс программа специального курса по основам культуры здоровой жизни. Осуществлена опытно-экспериментальная работа на основе реализации направлений содержания образования посредством правовых основ развития культуры здоровой жизни молодежи; географического описания критериев культуры здоровой жизни молодежи; подхода к содержанию культуры здоровой жизни на основе общечеловеческих и национальных ценностей; педагогических и информационно-коммуникативных технологий.

Свои положительные результаты дало использование в процессе обучения общественно-гуманитарных дисциплин в системе непрерывного образования принципов научности, предвидения результатов в повышенииэффективности совершенствования педагогических механизмов реализации принципов преемственности и непрерывности в развитии культуры здоровой жизни молодежи; учета системности, последовательности, интеграции, гуманизма, целеустремленности, личных и психологических особенностей молодежи; воспитания в процессе деятельности; связи теории с практикой; обеспечения межпредметной, тематической связи, цели, содержания, единства и целостности методов ее формирования; единства межличностных отношений; органичности деятельности и отношения; проявления в коллективе своих личных качеств и управления ими, социального партнерства в воспитании, деятельности творческого сотрудничества, общественного контроля.

В процессе опытно-экспериментальной работы была определена эффективность использования примененных технологий информационного образования, знакомства, проблемного образования, лабиринта, общения, дискуссии, отношения, волонтёрства, агитационной группы, НОУ (наблюдения, оценки, убеждения) и интерактивных методов: ролевых игр, проблемных ситуаций, подготовки и защиты проекта, тестового контроля, интервью, педагогического стимулирования, организации поведения и деятельности, контроля и самоконтроля.

Эффективность результатов опытно-экспериментальной работы характеризуется разработкой и внедрением в практику модели совершенствования педагогических механизмов реализации принципов преемственности и непрерывности в развитии культуры здоровой жизни молодежи (рис.2).

Внедрение нами этой модели в практику привело к положительному решению приоритетных вопросов совершенствования педагогических механизмов реализации принципов преемственности и непрерывности в развитии культуры здоровой жизни молодежи:

- достигнуто осознание сути и содержания философского, психологического, правового, социального подходов в совершенствовании педагогических механизмов реализации принципов преемственности и непрерывности в развитии культуры здоровой жизни молодежи;
- обосновывается необходимость учета воздействия социальных факторов и опоры на духовные ценности в развитии культуры здоровой жизни молодежи;
- доказывается, что обеспечение преемственности и непрерывности педагогического процесса, совершенствование педагогических механизмов, использование инновационных методов образования и воспитания является фактором развития культуры здоровой жизни молодежи;
- установлено, что технологическая организация педагогического процесса на основе критериев образования и воспитания дает положительный эффект;
- определено, что педагогическое взаимодействие и социальное партнерство семьи, махалли и образовательных учреждений с институтами гражданского общества служит развитию культуры здоровой жизни молодежи.

Внедрение в жизнь механизма взаимодействия семьи, махалли, образовательных учреждений с институтами гражданского общества при совершенствовании педагогических механизмов реализации принципов преемственности и непрерывности в развитии культуры здоровой жизнимолодежи дало свои положительные результаты. Выявлено, чтовзаимодействия, послужили развитию уважения физическому, медицинскому и духовному здоровью, противодействие отрицательно воздействующим явлениям, здоровое мышление, мировоззрение, правила бытовой жизни, питания, одежды и личной гигиены, окружающие и экологические ценности.

Результаты опытно-экспериментальной работы в обеспечении эффективности содержания взаимодействия диктуют целесообразность:

- широкого освещения среди молодежи роли физической культуры и спорта, влияния экологии на здоровье личности;
- личной ответственности родителей и общественности за вклад в обеспечение рождения здорового ребенка и оздоровление общества, дальнейшее совершенствование духовно-просветительской работы, направленной на формирование родительского долга и ответственности;
- разработки эффективного механизма по особому контролю семейной молодежи, обучающейся в образовательных

учреждениях, постоянного проведения с ней работы по формированию здоровой семьи, здорового ребенка, здорового общества;

- вооружения молодых родителей педагогическими и психологическими знаниями, содействия семейным отношениям, моральному воспитанию, половому воспитанию, повышению репродуктивной грамотности, экологических знаний молодых семей путем издания и распространения методических пособий, брошюр и буклетов;
- воспитательные мероприятия, проведенные на основе системы.

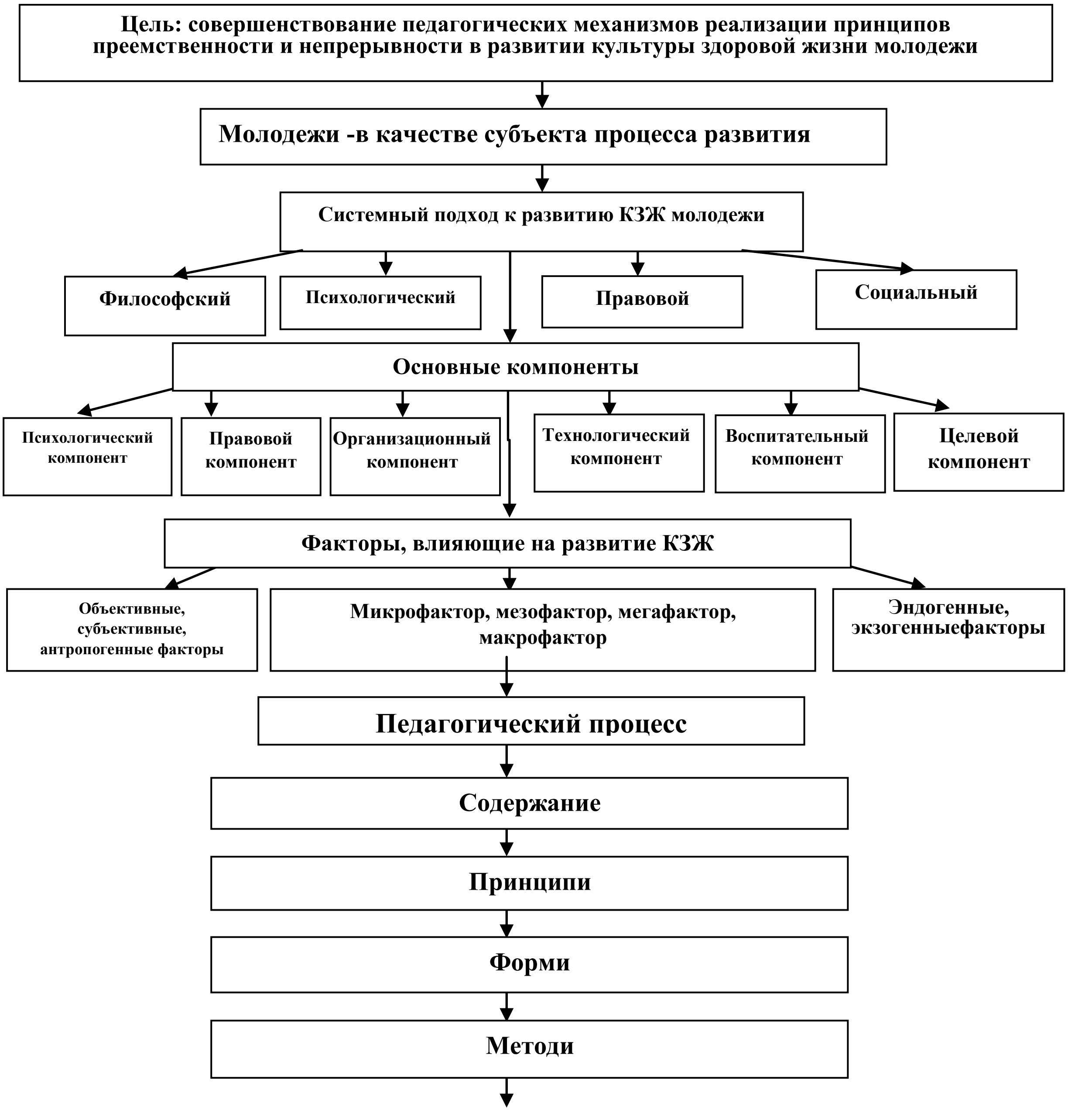

Рис.2. **Модель совершенствования педагогических механизмов реализации принципов преемственности и непрерывности в развитии культуры здоровой жизни молодежи**
Fig. 2 ***Model of Improving the pedagogical mechanisms of observance of consistency and continuity principles in developing healthy lifestyle culture***

Заключение
Conclusion

В процессе глобализации одним из основных условий модернизации общества является развитие культуры здоровой жизни населения и оздоровление социальной среды. Педагогами обоснованароль и значение семьи, махалли, образовательных учреждений и институтов гражданского общества в воспитании гармонично развитого поколения и дальнейшее усиление их взаимодействия.

Путем разработки содержания социальных проектов, направленных на развитие культуры здоровой жизни молодежи, внедрения их в практику и оценки их эффективности достигнуто совершенствование деятельности по данной проблеме образовательных учреждений и институтов гражданского общества, развитие у молодежи здорового мышления и здорового мировоззрения.

Определены возможности воспитания у молодежи теоретических знаний, навыков и квалификации по КЗЖ посредством общественно-гуманитарных и специальных дисциплин, специальных курсов, обучаемых в образовательных учреждениях, эффективного использования в развитии культуры здоровой жизни молодежи проектирования, алгоритмирования педагогического процесса, информационно-коммуникативных технологий, интерактивных методов.

Обосновано, что развитие культуры здоровой жизни молодежи, опираясь на инновационные методы и международный опыт образования и воспитания, организация образовательной и воспитательной деятельности, налаживание взаимодействия образовательного учреждения с институтами гражданского общества зависит от педагогической компетентности преподавателя. Разработаны требования, предъявляемые к современному преподавателю при подготовке педагогических работников к процессу развития культуры здоровой жизни молодежи, и критерии оценки его педагогической компетентности.

Разработана и внедрена в практику модель совершенствования падагогических механизмов реализации принципов преемственности и непрерывности в развитии культуры здоровой жизни молодежи на основе философского, психологического, правового, социального подходов служащих эффективной организации педагогического процесса, взаимодействию образовательных учреждений с семьей, махаллей и институтами гражданского общества, обеспечению социального партнерства.

Установлено, что совершенствование взаимодействия семьи, образовательных учреждений и институтов гражданского общества в воспитании гармонично развитого поколения служит обеспечению преемственности и непрерывности работы в этом направлении, установлению общественного контроля, обеспечению социального партнерства, прочному программированию последующей деятельности во взаимодействии.

Summary

One of the basic conditions modernization of the society in the process of globalization is developing healthy lifestyle culture of the population and improvement of social condition. Therefore, to upbringing spiritually and physically advanced generation was determined to be priority tasks during the years of independence.

Improving the activity on this problem, and developing sound thinking and healthy outlook of the youth were achieved through working out the content of social projects directed at developing healthy lifestyle culture of the youth, implementation of life and evaluation of its effectiveness of educational establishments and civil society institutions.

In developing healthy lifestyle culture of the youth their possibilities of having theoretical knowledge, skills and competences in upbringing were determined through social-humanitarian and major subjects, special courses taught at the educational establishments,

designing of pedagogical process, algorithmization, information-communicative technologies and effective use of interactive methods.

In developing healthy lifestyle culture of the youth organization of upbringing activities, setting cooperation of educational establishments with civil society institutions, using of innovative methods of upbringing and relying on foreign experience in developing healthy lifestyle culture is connected with teacher's pedagogical competence was proven. Requirements put to modern teachers and criteria of determining their competence in training pedagogues for the process of developing healthy lifestyle culture of the youth were worked out.

Working out of the model of improving pedagogical mechanisms of the observance of consistency and continuity principles in developing of healthy lifestyle culture of the youth on the basis of philosophical, psychological, legal and social approaches, implementation of it into practice and organizing a pedagogical process, cooperation of higher educational establishments with families and mahallahs and civil society institutions will serve to provide it with social partnership.

In upbringing comprehensively advanced generation improving cooperation of families, mahallahs and educational establishments with civil society institutions will provide with consistency and continuity of work in this respect, set public control, provide with social partnership and programme future cooperative activity.

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УЧЕБНОЕ ПОСОБИЕ ПО ФРАЗЕОЛОГИИ КАК СРЕДСТВО ФОРМИРОВАНИЯ ЛИНГВОСТРАНОВЕДЧЕСКОЙ КОМПЕТЕНЦИИ ИНОСТРАННЫХ СТУДЕНТОВ

Educational Guidance in Phraseology as a Means of Linguocultural Competency Development of Foreign Students

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Abstract. *The article covers the issues of linguacultural competency of foreign students based on the phraseological material. The ethnocultural content of the Russian phraseological units has been reviewed, as well as their connection to Russian history and culture. A dictionary-type educational guidance is presented as a means of development of the linguacultural competency.*
The structure of the dictionary entry is shown, parametric zones of which correlate with the components of the linguacultural competency - language and cultural knowledge, receptive and productive speaking skills. Results of the methodical experiment are presented proving the effectiveness of the educational guidance developed by the authors.
Keywords: *linguacultural competency, background knowledge, speaking skills, lexicographical guidance, dictionary entry, phraseological unit.*

Введение
Introduction

Проблема формирования и совершенствования лингвострановедческой компетенции иностранных студентов актуальна для всех этапов их обучения в российских регионах – от предвузовской подготовки, когда особенно важна социокультурная адаптация в коммуникативном пространстве города и интеграция в молодежный социум, до завершающего этапа обучения, когда лингвострановедческие знания находят отражение в содержании и языковом оформлении выпускных квалификационных работ. Лингвометодической значимостью этой проблематики и определяется выбор темы исследования, представленного в данной статье.

Структура и содержание лингвострановедческой компетенции и близких к ней социокультурной, лингвосоциокультурной, лингво-

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культурологической компетенций инофона по-разному трактуется современными авторами (Сафонова, 2001; Орехова, 2004; Разумова, 2006; Саяхова, 2006; Астапова, 2007; Пахноцкая, 2007; Макарова, 2008). Принимая за основу определение Э.Г. Азимова и А.Н. Щукина (Азимов, Щукин, 2009: 128), мы будем понимать под лингвострановедческой компетенцией совокупность знаний о стране изучаемого языка, составляющих культурный фон языковых единиц, и навыки адекватного оперирования этнокультурно маркированными языковыми единицами в реальных актах коммуникации с носителями языка. Соответственно, под компетентностью понимается обладание компетенцией, в данном случае – лингвострановедческой.

Говоря о формировании лингвострановедческой компетенции иностранца, изучающего русский язык, методисты обращают особое внимание на осознание им системы понятий, формирующих картину мира чужой лингвокультуры, ознакомление с нормами, стереотипами поведения, принятыми в социокультурной практике народа станы изучаемого языка, освоение национально-маркированной лексики, неологизмов, культурологического материала, отраженного пословицами и фразеологизмами. При таком подходе слово репрезентируется не только как единица языка, но и единица культуры, наименование концепта – интегрированной единицы языка и культуры, а фразеологические образы раскрываются на широком культурно-историческом фоне в тесной связи с образом жизни, обычаями и менталитетом носителей языка (Разумова, 2006; Саяхова, 2006).

Огромный этнокультурный потенциал русской фразеологии был отмечен еще 40 лет назад Е.М. Верещагиным и В.Г. Костомаровым - основоположниками лингвострановедения как методического направления, реализующего практику соизучения языка и культуры страны (Верещагин, Костомаров, 1976). Согласно их концепции, страноведчески ценными являются фразеологизмы, имеющие в своем составе безэквивалентную лексику, в том числе устаревшие слова, этимологизация которых позволит познакомить учащихся с отечественной историей, а также обороты, лексический состав которых отражает явления, факты, понятия, обычаи, характерные для традиционной или современной русской культуры. Безусловно, интересны в лингвострановедческом плане фразеологизмы, представляющие собой усечения пословиц, фольклорные ассоциации, а также “сжатия” (термин А.А. Потебни) художественных произведений. (Костомаров, Верещагин, 1982: 99).

В рамках лингвострановедения были разработаны тематические и тематико-идеографические классификации национально-маркированных фразеологизмов (Мокиенко, 1982; Никитина, 1995). Фразеологический материал представлен в лингвострановедческих и лингвокульту-рологических словарях (Фелицына, Мокиенко, 1990; Баранов, Добровольский 2009; Рогалёва, Никитина, Ая, 2012; Рогалёва, Никитина, 2013), описан в лингвострановедческом аспекте в монографических исследованиях (Телия, 1996; Никитина, 1998; Ковшова, 2013).

Русские фразеологизмы и пословицы как средство формирования лингвострановедческой (лингвокультурной, лингвокультурологической) компетенции иностранных студентов, изучающих русский язык, рассматриваются в диссертационных исследованиях (Сокол, 2006; Полупан, 2011; Пугачева, 2012), однако формирование данной компетенции на фразеологическом материале затруднено отсутствием учебных пособий по фразеологии для иностранных учащихся.

Таким образом, на данный момент в сфере обучения русскому языку как иностранному (РКИ) сохраняются противоречия

а) между потребностью иностранных студентов в овладении лингвострановедческой компетенцией и отсутствием должного удовлетворения этой потребности в процессе изучения русских фразеологизмов как культурологически ценного материала;
б) между потребностью преподавателей РКИ в овладении методикой формирования лингвострановедческой компетенции иностранных студентов на материале русских фразеологизмов и недостаточной разработанностью методического обеспечения данного процесса.

На разрешение этих противоречий и направлено наше исследование, результатом которого стало обоснование концепции учебного пособия по фразеологии как средства формирования лингвострановедческой компетенции иностранных студентов. Цель данной статьи – представить лингвометодическую модель пособия и результаты апробации его материалов, доказывающие эффективность предложенной концепции.

Лингвострановедческий потенциал фразеологизма и его освоение на материале словарного пособия
Linguistic and regional geographic potential of idioms and idiom acquisition on the material of dictionary

Оптимальным типом учебного пособия, репрезентирующего русскую фразеологию иноязычному адресату, по нашему мнению, является лексикографическое пособие, где материал по каждому фразеологизму организован в словарную статью, включающую заголовочную единицу – фразеологизм, его толкование и функционально-прагматическую характеристику, историко-этимологический комментарий, текстовые иллюстрации употребления фразеологизма, языковые и речевые упражнения, обеспечивающие освоение его языковых свойств и ситуаций употребления. Таким образом, параметрические зоны словарной статьи соотносятся с этапами процесса прочного усвоения фразеологизма (первичное ознакомление с фразеологизмом; осмысление механизма образования фразеологизма и формирования его этнокультурного фона; закрепление историко-этимологического материала; ознакомление с особенностями функционирования фразеологизма в практике речевого общения (на уровне наблюдения); активизация фразеологизма, введение его в практику речевого общения; активное использование фразеологизма в речи) (Рогалёва, 2014: 41). Применительно к контингенту начальной школы данная концепция параметризации материала реализована в пособии «Фразеологический практикум: 3-4 классы (Рогалёва, Никитина, 2012).

При разработке лингвометодической модели пособия по фразеологии, адресованного иноязычным студентам, параметры словарной статьи были соотнесены и с компонентами лингвострановедческой компетенции иностранцев, которые применительно к освоению фразеологического материала могут быть представлены следующим образом:

- языковые знания (функционально-семантические особенности страноведчески маркированных фразеологизмов; механизм образования фразеологизма);
- фоновые знания, составляющие культурный компонент семантики фразеологизмов, связанные с происхождением и содержанием фразеологизмов и их отдельных компонентов (история России, материальная и духовная народная культура, стереотипы поведения русских);
- фоновые знания, относящимися к эмотивно-оценочным коннотациям и ситуативной характеристике фразеологизмов;
- рецептивные аспектные речевые навыки - распознавание и понимание страноведчески маркированных русских фразеологизмов в письменном тексте и устной речи;
- продуктивные аспектные речевые навыки - выбор и использование страноведчески маркированных фразеологизмов в устной и письменной речи.

На уровне реальной коммуникации обладание отмеченными выше фоновыми знаниями и сформированность аспектных речевых навыков обеспечивают способность говорящего оптимизировать реализацию коммуникативных стратегий (убеждения, доказательства, предостережения, осуждения и т.п.) за счет использования лингвострановедчески ценных фразеологизмов, усилить перлокутивный эффект речевого продукта, ускорить достижение прагматических целей.

Помимо лингвострановедческой ценности критерием отбора материала для словарного пособия стала коммуникативная значимость фразеологизмов, т.е. их актуальность для современной коммуникации. Таким образом, было отобрано 150 фразеологизмов, учебная репрезентация которых в рамках пособия адресована студентам, осваивающим русский язык как иностранный на базовом, 1-м и 2-м сертификационном уровнях.

Раскроем реализуемый, согласно нашей концепции, механизм формирования соответствующих параметров лингвострановедческой компетенции иностранца на материале словарной статьи учебного пособия по фразеологии.

Освоение языковых знаний, касающихся функционально-семантических особенностей страноведчески маркированного фразеологизма, начинается при ознакомлении с заголовочной параметрической зоной словарной статьи. Здесь учащиеся получают представление о парадигме изменения фразеологизма и его сочетаемости: заголовочная единица включает видовые пары компонентов (ЗАВОДИТЬ/ ЗАВЕСТИ ВОЛЫНКУ; ПОПАДАТЬ/ ПОПАСТЬ ВПРОСАК), указание синтаксической валентности (*у кого* СЕМЬ ПЯТНИЦ НА НЕДЕЛЕ; *кому* ХОТЬ КОЛ НА ГОЛОВЕ ТЕШИ).

Функционально ориентированное формирование языковых знаний о фразеологизме реализуется в ходе освоения значения фразеологизма, которое формулируется в дефиниции с учетом структурно-грамматических условий реализации оборота: (*с кем)* КАШИ НЕ СВАРИШЬ - (с кем-то) трудно договориться, сделать что-то вместе, сообща; *(кто)* БЕЛЕНЫ ОБЪЕЛСЯ - (кто-то) ведет себя как ненормальный, сумасшедший.

Краткий функционально-прагматический комментарий (*Говорится шутливо; Обычно говорится с сожалением; Употребляется в разговорной речи; Говорится с одобрением и радостью о чём-то долгожданном*; *Говорится при неожиданной встрече; Говорится при встрече после долгой разлуки* и т.п.*)* служит источником фоновых знаний о ценностных установках, морально-этических нормах, особенностях речевого этикета, характерных для русской лингвокультуры.

В двуязычном варианте словаря такие комментарии, как и толкования фразеологизмов, переводятся на родной язык учащихся, например, французский, как будет показано ниже, что позволяет осуществлять самоконтроль усвоения языковых параметров фразеологизма и, при необходимости, корректировать формирование соответствующих параметров лингвострановедческой компетенции:

ЖУРАВЛЬ В НЕБЕ (une grue dans le ciel)

Мечта, которая не может осуществиться; что-либо несбыточное (le rêve qui ne peut pas être réalisé: irréalisable**)**

Чаще говорится с иронией (*Employé d'une façon plutôt ironique*)

* Châteaux en Espagne

Приведенный выше фрагмент словарной статьи позволяет проиллюстрировать лексикографические приемы экспликации внутренней формы фразеологизма, без чего невозможно формирование такого языкового параметра лингвострановедческой компетенции инофона, как осознание механизма образования фразеологизма. Так, в скобках при заголовочной единице дается дословный перевод русского фразеологизма, а под звездочкой заголовочную зону статьи завершает французский эквивалент русского оборота. Таким образом, учащиеся могут осознать специфику образности русского фразеологизма, что является необходимым условием освоения механизма метафоризации.

В случае, если в роли компонентов русского фразеологизма выступают этнокультурно маркированные лексические единицы, в толкование вводятся элементы лингвострановедческого комментария, например, для компонента *аршин* (деревянная линейка длиной 71 см): КАК АРШИОН ПРОГЛОТИОЛ (comme s'il avait avalé un archine – une règle en bois de 71 cm.

Формирование фоновых знаний, связанных с происхождением фразеологизма, продолжает текстовый историко-этимологический комментарий. «Чтобы использовать фразеологический материал как полноценный источник “фоновых знаний”, - пишет В.М. Мокиенко (Мокиенко, 1982: 114-115), - необходимо историко-этимологическое комментирование: ведь лингвострановедческий фон создается именно накоплением внеязыковой информации, а во фразеологии это длительный, исторически обусловленный процесс. При диахроническом подходе к фразеологии с лингвострановедческими целями исследователь языка вновь расслаивает семантически целостное сочетание на его составляющие (компоненты)”. Построенные по такому принципу лингвострановедческие комментарии представлены в первом лингвострановедческом словаре русской фразеологии В.П. Фелицыной и В.М. Мокиенко (Фелицына, Мокиенко, 1990).

В последние годы появилось несколько фразеологических словарей, авторы которых ставят своей целью отражение когнитивного (а значит, и культурологического) содержания фразеологизмов (Алефиренко, Золотых, 2008; Баранов, Добровольский, 2009). Однако многомерные, детализированные комментарии, представленные в этих словарях, несмотря на их лингводидактическую и культурно-познавательную ценность, не представляется возможным использовать при формировании лингвострановедческой компетенции иностранных учащихся в силу уровня их владения русским языком.

Согласно нашей концепции, текстовые лингвострановедческие комментарии строятся как увлекательные, в большинстве своем сюжетные этимологизирующие истории, ориентированные на уровень владения русским языком А-2 – В-2 и наполненные лингвострановедческой информацией. Так, на материале текста словарной статьи «Как аршин проглотил» учащиеся пополняют запас фоновых знаний сведениями из истории русских единиц измерения (ср. также – *от горшка два **вершка**, за семь **верст** киселя хлебать, семи **пядей** во лбу*). Другие словарные статьи знакомят их со старинными трудовыми процессами (***тянуть канитель, тянуть лямку, без сучка без задоринки***), суевериями и религиозными представлениями (***как в воду глядел, бес попутал, одним миром мазаны)***, русским фольклором (***по щучьему веленью, за тридевять земель, рожки да ножки***), обогащают учащихся сведениями о народных играх (***играть в бирюльки, играть в жмурки***), традиционных бытовых реалиях (*задать **баню***, дым **коромыслом,** с три **короба**), русской кухне (***калачом** не заманишь, мало **каши** ел, печь как **блины**)*, как, например, в статье ТЁРТЫЙ КАЛАЧ, где рассказ ведется от лица шеф-повара ресторана русской кухни, а лингвострановедчески детерминированный вывод о происхождении фразеологизма, как и в других статьях, выделяется графически:

Зашел тут ко мне на днях приятель – капитан дальнего плавания, опытный, бывалый человек. Бури, штормы, северные льды прошел, от пиратов уходил, от акул спасался. Недаром друзья называют его тертым калачом.*

- *Я вот все время думаю: при чем же тут калач? Это ведь булка такая, на висячий замок* похожа. Её что, на тёрке натирают? – это он меня как специалиста-кулинара спрашивает.*

А я и говорю: «Пойдём-ка, Петрович, на кухню, приготовим тертый калач по всем правилам. Я давно хотел этот старинный рецепт испробовать». Достал пачку муки, сито Петровичу дал. Он муку просеивает, а я на сковородке ее подсушиваю. Напомнил Петровичу пословицу: Много муки перенесет пшеница до калача, а он только головой кивает да руками работает. Потом стали тесто готовить, а это целая история. Чтобы мякиш у калача был пористым, а сам калач – пышным и аппетитным, тесто нужно долго перемешивать, мять и тереть на специальной доске. Вот и пословица об этом говорит: Не терт, не мят – не будет калач*.*

Часа два мы с Петровичем это тесто мяли и терли, терли и мяли, терли и мяли, а потом снова терли. Но на этом «приключения» нашего будущего калача не закончились. Чтобы стать еще вкуснее, он отправился в холодильник, а основательно померзнув, попал в духовку, разогретую до 200 градусов!

А когда мы пили чай с калачом, мой приятель сделал вывод: ***опытный, бывалый человек проходит много жизненных испытаний, как тертый калач на пути от муки до обеденного стола. Это сравнение и лежит в основе фразеологизма.*** *А уходя, подмигнул мне: «Ты тоже тертый калач: и повар, и фразеолог, и организатор. Как ловко подключил меня к своему кулинарному эксперименту! Один бы еще долго возился».*

Помимо этимологии оборота текст представляет и современный социокультурный контекст использования фразеологизма, а послетекстовые комментарии (объекты комментирования отмечены звездочкой) расширяют лингвострановедческий кругозор иноязычного читателя фоновыми знаниями не только о традиционной русской кухне, но и об особенностях антропонимической номинации в разговорной речи (*Петрович*), о современных профессиях и профессиональных терминах (*капитан дальнего плавания*), о русских паремиях (пословица *Не тёрт, не мят не будет калач*), о реалиях бытовой сферы (*висячий замок*).

Условно-речевые упражнения, размещенные в следующей параметрической зоне словарной статьи, создают базу для вывода языковых фразеологических навыков на уровень речи. Так, в статье «Как аршин проглотил» учащимся предлагается отредактировать сценарий мультфильма, проследив, правильно ли герои употребляют фразеологизм – так формируется рецептивный навык распознавания фразеологизма в тексте. В других статьях – это чтение «писем, пришедших в редакцию», «сообщений на фразеологическом сайте», «СМС-сообщений, которыми обмениваются персонажи». Для анализа предлагаются и фрагменты художественных произведений – в контексте определяется речевой смысл фразеологизмов и особенности их современных индивидуально-авторских трансформаций.

Продуктивные навыки выбора и использования страноведчески маркированных фразеологизмов в устной и письменной речи формируются в ходе выполнения таких заданий, как «помочь журналисту сделать его сообщение более выразительным, заменив некоторые слова фразеологизмами», «подобрать подписи - фразеологизмы к художественным иллюстрациям», «подобрать заголовки - фразеологизмы к мини-текстам», восстановить историю происхождения фразеологизма по иллюстрациям.

В собственно коммуникативных упражнениях студентам предлагается решить актуальные для них коммуникативные задачи в социокультурно значимых ситуациях: обсудить с друзьями предложенную ситуацию употребления фразеологизма и выразить свое отношение к тому, что обозначается фразеологизмом; обсудить реальную ситуацию из студенческой жизни, оценить действия ее участников с использованием фразеологизма, дать им совет, убедить в чем-л., используя фразеологизм; поделиться своим опытом использования фразеологизма - аналога в родном языке – описать ситуацию по-русски, использовать русский фразеологизм.

Таким образом, каждый параметр лингвострановедческой компетенции, который показан нами выше в проекции на фразеологический материал, получает развитие в ходе работы со статьями лексикографического пособия.

Результаты экспериментального обучения
The results of experimental teaching

Чтобы доказать эффективность предлагаемой методики формирования лингвострановедческой компетенции с использованием лексикографического пособия, нами было проведено экспериментальное обучение в группах студентов-иностранцев 1 курса (филологические и педагогические профили бакалавриата). В программу курса «Русский язык как иностранный: уровень В-2» в экспериментальной группе (15 чел.) была включена аудиторная работа с 10 статьями подготовленного к печати фразеологического пособия, еще 10 статей были предложены студентам для самостоятельного изучения. Контрольная группа работала по обычной программе.

Результаты тестирования студентов экспериментальной группы продемонстрировали рост показателей сформированности параметров лингвострановедческой компетенции: языковые знания (функционально-семантические особенности страноведчески маркированных фразеологизмов) – 63 %; фоновые знания, связанные с происхождением и содержанием фразеологизмов (история России, материальная и духовная народная культура, стереотипы поведения русских) – 67 %; фоновые знания, относящиеся к эмотивно-оценочным коннотациям и ситуативной характеристике фразеологизмов – 59 %; рецептивные аспектные речевые навыки (распознавание и понимание страноведчески маркированных русских фразеологизмов в письменном тексте и устной речи) – 71 %; продуктивные аспектные речевые навыки (выбор и использование страноведчески маркированных фразеологизмов в устной и письменной речи) – 45 %. Отметим, что параллельно с данным методическим экспериментом учащиеся обеих групп в соответствии с учебным планом изучали совместно с российскими студентами теоретическую дисциплину «Современный русский язык» (в том числе раздел «Лексика и фразеология»). Тем не менее, в контрольной группе рост показателей по всем перечисленным параметрам оказался намного ниже и составил соответственно 6 %, 3 %, 3 %, 5 %, 2 %.

Выводы
Conclusions

1. Русские фразеологизмы обладают богатым этнокультурным фоном и являются ценным материалом, на котором могут формироваться такие параметры лингвострановедческой компетенции иностранцев, как языковые знания, связанные со структурой и значением страноведчески маркированных фразеологизмов; фоновые знания, связанные со сферой происхождения и социокультурными условиями употребления фразеологизмов; рецептивные речевые навыки распознавания этнокультурно маркированных фразеологизмов и продуктивные навыки их использования в устной и письменной речи.
2. Оптимальным средством формирования лингвострановедческой компетенции иностранцев на фразеологическом материале является учебное пособие словарного типа, где параметрические зоны словарной статьи - заголовочная зона (фразеологизм-вокабула, толкование, функци-онально - прагматический комментарий), лингвострановедческий текстовый комментарий, языковые, условно-речевые и коммуникативные упражнения – соотносятся с формируемыми параметрами лингво-страноведческой компетенции.
3. Результаты экспериментального обучения иностранных студентов русскому языку с использованием материалов лексикографического пособия по фразеологии доказывают эффективность предлагаемой методики формирования лингвострановедческой компетенции и подтверждают практическую ценность предлагаемой концепции учебного пособия.

Summary

1. Phraseological units that are closely linked to Russian culture and history are a valuable material for developing linguocultural competency of foreign students that learn Russian language. The content of the competency includes language and cultural knowledge, as well as identification skills and the use of phraseological units in speech.

2. Educational guidance is an optimal means of developing the linguocultural competency of foreign students based on phraseological material. Dictionary entry includes phraseological unit, its definition, functional-pragmatic comment, textual linguocultural comment, language and speaking exercises. Each zone of the dictionary entry correlates with a certain parameter of the linguocultural competency and develops it.
3. The results of the experimental Russian language teaching of foreign students using the material of the lexicographical educational guidance in phraseology prove the effectiveness of the suggested methodology of the development of the linguocultural competency and verify the practical value of the suggested concept of the educational guidance.

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CAUSES OF SCHOOL FAILURES DURING STUDIES IN THE OPINION OF TIE STUDENTS FROM THE PEDAGOGICAL UNIVERSITY OF CRACOW

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Abstract. *European Union considers school failure as one of the greatest challenges for the education systems in the unifying Europe. What seems to be essential when considering the problem of educational failure is the question of reasons for lack of success in learning performance. This knowledge may help eliminate some factors and find a solution. The research presented in this paper shows the most important factors determining learning failures at collage in the opinion of TIE students of Pedagogical University in Cracow.*
Keywords: *learning failures, determinants of learning failures, TIE students.*

Introduction

European Community authorities dealing with education consider school failures as a major educational challenge in the uniting Europe. This problem belongs to the substantial research areas of didactics (which looks at various aspects of effectiveness in education (DeMarie & Aloise-Youg, 2003; Jankowska, 2014; Karpińska, 2010; Prauzer & Ptak, 2014).

Civilization changes and resulting from them educational approaches as well as inequality in the level of education in many countries underscore the need for deep reflection on the determinants of this phenomena, permanently associated with the school activity, but also many other institutions supporting the learning process. Knowing the source of failure, one can search for countermeasures and fix the educational process. Authors who dealt with the analysis of school failures, analyze the complexity of their causes, some concentrating mostly on social and economic factors, others pointing mostly at biological and psychological components or pedagogical factors. Each of these approaches has its supporters and opponents. It should be noticed that each case is individual and should be treated individually from different perspectives (Karpińska, 2011; Niemierko, 2007; Noga, 2006).

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Social and economic status of a family and school failures

One can find many analysis of social and economic conditions that affects student performance at school. The causes of the socio-economic character include the financial state of a family that influence both – the family environment and functioning outside the school (Kupisiewicz, 1995). Researchers trace the source of poor progress of students in the terms of these conditions (Ptak & Prauzer, 2013; Pytel & Jaracz, 2012; Pytel, 2011). Mainly paying attention to the number of children in the family, family structure, material and housing conditions, atmosphere at home, interest in children, parental attitude, their educational level, any pathologies (Noga, 2015; Mastalerz & Gałazka, 2006; Noddings, 2006).

Housing conditions - an important factor of the family environment is its financial status, among others: income per family member, the apartment size, equipment and other goods (kitchen appliances, TV, computer, etc.) and number of people living together. However, poor material conditions are not always the cause of school failures. This can cause problems when other disadvantageous components of the family environment occur.

Shortage of care activities of parents, parental attitude - studies in Poland and other countries show the unfavorable structure of the factors that cause slowdown of mental development of children and decrease their school achievements. These are: faulty parental attitude, inadequate family relationships, the pathological nature of a family, incorrect and inadequate social and material conditions.

The education level of parents – parent's education results in cultural level of the family. Parents that are not educated well and with lower level of education may not be able to provide educational support for their children. Pupils with learning difficulties may not count on their parents when it comes to helping them with homework due to parents low level of education and low level of educational aspirations.

The atmosphere of family life - the atmosphere specify the nature of relations between parents and may indicate some symptoms of the pathology affecting the decrease in the functioning of the student.

Biological and psychological conditions

Biological and psychological conditions are these related to the individual. Sometimes, the term "bio-psychological" is used to indicate the existence of conditions within biological and psychological factors. Below are some of these factors.

Motivational and emotional factors – some emotional disorders, lack of willingness, ambition to learn, inability to concentrate, lack of faith in themselves and their abilities (Jankowska, 2014).

Nervous system disorders – emotional instability, aggression or apathy, lack of patience at work, some neurotic disorders as well depressive states (Kupisiewicz, 1995).

Health state – health is a factor that may hinder learning. One of the important causes of delays in learning are frequent illnesses, causing absences of students and backlogs.

Pedagogical conditions

Pedagogical conditions are these related to school, eg. organization of a school, teacher's attitude towards children, methods used in teaching process, available resources (materials, computers, etc.), atmosphere in the classroom (Knych, 2015).

Among these elements, organizational factor can be a barrier or didactic can be described as:

Often a stiff school system meets the assertion that the source of the causes of learning difficulties lie in the school system, which provides pupils with insurmountable barrier, and is not suited to their capabilities (Karpińska, 2010).

Organizational and material conditions of a school – achieving a satisfactory outcome is also hampered by poor equipment and not enough (or inappropriate) teaching aids within schools. This is quite a common problem for public schools in Poland and it is related to underinvestment in education system (Denek, 2002).

The attitude of a teacher – in some of the studies authors trace the causes of failures in the attitude of a teacher. Attitude is a very important pedagogical that may determine the efficiency of methodical approach. When a teacher respects pupils, is open to their ideas, has a friendly attitude towards them – pupils feel secure and willing to share their thoughts. Such attitude boosts children's activity on lessons and their motivation, which is very important in the learning process. On the other hand inappropriate attitude of a teacher can lead to reluctance towards not only a teacher, but the subject he/she runs. This can result in students experiencing setbacks when it comes to school activity.

Students opinions on the causes of school failures

Previous studies on causes of school failures show complexity and many types of reasons (Kupisiewicz, 1995). In this research the survey was carried out. Questionnaires were filled in by third year and first year students of

Technical and Informatics Education (TIE) at Pedagogical University of Cracow. One of the questions asked was: "What primarily affects the failure in college in your opinion?" Next, 13 possible answers were given to choose. Only in 4 cases, students gave a different reason, which they wrote in the column "other". The distribution of answers given is presented in the tab. 1. and fig. 1. below. Most students as the main cause of failure in college indicated inadequate preparation of high school (low status of a school). 42.3 % of the first year students and every fourth student of the third year (25 %) gives such reason. Another important determinant of problems in collage according to first year TIE students is choosing the wrong field of study - 15.3 % pointed at this reason. Next the most important factor is lack of determination (motivation), and this element was indicated by 11.5 % of first year students. According to first year students other factors do not determine learning failures (only one person or none, pointed at these elements). These are: financial difficulties, poor health, overload of learning material, lack of planning work and learning skills, difficulty in adjusting to the pace of college work, inadequate examination system, excessive preoccupation with entertainment and bad company. First year students as main general causes of learning failures in college indicated:

- lack of determination in learning (84.6 % of respondents),
- inadequate preparation in high school (76.9 %),
- choosing wrong field of study (resulting in lack of interest) – 50 % of students.

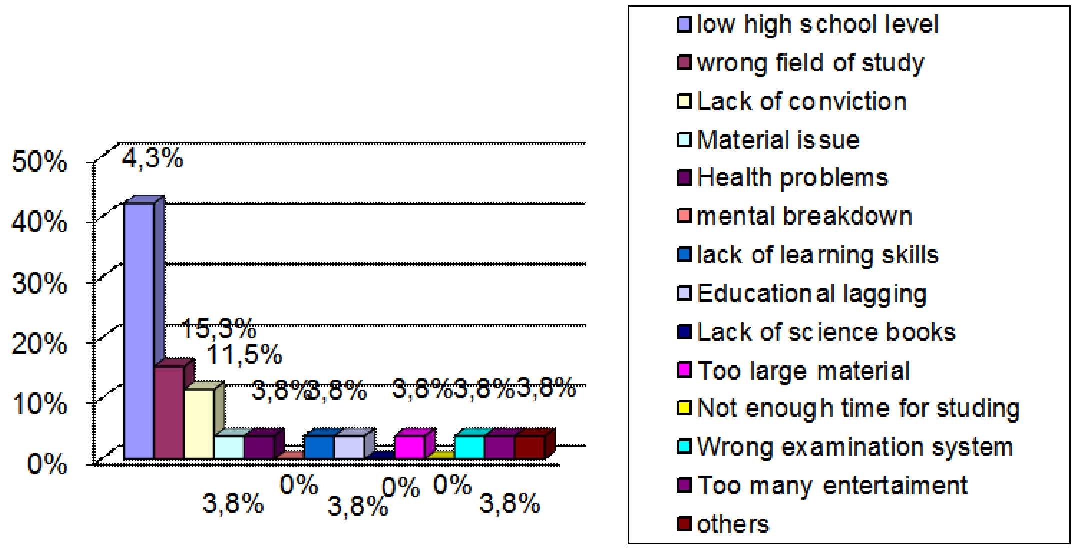

Figure 1 **Distribution of factors affecting learning failures at college in the opinion of first year TIE students of the Pedagogical University in Krakow**

Table 1 **Factors determining leaning failures in college in the opinion of first year TIE students of Pedagogical University in Cracow**

Reasons	**Generally**			
	Pointed as the main factor		**Pointed generally**	
	Amount	**%**	**Amount**	**%**
inadequate preparation in high school	11	42,3	20	76,9
wrong field of study	4	15,3	13	50
lack of dedication	3	11,5	22	84,6
financial issues	1	3,8	8	30,7
health problems	1	3,8	7	26,9
mental breakdown	0	0	7	26,9
lack of learning skills	1	3,8	9	34,6
lag in education	1	3,8	7	26,9
lack of science books	0	0	3	11,5
too much to learn	1	3,8	8	30,7
not enough time for studing	0	0	9	34,6
wrong examination system	1	3,8	2	7,6
too many entertaiment disruptions	1	3,8	5	19,2
other	1	3,8	1	3,8

Third year ETI students indicated the same 3 most important factors, that can lead to failures at college, that were pointed by first year students. Distribution of third year students' answers is shown in the tab. 2. and fig. 2. The percentage distribution of failure factors indicated by older students:

- inadequate preparation at high school – 67.8 %,
- lack of motivation and persistence in learning – 50 %,
- choosing a wrong field of study (related to lack of interest in the learned subject) – 46.4 %.

Table 2 **Factors influencing students' learning failures in the opinion of TIE third year students of the Pedagogical University in Cracow**

Reasons	**Generally**			
	Pointed as the main factor		**Pointed generally**	
	Amount	**%**	**Amount**	**%**
inadequate preparation in high school	7	25	19	67,8
wrong field of study	6	21,4	13	46,4
lack of dedication	2	7,1	14	50
financial issues	2	7,1	12	42,8
health problems	1	3,6	10	35,7
mental breakdown	2	7,1	12	42,8
lack of learning skills	1	3,6	10	35,7
lag in education	0	0	5	17,8
lack of science books	0	0	7	25
too much to learn	2	7,1	8	28,5
not enough time for studing	1	3,6	7	25
wrong examination system	1	3,6	6	21,4
too many entertaiment disruptions	3	10,7	6	21,4
Other	0	0	1	3,6

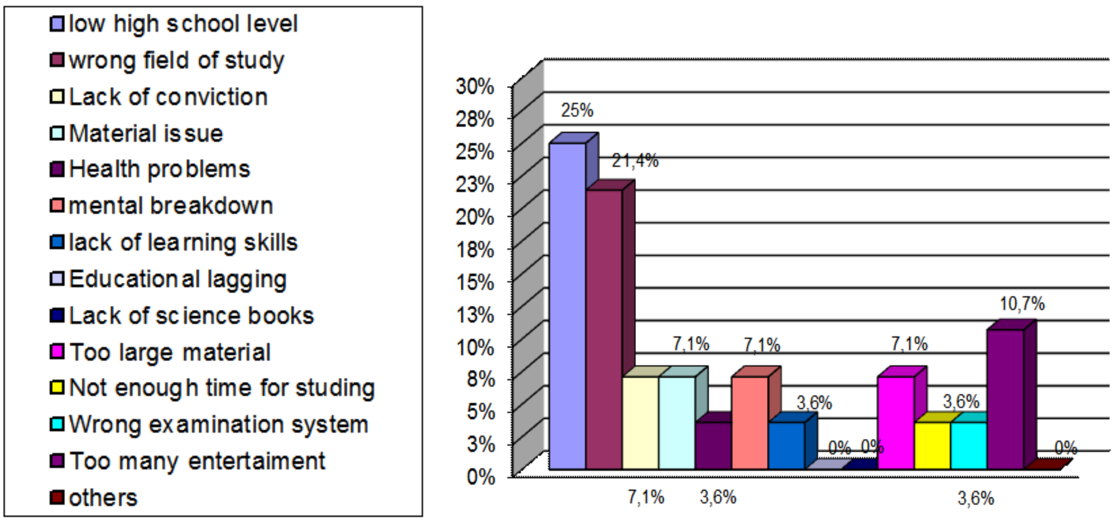

Figure 2 **Percentage distribution of factors affecting learning failures as seen by third year TIE students of the Pedagogical University in Cracow**

The analysis of the answers shows that the most important factors that can result in learning problems and failures at collage are inadequate preparation in high school, lack of persistence in learning and wrong field of study. Most of the students causes of failures are seen in the teaching process as they point at too low level of teaching in high school. This element can be categorized as an pedagogical factor that cannot be controlled by the individual. Among college students, who emphasized the impact of high school in learning failures at collage 18 reported it as the most important factor, 39 as one of many. They argue that knowledge and skills gained at high school are not good enough base to succeed at university. Two other main causes pointed by students are related to the individual and lay within his control – lack of motivation and choosing the wrong field of study. These can be categorized as biological and psychological conditions.

Other biological and psychological factors that can result in learning failures according to third year students are:

- health problems (35,7 %),
- mental breakdown (42,8 %),
- lack of learning skills (35,7 %).

There is one more social factor that may influence learning performance in the opinion of third year students – financial problems (12 % of answers) and one more pedagogical factor – too much material to learn (28,5 %).

The presented analysis shows the most common causes of failure are the ones related to the intellectual and mental skills of the individual (fig. 1). These factors were indicated by 48.5 % of students taking part in the study. Another group of causes are the bio-psychological. These were mentioned by 25.6 % of TIE students of the Pedagogical University in Cracow. The third group of elements focuses on the reasons related with the organization of educational process at the university.

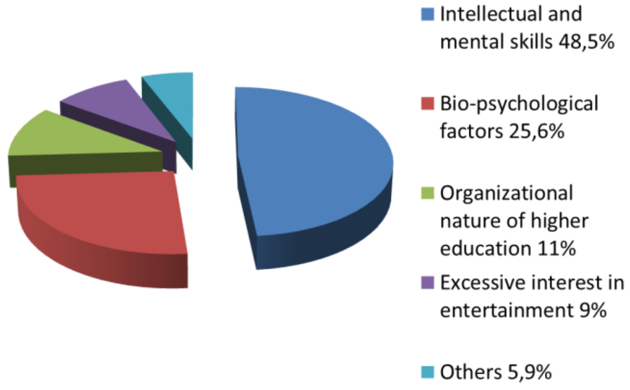

Figure 3 **Analysis of most common causes of learning failures at college in the opinion of students of the Pedagogical University in Cracow**

Conclusion

School failures, which the European Union considers to be one of the greatest challenges for unifying Europe, has always belonged to the set of the most urgent issues to be analyzed and examined by the general didactics, which is by definition concerned with various aspects of educational effectiveness.

The changes connected with civilization as well as the changing educational approaches and constant educational failures in many countries make one reflect closely upon the conditioning of the phenomenon of failure, which seems to be connected not only to school activity but also with the activity of various educational institutions.

What seems to be essential when considering the problem of educational failure is the question of reasons for lack of success to occur. When one knows the source of failure, one can seek suitable solutions to eliminate it.

The authors who have analyzed the problem of school failures highlight the complexity of the reasons for difficulties students encounter at school, and have examined social, economic, biological, psychological and pedagogical factors. The question whether some of the factors are more important than others, remains open. Also, it has to be noticed that each case of school failure should be treated individually.

The research shows that the most important factors determining learning failures at collage in the opinion of students are: inadequate preparation at high school (pedagogical conditions, out of individual's control), lack of persistence and dedication and choosing a wrong field of study (the last two are related to the individual and are within his/her control).

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ДИДАКТИЧЕСКИЕ ОСОБЕННОСТИ ФОРМИРОВАНИЯ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНЦИИ БУДУЩИХ УЧИТЕЛЕЙ АНГЛИЙСКОГО ЯЗЫКА

Didactic Pecualiarities of Forming Professional Competence of Future English Teachers

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Abstract. *it is started in the article some didactic thoughts concerning to conduct a monitoring, to evaluate the level of competence, innovative form, method, means of teaching, competency indicators and typology of competence in forming professional competence of the future English teacher.*
Keywords: *professional competence, competence, communicative competence, methods, monitoring, pedagogical inclination, development, the quality scale of the student, typology.*

Введение
Introduction

После достижения независимости Узбекистан признан общественно-экономически, политически, духовно развитыми странами и международным сообществом. Достигнут резкий рост импортного и экспортного потенциала страны, на высокий уровень поднята степень использования современной техники и технологий в промышленности, производстве, сельском хозяйстве и других сферах, последовательно результаты осуществляемых реформ признаны во всем мире в качестве “узбекской модели” образования. В содержательном и значимом плане процесс модернизации системы непрерывного образования экономически поддерживается государством. В частности, созданы правовая база по защите правовых интересов субъектов образования, целостный механизм подготовки кадров на основе принципов преемственности и непрерывности, конкурирующая в мировом масштабе, усовершенствовано содержание образования, приведена в соответствие с мировыми стандартами система подготовки и аттестации научных и научно-педагогических кадров высшей квалификации, сформирована система переподготовки и повышения педагогических кадров, которой нет аналога в мировой образовательной системе (Каримов,1997).

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В рамках реализации реформ в системе непрервыного образования на основе Закона “Об образовании” и Национальной программы по подготовке кадров создана комплексная система обучения иностранным языкам, которая направлена на формирование гармонично развитого, образованного, современно мыслящего молодого поколения, а также на дальнейшую интеграцию республики в мировое сообщество. Так как конституционно закреплено создание условий для уважения, развития языков, обычаев и традиций всех наций и народностей, проживающих в Узбекистане. (Конституция Республики Узбекистан, 1992).

Действительно, 2012 год стал для Узбекистана временем коренного пересмотра в подготовке гармонично развитых кадров, которые способны свободно разговаривать на иностранном языке, эффективно использовать достижения мировой цивилизации и мировые информационные ресурсы, обладающие высокой коммуникационной компетенцией в осуществлении международного сотрудничества. В частности, важное значение в организации непрерывного и качественного изучения иностранных языков, в основном английского языка на всех этапах системы образования имеют постановления Президента Республики Узбекистан от 10 декабря 2012 года № ПП-1875 “О мерах по дальнейшему совершенствованию системы изучения иностранных языков” и от 23 мая 2013 года № ПП-1971 “О мерах по совершенствованию деятельности Узбекского государственного университета мировых языков”.

В этих постановлениях определены приоритеты по повышению эффективности изучения иностранных языков. Начиная с 2013/2014 учебного года изучение иностранных языков, в основном английского языка начинается с первого класса общеобразовательных школ, а в вузах осуществляется обучение на иностранном языке некоторых специальных предметов, в частности по техническим и международным специальностям, разработаны конкретные критерии оценки уровня знания иностранных языков на каждом этапе обучения, а также создаются Национальная тестовая система, новые государственные образовательные стандарты, учебные программы и планы, учебники, разрабатываются ускоренные программы оснащения кабинетов иностранных языков современными информационно-коммуникационными и техническими средствами обучения, налажено издание на английском языке учебной и художественной литературы, телепередач, газет и электронных журналов, вводится дистанционное образование, осуществляется методическое обеспечение, повышение квалификации учителей английского языка путем организации Республиканского научно-практического центра. Таким образом, модернизация обучения иностранным языкам, в том числе английскому языку в Узбекистане предусматривает достижение ряда позитивных результатов, то есть на основании требований общества создана комплексная система подготовки креативных педагогических кадров высокой профессиональной компетенции. Заложены основы для механизма социального партнерства по подготовке кадров, конкурирующих на мировом рынке труда, специалистов, способных свободно обмениваться мнениями с детьми всех категорий, представителями различных национальностей, современно мыслящих, могущих плодотворно использовать достижения мировой науки во имя прогресса общества, формированию гармонично развитой личности, а также совершенствованию эффективности изучения иностранных языков. Отныне особое внимание уделяется повышению качества образования и предусматривается, что уровень знаний будущих учителей английского языка должен отвечать уровню С1. Вместе с тем, приоритетным является инновационный подход при подготовке будущих учителей английского языка к формированию их педагогической компетентности и креативности, использованию современных информационныых технологий. Цель нашего проведенного исследования состоит в определении содержания, формы и методов инновационного подхода к повышению эффективности формирования компетентности будущих учителей английского языка в Узбекистане и широком внедрении их в практику через опытно-экспериментальную работу. Методологической основой исследования являются созданная в Узбекистане правовая база по подготовке компетентных кадров, специалистов, идеи, выдвинутые в документах правительства, указах и постановлениях Президента Республики Узбекистан, научно-теоретические взгляды ведущих зарубежных и отечественных ученых-специалистов, концептуальные научно-теоретические идеи, взгляды, выдвинутые по теме в передовом опыте. Кроме того, использованы интерактивные методы презентации, проектов, вопросника, Case study, теста, коррекционного анализа, континуума, коллоквиума, практических игр.

В процессе научных исследований определены и прошли апробацию в качестве интенсивного повышения эффективности подготовки педагогических кадров английского языка шкала качества эксперимента, широко не использованного в изучении английского языка, коммуникативная активность, методы ОКСИ и синектики.

Дидактические мотивы формирования профессиональной компетенции будущих учителей английского языка
II.Didactic motives of formation of professional competence of future teachers of English

В условиях глобализации в целях эффективного использования человеческого капитала особое внимание уделяется компетентному подходу к образовательно-воспитательному процессу. А в системе образования концептуальный подход к процессу подготовки компетентных кадров имеет особую актуальность. Понятие "компетенция" имеет широкий смысл и его содержание и значимость трактуются по-разному. В частности, в европейском проекте этому термину дается такое определение: «… понятие компетенций и навыков включает знание как понимание (теоретическое знание академической области, умение знать и понимать), знание как действие (практическое и оперативное применение знаний в конкретных ситуациях), знание как бытие (ценности как неотъемлемая часть способа восприятия и жизни с другими в социальном контексте). Компетенция представляет собой сочетание характеристик (относящихся к знанию и его применению, к позициям, навыкам и ответственности), которые описывают уровень или степень, до которой определенное лицо способно реализовать эти компетенции» (Байденко, 2006)

По нашему мнению, понятие "компетенция" означает суть личных и профессиональных правил, обязанностей, задач и обязательств, которые необходимы при овладении профессии. По содержанию понятия "компетенция" и "компетентность" направлены на одну цель, но по сути частично отличаются друг от друга. "Компетентность" связана с практической деятельностью и означает степень проявления требований компетенции через опыт, знания, навыки, квалификацию. "Компетентность" - основанный на знаниях, интеллектуально и личностно обусловленный опыт общественно-профессиональной жизнедеятельности человека" (Зимняя, 2004). Компетентность – последний продукт образовательного процесса.

Основной фундамент формирования компетентности будущих специалистов английского языка связан с их методологической, общественно-политической, научно-теоретической, социальной активностью, профессионально-педагогической, методической, техническо-технологической, креативной, коммуникативной, интеллектуально-творческой подготовленностью.

В профессиональной компетентности будущего специалиста английского языка большая роль отводится способности. По нашему мнению, она заключается в способности обучать иностранному языку, правильно говорить, свободно мыслить, в знании, трудолюбии, организаторском таланте, силе воли, преодолении препятствий при достижении цели, соблюдении культуры речи, предвидении результатов деятельности, принципиальности, остроумии, чувстве заинтересованности, ответственности.

В профессиональной компетентности важными индикаторами являются правильная постановка цели, точное проектирование эффективной организации образовательно-воспитательного процесса, обучение слушанию и пониманию мыслей, выражаемых на другом языке, правильное, точное и последовательное общение на языке собеседника; культура общения при обмене мнениями; постоянный мониторинг, диагностика результатов, глубокое знание техники изучения и обучения языку, квалификация правильной организации и управления педагогическим процессом, знание техники создания языковой среды для обучаемых.

Также важное значение имеет самостоятельная работа над собой, информированность о технике творчества, постоянное повышение квалификации, своевременное знание и глубокое осознание сути научно-теоретических новаций по теории иностранного языка.

Овладение в совершенстве техникой использования интерактивных и инновационных форм и методов образования и воспитания играет важную роль в формировании профессиональной компетентности будущих учителей английского языка, что осуществляется на основе типологии "компетенции". Эта типология рекомендуется следующим образом (см.рис.1).

Эффективные результаты при формировании компетентности будущих специалистов английского языка дает использование инновационных форм образования. В частности, используются мастер классы, учебные разработки, технология тренинга на платформе MOODLE, технология "Бумеранга", технология "Блиц-опроса", "Консенсуса и конфронтации", ролевой деловой игры, "карты интеллекта" и других.

Доказано, что дает результаты и изучение по модульной системе профессиональных дисциплин в вузах, готовящих учителей английского языка. Так, эффективные результаты дают Модуль чтения, Модуль письма, по предмету "Практика чтения и письма", Модуль "Uzbekistan and the world" по предмету "Интеграция языковых навыков (Integrated skills) II", модули предмета "Практика навыков разговора и слушания II" для студентов I-II- года обучения по направлению бакалавриата.

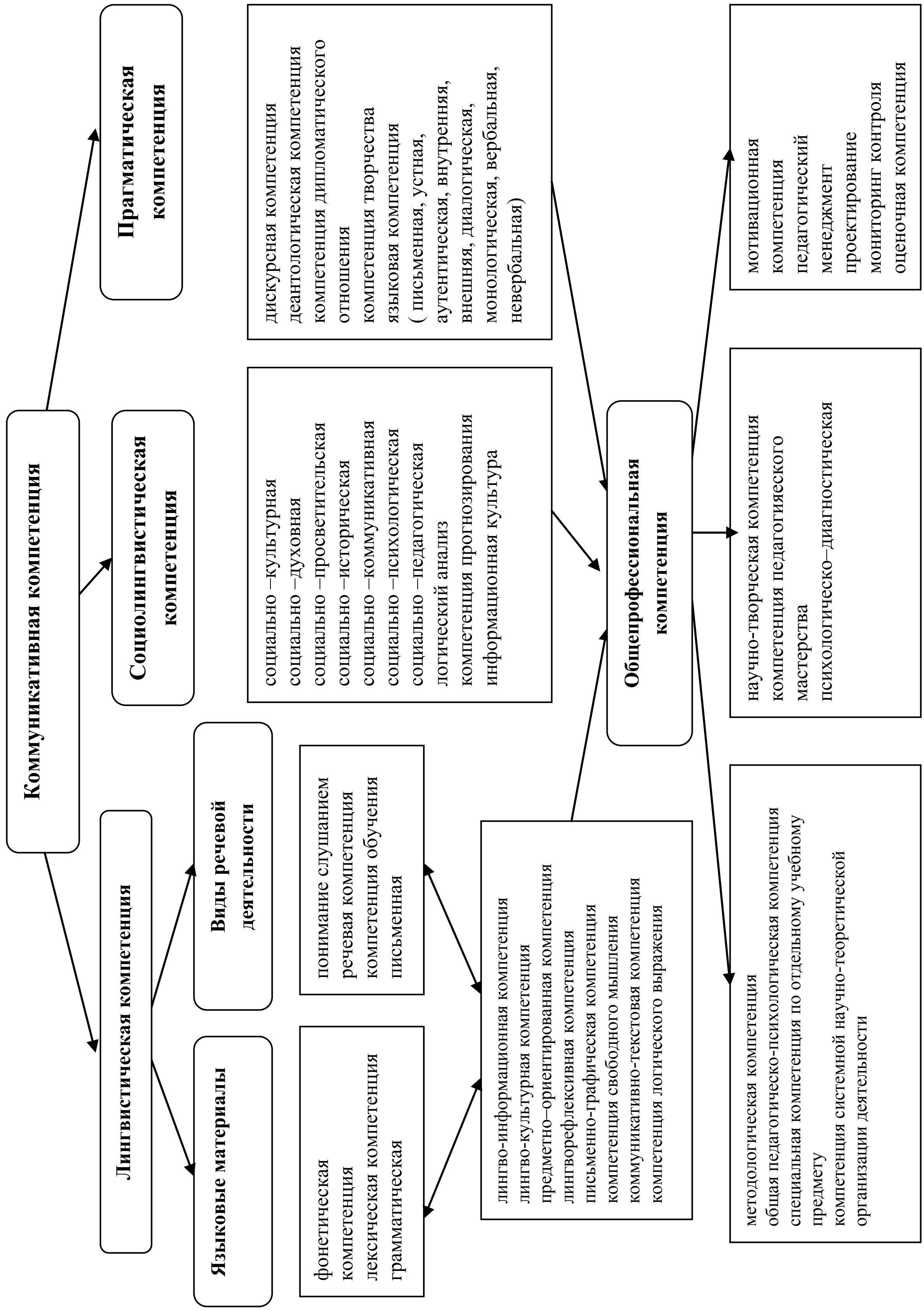

Рис. 1. **Авторская типология компетенции будущих учителей английского языка**
Fig 1 ***Author's typology of competence of future teachers of English***

Использование комплекса дидактических методов, воздействующих на формирование профессиональной компетентности будущих учителей английского языка, а также новых методов, применяемых в других сферах: ОКСИ, синектики, коллоквиума, Time menegment обеспечивает эффективность этого процесса.

При формировании профессиональной компетенции будущих учителей английского языка важное значение имеет использование программного обеспечения глубоких знаний, навыков и умений через профессиональные дисциплины, направленные на воспитание современного мышления, профессиональной подготовки, мультимедийных ресурсов, учебной и художественной литературы на английском языке, газет и журналов, укарашенных специализированными рисунками, учебно-методических материалов, ресурсов электронной информационной литературы, информационно-коммуникационных технологий, специальных телерадио рубрик и репортажей, научно-популярных иностранных художественных и мултипликационных и документальных фильмов, посвященных истории, культуре других народов, достижениям мировой науки и техники, электронных образовательных ресурсов, специальных интерактивных веб-проектов, аудиовизуальных средств, социальных проектов и других инновационных средств образования и воспитания.

Инновационная стратегия контроля и оценки профессиональной компетентности будущего учителя английского языка
Innovation Strategy monitoring and evaluation of professional competence of future teachers of English

Во всем мире имидж специалистов, подготовленных в вузах, определяется результатами их качественных характеристик. Качественные параметры результата образовательно-воспитательного процесса определяются различными педагогическо-психологическими методами. Особенно, внедрением качественной шкалы студента (КШС – качественная шкала студента) можно получить позитивный результат в системной периодической организации, контроле и мониторинге процесса качественого формирования профессиональной компетентности будущих учителей английского языка.

Рекомендованная нами шкала качества студента (ШКС) направлена на определение компетентности будущих учителей английского языка и охватывает 4 курс балавриата и 2 курс магистратуры. Она состоит из 5 основных компонентов, то есть навыков аудирования и понимания, разговорной речи, чтения, письма, перевода, по каждому из которых определяются индикаторы по этапам обучения, учебным предметам и оцениваются по 100-бальной системе.

ШКС основывается на общепризнанных международных нормах Совета Европы “Общеевропейские компетенции овладения иностранным языком: изучение, обучение и оценка” (CEFR- Common Euvropian Framework of Reference). Также учитываются следующие компоненты коммуникативной компетенции, играющие важную роль при формировании компетентности будущих учителей английского языка:

- поиск фактической информации (importing and seeking factual information);
- выражение отношения (expressing and finding out attitudes);
- решение проблемы (getting things done);
- социализация (socializing);
- логическая структура (structuring discourse);
- устранение барьеров в общении (communication re-pair) (Дагбаева & Овчинникова, 2012).

Кроме того, разработана шкала профессиональной компетентности будущих учителей английского языка на основе видов знаний о языковых материалах лингвистической компетенции (фонетика, лексика, грамматика), определенных в Государственных образовательных стандартах по иностранному языку системы непрерывного образования, и видах речевой деятельности (слушание, умение говорить, чтение и письмо); социолингвистической компетенции.

Шкала компетентности будущих учителей английского языка требует соблюдения ряда дидактических принципов: высокая требовательность, принципиальность, объективность, гласность, преемственность и непрерывность, коммуникативная культура, функциональная грамотность, периодичность, педагогическая деонтология, математическо-статистическое працтирование, социальное партнерство, прогнозирование результата, мотивационная направленность, кокретность, чистота, современность, творчество, научная практичность, речевая культура, осознанность, выпразительность, понятность и др.

Использование этих принципов дает возможность в ШКС достоверной, общей, частной, сравнительной, типологической оценки знаний, навыков и умений лингвистического, дидактического, воспитательного, социально-практического содержания.

Формирование профессиональной компетенции учителей английского языка в этом процессе основывается адаптационно-коммуникативной (1-курс), дидактическо-инициативной (2-курс), интерактивно-рефлективной (3-4 курсы) и профессионально-мотивационной (1-2 курс магистратуры) дидактической модели.

Рекомендованная нами ШКС разработа в соответствии с требованиями, предъявляемыми к содержанию образования и уровню подготовки выпускников бакалавриата факультетов вузов по специальности иностранных языков и вузов по специальности иностранных языков (второй иностранный язык) (B2), выпускников бакалавриата факультетов вузов по специальности иностранных языков и выпускников магистратуры факультетов вузов по специальности иностранных языков (C1). По этой шкале последовательной определяются знания, навыки и умения студента на основе типологии компетенции.

Оценка компетенции будущих учителей английского языка осуществляется в четыре этапа. При подготовке современного конкурентоспособного кадра учитываются цели и задачи общества, семьи, вуза, педагога, студента, потребителя, спрос и предложения, ожидаемые результаты.

Первый этап. Этап диагностики. В вузе изучаются социальные факторы, воздействующие на усвоение английского языка и формирование уровня компетентности будущих учителей английского языка. При этом определяются диапазон социальных индикаторов студента и их влияние при изучении английского языка путем изучения возраста, образования, социального положения, территориального места жительства, этнических специфических особенностей толерантного мышления студента, особенностей страноведения.

Второй этап. Научно-методический этап. Определяются уровень подготовленности, знаний о сути и значимости государственной политики, осуществляемой в Узбекистане по вопросам образования и воспитания молодежи, подготовки и повышения квалификации кадров, повышения качества образования, изучения иностранного языка, и реализации ее на практике, уровень знаний научно-теоретических основ предмета по специальности, педагогическо-психологических, методических материалов. Также осуществляется мониторинг динамики общедидактической и методической подготовки будущего учителя английского языка.

Третий этап - научно-теоретической профессиональной компетенции. На этом этапе последовательно изучается состояние знаний, навыков и умений лингвистической (аудирования, умения говорить, чтения, письма), языковой (лексической, фонетической, грамматической) компетенции, коммуникативной компетенции, социолингвистической компетенции, прагматической компетенции будущего учителя английского языка, содержание которых он должен был научно-теоретически усвоить, и способен применить их в жизни.

Четвертый этап. Анализ, обобщение, математическо-статистический анализ собранных сведений, разработка выводов и предложений. В ШКС обязательно учитываются языковые аспекты ошибок, встречающихся у будущих учителей английского языка: фонетические, грамматические, лексические, орфографические, особенности научного языка, воздействующие на языковую связь. Кроме того, определяются компоненты профессиональной компетентности, на которые должны усилить внимание учитель и студент, и создается возможность обоих субъектов определить свои лингводидактические, методические, педагогическо-психологические задачи.

Этот этап оказывает содействие в точном и правильном построении выводов виртуального мониторинга результатов трех этапов. То есть результаты хранятся в единой информационной платформе и автоматически анализируются при помощи сервиса Google Form. Знания, навыки и умения каждого студента по трем этапам также анализируются с использованием метода SWOT.

Уровень сформированности профессиональной компетентности будущих учителей английского языка оценивается критериями их способности понимания и интерпретации, правильного произношения лингвистических сигналов в обеспечении последовательности устной и письменной речи, заучивания новых слов в определенные временные рамки (5, 10, 15 минут), свободного общения диалогического, монологического характера, способностью подготовки презентаций, искусства правильного чтения текста, точной передачи его содержания, беглой речи, уровня научно-теоретического знания требований, предъявляемых обществом к учителям, норм профессиональной компетенции, осознания ее сути и значимости, мастерства перевода, сформированности навыков и умений по имплементации в жизнь Узбекистана сведений о социально-экономической, культурной жизни страны, язык которой изучается.

Заключение
Conclusion

В процессе глобализации актуальной задачей является подготовка современно мыслящих, конкурентоспособных, в совершенстве знающих инновационные педагогические технологи и информационно-коммуникационные технологии, а также несколько иностранных языков. При подготовке качественных учителей иностранных языков, отвечающих требованиям времени, важное значение имеют принятие на уровне правительства соответствующих мер, создание и функционирование правовой базы.

Действительно, в этом смысле целесообразно обеспечение качества и эффективности дидактических особенностей профессиональной компетенции, научно-теоретического, методологического, методического, практического формирования компетентности будущих учителей иностранного, в том числе английского языка.

При формировании профессиональной компетентности будущих учителей английского языка эффективные результаты дают определение и продуктивное использование критериев компетенции, педагогических принципов, типологии компетенции, индикаторов компетентности, инновационных форм, методов и средств образования, дидактических факторов.

Таким образом, использование системы постоянной и непрерывной диагностики, контроля, мониторинга путем широкого внедрения модульной системы, разработки и реализации на практике инновационных методов адаптационно-коммуникативного, дидактическо-инициативной, интерактивно-рефлективного, профессионально-мотивационного определения динамики уровня компетентности будущих учителей английского языка является гарантией эффективных результатов в формировании их профессиональной компетенции.

Summary

It is considered a high point task to train competitive pedagogical personnel with modern thoughts who are corresponding for the world standards, aware of innovative-pedagogical, and information – technologies perfectly, with the ability of speaking several foreign languages fluently in the process of globalization. It is of a great importance to put into practice and the creation of the legal base, the assignment of measures in the circumference of the government in the training of teachers foreign languages correspondingly for the requirements of the epoch.

Indeed, it is advisable to provide the quality and productivity of didactic features of forming scientific, theoretical, methodological competence of future foreign language teachers especially English teachers.

Measures of competence, pedagogical tendencies, the typology of competence, indicators of competence, indicators of competence, innovative form, method and means of teaching, specification of didactic factors and use them productively can bring efficient results in forming professional competence of future English teachers.

Thus, it is efficiently guarantee widely implementation of module system, developing innovative methods in defining coordinative – communicative, didactic – resourceful, innovative – reflective, professional – dynamics of competence and to control, diagnose constantly and continually by implementing them into practice, to utilize monitoring system in forming professional competence of future English teachers.

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KARJERAS VADĪBAS PRASMJU ATTĪSTĪBAS IDENTIFICĒŠANAS PROBLĒMAS PODOLOGU STUDIJU PROCESĀ

Identification of Career Management Skills Related Problems in the Study Process of Podologists

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Abstract. *Despite the competencies acquired in study process, results of learning, diploma and provided guidance measures podologs as same as other young specialists often lack skills to create successful proffesional career in their field.*
At this moment in Latvia, specific proffesion, including podologs, career management skill set is not defined. For students of podology learning of mentioned skills is indirectly integrated in educational process, which is reflected by the study program aims, methods and expected results.The aim of the article is to analyse career management skills identification problems in study process of podologs and in this regard, by empirical research results on podologs career management skills in the study process.
Keywords: *career management skills, study process of podologs, medical education.*

Ievads
Introduction

Podologa profesija, kas vērsta uz sabiedrības ilgtspējīgu attīstību, katra cilvēka darbaspēju saglabāšanu un spēju īstenot aktīvu dzīves ritmu, orientētu uz karjeras izveidi un attīstību, paredz saikni ar darba tirgu un tam atbilstošu prasmju nodrošināšanu ne tikai šauri profesionālā jomā, bet arī palīdzot celt pašapziņu, uzņēmību, ticību saviem spēkiem un attīstīt spēju piemēroties darba tirgus dinamikai un pieprasījumam pēc jaunām prasmēm un iemaņām.

Karjeras vadības prasmju apguve tiek atzīmēta kā svarīgs jautājums vairākās aktuālās Eiropas Savienības izglītības, nodarbinātības un sociālās iekļaušanas politikas pamatnostādnēs (Cedefop, 2011; Cedefop, 2014; Latvijas ilgtspējīgas attīstības stratēģija 2030), tomēr praksē pastāv reāla problēma šo karjeras vadības prasmju identificēšanā. Minētais cieši sasaucas ar Eiropas komisijas Eurydice tīkla 2014.gada ziņojumā par augstākās izglītības modernizāciju Eiropā pausto, ka ne visiem absolventiem ar vienādu izglītību ir vienādas iespējas darba tirgū, ka jauno speciālistu nodarbinātības izredzes

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ietekmē dažādi faktori, tajā skaitā noteiktas prasmes un kompetences, kas veicina absolventu izredzes kļūt nodarbinātam, taču to negarantē (Eiropas Komisija, 2014).

Podologu sagatavošanā, galveno dokumentu saturā - profesijas standartā un studiju programmā, tiek ietvertas ne tikai profesionālās darbības pamatuzdevumu veikšanai nepieciešamās prasmes, bet arī tādas prasmes, kas nosaka spēju uzņemties atbildību par savas profesionālās darbības rezultātiem, kritiski domāt un risināt problēmas fiziskas un psihoemocionālas slodzes apstākļos (Podologa profesijas standarts, 2012). Karjeras tālākajā attīstībā tiek uzsvērta nepieciešamība pastāvīgi pilnveidot savu profesionalitāti, piedaloties teorētiskajos un praktiskajos semināros, kursos, konferencēs, kongresos. Piedalīties zinātniski pētnieciskajā darbā un veselības politikas veidošanas dažādos līmeņos, veicinot podologa kā profesijas atpazīstamību un prestižu.

Lai gan podologu studiju process tiek organizēts tā, lai mācību laikā studējošais apgūtu gan standartā noteiktās kopīgās prasmes nozarē, gan specifiskās prasmes profesijā un attīstītu savas individuālās vispārējās prasmes un spējas, gan sekmētu studējošā spēju adaptēties un integrēties mainīgajā darba vidē, pilnveidojot attieksmju un vērtību kritērijus (LU PSK studiju programmas „Podoloģija" saturs, 2011). Tomēr praksē vērojams, ka neraugoties uz iegūtajām kompetencēm, mācību rezultātiem, diplomu un sniegtajiem karjeras atbalsta pasākumiem podologiem nereti pietrūkst prasmes izveidot sekmīgu profesionālo karjeru nozarē, ko apliecina Latvijas Universitātes P.Stradiņa medicīnas koledžas studiju programmas „Podoloģija" studentu un reflektantu aptauju rezultāti un pašnovērtējuma ziņojuma dati par absolventu profesionālo darbību (LU PSK, 2013).

Raksta mērķis ir analizēt karjeras vadības prasmju identificēšanas problēmas podologu studiju procesā un šai sakarā veiktā empīriskā pētījuma par podologu karjeras vadības prasmju attīstību studiju procesā rezultātus. Nepieciešamo datu ieguvei tika izmantota aptaujas metode, literatūras un dokumentu analīze.

Podologam nepieciešamās karjeras vadības prasmes
Necessary career management skills for podologs

Karjeras vadības prasmes un to attīstība ir viens no galvenajiem priekšnoteikumiem, kas nodrošina profesionāļu tālāko izaugsmi, sekmējot spēju adaptēties un integrēties mainīgajā darba vidē, pilnveidojot attieksmju un vērtību kritērijus jaunu (tālāku) mērķu izvirzīšanai (OECD, 2014).

Podologa karjeras vadības prasmju veidošanās un attīstības iespēju teorētiskais pamatojums balstās humānpedagoģiskā pieejā, kas orientē uz personības attīstību kopumā (Амонашвили, 1989; Сенько, 2000; Huitt, 2011).

Humānpedagoģiju raksturo cilvēkcentrēta, uz studentu orientēta pedagoģiskā pieeja un tādu mācību metožu izmantošana, kas attīsta patstāvīgu radošu darbošanos, kā piemēram, problēmsituāciju risināšana, projektu un grupu darbs, pētniecība u.c. Studiju procesa galvenais mērķis nav apgūt konkrētus studiju kursus, bet šie studiju kursi kalpo kā līdzeklis studenta profesionālo un vispārējo prasmju attīstībā, veidojot priekšnosacījumus, kas aktualizē katra personīgo konstruktīvo potenciālu.

Humānpedagoģijas pētnieki (Barrett, 2010; Dauber, 2009; Heim, 1998) uzsver, ka studiju procesa rezultāts ir personības (cilvēka) intelektuālā attīstība. Personības izaugsmes un attīstības priekšnosacījumu pamatā ir aktīva mācīšanās, kas sniedz iespēju atbilstoši katra indivīda iepriekšējai pieredzei konstruēt jaunas zināšanas (Stevenson, 2008; Wells, 2001), tās pielāgojot savām vajadzībām un jaunu prasmju veidošanai. Šā brīža augstskolu didaktikā (Žogla, 2001; Blūma, 2006; Baranova, 2012) un pieaugušo izglītībā (Koķe, 2006) dominē humānpedagoģiska un konstruktīva pieeja radoša studiju procesa organizēšanā un studentu aktivizēšanā patstāvīgām studijām. Mūsdienīgu programmu izstrāde (Swennen & Klink, 2009; Hochschul didaktik, 2009), interaktīvu atgriezeniskās informācijas ieguves un komunikācijas metožu izmantošana veicina tādu personisku īpašību pilnveidi kā radošums, pašregulācija, patstāvīga domāšana un lēmumu pieņemšana, balstīta uz spēju sevi vērtēt (pašvērtējumu) (Helds, 2004; Strods, 2012).

Minēto īpašību kopums attīsta prasmi darboties komandā un pieņemt lēmumus, plānošanas un pašvērtēšanas prasmi, uzņēmējdarbības un inovatīvo tehnoloģiju prasmi, kas atbilst nodarbinātībai nepieciešamo prasmju grupai (ELGPN, 2012), un definējamas kā podologa karjeras vadībā nepieciešamās prasmes.

Arī vairākos Eiropas Komisijas izglītības vadības dokumentos augstskolas izglītības iestāžu uzdevumos norādīts, ka izglītības iestādēm ne vien jāpalīdz studentiem apgūt noteiktās profesijās nepieciešamās zināšanas un prasmes, bet arī jāattīsta studentu „vispārējās", „pārnesamās" vai „pamata" prasmes (OECD, 2014; EK, 2014; EK, 2012; EK, 2009). Tomēr atklāts paliek jautājums par to, kā augstākās izglītības iestādes to panāk. Un vai šo prasmju kopumā identificējamas karjeras vadības prasmes.

Karjeras vadības prasmju identifikācija teorētiskā skatījumā
Identification of career management skills in theoretical wiew

Galveno profesionālajai attīstībai nepieciešamo prasmju apguvi nodrošina studiju process un prakse, tomēr karjeras attīstībai nepietiek tikai ar zināšanām un zināšanu pielietojumu praksē, bet nepieciešamas arī prasmes pilnveidot sevi kā personību un profesionāli. Prasmju kopums, kas indivīdiem (un grupām) nodrošina strukturētus veidus, kā apkopot, analizēt, sintezēt un organizēt ar sevi, ar izglītību un ar nodarbinātību saistīto informāciju, kā arī attīsta prasmes pieņemt un īstenot lēmumus un karjeras maiņu, tiek definēts kā karjeras vadības prasmes (KVP) (ELGPN, 2012).

Raugoties no Eiropas perspektīvas, dažādās valstīs, nozarēs, vidēs un organizācijās vēl nav vienotas izpratnes par karjeras vadības prasmju jēdzienu (Cedefop, 2011).

Karjeras vadības prasmes (*career management skills*) kā termins gan Eiropā, gan Latvijā tiek lietots neviennozīmīgi, tā dažādo skaidrojumu zinātniski pamato pasaules universitāšu un institūtu karjeras izglītības pētnieki un konsultanti. Piemēram, Watts, Congers u.c. runā par prasmēm, kas palīdz plānot, organizēt, vadīt un kontrolēt indivīdu iekšējo un ārējo resursu efektīvu izmantošanu dzīves mērķu sasniegšanai. Minēto prasmju pielietošanu saista ne tikai ar izglītības, darba un profesionālās attīstības iespējām, bet arī ar sekmīgas personīgās dzīves veidošanu un dzīvesdarbību kopumā (Watts, 2006; Conger & Riggio, 2006). Tāpēc nepieciešams identificēt pazīmes, kas nosaka karjeras vadības prasmju attīstību.

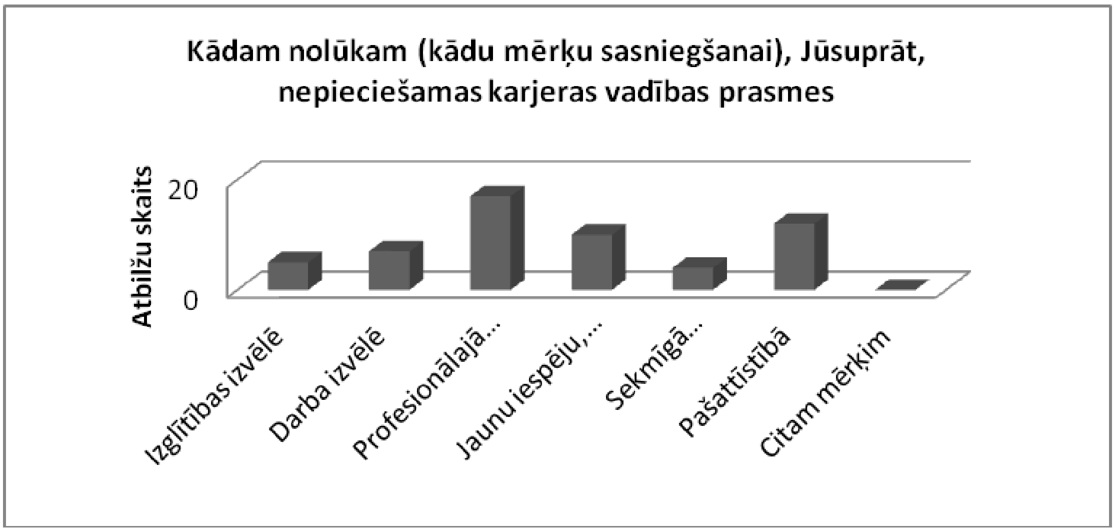
Profesionālās prasmes nozarē atspoguļo mācību rezultāti un studiju prakses vērtējums (pašanalīze), šajā kontekstā ir būtiski vienoties starp darba devējiem un izglītotājiem par mācību rezultātiem un nozarē nepieciešamajām prasmēm, kas absolventiem jāiegūst un jāspēj lietot, pabeidzot izglītības iestādi un uzsākot profesionālo darbību (Jundzis, 2012; Kelberere, 2012; Scheele, 2005). Īpaši svarīgi tas ir jaunajiem speciālistiem, pārejot no studijām uz profesionālo darbību, kur notiekot zināmai lomu maiņai, studentam jāuzņemas lielāka atbildība un patstāvība.

Savukārt, lai pieteiktu sevi darba tirgū, nepieciešama atbilstošu prasmju un personības iezīmju kombinācija, tomēr viens cilvēks var strādāt vairākās profesijās, un ir skaidrs, ka cilvēki ar dažādām raksturīgām pazīmēm var strādāt vienā un tai pašā profesijā, tāpēc pazīmes pēc kurām iespējams spriest par karjeras vadības prasmju attīstību nosaka katra indivīda pamata prasmju un personisko īpašību kopums (Kent University, 2015; OECD, 2014). Savu resursu un spēju maksimāla izmantošana atbilstoši personas vērtībām rada apmierinātību darbā (Super&Super, 2001) un sekmē apzinātu un patstāvīgu karjeras lēmumu pieņemšanu.

Podologu karjeras vadības prasmju identifikācija studiju procesā
Podologs career management skills identification within study process

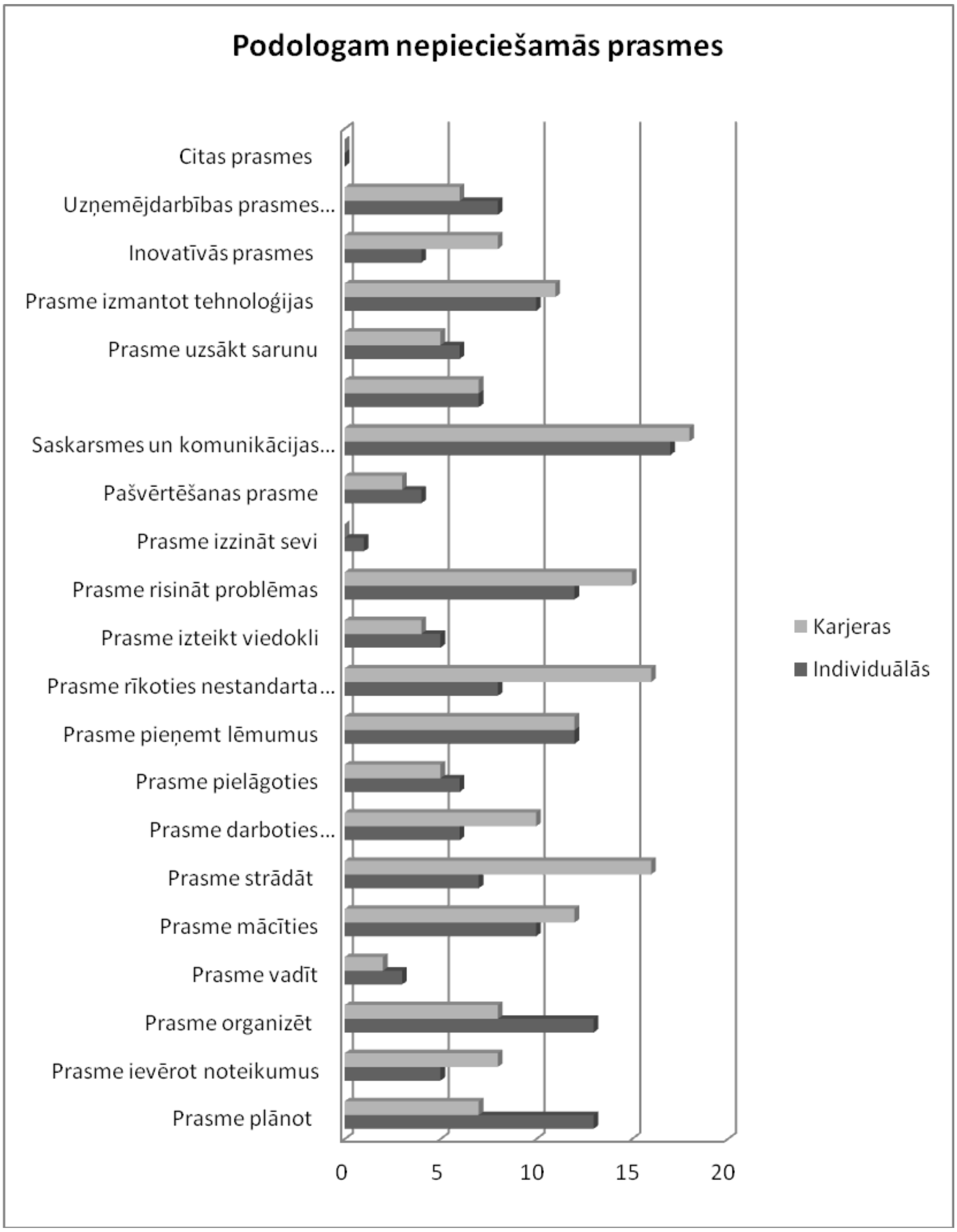
Ar mērķi identificēt karjeras vadības prasmju veidošanos studiju procesā tika veikta podologu studiju programmas otrā kursa 20 studentu aptauja.

Mērķtiecīga karjeras vadības prasmju apguve ir būtisks stimuls to attīstībai. Tam pamatā ir motīvs, kas saistāms ar studenta tālāko dzīvesdarbību. Aptaujā tika noskaidrots studentu viedoklis par mērķi, kura sasniegšanai nepieciešamas karjeras vadības prasmes. Tas galvenokārt, atspoguļo karjeras vadības prasmju nepieciešamību tālākajā podologa profesionālajā attīstībā un pašattīstībā. Arī izglītības pamatnostādnēs, kas atspoguļo mūsdienīgu karjeras izpratni, karjeras vadības prasmes aptver ne tikai profesionālo izaugsmi, bet visu cilvēka mainīgo dzīves kontekstu un personību kopumā (skat. 1.att.).



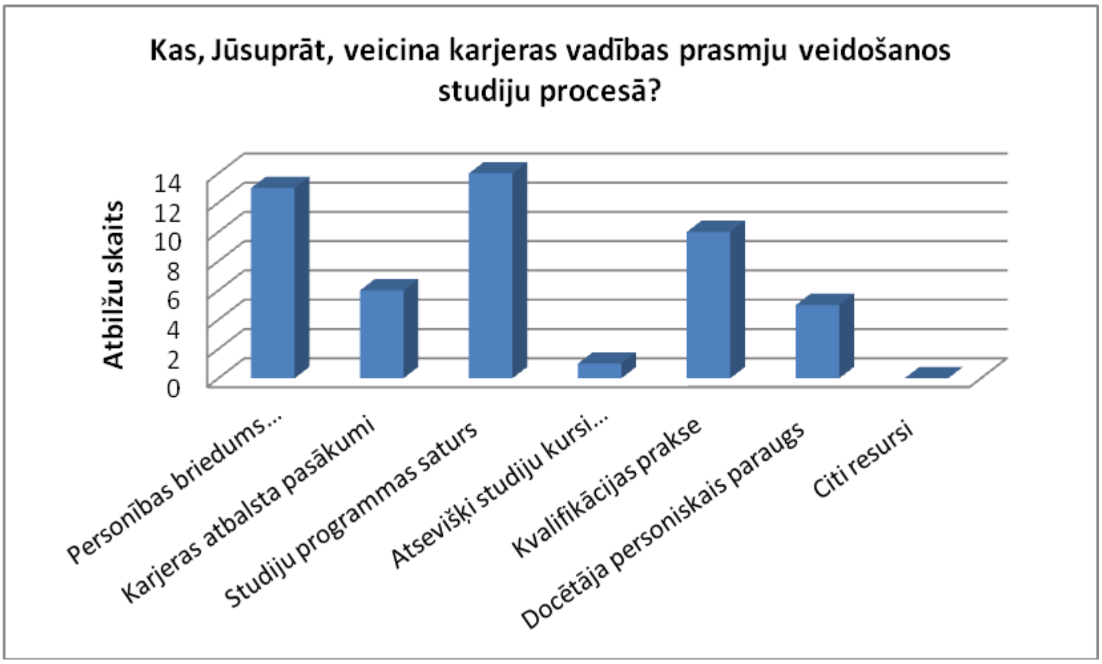
1.attēls. **Studentu uzskati par karjeras vadības prasmju nepieciešamību**
Figure 1 ***Students view to necessity of career management skills***

Studiju procesā veidojas ne tikai profesionālās prasmes, bet arī tiek veicināta jaunā speciālista personības izaugsme. Tādēļ ir svarīgi izzināt studentu viedokli par podologam nepieciešamajām prasmēm individuālai attīstībai (individuālās prasmes) un karjeras veidošanai (karjeras vadības prasmes). Viedokļi par prasmēm, kuras ir nepieciešamas sekmīgai dzīvesdarbībai un, kuras no minētajām prasmēm nepieciešamas tieši podologu karjeras attīstībā (skat. 2.att.) būtiski neatšķiras. Studenti gan kā nozīmīgas individuālās prasmes, gan podologu karjeras vadības prasmes min saskarsmes un komunikācijas prasmes un prasmi rīkoties sarežģītās situācijās, kas atbilst teorētiskās izpētes rezultātiem par pamata prasmju un nodarbinātībā nepieciešamo prasmju kopuma nozīmi tālākā karjeras attīstībā. Kā nozīmīgas prasmes karjeras veidošanā tiek uzskatītas - prasme strādāt, kas atbilst vispārējo prasmju grupai un prasme risināt problēmas , kas atbilst prasmei rīkoties nestandarta situācijās un aptaujā tika iekļauts, kā atbilžu ticamības pārbaudes jautājums.



2.attēls. **Podologam nepieciešamās individuālās un karjeras vadības prasmes**
Figure 2 ***Career management skills and individual skills necessary for Podolog***

Tika noskaidrots studentu viedoklis par karjera vadības prasmju attīstību studiju procesā veicinošiem faktoriem. Personības briedums un studiju programmas saturs tika minēti kā galvenie faktori, kuri veicina karjeras vadības prasmju veidošanos (skat. 3.att.). Tas sasaucas ar D. Supera karjeras attīstības teoriju, kur galvenais jēdziens ir karjeras briedums *(career maturity, vocational* *maturity),* kas skaidrots kā veiksmīga un harmoniska karjeras attīstība dzīves garumā. Arī citi karjeras veidošanas teorētiķi (Климов, 2004; Зеер, 2008) atzīmē pārmaiņas, kurām cilvēki pakļauti brieduma sasniegšanas gaitā, un balstās uz iekšēju vajadzību garīgi pilnveidoties kā vienu no būtiskiem individuāliem faktoriem, tāpat arī ārēju faktoru, piemēram studiju procesa, izraisītu nepieciešamību iegūt un arvien papildināt savas zināšanas un prasmes.



3.attēls. **Karjeras vadības prasmju veidošanos veicinošie faktori studiju procesā**
Figure 3 ***Promoting factors of career management skills development in study process***

Secinājumi
Conclusion

1. Karjeras vadības prasmju veidošanos teorētiski pamato humānpedagoģiska un konstruktīva pieeja, ko raksturo radošas, aktīvas studijas un atgriezeniskās informācijas ieguves metožu izmantošana studiju procesā.
2. Podologu karjeras vadības prasmes sastāv no vairākām būtiskām prasmju grupām- prasmes, kas nepieciešamas profesionālajā darbā, prasmes, kas nepieciešamas individuālai attīstībai un patstāvīgu lēmumu pieņemšanai nepieciešamās prasmes.
3. Identificējot podologiem nepieciešamās karjeras vadības prasmes, kā būtiskas studenti nosauc saskarsmes un komunikācijas prasmes un prasmi strādāt, kuru veidošanos nosaka gan studiju process, gan personības briedums, kas palīdz profesionālās attīstības, pašattīstības, jaunu izaicinājumu un izglītības mērķu sasniegšanā.

4. Karjeras vadības prasmju identificēšana podologu studiju procesā ir problēma, jo vieglāk nosakāms ir apgūtais, bet grūtāk prognozējams studiju procesa pilnveides rezultāts, kas atzīmēts arī Eiropas Komisijas 2014. gada ziņojumā "Augstākās izglītības modernizācija Eiropā".
5. Izpētot podologu karjeras vadības prasmes, to attīstību un izstrādājot teorijā un praksē balstītu podologa karjeras vadības prasmju veidošanās modeli, var tikt risināta podologu karjeras vadības prasmju identificēšanas problēma un prognozēta to attīstība dzīvesdarbības laikā.

Summary

Article reflects career management skills identification problems in podologs study process and empirical research results about podologs career management skills in the study process. Theoretical basis for the development of podologs career management skills and the potential expansion of said abilities relies on humanistic pedagogy and constructivist approach, organizing creative study process and activating students for independent studies, which is an important condition for personal growth and development. Study process in the humanistic pedagogy is based on active learning which provides a possibility to form new knowledge, depending on each individual experience before, this results in intelectual development and combination of appropriate skills and personality features.

The signs after which it is possible to judge the career management skills determines each individual's basic skills and personal qualities set. Skills for podologs career management is ability to work in team, planning and self-assessment skill, business and innovative technology ability which corresponds to employment skills required group.

But career management skills (CMS) as a term in Latvia, and Europe as well, is used divisive, that's why it is necessary to identificate indications which resemble career management skills development. Survey was made, for 20 podolog study programm's 2nd course students, with goal to identify career management skills formation in study process, which reflect students opinion about aim, that needs career management skills to be achieved, about the skills necessary for podologs individual development and career building and about conducive factors in career management skills development in study process.

Results of research shows that most important career management skills necessary for podologs is communication skill and ability to work, which are formed by study process and depends on persons maturity, that is needed both in further professional development and self-development. Studying podologs career management skills and their development, and creating career management skills development model that is based on theory and practice, it would be able to solve career management skills identification problem.

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THE HORIZONS OF COGNITIVE PEDAGOGY

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Abstract. *The article addresses the problems of cognitive theory and research relevant to understanding the mechanisms of the learning process. It is meant to define the concept of cognitive pedagogy and emphasise the need for a new genetic/socio/cultural/media perspective, which in turn requires new research tools and increased attention to research results in the field of neuroscience. The authors define and characterise cognitive areas of cognitive pedagogy.*
Keywords: *cognitive pedagogy, neuro-didactics, media pedagogy, memetics, cognitive theories.*

Introduction

Cognitive theories include areas of knowledge that are related to cognition, thinking, information-processing and problem-solving. Cognitive research focuses on perceptual-motor experience of reality and symbolic mental representation.

There are valuable elements of the theory and research in the history of pedagogical thought, which are drawn upon by the contemporary cognitive science. As early as in the early 20th century, Maria Montessori (2005) emphasised the role of the training of senses in pupils' acquisition of both concrete and abstract concepts. She saw the role of the peripheral nervous system in the recognition of external stimuli. According to her, „spiritual life develops in connection with the central nervous system" (Montessori, 2005, 132). She also emphasised the social nature of learning.

A concept by Albert Bandura, belonging to a group of learning theories inspired by behaviourism, adequately describes this aspect of learning (through observation and modelling). It emphasises the role of cognitive interaction between humans and the surrounding environment (Bandura, 2011). Attention that learners must direct towards their behaviour and activity constitutes an important element that is emphasised by Bandura, who also stresses the role of repetition and motivation in the process. Studies on new-borns confirm that imitation-based learning skills are found in babies as early as between 12 - 21 days of age (Gardner, Kornhaber, Wake, 2011). Children can imitate mimic

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behaviour such as opening the mouth, tongue protrusion, provoking guardians to nonverbal behaviour (Trempała, 2011, 175) (research in this area was published in 2004 by Emese Nagy (Nagy, Molnar, 2004, 54-63). Other studies have also recognised that infants have a sense of objects and can make references to them (Spelke, 1991). Six-month-olds are able to differentiate between previously known and new objects (Trempała, 2011, 175) (as indicated by research results published in 2002 by Olivier Pascalis (Pascalis, de Haan, Nelson, 2002, 1321-1323). Children also have a sense of numbers, detect changes in them (Gardner, Kornhaber, Wake, 1990; Starkey, Gelman, Spelke, 1990; Wynn, 1992), as well as combine numbers with words (Gardner, Kornhaber, Wake, 1990). They also discriminate between classes of objects (Gardner, Kornhaber, Wake, 1990). Already 4-6-month-old infants differentiate phonemes in native and foreign languages (Trempała, 2011, 175), prefer to listen to speech of joyful character (Trempała, 2011, 176) (research in this area was performed in 2002 by a team of researchers: Leher Singh, James L. Morgan, Catherine T. Best (2004, 365-394). It is postulated in pedagogical literature that pedagogical scrutiny should encompass children within the period up to 3 years of age (Wenta, 2016). The results of tests on new-borns indicate that they recognise geometric patterns reminiscent of the shape of face (Johnson, Morton, 1991; Trempała 2011, 176) (interesting research was performed by Robert Frantz, (1961, 1963, 1965), John Johnson, Mark H. Morton (1991), Alan Slater (1998) David J. Kelly et al. (2005) they also scan objects vertically (downwards), also the phenomenon of emotional synchronicity (Trempała, 2011, 174) was detected; in the course of interactions with adults 3-month-old infants make use of visual contact (react smiling) (Farroni, Csiba, Simon, Johnson, 2002). It was also noted that six-month-olds direct their attention by means of following the gaze of adults (Moore, Dunham, 1995). Observations gained in the course of research, point to early emergence of adaptive mechanisms that provide orientation in important stimuli coming from the environment. These stimuli may be divided into visual and verbal. The learning process occurs in the course of information-processing within information channels, followed by the merge into a comprehensive verbal or visual model, and concluded with the final phase of the creation of new knowledge. This process is well described in *Nine ways to reduce cognitive load in multimedia learning* by Richard E. Mayer and Roxana Moreno (2000, 2003), who emphasise that the text- and image-based layers of messages merge with each other at the level of meaning. Integration of images and narratives impacts effective storage of information and facilitates the process of learning. At this point, the basics of the method by Maria Montessori is worth reflecting upon, who in her book *Children's House* (2005, 102) lists three stages of learning after Edouard Seguin (Gisolo, 2016) (which she defines as moments): association of sensory perception with the name (it is recommended to show colour, to call it by name and place a colour card in front of a pupil), familiarisation with an object through its name (requesting the child to provide a card with a certain colour), invoking a name by means of an object (Montessori, 2005, 102). The author also emphasises the importance of isolating and expanding the receptive potential of senses with regard to their intensity. Research, which scrutinised the correlation between IQ and the speed of information-processing and the reaction to a stimulus, confirms a connection between sensory sensitivity with the level of intelligence (Jensen, 1991, 59-70). Also, the dual coding theory by Allan Paivio (http://www.rit.edu) presupposes the existence of two cognitive subsystems: *imagens* - related to the representation and processing of images and *logogens*- related to the same processes in relation to words.

Research findings also point to varied developmental paces that are characteristic of every individual and attest to the development being dependent on innate characteristics, on the basis of which active construction of knowledge (Karmiloff-Smith,' 1992), based on language, numbers, understanding of the physical and socio-psychological world occurs (see also: J.D. Bransford, A.L.Brown, R.Cocking, *How People Learn. Brain, Mind, Experience, and School*, 1999). It may therefore be presupposed after David Ausubel (creator of the *Theory of the preceding factor organising the material and learning activities* – also known as a theory of assimilation) that the insofar acquired knowledge is an important part in the building of a hierarchy of concepts that facilitate orientation and construction of knowledge about the world. Interaction and understanding of the relationships between objects play an important role in the process of learning, i.e. „we respond to the importance of what we observe and make its synthesis in our minds" (www.mimuw.edu.pl), a phenomenon pointed out by a gestalt theorist Wolfgang Köhler.

The theoretical positions presented above, together with conclusions based on research findings, may constitute a departure point for the presentation of research areas relevant to cognitive pedagogy.

Research areas of cognitive pedagogy

Cognitive pedagogy, sometimes wrongly referred to as neuro-pedagogy, is a branch of science which deals with the entirety of educational phenomena analysed from the position information-processing in the brain. It describes phenomena and educational processes, as well as education, all of which take into account genetic and environmental factors, both considered inseparably. The phenomena and processes occurring as a result of the impact of educational and didactic influence are explained on the basis of knowledge obtained from research on the structure and functioning of the human brain. Cognitive pedagogy also encompasses the problems of interconnections between environmental, social and cultural (human environment) as well as genetic conditions. It explains the conditions, processes and educational activities related to education on the basis of mechanisms involved in the collecting, processing, storing and presenting information.

Cognitive pedagogy is nowadays a rapidly growing sub-discipline of educational sciences. Due to its interdisciplinary character, it covers a number of areas, not only within the scope of interest of humanities. In order to understand its essence, it has become indispensable to find an answer to the question of why cognitive pedagogy is so important today. The answer would require a reference to knowledge on the communities of gatherers and hunters. In those days, human activities and pedagogical accumulation were decided, on the one hand, by nature, and on the other hand, by the genetic potential. It is around these two factors where discourse on the role and place of pedagogy in the modern world must be carried out. There is no doubt that Homo sapiens have a range of abilities related to genetics, such as: language skills, culture-creating skills, imitation, adaptation to extreme natural conditions, creation of tools, or the memory of the past. On this basis, inference about the present and the future is performed. A number of skills are strongly associated with the environment, such as culture. Genes had created conditions for the emergence of culture, and subsequently, ever since, culture has performed a process of natural selection that has been accelerating the development of human civilisation. This thesis, put forward by Michael Tomasello, made us aware of the importance of the connection between genetics and the environment. The same is true about the emergence of language, which is most likely a by-product of hominids' mental development within the process of evolution, i.e. in the wake of growth and development of the human brain or some other processes. There are numerous discussions around the emergence of language, which were described in the book by Bronisław Siemieniecki (2012) *Introduzione alla pedagogia cognitive*. In this context, research by Marc D. Hauser, Noam Chomsky and W. Tecumseh Fitch (2002) is very relevant, as it focuses on the search for the relationship between general abilities (intelligence) and language. In their paper *The Faculty of Language: What is it, who has it, and how did it evolve?* the authors write: „it seems that the organisation of the human capacity for language is reminiscent of the genetic code - it is hierarchical, creative, recursive and basically unlimited" (Hauser, Chomsky, Fitch, 2002). This research raises questions about the scope of knowledge with which humans are born.

In pedagogy, transfer of knowledge and skills is one of the two most important areas addressed by the discipline. The use of knowledge discovered by others was of utmost importance for changes introduced by humans. Imitation has been essential for development, for the creation of innovation and adaptation of humans to extreme natural conditions that humans have been confronted with in the course of the past 200 thousand years. It has also had its impact on the creation of culture, which has played an important role in building communities, human groups and relationships existing in them. The authority of older people was rooted in the experience of many generations, which resulted in the transfer of knowledge and skills on to the next generation, as well as in their application in the processes of overcoming of mounting obstacles arising from dynamic changes present in nature. Older members of communities acted as computer disks in which information about past events was stored.

Activities that affected the development of tools created by man proved important for pedagogy. It was in them where a type of accumulation of knowledge was instigated by successive generations. Also, geographical conditions have not been without significance for the development of humans. The horizontal geographical design of Asia and Europe has been much more conducive to free flow of knowledge and skills between different communities than the vertical layout in North and South America.

In addition to historical preconditions of pedagogy, there also exist contemporary factors related to modern genetic modification, e.g. multiplication against the rules of nature, life extension, pharmacological changes in the psyche, emotions, impact on the personality, or exchange of a growing number of human organs. Not without its significance is human activity related to changing social environment. An example would be the world of the Internet. Unreality on a global scale is building a matrix, i.e. a mixture of reality and virtuality in conjunction with the world of large urban areas, where the majority of the human population resides, all of which is building an entirely new dimension of human functioning. The problem, however, lies in the fact that the gargantuan big cities function like artificial jungles. Their local living scale vastly differs from the primary determinants of human existence. It is an artificial, man-made world. As a result, Homo sapiens have left the natural world by building their own new surroundings. This means that modern pedagogy cannot be merely based on the past, but must embark on research on the nature of changes and the governing rules in the world that is remote from human activities in the past. Such an approach to pedagogy is significantly changing its optics, at the same time contributing to the formation of crises within it. On the one hand, we have the past and the scientific achievements based on research and observation of many generations; on the other hand, there are rapid technological and social changes that discontinue the insofar existing views and theories developed over the centuries. Understanding the dynamics of changes requires the adoption of new planes for considerations. This is possible from the perspective of cognitive pedagogy. In order to see and know more, we need to adopt a new research vision and thoroughly verify the insofar achievements of the discipline of pedagogy. It is not about criticism of the existing views and positions, but rather about the adoption of a new genetic/social/cultural/media perspective, which requires new research tools and additional attention to research findings within the area of neural sciences.

Areas of cognitive pedagogy

Having analysed the insofar research findings in the field of educational sciences and cognitive science, we may distinguish five basic areas of cognitive pedagogy:

- Neuro-didactics,
- Neuro-education,
- Memetics,
- Pedagogical anthropology,
- Media pedagogy

Neuro-didactics is a sub-discipline of cognitive pedagogy which includes:

- Research and practice in the field of education, which seeks to optimise the teaching activities in order to achieve its goals.
- Problems of application of knowledge of individual capabilities and higher mental functions and in particular information processing in the human brain in the teaching process.

Neuro-didactics assumes that the teaching/learning process should be implemented on the basis of biological potential. This sub-discipline takes into account:

- regularities, mechanisms and developmental potential,
- real potential of the brain and preferences in learning,
- need for own improvement and drive to success.
- the nature of diversified intelligence and endless assortment of human personalities,
- developmental alchemy and school/life career paths,
- personal individual human development through self-improvement.

Neuro-education is a sub-discipline of cognitive pedagogy that deals with the regularities, mechanisms and the potential of human development, all explained by means of neuroscience. Knowledge about information-processing in the brain is then used to induce conscious, intended changes in human personality.

Memetics is a theory of cultural evolution that assumes the existence of units of cultural information labelled as *memes*. As a department of cognitive pedagogy, it deals with the influence of culture on educational theory and practice. In the analyses of pedagogical impact, the memetic theory plays an important role in uncovering factors determining pupils' behaviour. In the course of construction of educational standards, it facilitates the incorporation of selection mechanisms that are inherent in cultural evolution. Then it becomes easier to make difficult decisions of educational nature. Using memetic categories (replication variation and selection of replicators' potential) (see: R. Dawkins, *Samolubny gen,* 1996), cognitive pedagogy makes it possible to specify the scope and applicability of ideas, behaviours, styles or habits that are characteristic of students (pupils) within a given culture. As humans have an incredible ability to imitate and reproduce culture, memes are used in cognitive pedagogy[1] (equivalents of genes in biology) to explain teachers' and pupils' actions in order to better perceive the dependencies inherent in the educational process.

Pedagogical anthropology, as a constituent of cognitive pedagogy, addresses human beings seen as creatures that are capable of being educated and in need of education. Humans remain in the focus of attention due to the fact that they are subjected to the processes of education. The experience of everyday life, which is composed of phenomena of educational reality, becomes a basic point of departure. When analysing these phenomena from the perspective of information-processing in the human brain, interpretation is possible, which in turn facilitates making correct pedagogical decisions, and therefore makes it possible to find a foundation for justification of pedagogical activities.

Media pedagogy is a pedagogical sub-discipline dealing with human communication assisted by the media, with its multidimensional analysis regarding the mechanisms of learning and education, instigated by the impact of the media on humans. It may therefore be assumed that media pedagogy deals with human communication with the media and through the media. As such, it covers five areas:

- general education, dealing with: the media in social communication, problems of the social nature of the media, the effects of communication in society, media institutions and mechanisms determining their programs, the concepts of media societies and their impact on education systems, educational systems and the media;
- media education, dealing with the process of teaching/education in all forms of education, training and self-education, media and IT training methodology;
- information technology, addressing issues related to knowledge about the technological side of the media and their use in everyday life;

[1] In psychology, a meme is defined as a unit of cultural heritage that is analogous to a gene, i.e. internal representation of knowledge, whereas in biology, Richard Dawkins, described the term *meme* as a basic unit of cultural transmission, i.e. imitation. Daniel Dennett assumes that a meme is „a complex notion that assumes a distinctive, easy to remember shape. Material manifestations of memes are means of its dissipation".

- computer diagnostics and pedagogical therapy, aiming at the application of information technology in various areas of special education with the use of computers in the process of rehabilitation and social reintegration;
- the media in the human world, dealing with different bio-socio-cultural circumstances and civilisational aspects of the use of the media in the process of learning (Siemieniecki, 2007).

In conclusion, it should be emphasised that the discussion on the area of media communication seen from the perspective of information-processing in the human brain constitutes the most valuable part of media pedagogy. Currently, research on the use of the media, in cooperation with the human brain, constitutes the most interesting component of cognitive pedagogy.

Conclusions

The vaguely presented areas of cognitive pedagogy do not exhaust the scope of relevant problems. However, they make it possible to recognise some fundamental planes of pedagogical discourse within future education. Specific currents of cognitive pedagogy remain as an open question, an example being cognitive didactics, which brings together the knowledge of neuro-didactics and cultural conditions of the educational process. Definition of its place within cognitive pedagogy requires, on the one hand, deeper theoretical analyses, and on the other hand, further empirical research. Despite conceptual problems and difficulties in the fine-tuning of the specific areas of disciplines, growing importance of this discipline for didactic and educational processes has been clearly discernible.

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THIRD GENERATION LEARNING IN BUSINESS ENGLISH

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Abstract. *Third generation learning in Business English is a tool increasing students' life-long competences and achievements. Business English today is about communication where the content and the communicative competences- linguistic, sociolinguistic and pragmatic are of crucial importance. The article reflects the results of 3rd generation learning in Business English in post-secondary institution in Latvia where students using team-based learning in the classroom mastered their language skills and communicative competences to achieve an academic success.*
Keywords: *third generation learning, team-based learning, Business English.*

Introduction

Nowadays our society requires young people to be not only intelligent and educated, but as well proactive, adaptable and creative. Modern generation has to be able to communicate efficiently, solve non-standard problems, develop critical thinking and work effectively within teams. It is not sufficient to have 'knowing of knowledge' in the 21st century.

Besides, the 21st century is an era of new information and communication technologies. Earlier the focus was on a technology-centered way of education, but nowadays the process of changing from technology-centered concept to more human-centered concept is going on, where IT technologies are used for various business, learning and communication means.

Alongside with technologies the modern society shows adherence to business education which becomes more and more popular today. A significant place in the business college syllabus takes Business English as a main language of communication in the international business environment and one of the two foreign languages which modern European citizens are expected to know according to Common European Framework of Reference (2001).

Thus, everything changes and nothing stands still, including teaching. Flipped classrooms or e-learning are our reality today, however, it is important to remember that the priority should be given to human-centered approach, e.g. communication and teachers should learn to combine all possible means and techniques like third generation learning to engage students and motivate them to learn.

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The aim of the given paper is to analyze the theory-grounded investigation to trace if the third generation learning is good for Business English teaching and therefore serves as approbation of this stage of this research to continue it, as well as what the priorities are and if the learners accept them.

The present paper is an example of an interdisciplinary research and lies at the border of such areas as linguistics, educational sciences, sociology and psychology. Mixed methods were used as the approach to research design.

Business English teaching-learning

The modern English language teaching in Europe counts more than 250 years. The history of Business English teaching counts around 50 years. The changes in emphasizing the importance of distinguishing Business English into a separate area and teaching differently were caused by four main tendencies: changes in the world, changes in linguistics, changes in educational psychology and changes in knowledge management where learners are knowledge managers and knowledge producers (Hutchinson, 1987), (Widdowson, 1978), (Rodgers, 1969). Thus, in its development Business English teaching focused on three main features: students' needs, language approach and learning approach.

In its development, Business English teaching progressed through six stages, from register analysis (1960-ies) and discourse analysis (1970-ies) to learner-centered approach and communication approach in the 1980-ies and evolved to business communication in typical business situation. (Hutchinson, 1987)

Frendo (2005) wrote that business people "need English to do business, not just to talk about business". It means the students or future successful businessmen should obtain not only great linguistic skills, but as well critical thinking skills which are important in decision-making and ability to respect and trust the partners, both in the classroom or in the conference room.

Business English today is about communication where the content is of crucial importance, besides the communicative competences- linguistic, sociolinguistic and pragmatic, play its role. It means if the teacher intends to develop these competences apart from developing main skills and competences of Business English, the focus should be not only on the development of language skills but also on how to use language in social and cultural context and in interpersonal relationships, especially nowadays when the classes are often multinational and multicultural. To achieve all these objectives the third generation learning might be applied.

Third generation learning

"To teach is to engage students in learning" (Christensen et al., 1991). In third generation learning the learners choose their own self determined routes through the content. Each learner will become a nexus of knowledge, and a node of content production. The third generation learning is a facet of an ongoing, limitless symbiotic relationship between human and machine. (Steve Wheeler, 2012)

Communication and cooperation are of great importance for Business English, because it teaches students to control their thoughts and words they say in English, they pay more attention to language structure and Business English style. Talking is recognized such a significant part of learning that it is considered more important than means of sharing thoughts, as individual talking is a key to learning. The passive listening to the knowledgeable peers who are sharing answers does not replace the active talking itself.

In spite of acknowledgement of all benefits from interacting student with each other, the role of teachers in the process of learning should not be denied. The teacher arranges the directed content lessons, reading, cases on concepts and principles via flipped classroom methods where the responsibility of initially learned content is placed outside the classroom and further promotes the students' talking in the classrooms and independence in learning. It is obvious that teachers are the key players who introduce students into ways of thinking and learning by explaining how to express ideas, ask for a help, defend own positions in the dialogues and reason properly – all what the third generation learning model practices and what leads the learners towards their personal achievements in acquiring Business English. Thus, this is undoubtedly that teachers facilitate to acquire the linguistic tools necessary to develop critical and creative thinking, to learn cooperatively and creatively through the third generation learning for higher achievements, to acquire the autonomy in reasoning and making the right decisions.

If we are talking about third generation learning it makes sense to distinguish the stages of generation evolution, to analyze its peculiarities and to compare it with social generations from the beginning of 20th century untill nowadays. It will help see the differences and to avoid repeating of the old approaches which might traditionally appear in teaching-learning. Also, it will demonstrate the direction of the teaching-learning process transformation from teaching general English in silent way as in first generation learning to interactive teaching Business English in teams as in third generation learning. The crucial point in such development was the reflection of social changes in the world on the characteristics of students, who belong to different generation: Traditional, Baby boomers, Gen X, Y, Z (Lancaster et al, 2002). The self-perception, common beliefs and behaviours, historical trends and significant events (Howe et al, 2000), influenced on the English teaching/learning styles and approaches and led to the changes and transformations reflected in Table 1.

Table 1 **Educational and social generational features**

Features	**Generations**				
	Traditional	***Baby boomers***	***Gen X***	***Gen Y***	***Gen Z***
Born	1900-1945	1946-1964	1965-1980	1981-2000	2000-present
Age (as at 2016)	71 and above	55- 70	36-56	15-35	16-0
Values	Discipline, stability, logic	Questions authority, recognition, idealistic, optimistic	Flexibility, portability, skepticism	Change, diversity, motivated, freedom, realistic	Technology, multi-profiled
Teaching styles	1st generation- *Teacher centered*	2nd generation	Transfer from 2nd to 3rd generation- *Student-centered*	3rd generation	3rd, 4th and 5th generation
Learning styles	Silent learning	Conscious control learning	Cooperative learning, problem-based learning, self-directed learning	Transformational learning, Team-based learning	Eclectic learning. Mixed learning. Case study learning. Partnership learning, Team-based learning, Blended learning, E-learning
General English teaching approach	English-Grammar Translation method, Direct method, Silent reading	Audio-lingual method, Structuralism, Cognitive code approach	Natural approach. Suggestopedia, Humanistic Approach, Neuro-linguistic programming. Community language learning	The silent way. Communicative approach. Total physical response. Lexical approach. Content-based method. Task-based instructions	Principled eclecticism

Business English teaching approach	-	1st generation 1960-ies Register analysis	2nd generation 1970-ies Discourse analysis	3rd generation 1980-ies Target situation analysis 4th generation 1980-ies Skills-centered approach 5th generation 1990-ies Learner-centered approach 6th generation Communicative approach	Principled eclecticism
Communication	Low	Low/ Middle	Middle/ High	High/Very high	Very high

It is obvious how the social developments in the society transformed the teaching-learning approaches from teacher-centered (1st generation learning) through conscious control learning (2nd generation learning) and team-based learning (3rd generation learning) further to blended learning (4th generation learning) and e-learning (5th generation learning). Looking at historical overview of the essentialities in each stage it is possible to highlight the tendencies for each stage implementation and as well predict that in future the new stages, i.e. generations in teaching and learning will appear and be adopted in the Business English classrooms.

Team-based learning as third generation learning tool in business English

The paper is focused on illustrating how the third generation learning in Business English can advance academic success, i.e. an ability to speak, read, write, and comprehend Business English through critical thinking, team work, trust, and mutual respect. The approbation of the third generation learning was carried out using team-based learning (TBL) approach; as TBL is one of the tools expressing the essence of third generation learning; besides there was no evidence that TBL was used in Business English classroom earlier that is why it seemed valuable to research it.

TBL incorporates various theories of adult learning such as cooperative theory (May and Doob, 1937), theory of margin (McClusky, 1970), three dimensions of learning model (Illeris, 2002, 2004), lifelong and self-directed learning (Tough, 1967, 1971), transformational learning (Mezirov, 1991), model of learning process (Jarvis, 2006), and pedagogies of engagement (Engerton, 2001).

Thus, in the research in Business English class participated 15 first-year students from the Faculty of Management, Latvian Business College, from October 2015 until January 2016. Their age is from 19 to 25, the English Language Proficiency Level according to the results of placement tests is B1 (intermediate level).

Team-based learning (TBL) concept includes grouping students into diverse teams of 5-7 students that work together throughout the class. (Michaelsen et al. 2004)

In team-based learning the pre-class preparation is important where the teacher has to organize the learning materials to enable students to take responsibility on their own and their peers' learning process with following in-class team discussion and application of their knowledge in classroom. If students take individual accountability, it will provoke the better team interaction. This accomplishes all three competences-what individuals know or are able to do in terms of knowledge, skills and attitude and productivity - extent to which individuals can adapt to generate new knowledge and continue to improve performance communicating with others. In the class at the beginning of new theme, the students complete the individual Readiness Assurance Test (iRAT) and then complete the same test with their group members -the group Readiness Assurance Test or (gRAT). Both the individual scores and the group scores contribute to the students' mark. The tests are typically multiple choice; however, open questions also might take place.

After the students complete the group test, the teacher discusses the answers and encourages students to appeal questions that they got incorrect. The discuss session encourages students to review the material, evaluate their understanding, and defend the choice they made. To conclude the Readiness Assurance Process, the teacher gives a lecture that focuses on concepts with which students struggled the most (Sweet, 2012). Afterwards, the additional practice exercises are introduced.

The questionnaires and observations were used as a research method to evaluate the success of TBL in Business English classes. The TBL outcomes (student's interest, confidence, linguistic skills) in Business English classes at Latvian Business College are summarized in the Table 2.

The analysis of TBL outcomes in Business English classes demonstrates that 87 % of students find the lectures where TBL method was used clear and understandable, 93 % agree that the lectures increased their understanding of the subject, 100 % suppose that it was interesting to learn via this method, and 94 % believe that the lectures improved their general analytical and critical skills as well as skills to learn in teams. Analyzing the comments to the question 'What did you like most about this theme' 45 % of students wrote 'work in teams' (other answers were more specific about the material of the lesson), what emphasizes the interest and engagement in team work on the lesson. In the comments answering the question ‘What did you like least?’ 15 % of students wrote about reading long texts, what tells that long pre-class individual preparations did not bother the majority of class.

Table 2 **Analysis of TBL outcomes in Business English**

TBL outcomes	**Evaluation**			
	Strongly agree	***Agree***	***Not strong feelings***	***Disagree/ Strongly disagree***
1. The lessons were clear and understandable	54%	33%	13%	-
2. The lessons increased my understanding of the subject	33%	60%	7%	-
3. The lessons were interesting	47%	53%	-	-
4. Contribution of these lessons in improving your general analytical and critical skills	27%	67%	6%	-
5. Contribution of these lessons in improving your skills to learn in teams	47%	47%	6%	-

Conclusion

Summarising the research analysis it can be concluded, that team-based learning, as a tool of third generation learning in teaching Business English, seems successful: it assisted to academic achievements both in linguistic and communication through critical thinking, team work, trust and mutual respect and incorporated peer-group teaching with enthusiasm for learning of Business English.

In the well-organized by teacher learning process where students are motivated to communicate and learn in teams discussing the new material, the success and achievements are higher and students are better prepared for independent life-long learning because of constant practice. The theory-grounded investigation was analyzed and its results prove that there is a link between third generation learning in Business English and progress in language and business communication style as:

- students communicated more on the lesson among themselves instead of passive listening to the teacher;
- they learned to think critically and then express their language knowledge in speaking and writing;
- they prepared independently to the lessons, reading the provided materials and analysing it, and then collaborated in teams trying to find the correct answer;

- they learned to respect each other and solve all problems by talking with each other.

Around 90 % of students positively evaluated the introduction of this approach and acknowledged that they developed such skills as critical thinking and ability to work in teams. However, the teacher to contribute to TBL success should make sure that:

- the course content is complex enough to justify team formation for TBL, otherwise the students will be bored and demotivated;
- the teacher should be flexible and creative with the materials to adjust the syllabus to follow the TBL concept and not to miss the linguistics aspects of the discipline;
- the criteria of assessment and mutual evaluation should be transparent to make the value of cooperation obvious.

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RECENT REDAGOGICAL STRATEGIES DIRECTED TOWARDS THE MAINTENANCE OF NATIONAL IDENTITY

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Abstract. *Today's global processes foster the rapid internationalization and integration of educational systems of different countries. Globally-oriented strategies are spread all over Europe. They gradually "creep" into the state structures and set up new goals before the educational systems of developing countries. On the background of the ongoing internationalizing processes the question of the maintenance of national identity acquires an outstanding importance. State universities make an attempt to play a significant role in the solution of this problem.*
The given paper presents the latest pedagogical strategies implemented at the Faculty of Humanities of Ivane Javakhishvili Tbilisi State University. The major emphasis is put on the involvement of two ongoing projects into the university studies ("English-Georgian Encyclopedic Dictionary", "The Georgian National Corpus") and students' participation in their further development. The given projects directly answer the demands of the modern epoch. On the one hand, they reveal western-oriented strategies via the introduction of the major concepts of today's lingva franca. On the other hand, they serve as the tool of the maintenance of the national identity via the enrichment of the Georgian language and popularization of the Georgian literary monuments or manuscript sources among the foreigners. The strategies highlighted in the paper directly answer the following demand of the Council of Europe: "The rich heritage of diverse languages and cultures in Europe is a valuable common resource to be protected and developed". Moreover, they can serve as an exemplary and useful model for those universities of developing countries, which strive towards the European integration and at the same time, facilitate the maintenance of the national identity.
Keywords: *higher education; national identity; strategies; Tbilisi State University; teaching.*

Introduction

According to the contemporary viewpoint: "Identity is a description or, in other words, the definition of the existence and belongingness" (Hüsamettin, Feyzullah, 2013).To belong to a national or "an ethnic group is to possess a common descent, cultural heritage, religion, language and a distinctive history and destiny and to feel a sense of collective uniqueness and solidarity" (Gill,

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2013).“Language plays an integral role in nation-building and identity formation” (Gill, 2013). Moreover, as an integral part of the national identity “language reflects what is most essential for any nation, its culture, history, customs and traditions. Language policy, in its turn, reflects any changes in a country or the world (social or political)” (Minasyan, 2014). The contemporary political, social and even lingual processes are directly influenced by the ongoing globalizing tendencies. The aspiration towards a unique unification and interconnectedness is accompanied by fostering the maintenance of multi-nationality and multi-ethnicity. The role of the preservation of national languages grows in this respect, because on the one hand, languages symbolize identities, while on the other hand, language loss has a negative impact on biodiversity conservation. Contemporary viewpoint directly indicates, that “there is a fundamental linkage between language and traditional knowledge (TK) related to biodiversity. Local and indigenous communities have elaborated complex classification systems for the natural world, reflecting a deep understanding of their local environment. This environmental knowledge is embedded in indigenous names, oral traditions and taxonomies, and can be lost when a community shifts to another language” (Endangered languages).

It’s worth mentioning, that during the last decades the tendency towards shifting to *lingva franca* (the English language) has crossed all the boundaries. English has run rampant across the universe. As a result, “most of the 6000 languages spoken today are in danger, with around 50 % of them facing extinction in the current century” (Castello, 2009). The given data have become a big source of concern for international organizations and authorities of different countries of the world. Even in 2001 the action plan of “*UNESCO Universal Declaration of Cultural Diversity*” fostered taking the appropriate measures towards:

- “safeguarding the linguistic heritage of humanity and giving support to expression, creation and dissemination in the greatest possible number of languages;
- encouraging linguistic diversity – while respecting the mother tongue – at all levels of education, wherever possible, and fostering the learning of several languages from the earliest age; and
- promoting linguistic diversity in cyberspace and encouraging universal access through the global network to all information in the public domain” (Endangered languages).

The encouragement of linguistic diversity has also been supported by the Council of Europe. The preamble of the Recommendation R (82) 18 of the Committee of Ministers of the Council of Europe directly indicates, that “the rich heritage of diverse languages and cultures in Europe is a valuable common resource to be protected and developed, and that a major educational effort is needed to convert that diversity from a barrier to communication into a source of mutual enrichment and understanding" (Council of Europe).

The given paper presents the latest pedagogical strategies implemented at the Faculty of Humanities of Ivane Javakhishvili Tbilisi State University. The major emphasis is put on the involvement of two ongoing projects into the university studies ("*English-Georgian Encyclopedic Dictionary*" and "*Georgian National Corpus*") and students' participation in their further development. The given projects directly answer the demands of the modern epoch. On the one hand, they reveal western-oriented strategies via the introduction of the major concepts of today's lingva franca. On the other hand, they serve as the tool of the maintenance of the national identity via the enrichment of the Georgian language and popularization of the Georgian literary monuments or manuscript sources among the foreigners. The paper is concluded by the discussion and assessment of the project "Georgian-Megrelian-Laz-Svan-English Dictionary", which was initiated and carried out by the professors and PhD student of IvaneJavakhishvili Tbilisi State University.

IvaneJavakhishvili Tbilisi State University – ongoing projects and further strategies

Georgia's contemporary social-pedagogical activities undergo a tremendous expansion via reconstructing all stages of knowledge-acquisition according to the demands of the modern epoch. Significant processes are observed on the level of higher education.

Tbilisi State University as a driving force of Georgia's educational system tries to respond to the contemporary globalizing claims and creates effective mechanisms for their fulfillment and implementation. Innovative strategies of teaching have been introduced at the Faculty of Humanities. During the recent years the portal of electronic teaching (http://e-learning.tsu.ge/) has been actively implemented in many university courses. This electronic component has been supplementing traditional methodologies of teaching and has been oriented on raising the effectiveness of knowledge acquisition. Some effects can be illustrated by the discussion of the course "***The history of the Georgian literary language***", which was created for the students of the direction of the Georgian philology. The portal of this course enables students to get acquainted with the syllabus, teaching materials, tasks, major topics and presentations. Moreover, it indicates resources (*electronic bases* and *corpora*) for searching for the empirical material necessary for the preparation of literary-research papers and presentations, which are necessary components of getting the scores. Among the given resources the major accent must be put on "***The Georgian National Corpus" (GNC)*** - an international partnership project, supported by the

Volkswagen Foundation within the program “*Between Europe and the Orient – A Focus on Research and Higher Education in/on Central Asia and the Caucasus”.* The project started in 2012 under the leadership of Georgian and German scientists. Its outstanding significance can be measured according to three major parameters:

1. ***Scientific value*** - the project is focused on the development of a comprehensive corpus, “which makes the Georgian language in all its diachronic and synchronic diversity accessible to scientific investigations from various perspectives (linguistics, literary studies, history, political and social sciences, etc.)” (The Georgian National Corpus).
2. ***State value*** - “***The Georgian National Corpus***” is a virtual space, which facilitates the preservation of the Georgian language via:
   - defending the ecology of the language;
   - planning a progressive lingual policy;
   - normalizing and standardizing the state language;
   - adapting the Georgian language to the platforms of e-learning, etc.
3. ***International significance*** – the value of “***The Georgian National Corpus***” is raised by the fact, that it presents the literary history of Georgian, which has been written with “three different scripts in the course of time: *Asomtavruli*, the Old Georgian majuscule script (ca. 5th-10th cc.), *Nusxa-Xucuri*, the minuscule script used in manuscripts of ecclesiastical content (ca. 9th-19th cc.), and *Mxedruli*, the minuscule cursive used since the Middle Ages until the present day” (Gippert & Tandashvili, 2012). Such diachronic study of the state language and digitalization of its written monuments or manuscripts serve as a useful tool for the popularization of Georgia’s state language among foreigners. The number of foreign Kartvelologists (foreigners who are specialized in the Georgian language) increases and the number of Georgian-speaking population grows throughout the world. This fact prevents the Georgian language from the tendency of becoming an endangered language, which “faces extinction” throughout the further decades.

It has already been mentioned, that “***The Georgian National Corpus***” was created under the leadership of Georgian and German scientists. However, nowadays it embraces the participation of younger generation - the students of the Faculty of Humanities at Tbilisi State University. The students work in two different directions - *digitalization of Georgian literary monuments* and *annotation of already-existed texts*. The latter acquires the greatest importance, because annotation is the form of the enrichment of electronic data with a linguistic meta-information, which is presented on different independent levels. The most complete formis a multi-level annotation, which characterizes a word not only from the lingual point of view, but presents the data of alliteration and equivalency (with the English counterparts). The annotation of the words constituting the sentence *"თხამვენახიშეჭამა"* (*The goat ate up the vineyard*) can serve as a vivid example of these processes:

L1 თხა-მვენახ-იშეჭამ-ა
L2 *txa-m venax-i še am-a*
L3 goat vineyard eat
L4 NN V-tr.
L5 ERG.Sg. NOM.Sg. AOR.S3
L7 A DO PRD
L10 "The goat ate up the vineyard" (Tandashvili & Purtskhvanidze, 2014).

Before starting participation in the creation of "***The Georgian National Corpus***", the students of the Faculty of Humanities attended special courses of Summer and Winter Schools organized by Georgian and foreign scientists. At the given schools the students became familiar with the essence of digital Kartvelology comprising: the methodological issues involved in the creation of the corpus, the major principles of annotation, the basic strategies of building up thematic corpora and its management.

Therefore, the involvement of the Georgian students in the creation of "***The Georgian National Corpus***" acquires the greatest national importance. On the one hand, the students facilitate the preservation of their national language and linguistic heritage, while on the other hand, they get acquainted with the principles of translation from the native language into *lingva franca*.

Among the innovative courses of the Faculty of Humanities a special attention must be paid to "***Abstracting and reviewing of the English text***" (***ARET***). The given course was reconstructed in 2013 and is delivered to the students of the direction of *the English Philology*. The major importance of ***ARET*** lies in the fact, that it presents the latest principles of translation and transfers the skills of the creation of a valid scientific work. At the end of the course, the best students (having the highest grades) are involved in the project "***Parallel corpus of English-Georgian scientific texts***". The students are asked to create Georgian translations of the passages of the English scientific texts via using appropriate terminological and phraseological units. In cases of the lack of equivalency, the creation of new Georgian lexical units is facilitated.

The compilation of the "***Parallel corpus of English-Georgian scientific texts***" acquires the greatest importance in the building of the contemporary Georgian lingual space, because after the completion of the Soviet era, the

Georgian language regained its state function and started development towards the adaptation to the realities of the contemporary life. A lot of concepts related to history, politics, diplomacy, jurisprudence, market economy and technology entered the Georgian reality. The necessity of their nomination with new Georgian terms has acquired the greatest urgency. Therefore, students' and professionals' works carried out within the framework of parallel corpus directly answer the demands of the modern epoch. All the outcomes of the given corpus will be involved into the large-scale university project "***English-Georgian Encyclopedic Dictionary***", which will present numerous English terms and their old or newly-created Georgian equivalents comprising almost all field of science. The enrichment of the Georgian language will raise its value, international circulation and competitiveness.

It's worth mentioning, that besides the growing interest towards the creation of the digital parallel corpora, the Georgian scholars pay the greatest attention to the compilation of multi-lingual dictionaries. In 2014-2015 a unique project was carried out at Tbilisi State University. It comprised the creation of five-language dictionary (Georgian-Megrelian-Laz-Svan-English) and was financed by the Embassy of Switzerland and Swiss Cooperation Office in the South Caucasus. The preparation procedure was initiated by Prof. RamazKurdadze and united professors and PhD student of Tbilisi State University.

After the publication of the dictionary it was assessed as a unique presentation of Kartvelian languages and their English counterparts. 6000 entries shed the light to the contemporary relationship between Kartvelian languages – Georgian, Megrelian, Laz, Svan - which make up the South Caucasian language family. The importance of the given multi-lingual dictionary can be assessed from two points of view: a *local significance* and an *international significance*.

From the local perspective the Georgian-Megrelian-Laz-Svan-English dictionary:

- "demonstrates the view of the linguistic affinity of the Kartvelian tribes" (Georgian-Megrelian-Laz-Svan-English Dictionary, 2015);
- "manifests the trail of the influence of non-cognate languages (viz. Russian, Greek, Turkish)" (Georgian-Megrelian-Laz-Svan-English Dictionary, 2015);
- maintains national identity via the preservation of the local linguistic diversity.

From the international perspective the Georgian-Megrelian-Laz-Svan-English dictionary:

- represents a rare attempt of the presentation of lexical units of the Kartvelian languages and their English counterparts and therefore,

raises the value, international circulation and competitiveness of all Kartvelian languages;
- popularizes the Kartvelian languages among the English-speaking society of the world;
- serves as a useful tool of foreign Kartvelologists, who are interested in the investigation of the South Caucasian languages.

Conclusions

All the above mentioned enables us to conclude, that ongoing globalizing processes stipulate significant changes within the educational system of Tbilisi State University, which undergoes important reformation processes. On the one hand, it fosters the implementation of innovative student-oriented methodologies (e-learning, e-portals, involvement in different projects, etc.), while on the other hand, it participates in the building of the nation's conscience directed towards the preservation of the national identity.

"*Maintenance of linguistic diversity via the preservation of the national language*" – this is the major task of the projects carried out with an active involvement of the students of the Faculty of Humanities at IvaneJavakhishvili Tbilisi State University. The given projects directly answer the demands of European organizations and facilitate Georgia's integration into the European area via sharing western strategies directed towards the defence of national uniqueness.

Therefore, the highlighted methods of student-oriented teaching 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.

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STUDENTS-TRANSLATORS PROFESSIONAL COMPETENCE DEVELOPMENT: THEORETICAL OUTLINE

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Abstract. *The paper deals with the problems of students-translators professional competence development in the framework of terminological expertise acquisition. Terminological work is stated to be one of the key means of translation competence development. The emphasis is made on theoretical aspect of the matter. The clarification of basic concepts – competence, translation competence, and terminological competence – is provided. Translation competence is viewed as a set of several sub-competences, characterizing translator's social, communicative and properly text-oriented skills. Terminological competence is viewed as the constituent of translation competence. The objectives and the tasks of terminological work for Translation students are stated. Curriculum components resulting in terminological expertise acquisition are analyzed. The system of exercises aimed at terminological competence development is outlined.*
Keywords: *students-translators, competence, translation competence, terminological competence, curriculum, terminological expertise acquisition, system of exercises.*

In the context of globalization processes intensification, in response to the aspiration of Ukraine to integrate into the European area, there is a constant increase of international collaboration promoting the extension of Ukrainian contacts all over the world. Facing these processes the society creates the growing demand for coherent translation and interpreting. Meetings, negotiations, conferences, assemblies, festivals, exhibitions, sport events, etc. will never be a success without professional language mediators, i.e. translators and interpreters. European Master's in Translation Group states that translators are essential players in facilitating all forms of exchange and integration and promoting linguistic diversity (EMTG, 2009). Thus, it is not surprising that the success of translation completely depends on the level of translator's / interpreter's professional competence development, its thematic, language, intercultural, info mining, and technological areas in particular.

As National Standards of Education in Ukraine are still on the stage of elaboration, at Translation Department of State Higher Educational Institution "National Mining University" (Dnepropetrovsk, Ukraine) we have developed the framework of students-translators professional competence development by the means of terminological expertise acquisition.

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In the process of the framework development the methods of analysis, synthesis and generalization were applied.

The frame work under consideration provides consecutive learning based on subjects continuity, interrelation and balanced distribution of subjects through the curriculum. Positive results of students' final state attestation confirm the validity of the framework.

The aim of this paper is to present the framework adopted in our university.

With this aim in purpose we have to:

- clarify the basic concepts: competence, translation competence, and terminological competence;
- state the objectives and the tasks of terminological work for Translation students;
- analyse curriculum components resulting in terminological expertise acquisition;
- outline the system of exercises aimed at terminological competence development.

For us, competence is the ability of an individual to do a job properly.Itis a set of defined behaviors that provide a structured guide enabling the identification, evaluation and development of the behaviors in individual employees.

Translation competence is viewed as the concept which characterizes the translator's/ interpreter's professional ability to perform communicative mediation in different spheres of knowledge and activities. Recent decades investigations in this field have resulted in numerous publications on the didactic problem of translation competence in Ukraine and abroad. The concept of translation competence has also been reflected in EU Standards of Higher Education.

The concept of "translation competence", created by Israel linguist and translator G. Touri (Touri, 1980), provoked numerous and extended discussions on its essence. As a result, there was a model of translation competence elaborated.

A long lasting discussion on the content of translation competence resulted in the creation of the model combining several sub-competences. The sesub-competences characterize social, communicative and properly test-oriented skills of the translator. One cannot help noticing the connection of this competence with the Common European Framework of Reference for Languages (CEFR, 1986). Beeby A., Ensinger D., and Presas M. prove the necessity of including additional components into the concept of translational competence (Beeby et al., 2000). According to them translation competence should include linguistic competence (lexical, grammar and discourse knowledge and skills), extra-linguistic competence (general knowledge, the knowledge of Translation Theory, Language Theory, cultural knowledge, and the knowledge of translation specific spheres), the competences of the information transfer (the skills of understanding, decoding, paraphrasing, transforming, and translation planning as a whole), professional competence (the ability to use modern technologies of information acquisition and use,the knowledge of the situation at the professional job market), strategic competence (mastering the skills of attention focusing, memory perfection, self-correction, obtaining proper psychophysiological characteristics, such as psychomotor skill, cognitive abilities, certain psychological traits (Липатова & Литвинов, 2015).

Taking cue from European Master's in Translation group, by translation competence, we mean the combination of aptitudes, knowledge, behaviour and know-how necessary to carry out a given task under given conditions. This combination is recognized and legitimized by a responsible authority (institution, expert) (EMT, 2009).

We also accept the idea of MontaltRessurrecció V., EzpeletaPiorno P., and GarcíaIzquierdo I. (MontaltRessurrecció et al., 2008), according to which mastering text categories is to be recognized as the central component of translation competence. Special emphasis here should be laid on genre, as the practice of translation teaching is based on this notion. The formation and the development of particular professional skills depend on genre. It is also connected with the obvious correlation of genres, styles and methods of translation. The concepts of genre and stylistic type of translation and genre and stylistic standard of translation, elaborated in the process of Translation Theory development, have a reason behind them. Literary, informative and functional sub-types of translation constitute practical realization of genre and stylistic type of translation concept. Genre and stylistic standard of translation combines the requirements the translation is to meet depending on the functional style of the original. Thus, the translation of fiction is assessed by its aesthetic merits, whereas technical translation is assessed by its terminological correctness and the ability to use this text in practice (Липатова & Литвинов, 2015). The latter fact stipulates the importance of terminological work in the process of translation competence development as the means of terminological expertise acquisition.

The problems of terminology are one of the burning ones in modern Linguistics and Translation Theory. This fact is stipulated by a number of reasons. The first reason of philologists’ attention to terminology is attributed to the fact that terminological units of any language fall into the vocabulary layer of key importance. This layer is a rapidly developing one, being in excessive demand among specialists of all branches. The next reason is connected with certain difficulties terminological units may cause to the translators of scientific and technical, popular scientific literature as well as to the translators of science fiction, publicistic writings and even fiction. The translation of technical texts is certainly not limited to terminological units rendering by the means of the target language, but still it is the knowledge of terms origin, building, classification and functioning (inside and outside a certain terminological system) that makes adequate translation possible. All these stipulate the necessity of translators' terminological sub-competence development.

Montero Martínez, Silvia and Pamela Faber outline the following set of abilities as a part of terminological sub-competence. According to them, translators need to develop strategies to carry out the following processes:

- the identification and the acquisition of specialized concepts activated in discourse;
- the evaluation, the consultation, and the elaboration of information resources;
- the recognition of inter-linguistic equivalents based on concepts in the specialized field of knowledge ;
- acquired information and knowledge management and the ability to re-use them in future translations (Montero Martínez & Faber, 2009).

The formation of students-translators' professional competence is realized by the means of all the subjects of the curriculum, focusing on the combination of translation theory and practical skills. In this regard, the subject "Practice of Scientific and Technical Translation from the First Foreign Language (English)" gains special importance, as it results in the acquisition of knowledge of basic special vocabulary and fundamentals of connected text translation and interpreting. The course is also aimed at teaching students general scientific vocabulary as well as special terminological vocabulary of human activity leading branches.

It should be noted that undergraduate Terminology courses in Translation receive much attention in the framework of Translation students training in Ukraine. Comprehensive training of translators in Higher Educational Institutions also involves Terminology course learning. The course is aimed at teaching theoretical fundamentals of Terminology as the Humanity, as well as structural and semantic peculiarities of terms as the object of translation. Thus, Terminology course for Translation students is another important component of terminological competence development.

The course starts on the third year of study after students have had time to reflect on the language mediation process. This reflection naturally leads to the realization that in order to effectively translate specialized texts, a translator must be aware of how to identify and resolve terminology problems (Montalt Ressurreccióet.al., 2008).

The main objectives of the course, which is designed to provide the knowledge of English Terminology fundamentals for Translation students, are:

1) theoretical aspects of Terminology presentation;
2) English and Ukrainian terminological systems comparison;
3) terminological units' functional and translational peculiarities outlining.

The main tasks of the course are:

1) to provide students with the knowledge of basic concepts and definitions applied in Terminology;
2) to introduce modern terms main types, formation patterns, structural and semantic peculiarities, stylistic and sociolinguistic functions;
3) to teach main means of terms translation in special and not-special texts.

The curriculum also includes a number of Terminology related courses: English Terminology, Basics and Terminology in the Field of Power Engineering, Basics and Terminology in the Field of Electrotechnical Engineering, Basics and Terminology in the Field of Mining, Translation in the Field of Power Engineering, Translation in the Field of Electrotechnical Engineering, Translation in the Field of Mining.

The content of terminological component of undergraduate students training can be organized under the following stages:

1. Introduction to Terminology (English Terminology, 1 ECTS credit).
2. Theory and practice of Terminology (Basics and Terminology in the Field of Power Engineering, Basics and Terminology in the Field of Electrotechnical Engineering, Basics and Terminology in the Field of Mining, 8 ECTS credits).
3. Terminology applied to Industry-specific Translation (Translation in the Field of Power Engineering, Translation in the Field of Electrotechnical Engineering, Translation in the Field of Mining, 15 ECTS credits).

The first stage aims at providing the overview of Terminology as the Humanity:

– basic concepts;
– various approaches to Terminology;
– the distinction between word, term and nomenclature;
– in-branch and inter-branch homonymy of terms;
– terminological word-building;
– the concepts of functional group, main meaning, lexical and semantic group, semantic structure of the word;
– basic classifications of terms.

On the second stage the emphasis is laid on industry-specific texts as the main domain of terms functioning. Industry-specific terms are studied in their natural environment.

The third stage represents the application of the obtained terminological expertise to translation. It focuses on practical implementation of the gained knowledge and skills.

The organization of in-class activities, including lectures, discussions and debates, stimulates students' active participation in the learning process. Both in-class and independent activities presuppose the work with the system of exercises.

The system of exercise includes:

- reproductive exercises on the levels of word, word-combination and sentence;
- receptive and productive exercises on the level of terminological equivalents, word-combinations, syntagmas;
- receptive and productive exercises on the level of texts.

Independent studies are based on written translation of special texts containing typical translational difficulties, work with dictionaries, terminology learning, and different branches terms glossaries making.

Thus, according to the curriculum Terminological disciplines make up 24 ECTS credits, 684 hours (about 228 hours of in-class work and 456 hours of independent study) with strong focus on practical training (15 ECTS credits). Such practical orientation of the curriculum provides the acquisition of terminological expertise promoting the development of students' translation competence as well as making them competitive on the market of translation services, as the ability to combine theoretical knowledge and practical skills contributes much to adequate translation and successful professional activity.

In near future we are going to develop a questionnaire to get the information on the value of each subject from the students' point of view to identify areas for improvement. We plan to acquire data on students' evaluation of the subject courses, their own participation in the study process and their proposals concerning the courses: the topics that the courses should have covered in a greater depth as well as their likes/dislikes about the courses.

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TEACHER'S VOCATION AND STUDENTS' ATTITUDES TOWARDS A CHOICE OF TEACHER'S VOCATION

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Abstract. *Research published by Eurydice in 2015 „Teaching Profession in Europe: Practices, Perceptions, and Policies" indicates to the significance of teaching vocation in a sustainability-oriented learning environment, but at the same time there is an indication of a low prestige of teaching vocation in Latvia. The situation in Latvia reveals a significant problem teacher trainers need to deal with. There are very high standards set for teachers' profession, on the other side, the politics of the country is oriented towards a motivation of young specialists to choose teacher's vocation. In order to train competent teachers this is essential to explore a motivation of learners to acquire teaching profession and to make a decision to work at school and in the kindergarten. The aim of this study is to explore reasons why youth in Latvia choose to study in the educational programs and to explore changes in students' attitudes during their learning process in teacher training institutions.*
Keywords: *attitudes, professional choice, teacher training institutions, teacher's vocation.*

Introduction

Teacher plays a significant role in fostering each individual's development, because teacher helps one to acquire necessary skills and attitudes for leading a responsible life. The research carried out by the Omnicom Media Group „Teaching – future profession" (2014) reveals that out of the pool of 505 parents who participated in the investigation, 99 % of parents want a good teacher for their children. What does this mean to be a good teacher in the 21st century? On the bases of teacher's professional competence lies three components: knowledge about the development of a personality, organization of an educational process, cooperation skills, ability to study, to motivate, to cooperate, to solve problems, to control and to evaluate, to develop one's attitude towards one's profession, children, values and problems (Andersone,

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2010). Teacher needs to undertake a responsibility to prepare pupils for life so that they become critical thinkers who respect the otherness, who are flexible and with an active citizen's position (Eurydice, 2015). This means that teachers' profession is complex and very demanding. At the same time a prestige of teachers' profession is quite low in the society and as well as a societal interest about teachers' profession is also quite low.

In Latvia, only one percent of interviewed parents wishes to see their children as teachers (Eurydice, 2015). There is a societal attitude that teachers are overloaded, low- paid, they work in an insecure environment and in the conditions of high stress (EK, 2015).

To train competent teachers, teacher training institutions need to be aware about a motivation of learners to acquire teachers' profession and to work in school and in the kindergarten. Therefore, the **aim of this study** is to explore reasons why youth in Latvia choose to study in the educational programs and to explore changes in students' attitudes towards teacher's vocation during their studies.

Teaching profession in the 21st century: Challenges and possibilities

Data gained in the international research (MacBeath, 2012) point to increasing tendencies of aging and a lack of teachers. In Latvia, approximately one third of teachers are older than 56 (LU, 2015). In The reason why young people in Latvia do not choose to relate their career to teachers' vocation is found because of high requirements placed for teachers by a contemporary society; on the other side, it can be explained by a very demanding working conditions and a low teacher's prestige.

21st century places the task for the teacher and the school to help the learner to acquire such skills that are necessary for life in a competitive job market and in a knowledge-based society (Eurydice, 2012). The century challenges a teacher to undertake a responsibility about designing an open and flexible learning process in a value-based learning environment (Liakopoulou, 2011). The answer to the question what qualities and competencies the teacher needs to acquire in order to solve all the tasks is reflected in the research (Eurydice, 2015; Educational Center of Initiatives, 2013; EU, 2013) and scientific literature (Parkay, 2006; Andersone, 2010; Liakopoulou, 2011; Baumert & Kunter 2013), that puts an emphasis on the content of a professional competency. There are diverse interpretations of a professional competency in the scientific publications.

Teacher needs to know one's subject, methods of teaching and pupils' physical, social, and emotional peculiarities, didactic and classroom management principles, as well as local and global contexts of teaching (Andersone, 2009; Liakopoulou, 2011).

The research carried out by the DnB NORD in 2013 indicates to the most urgent problems to be solved which teachers have mentioned as a lack of discipline, low technical equipment, violence, huge number of students in the classroom, and a lack of technologies (DNB NORD Latvia's Barometer, 2013).

Security of teachers in Latvia and a satisfaction with work does not foster a lack of Regulations of evaluation of teachers' professional work (LR MK, 2014). The system is not efficient. Discussions started in 2016 about the system of evaluation of teachers' professional qualification, as well as about the inability to come to the agreement about teachers' duties and obligations, as well as skills, knowledge and competencies needed to fulfill those obligations. There is lack of a system of requirements and aims. This is one of the reasons why there are less teachers (61 %) in Latvia than in other OECD countries (77 %) who agree with the statement that there are more advantages than disadvantages in choosing to work in teaching (Eurydice, 2015).

The research carried out in Latvia about the prestige of a teaching vocation as evaluated by the diverse groups of people (VIKNVA, 2007) reveals that teacher's prestige may decrease since majority of graduates of pedagogical programs do not choose to work at school, and that after the first years at school they leave the school. In such a situation high responsibility lies on policy makers and executors of educational programs in teacher training institutions. They need to undertake a responsibility of developing necessary competencies for teachers so that teachers develop a positive attitude towards a chosen profession, as well as a motivation to work in the educational establishment. Besides, in the content of the educational programs in higher education institution, essential attention needs to be paid to the development of a motivation of teachers. In order to work at a meta content level, this is essential to understand why students choose to study in the educational programs and to explore their attitude towards teaching profession during the study process. This is particularly important that there is a demand to re-organize teacher training programs by a careful selection of teachers, by creating a practice-based learning programs in the pedagogical high schools and by ensuring a professional support in schools.

Research methodology and research participants

For the purpose of this study the authors chose **1) a written questionnaire** where the students evaluated eleven factors for a choice of teacher's profession, such as willingness to obtain a degree, willingness to work with children, the influence of a close friend as a motivating factor, family traditions, a prestige of a profession, personal characteristics, achievements, a possibility to obtain a well-paid job, and the interest in a new knowledge **according the Lickert's scale** (5 – significant influence, 1- no influence). 2) An open-ended questions characterized students' attitude towards teaching profession at the beginning of their studies and reflected changes in the attitude during their studies.

Students evaluated their attitude towards teaching vocation at the beginning of their studies and the change of an attitude during studies, as well as they were asked to evaluate their further perspectives in relation of teacher's vocation. Criteria chosen for a questionnaire are based on the results gained in the research carried out in 2010 ("The motives of a choice of teaching profession" (Černova, 2010).

The questionnaire was piloted in 2016 with the involvement of sixteen participants. It was concluded that significant changes in the design of a questionnaire are not needed therefore, this particular questionnaire was chosen for the purpose of this study.

The article presents the analyses of data gained in 2015 about the reasons of a professional choice and the attitude towards teaching of students employed in teacher training institution in 2015 and their attitude towards teaching as a case study (Geske & Grīnfelds, 2006). The study took place at Daugavpils University, Bachelor program "The Teacher." The total number of research participants were one hundred fifteen research participants from Daugavpils University who have participated in the research from a full time program "The Teacher" preschool (Grades 1-3) and basic school students (Grades 1-6) as well social science students. The total number of research participants who took part in this study were 115, that is 2/3 of all students. The participants represented different age groups, educational level and experience, therefore data gained in the questionnaire fully represented reasons of a professional choice and students' attitude towards teaching profession.

The research respondents represented different age groups, educational level as well as a work experience. Since Daugavpils University is one of the six higher educational institutions in Latgale's region where the teachers are being trained, this allows us to conclude that the data gained in this study reveal the motives of a choice of teaching vocation as well as the main tendencies of students' attitude towards teaching profession.

Research findings

As this is found out in the research, the most significant influence on student's choice of studies is made in favor of teaching vocation, that is, a willingness to get a higher education (85 % of students), a possibility to study in a budget placement (77 %), achievements of a personal character, to enrich one's professional qualification (63 % of students). The evaluation of research results indicates that according to the indicators suggested by Bastik (Bastick, 1999), allows the authors to conclude that the students begin their studies in teacher training programs on the bases of intrinsic motivation. Among the external and altruistic motives of a teaching profession, among the most significant factors the students have mentioned such factors as one's ability to study in a budget placement (external factor) and one's willingness to work with youth. Internal motivation of students to obtain teaching profession justifies the fact that 78 % of all the respondents have joined teacher training programs knowingly, and only 6 % of all the respondents acknowledged that the choice of teaching profession has been a coincidence. This means that the most of students are the ones who are highly motivated to study in teacher training programs. The data gained in the international research indicate that during studies students' opinion changes.

Table 1 **Factors determining the choice of one's profession.**

Factors determining the choice of one's profession	**Significant inflluence (N)**	**Partial significance (N)**	**No influences (N)**
Willingness to obtain higher education	78	8	5
Wilingness to work with children	78	11	2
Influence of close friends	17	41	33
Family traditions	12	10	69
Prestugue of a profession in the society	22	25	44
Personal features, achievements	58	18	15
Coinsidence	5	14	72
A possibility to get tuition for studies	70	10	11
Willngness to raise one's professioanal qualification	57	19	15
Possibility to obtain well paid job	46	22	23
Demand of a profession in a job market	41	25	25

The international OECD environmental research "TALIS 2013" indicates that 36 % of teachers from Latvia consider a possibility to choose the other profession (Geske & Ozola, 2015). Only 13 % of all the respondents of the educational programs continue a work in the field chosen by their parents and grandparents. Only 13 % of all the students responded that family traditions have influenced considerably a choice of their profession. Only 36 % of all the students claim that their choice is not influenced by friends and teachers (Geske & Ozola, 2015). Most of the teachers have come across with the positive and successful teacher whose example has inspired one to choose teaching profession.

The rating of teacher's salary has been placed among the low paid professions in the survey carried out in 2015. It has been discussed about a reduced number of teaching placements in the educational programs in media. Still, many students choose teaching profession because they evaluate it as well-paid and easily accessible. Majority of the respondents originate from Latgale's region where unemployment is very high – 17,8 % (Employment agency, 2015). In small village teachers' profession is one of the most well-paid professions. The majority of respondents (31 %) are already employed in teaching during their studies but 24 % of respondents already have had their teaching experience.

The second questionnaire offered for the students required them to describe their understanding about teacher on the first year of their studies. The data obtained as a result of a content analyses allows one to conclude that at the beginning of their studies the students associate their profession with: 1) the responsibilities, necessary knowledge and skills, 2) the prestige of teacher's profession, and 3) features necessary for work.

Responsibilities, knowledge and skills necessary for teaching

The analyses of data gained in the questionnaire reflects that at the beginning of a study process students associate teaching profession with "a huge responsibility" towards the future of each and every child. Therefore, they consider teaching as a complicated activity. The teacher needs to learn "psychology and a development of children," "upbringing of children" and other important issues. "We all were learners, but how to teach nobody has taught us" since the students have gained the first perception of a teaching profession, and they know that teaching is a complicated activity and that they need to motivate pupils for learning. Teacher prepares for classes, prepares teaching material, organizes out-of-school activities, and tries "to cooperate with teachers and parents." Other students wrote that their understanding about teacher's profession was different. They thought that teaching is a very easy activity since "the teacher only plays with children" and that "teaching does not require patience and lots of efforts" and that "everybody can become a good teacher." They associate a teacher with a person who does not need to know much, that "teaching is rather easy," and it is not the same as "learning math." Students had different views on teaching at the beginning of their studies.

The status of teaching in the society

Some of the students hold an opinion that a chosen profession is very demanding in a job market "there are less and less teachers who choose to work at school and there always will a need for people who can teach others," one of the students wrote. They wrote about teaching as highly appreciated profession in the society. Some of the students wrote that this is a well-paid job, teachers have many holidays and that their vocations are longer than for other professions. Some of them hold a different view. They were aware that teaching is not a prestigious job in the society, and that the government is not interested to place teaching among well-paid professions. Even more, some students wrote that their family "will not support this choice" and that "teaching is placed among stressful professions." The results of a questionnaire point to a low quality of teaching, since "many teachers work the same way every day."

First year students' opinion about the prestige of teaching profession in the society has not changed a lot. From one side there is a view that "teachers' job is more interesting than I think," but from the other side there is a clear understanding that "teachers' job is very demanding." A teacher has "lots of work both at home and at work." "Teaching work occupies huge amount of time," and "less time is devoted for their family." The students have no illusions about the prestige of teacher's job in the society, about working conditions, payment, and knowledge that they are ready for that, because it is "a job that comes from a heart and a payment does not play a significant role."

Teachers' characteristics and attitude towards work

As described by the students, a teacher needs to be "active, diligent, always in a good mood", and "always together with children." The question naire highlighted altruism as a significant factor in teaching. Young people who decided to become teachers think that they chose to become teachers since this is "a nice profession."Teachers "put a foundation for a development of a child", "they help one to find one's place in the society," they are ready "to become a trustful person for a child," "they find a way to each person's heart." This is a profession that brings a satisfaction to a teacher, and "provides a wide spectrum of emotions." At the same time teachers are aware that they chose a profession where "they need to invest a lot." They need to study a lot, because teacher "needs to be an ideal."

On a question about one's future perspectives, 67 students (74 % out of a pool of all the respondents) indicate that they have an intention to work in the educational institution. The analyses of students' comments allow to conclude that work as a teacher is determined by teachers' love towards children and their willingness to work with children – to help children "to learn about the surrounding world." One's vocation to work in the educational institution they describe as "a dream," "a vocation," and "a conscious decision." They know how "to find a dialogue with children and teachers" – how to conduct events, they know how to "find a dialogue with children, how to motivate children." Teachers' job is relevant for many students because they like to "enrich one's knowledge," "to accept new challenges," as for example, "to organize competency-oriented learning process." At the same time the students are not completely sure that they want to relate their career with teaching. Some of them made such remarks: "My opinion changes every day because I am not stable in my profession," "If I am not successful with teaching I will choose studies in the other field of work."

Many of them think that "a person "needs to do things which he/she is trained for" therefore he or she wants to try oneself in teaching." At the same time, they do not want to invest too much resources – "as long as one's nerves are strong, I will work," "I want to try myself in teaching but I am not sure if I can invest so much energy in this job." Some of the students wrote that they would refuse to work in teaching if they are offered better options. "I will not be the one who spends a lifetime in one's job placement" or "I will not be the one who can work as a teacher a whole lifetime".

26 % of all the interviewed students are less confident that they will choose teaching as their life profession. The evaluation of one's opportunities to work in the educational institution after completing their studies they evaluated as a possible option. They wrote that this is a complicated vocation and requires a huge responsibility. They are not confident about their "their ability to gain authority among children," and they expressed their doubts that they will be able "to carry out their duties in a qualitative way" or if "they will be willing to invest their time in this vocation at all." Despite of a choice of teaching in a very purposeful way, this is clear that not all the students want to relate their life with teaching.

Conclusion

The focus of the 21st century has been placed on teachers' values and the attitude towards children and one's profession. Such factors as work environment, salary, the attitude from the society and others reveal that there is a lack of long-term strategy in education in Latvia. Still, teaching is very attractive for youth. This is essential to emphasize that majority of teachers come to a higher educational institution motivated and they are conscious about difficulties of teaching vocation. They obtain a confidence that the requirement for teacher's vocation brings along huge teacher's responsibility to ensure a quality of education.

The state politics oriented towards the critique of teaching vocation in mass media is a bases for developing a negative societal attitude towards teaching profession and educational system in general. In these conditions the students are aware that their teaching profession has a low status in the society.

Teachers find this difficult to combine work with family duties, they lack a materially technical bases, they undergo a huge psychological burden, they lack a methodological support (LIZDA, 2013). At the same time, they indicate that teaching vocation is stable, required in a job market and creative. Teaching is a mission that gives a satisfaction and emotional fulfillment.

The data gained in this research allows to conclude why the graduates of pedagogical programs do not choose a job in the educational institutions or leave it shortly after they begin to work. They become aware that work in this profession requires significant spiritual, material and physical resources, therefore they are not ready to combine their life with a work at school and preschool educational establishment. To change the current situation, the Ministry of Education and Science as one of the criteria of financing programs has put forwards a more detailed process of a selection of students (University of Latvia, 2015).

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ПОДГОТОВКА БУДУЩИХ УЧИТЕЛЕЙ В УСЛОВИЯХ ЛИЧНОСТНО-ОРИЕНТИРОВАННОЙ ПАРАДИГМЫ ОБРАЗОВАНИЯ

Preparation of the Future Teacher in the Conditions a Student - Centered Educational Paradigm

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Abstract. *The system of education at the present stage of social development is undergoing the significant changes, which are characterized by strong innovative processes demanded by the mass participation of teachers in these processes. The Medium-Term Strategy as a basis for further development of the education system is determined by the needs in teacher training, ready to work in a high-tech learning environment. As a result of innovative processes taking place in modern society is developing a new system of educational values.*
Keywords: *personality, educational model, preparation of the future teacher, paradigm, innovation, competence, innovational activity.*

Введение
Introduction

В XXI веке в полной мере проявилась глубокая зависимость современной цивилизации от тех способностей и качеств личности, которые закладываются в образовании. Новые парадигмы повлекли за собой пересмотр подходов к разработке стратегии образования, потребовали ее четкой ориентации на запросы личности и общества. На XX сессии Генеральной конференции ЮНЕСКО был определен подход к пониманию *образования как процесса и результата совершенствования способностей*

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и поведения личности, при котором она достигает социальной зрелости и индивидуального роста (Всемирная…, 1998).

Становится очевидным, что для эффективной деятельности в современных условиях система подготовки педагогических кадров должна изменить цели педагогического образования, его содержание и технологии. Социокультурная ситуация в обществе требует, чтобы каждый педагог получил образование, соответствующее запросам современного социума и потребностям, возможностям, интересам самого специалиста. Педагог только тогда оправдывает социальные ожидания, если его личность, общая и профессиональная культура развивается опережающими темпами по отношению к подрастающему поколению.

Объект исследования: Процесс совершенствования профессиональной подготовки будущего учителя.

Цель исследования: Обосновать научные подходы к решению проблемы подготовки будущего учителя с учетом личностно-ориентированной парадигмы образования.

Методы анализа данных и результаты: теоретический анализ и систематизация изученной научной литературы, обобщение, моделирование, эксперимент, методы статистики, изучение опыта работы учителей, результатов деятельности преподавателей, изучение и обобщение опыта учебных заведений и др.

Методология исследования: теория познания, учение о деятельности и творческой сущности личности, методологическое положение об единстве сознания и деятельности, теория целостного педагогического процесса как объекта профессиональной деятельности, а также системно-структурный, целостный, личностно-деятельностный, культурологический, аксиологический, компентентностный, синергетический подходы.

Содержание
Content

1. Проблема профессионализма учителя. Утверждение гуманитарных ценностей образования выдвинуло на первый план *личность учителя*. Основой профессионального роста и становления, движущей силой и источником выступает его самосовершенствование, связанное с адаптацией индивидуально-неповторимых особенностей к требованиям педагогической деятельности, постоянным повышением педагогической компетенции, непрерывным развитием социально - нравственных и других свойств личности.

В ситуации культурного кризиса и социальной нестабильности характер проблем, с которыми сталкивается учитель, сместился с практического уровня на теоретико - методологический, когда принятие решения невозможно без системного, целостного, теоретико-методологического осмысления возникающих в целостном педагогическом процессе проблем.

Приоритетное значение сегодня приобретает обновление идеологии, содержания, технологии педагогического образования. Как исходная система ценностей, идеалов и целей, идеология современного педагогического образования квалифицирует его как сферу духовного производства, продукт которого не просто присвоение новых знаний, новых целей, новых ценностей и личностных смыслов, но раскрытие *сущностных сил педагога как исследователя, его интеллектуального и нравственного потенциала, его способности свободно ориентироваться в сложных социокультурных обстоятельствах, не только обслуживать имеющиеся педагогические технологии, но и осуществлять инновационные творческие процессы.* В условиях повышения требований к личности современного учителя и качеству подготовки студентов к профессиональной деятельности особое значение приобретает проблема становления и развития профессионализма будущего учителя. Актуальность данной проблемы обусловлена тем, что профессионализм дает возможность достигать значительных качественных и количественных результатов труда при меньших затратах физических и умственных сил. Как сложное личностное образование, как целостная характеристика деятельности специалиста *профессионализм отражает степень готовности личности к эффективной профессиональной деятельности* и включает такие компоненты как профессиональная направленность, профессиональная компетентность и профессионально-значимые качества. Профессионализм специалиста характеризует степень и эффективность выполнения им основных профессиональных функций. Показателем личностного профессионализма и мастерства педагога является *профессиональная компетентность учителя*.

2. К проблеме формирования профессионально-значимых личностных качеств будущего учителя. В качестве концептуального принципа новой парадигмы была выделена идея о приоритете в системе высшего образования интересов личности, адекватным современным тенденциям общественного развития и ориентации на возможность полноценной реализации внутреннего потенциала каждого студента в процессе их обучения в вузе, развития их творческих способностей.

Разработка теоретических основ профессиональной подготовки учителя, позволили Н.Д. Хмель (1998) прийти к выводу, что для формирования профессионально-значимых качеств, творческого подхода к решению профессиональных задач, учителя нужно готовить таким образом, чтобы объект деятельности, педагогический процесс, стал объектом профессиональной подготовки студента педвуза. Поскольку в реальной практике учитель имеет дело с единой, целостной личностью ученика, включенного в целостный учебно-воспитательный процесс, то необходимо в процессе их обучения в вузе создать условия для формирования готовности будущего учителя к данному аспекту профессиональной деятельности.

Обоснование основных идей профессиональной подготовки будущего учителя нашли отражение в «Концепции педагогического образования, «Концепции развития непрерывного профессионального педагогического образования в Республике Казахстан», «Концепции высшего педагогического образования Республики Казахстан» разработанных учеными Казахского национального педагогического университета имени Абая (Т.С. Садыков, К.К. Жампеисова, Н.Д. Хмель, А.А. Абишев, А.А. Бейсенбаева, С.И. Калиева, Н.Н. Хан, Р.Б. Мухитова, Ж.И. Намазбаева, Г.И. Калиева). Разрабатывая требования, предъявляемых обществом к специалистам с высшим педагогическим образованием, авторы вышеуказанных концепций особо отметили, что: *«Будущий профессионал должен не только в совершенстве овладеть своим предметом, но и видеть место каждого участника в педагогическом процессе, уметь организовывать деятельность учащихся предвидеть ее результаты, корректировать возможные отклонения. Для достижения такого результата необходимо выстроить подготовку будущего учителя в вузе поэтапно, создавая условия для постепенного формирования его как личности»* (Концепция…, 2000).

Следует отметить, что в «Концепции непрерывного педагогического образования педагога новой формации Республики Казахстан в числе стратегических задач выдвинута подготовка учителя, способного работать в новых условиях, адаптироваться к педагогическим инновациям и на высоком профессиональном уровне осуществлять возложенную на него функцию духовного воспроизводства человека как активного субъекта общества, решать новые задачи радикального обновления содержания образования. В данной Концепции готовность учителя к преобразованию знаний в практические действия (владение педагогическими технологиями) выделяется как главное условие формирования профессионализма учителя. Таким образом, в настоящее время, в качестве приоритетной и актуальной задачей высшего профессионального образования выступает формирование личности специалиста, способного к внедрению современных технологий обучения и воспитания подрастающего поколения (Magauova & Zhanguzhinova, 2014).

3.Компетентностный подход в подготовке учителя. Система профессиональной подготовки учителя на современном этапе своего развития, испытывает потребность в новых концептуальных подходах, способных адекватно реагировать на многочисленные запросы нашего времени. На современном этапе развития педагогической науки и практики в подготовке будущего учителя сложился компетентностный подход, который предполагает постепенную переориентацию доминирующей образовательной парадигмы с преимущественной трансляции и освоения знаний, умений и навыков на создание условий для овладения комплексом компетенций, способствующих формированию личности, способностей адаптироваться в условиях многофакторного социально-политического, рыночно-экономического, информационно и коммуникационно насыщенного пространства. Такой подход позволяет выделить в качестве приоритетных задач вузов формирование профессиональной компетентности учителя, позволяющих ей результативно осуществлять свою педагогическую деятельность по формированию разносторонне подготовленного к жизни, высокообразованных, конкурентноспособных личностей.

Обращение к проблеме компетенции обусловлено тем, что в настоящее время к учителю как субъекту профессиональной деятельности предъявляются новые требования. «Учитель-профессионал, указывается в «Концепции непрерывного педагогического образования педагога новой формации Республики Казахстан», - должен не только в совершенстве владеть своим предметом, но и видеть место каждого ученика в педагогическом процессе, уметь организовывать деятельность учащихся, предвидеть ее результаты, корректировать возможные отклонения, то есть должен быть компетентной личностью» (Концепция…, 2000).

Модернизация педагогического образования Республики Казахстан, связанная с осуществлением перехода от традиционной парадигмы трансляций знаний к компетентности, внедрением в практику современных школ инновационных технологий обучения, индивидуальных образовательных траекторий, требует изменения всей системы профессиональной подготовки будущих педагогов. Переход на 12-летнюю модель среднего образования требует формирования актуальных компетенций педагога, его способности решать задачи, обусловленные особенностями развития системы образования Республики Казахстан. В перспективе основным результатом реализации компетентностного подхода должна стать обновленная подготовка кадров, мотивированных к педагогической профессии и готовых к инновационной деятельности в условиях реформирования отечественной системы образования (Концепция…, 2010).

Мы исходим из того, что понятие «профессиональные компетенции преподавателя выражает единство его теоретической и практической готовности целостной структуре личности и характеризует его профессионализм». Это положение и стало основополагающим в нашем исследовании (Zhanguzhinova, 2013)

На современном этапе развития педагогической науки в центре внимания ученых находится проблема исследования сущности педагогической деятельности, характерных особенностей и своеобразия труда учителя. Имеющиеся расхождения в педагогической науке в определении сущности педагогической деятельности вызваны пониманием ее функций. Так, по мнению В.А. Сластенина (2000). «*педагогическая деятельность* представляет особый вид социальной деятельности, направленной на передачу от старших поколений младшим накопленных человечеством культуры и опыта, создание условий для их личностного развития и подготовку к выполнению определенных социальных ролей в обществе».

Основная функция учителя, в современной школе существенно усложнилась, в связи с тем, что она не должна сегодня сводится только к передаче знаний и обеспечению условий их усвоения., - считает Н.Д. Хмель, - а связана с осуществлением важнейшей функции общества - воспроизводством самого себя, выражающимся в усвоении новым поколением опыта предшествующих поколений для подготовки к активной деятельности в сфере материальной и духовной жизни (Хмель, 1998). Таким образом, функции учителя в педагогическом процессе общеобразовательной школы связаны его ролью посредника между социальным опытом предшествующих поколений и учащимися, которым предстоит усвоить этот опыт в своем становлении.

Современные преобразования в обществе, новые стратегические ориентиры в развитии экономики, открытость общества, его быстрая информатизация и динамичность кардинально изменили требования к образованию и привели к переосмыслению сути образовательного процесса. Новые парадигмы повлекли за собой пересмотр подходов к разработке стратегии образования, потребовали ее четкой ориентации на запросы личности и общества.

Системы большинства ведущих стран мира отреагировали на эти вызовы тем, что стали основывать цели, содержание и технологии образования на ожидаемых от него результатах. В этих условиях, глобальной задачей системы образования Республики Казахстан становится создание, апробация и внедрение новой конкурентоспособной модели образования, соответствующей требованиям нового исторического этапа и потребностям развития личности.

4. К проблеме подготовки будущего учителя к инновационной деятельности. В соответствии с «Государственной программой развития образования Республики Казахстан на 2011-2020 годы» вытекает, что уровень конкурентноспособности современной инновационной экономики определяется качеством профессиональных кадров, необходимостью внедрения инновационных технологий в образование (Государственная…, 2011).

Непрерывность изменений в образовании обуславливает современные требования государства и общества к профессиональному развитию учителя, ориентированного на выполнение инновационной деятельности. В связи с этим важной задачей системы высшего профессионального педагогического образования становиться подготовка учителя к инновационной деятельности (Magauova & Zhanguzhinova, 2014).

Реализации этих приоритетных направлений способствуют педагогические инновации. Инновации в образовательной деятельности – это использование новых знаний, приёмов, подходов, технологий для получения результата в виде образовательных услуг, отличающихся социальной и рыночной востребованностью. Инновационный или новаторский опыт связан с осознанием педагогом необходимости перемен, нововведений. Применительно к педагогическим процессам инновация означает введение нового в цели, содержание, методы и формы обучения и воспитания, организацию совместной деятельности преподавателей и студентов (Давыдов, 2006)**.**

Следует отметить, что разработка различных аспектов подготовки учителя к инновационной деятельности находиться в центре внимания ученых. Так, проблемы, касающиеся введения инноваций в образование как одного из основных механизмов развития системы образования, рассматривали И.Г. Богуславская, Т.К. Клименко, С.В. Наумов, А.М. Новиков, Г.П. Новикова и др.; базовые положения педагогической инноватики - О.Г. Хомерики, А.В. Хуторской, Н.Р. Юсуфбекова и др.; подготовку учителя к инновационной деятельности - В.А. Сластенин, Е.И. Артамонова, Л.С. Подымоваи др.; различные аспекты педагогических инновационных явлений - Б.С. Гершунский, В.И. Загвязинский, М.В. Кларин, В.С. Лазарев, В.Я. Ляудис, В.М. Полонский, М.М. Поташник, В.И. Слободчиков и др.

Анализ вышеуказанных исследований по педагогической инноватике позволил определить *инновационную деятельность учителя как мотивированный процесс освоения, апробации и использования учителем педагогических новшеств, направленных на достижение целей современного образования. По мнению ученых, она представляет собой* *комплекс принимаемых мер, обеспечивающих реализацию и целенаправленный характер инновационного процесса***.**

Важной особенностью инновационной деятельности педагогов-практиков является ее исследовательская направленность. Инновационная деятельность учителя является творческой деятельностью. К личности учителя, осуществляющего инновационную деятельность, предъявляется ряд требований, среди них - сформированная готовность к инновационной деятельности. Инновационная направленность деятельности педагога, по мнению В.А. Сластенина, включает также такую важную составляющую, как внедрение в практическую педагогическую деятельность результатов психолого-педагогических исследований (Сластенин, 2002).

По мнению Сластенина В.А. процесс подготовки педагога к инновационной деятельности включает следующие этапы:

Первый этап - развитие творческой индивидуальности педагога, развитие у обучающихся способности выявлять, формулировать, анализировать и решать творческие педагогические задачи.

Второй этап - овладение основами методологии научного познания, педагогического исследования, введения в инновационную педагогику.

Третий этап – освоение технологии инновационной деятельности. Ознакомление с методикой составления авторской программы, этапами экспериментальной работы в образовательном учреждении. Анализ и прогнозирование дальнейшего развития новшеств, трудностей внедрения.

Четвертый этап - практическая работа по внедрению новшества в педагогический процесс, осуществление коррекции, отслеживание результатов эксперимента, самоанализ профессиональной деятельности (Сластенин, 2000).

Подготовка педагога к инновационной деятельности в ходе профессионального становления, по мнению В.А. Адольфа, Н.Ф. Ильина, характеризуется следующими *особенностями:*

- процесс подготовки педагога к инновационной деятельности непрерывен, так как становление инновационной практики – это постоянно изменяющийся процесс**;**
- профессиональное становление педагога, ориентированного на инновационную деятельность происходит за счет его участия в инновационной деятельности и специально организованных рефлексивно-аналитических, проектировочных и образовательных процессах;
- для осуществления процесса профессионального становления педагога формируются общие представления об образе отдаленного будущего, об инновационной деятельности ближайшего периода, а также организуется совместное

проектирование предстоящей деятельности и освоение каждым педагогом знаний, умений, способов необходимых для ее реализации (Адольф & Ильина, 2007).

Анализ современной ситуации в образовании, необходимость совершенствования существующих и разработки новых форм и методов подготовки будущего учителя, направленных на повышение профессионализма, формирование способности к исследовательской, проектировочной, творческой, инновационной деятельности вызывают необходимость внедрения современных технологий подготовки будущего педагога в вузе.

Conclusion

Итак, впроцессе проведенного нами исследования были выявлены возможности целостного педагогического процесса вуза в подготовке будущего учителя к педагогической деятельности в условиях современной образовательной парадигмы, показано влияние реализации единства учебной и внеучебной деятельности обучающихся в вузе на становление личности студента как субъекта учебно-профессиональной деятельности, раскрыто содержание педагогических технологий, обеспечивающих эффективность организации различных видов деятельности студентов в системе профессиональной подготовки будущего учителя (Магауова, 2007).

Мы получили следующий результат**:**

1) Были выявлены научно-теоретические основы совершенствования профессиональной подготовки будущего учителя в условиях современной личностно-ориентированной парадигмы образования;
2) Нами была разработана «Модель подготовки будущего учителя», «Методика подготовки будущего учителя в целостном педагогическом процессе вуза»;
3) Изданы учебники, учебные пособия и учебно-методические комплексы, которые успешно апробированы в высших учебных заведениях.

Summary

Thus, particularly training of teachers in a student-oriented paradigm are due to the following trends:

– The modern transformation of society, the new strategic orientation in economic development, openness of society, its dynamism and rapid computerization radi-

cally changed the educational requirements; urgent need practice becomes educational system focused on the integrity and uniqueness of the individual;

– Development of education, changing its philosophical and psychological paradigms involves fundamental changes in the organization of the higher pedagogical education in accordance with the social order of modern society on the teacher.
– In modern conditions with particular acuteness realized the objective needs in society as teachers trained for professional work in the conditions of the modern paradigm of education, which values are to form the fullness of the human person, his subjectivity and activity.

The orientation of the higher pedagogical education to prepare teachers to work in a student-centered educational paradigm requires changes in the structure, content, and technology of its preparation in the conditions of high school. The most important condition for the quality of professional training of future teachers is the use of design technologies in higher education, contributing to the formation of their readiness for pedagogical innovation in complete pedagogical process of school.

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ПРОБЛЕМНЫЙ ПОДХОД К ИЗУЧЕНИЮ ЛИТЕРАТУРОВЕДЧЕСКИХ ДИСЦИПЛИН В ПЕДАГОГИЧЕСКОМ ВУЗЕ

Problem Approach to the Study Literary Subjects in Pedagogical High School

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Abstract. *The article describes a problematic approach in the study of literary disciplines in pedagogical high school. The success of problem-based learning is largely dependent on the correctness of methodical thinking university professors of all the amount of work on this or that discipline, as well as the following tasks: determination through theoretical and practical problems (macro-tasks) and specification of them in relation to each lecture (Mik Roz Adachi), the definition of thematic content course, partitioning for information and illustrative presentation and selection of practical problems; Organization of finding solutions to problems (production and formulation of the problem, the creation of an independent activity of algorithms for solving problems of creative and exploratory nature); checking the degree of assimilation search techniques and evaluation of scientific and practical results, and comparative analysis of the expected results; analysis of the teacher of his work. Problem approach, implemented on a lecture or lab, requires active management of cognitive activity of students. The object of problem-based learning should be a part of the knowledge of the material, outlines the teacher and students learn.*
Keywords: *analysis artwork; problem approach; educational process.*

Введение
Introduction

В современных условиях развития образования особую актуальность приобретают способы формирования навыков учебно-исследовательской деятельности учащихся, в связи с этим возникает потребность в учителе, который бы мог организовать активный процесс обучения, использовать различные формы педагогического взаимодействия, способствующие развитию интеллектуальных способностей школьников. Одним из перспективных, на наш взгляд, является проблемныйспособ обучения, для организации которого требуется использовать такие эффективные формы, как применение творческих задач и заданий на лабораторных и практических занятиях, моделирование эвристических бесед на семинарских занятиях, включение в учебный процесс проблемных

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вопросов, организация дискуссий, деловых игр. Таким образом, возникает необходимость организации учебных занятий со студентами на основе эффективных педагогических технологий, которые предполагают выполнение творческих заданий, развитие мышления, личности в целом.

Важной составляющей проблемного обучения является создание условий, активизирующих познавательный поиск будущих педагогов и способствующих развитию их творческих сил, самостоятельности, научного стиля мышления. Выполняя задание, теоретические и практические исследования, студенты учатся сами формулировать учебную задачу, выдвигать гипотезу ее решения, осуществлять поиск.

Цель настоящей статьи заключается в описании проблемного подхода в процессе изучения литературоведческих дисциплин в педагогическом вузе.

Теоретическая основа темы
The theoretical background

В процессе анализа художественного произведения при изучении литературоведческих дисциплин могут эффективно использоваться проблемные ситуации, являющиеся дидактическим условием для выдвижения и формулировки учебной проблемы. Литературные произведения в данном случае выступают «программой» деятельности читателя в процессе восприятия, созданную на основе преобразованных личностных смыслов. Ее выполнение оказывает воздействие, прежде всего, на формирование моральных ценностей, расширяет перцептивные возможности студентов, а также развивает творческие способности личности.

Актуализация перечисленных аспектов становится возможной только при наличии проблемных ситуаций. По определению С.Л. Рубинштейна, проблемная ситуация – это состояние интеллектуального затруднения, которое возникает у человека, если он не может объяснить, понять факт прежними, знакомыми ему способами (Рубинштейн, 1976: 12). Включить студентов в проблемную ситуацию – значит поставить их в состояние осознания недостаточности своих знаний, которая является действительным стимулом для осуществления активного познавательного процесса. Проблемная ситуация возникает всякий раз, когда перед человеком встает необходимость получить новое информационное или процедурное значение, которое рождается в процессе перестройки или расширения усвоенной им информации или принципов действия. Активное познание связано с отражательно-преобразующей деятельностью сознания. Появляется оно в условиях, когда требуется ответить на вопрос, связанный с реконструкцией знаний. Ответ на проблемный вопрос в отличие от воспроизводящей деятельности связан не только с аналитическими, но и эвристическими способами мышления. Итак, проблемная ситуация предполагает выбор пути для ее разрешения, не предопределенного однозначно предшествующим опытом личности, требующий творческого усилия, разработки особой методики поиска, определения.

Эффективность применения проблемных ситуаций раскрыта в работах Н.А. Менчинской (Менчинская, 1998), И.Я. Лернера (Лернер, 1981), А.М. Матюшкина (Матюшкин, 2008), И.С. Якиманской (Якиманская, 2012) и др.

Большой интерес для данного исследования представляют взгляды Дж. Дьюи, который отвергает традиционное догматическое обучение и противопоставляет ему активную самостоятельную практическую деятельность по решению проблем. Он обосновывает способность каждого решать проблемы с психологической точки зрения. По мнению ученого, в основе способности личности решать проблемы лежит природный ум. Мысль индивида движется к состоянию, когда все в задаче ясно, проходя определенные этапы: принимаются во внимание все возможные решения или предположения; индивид осознает затруднение и формулирует проблему, которую необходимо решить; предположения используются как гипотезы, определяющие наблюдения и сбор фактов; проводится аргументация и приведение в порядок обнаруженных фактов; проводится практическая или воображаемая проверка правильности выдвинутых гипотез. (Дьюи, 1915: 202).

По мнению американского психолога Дж. Брунера, в основе проблемного обучения лежат идеи о доминирующей роли интуитивного мышления при изучении нового материала. Особое внимание ученый уделяет таким вопросам, как комплексное изучение предмета, готовность обучающегося самостоятельно приобретать знания, развитие интуитивного мышления с целью развития умственной деятельности. (Брунер, 1977: 23).

Виднейшие отечественные ученые-дидакты М.А. Данилов и В.П. Есипов во второй половине 20 века сформулировали принципы организации проблемного обучения: обучающийся должен стать субъектом деятельности и научиться осознанно выполнять учебные задачи; в основе организации учебного процесса должен лежать творческий подход и др. (Данилов, 1957: 137).

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

В статье представлены материалы, полученные с помощью теоретического анализа научно-методической литературы и описания опыта использования элементов проблемного обучения в практике вузовского преподавания литературоведческих дисциплин.

Многозначность художественного текста обусловливает многозначность проблемных ситуаций, возникающих на его базе, что способствует повышению роли индивидуального творческого момента, установлению личностной значимости объективных истин, найденных в процессе анализа текста.

В связи с тем, что проблемный подход к художественному тексту связан с его интерпретацией, на наш взгляд, стоит разграничить проблемные ситуации, обусловленные специфическими свойствами конкретного художественного произведения и сконструированные произвольно, без учета данных особенностей. Именно поэтому мы выделяем следующие установки в проблемном подходе к анализу текста художественного произведения (Жесткова, 2015):

- усвоение разработанной системы проблемных ситуаций, применяемых в ходе лекционных и практических занятий, выработка навыка их опознания при знакомстве с текстом;
- формирование умения самостоятельно создавать проблемные ситуации в процессе обучения, направленные на их разрешение.
- Как показала практика, успех проблемного обучения во многом зависит от правильности методического осмысления вузовским преподавателем всего объема работы по той или иной дисциплине, а также решение следующих задач:
- определение сквозных научно-практических задач (макрозадач) и конкретизация их в плане каждой лекции (микрозадачи);
- определение тематического содержания курса, выделение разделов для информационно-иллюстративного изложения материала и выделение практических проблем;
- организация поиска решения проблем (постановка и формулирование проблемы, самостоятельное создание алгоритмов деятельности при решении проблем творческого и поискового характера);
- проверка степени усвоения методики поиска и оценки научно - практических результатов, сравнительный анализ ожидаемого и полученного результатов;

- анализ преподавателем своей работы.

Изложенные выше идеи успешно реализуются в курсах «Детская литература», «Литературное образование дошкольников», «История отечественной литературы» на факультете дошкольного и начального образования Арзамасского филиала ННГУ им. Н.И. Лобачевского и могут быть проиллюстрированы конкретным материалом.

Для проблемного чтения лекций кроме объективных дидактических условий включаются разнообразные эмоциональные оценки явлений и событий, инструктивные указания по организации учебно-познавательного процесса: «давайте проследим…», «давайте поразмышляем…», «проанализируем…», «поразмышляем над…», «представим себе, что…», «правомерно ли так считать…», «попытайтесь сделать вывод…», «попробуем уточнить, что мы уже знаем…», «попробуем проверить…», «узнаем, как можно…», «проверим его достоверность…», «построим предположения…» и т.д. Такие указания помогают четко управлять логикой мышления студентов, вести мысль слушателей и педагогически надежно включать их в ту или иную операционную структуру, сформировать внутреннюю мотивацию приобретения знаний для дальнейшего образования, организовать поисковую активную мыслительную деятельность обучаемых. Целесообразно включать в конце лекции в качестве самоконтроля проблемные вопросы и задания творческого характера, ориентирующие не только на анализ и запоминание учебного материала, а главным образом на теоретическое осмысление изучаемой научной проблемы посредством преобразования информационного содержания лекции в целях получения нового знания (Жесткова, 2015: 127).

При изучении литературоведческих дисциплин в учебном процессе необходимо помнить об уровнях толкования проблемности.

Первый уровень - самый элементарный: изучение проблематики литературного произведения и литературного процесса, постановка, анализ и решение узловых проблем курса, будь то «локальные» (проблема одной лекции: «Проблема «лишнего человека» в творчестве русских писателей второй половины 19 века») или «сквозные» (для цикла лекций: «Проблема исторических судеб романтизма в русской поэзии конца XIX и первых десятилетий XX веков»). Подобная концентрация материала вокруг одной из проблем еще не является отражением проблемности в полном смысле этого слова. Сущность проблемного обучения не следует сводить к этому начальному уровню (Жесткова, 2015: 308).

Второй уровень проблемности - более высокий. Проблемное построение лекции или практического занятия предусматривает, прежде всего, создание соответствующей проблемно-педагогической ситуации.

Как правило, в начале занятия внимание студентов сосредотачивается на каком-либо центральном (главном, узловом) вопросе, выявляется возникающее (истинное или мнимое) противоречие, составляются различные (часто диаметральные) точки зрения, намечаются возможные варианты его разрешения, студенты вовлекаются в совместный поиск наиболее правильного решения, наконец, вместе с ними преподаватель приходит к определенному выводу, обосновывая его. Иными словами, преподаватель и студенты как бы проходят сокращенный путь исследования («спрессовывание» информации, сближение этапов познавательного акта), поднимаясь со ступени на ступень к решению той или иной интеллектуально-познавательной задачи (Мельникова, 2006). Так, например, изучается жанровое своеобразие романа «Преступление и наказание» Ф.М. Достоевского и пьеса «Вишневый сад» А.П. Чехова, восприятие «Отцов и детей» И.С. Тургенева современниками и оценка образа Катерины из «Грозы» А.Н. Островского Добролюбовым и Писаревым. Здесь мы видим, как проблемная ситуация позволяет «обнажить» интересующий преподавателя вопрос, показав студентам, как все здесь далеко не просто; возбуждает внимание и заинтересованность студентов, порождая встречную реакцию сопереживания и соучастия; вовлекает их в процесс мышления преподавателя, побуждает задуматься над возникшим противоречием, выбрать и обосновать одну из нескольких точек зрения; нацеливает на последующую самостоятельную творческую работу в поисках более верного и аргументированного ответа на заинтересовавший студента вопрос (Жесткова, 2015: 307).

Третий уровень проблемности - самый высокий. Преподаватель ставит дискуссионную, слабо освещенную или нерешенную совсем проблему. Он формулирует её с большей или меньшей долей определенности. Но сам решения её не дает, а предлагает студенту в процессе подготовки к практическому занятию, при написании доклада, курсовой или выпускной квалификационной работы самостоятельно подумать над данной проблемой, познакомиться с существующей критической и научной литературой, сопоставить различные концепции, выдвинуть определенную гипотезу, обосновать и защитить её. Здесь мы видим появление простейших элементов научного поиска, самостоятельного исследования, творчества. Темами докладов и курсовых работ подобного рода могут быть «Антиромантизм Базарова и его историко-литературный смысл», «Проблематика исторической прозы 19 века», «Н.М. Карамзин и русская литература 19 века», «Паломнический сюжет в православной литературе», «Мотивы древнерусской междоусобицы в романе М.А. Шолохова «Тихий Дон» и другие.

Представив теоретические основы исследования, предпримем попытку эмпирически обосновать правомерность использования проблемного подхода к изучению литературоведческих дисциплин на основе изучения материалов анкетирования.

Результаты эмпирического исследования
The results of the empirical research

Эмпирическая часть исследования заключалась в организации, проведении и интерпретации результатов анкетирования студентов 2-3 курсов факультета дошкольного и начального образования Арзамасского филиала ННГУ профили подготовки Начальное образование, Дошкольное образование, Начальное образование и Дошкольное образование. В анкетировании приняли участие 65 человек.

С помощью анкетирования мы хотели получить ответы на вопросы:

1. Необходимы ли в профессиональной деятельности современного педагога знания о приёмах создания проблемной ситуации и умения, связанные с ее использованием?
2. Испытываете ли Вы трудности в формулировке проблемы?
3. Является ли, на Ваш взгляд, эффективным проблемный подход? Если да, то почему?

На данные вопросы студентам предлагалось ответить до и после проведения цикла занятий с применением проблемного подхода.

Таблица 1 **Результаты анкетирования**
Table 1 ***Results of the questionnaire***

№ вопроса	да		нет		Затрудняюсь ответить	
	до эксперимента	после эксперимента	до эксперимента	после эксперимента	до эксперимента	после эксперимента
1	73%	95%	9%	1%	18%	4%
2	89%	26%	2%	74%	9%	-
3	52%	96%	3%	-	45%	4%

Ответ на третий вопрос участвующие в анкетировании студенты прокомментировали следующим образом: проблемный подход дает возможность подвести учащихся к противоречию и найти самостоятельно способ решения, успешно выполнить исследовательские задания репродуктивного и частично-поискового плана, делать сравнения, обобщения, выводы из ситуации, сопоставлять факты, конкретизировать рассуждения.

Анализ проведенного анкетирования показывает важность и целесообразность использования проблемного подхода и, прежде всего, потому, что способствует формированию у будущих учителей навыка организации образовательного процесса, развивающего личность ученика и раскрывающего его творческие способности.

Обобщение
Conclusions

Таким образом, проблемный подход, реализующийся на лекции или практическом занятии, предполагает активное управление познавательной деятельностью студентов. Эффективность таких занятий легко обнаруживается, однако она не является единственной в практике обучения. В связи с особенностями содержания учебного материала (предметом изучения, характером научных знаний, их составом и структурой в науке, а также методами исследования конкретной науки и т.п.) определяются ограничения в применении проблемного построения учебного материала. Проблемный метод в системе вузовского обучения не следует абсолютизировать и универсализировать. Объектом проблемного обучения должна стать лишь часть знаний, часть материала, излагаемого преподавателем и изучаемого студентами. Только при этом условии оно может стать действительно плодотворным и эффективных. Теория и практика высшей школы убедительно свидетельствуют о целесообразности сочетать разные стратегии обучения и соответственно им строить методику академических занятий, использовав проблемную структуру как один из наиболее эффективных стилей обучения в целях оптимизации учебного процесса, формирование творческих действий обучающихся.

Summary

In modern conditions of formation of particular relevance acquire methods of formation of skills of teaching and research activities of students in this connection there is need for a teacher who could organize an active process of learning to use different forms of pedagogical interaction, contributing to the development of intellectual abilities of students. One of the most promising, in our view, is a bad way of learning for the organization you want to use such an effective form, as the use of creative tasks and assignments on laboratory and practical exercises, simulation heuristic discussions in seminars, inclusion in the learning process of problematic issues, the organization of debates business games.

An important component of problem-based learning is to create conditions that activate cognitive search for future teachers and contribute to the development of their

creative powers, independence, scientific way of thinking. In carrying out the task, theoretical and practical studies, students learn themselves to formulate a training problem, hypothesize its decision to carry out a search.

The efficacy of problem situations are disclosed in Menchinskaya, Halperin, Talyzina, Kudryavtseva, Babanskii, Lerner Makhmutova, Matyushkina, Yakimanskaya.

The article presents the materials obtained by the theoretical analysis of the scientific and methodological literature and describe the experience of using elements of problem-based learning in the practice of university teaching literary disciplines.

The ambiguity of the artistic text causes ambiguity problem situations arising on its base, which contributes to increasing the role of individual creative moment, the establishment of the personal importance of objective truths found in the analysis of the text.

We highlight the following settings in a problematic approach to the analysis of the text of a work of art: the assimilation of the developed system of problem situations, used in the course of lectures and practical exercises, develop the skills of their identification when meeting with the text; Learning to create their own problem situations in the learning process aimed at resolving them.

The purpose of this article is to describe the problem approach in the study of literary disciplines in pedagogical high school.

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STRESS, COPING, ADAPTATION AND CULTURAL DIVERSITY OF HEALTHCARE PERSONNEL

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Abstract. *The top priority of medical institutions is to provide quality patient care services. Considering that healthcare personnel are to work with colleagues from various cultures, important are medical personnel training, in-service training, improvement of professional knowledge and skills, ability to adapt to working in a diverse team. The planning of employee training and in-service training is based on the strategic targets and personnel training needs of each institution. Qualification support programmes are organised for medical personnel to improve their professional knowledge and the knowledge and skills of medical nurses in the areas primarily related to patient care, but there is lack of training in stress management and development of stress resistance, as well as facilitation of collaboration with individuals of various cultures. The aim of the research study is to assess the work stress levels of healthcare personnel, the applied work stress management strategies, the levels of social and psychological adaptation of personnel, the ability to adapt to cultural diversity, and their mutual correlations. Research questions: What are the levels of work stress of healthcare personnel? What are the work stress management strategies applied by healthcare personnel? What are the levels of social and psychological adaption of healthcare personnel? What is the ability of healthcare personnel to adapt to cultural diversity? Are there statistically significant correlations between personnel work stress, the applied work stress management strategies, the levels of social and psychological adaptation, the ability to adapt to cultural diversity of the personnel? What exactly should be included in the personnel training plan while preparing the personnel for work in a multicultural environment? The respondents in the research study are healthcare personnel carrying out their duties in Latvia and Scandinavia simultaneously. The following surveys were used for data collection: A Work Stress Scale, a Stress Management Survey, a survey regarding social and psychological adaptation and a Cultural Diversity Self-evaluation Survey. The results of the research study suggest that most of the respondents have low levels of work stress, the active and pro-social management strategies are most frequently used to manage stress, the social and psychological adaptation score corresponds to a medium level. As a result of the research study, the authors prepared recommendations for the Human Resources Department regarding the organisation of training in stress management and development of stress resistance, as well as in the fundamentals of collaboration with individuals of various cultures in order to improve their professional and personal competences.*

Keywords: *adaptation, coping, cultural diversity, stress.*

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Introduction

The key challenges in healthcare include shortage of qualifies medical personnel, staff ageing, working in a diverse team together with representatives of various cultures. In the organisational environment, stress became a key individual health and performance problem (Aiken et al., 2001). The medical nurse is among the professions where work stress is among the most frequently reported causes of medical conditions which have contributed to shortage of medical personnel. Research study reviews suggest that the primary inducers of stress in medical nurses include work overload, insufficient numbers of personnel, socially unfavourable work schedule, poor management support, poor communication, lack of autonomy, role conflict and role obscurity (Dollard et al., 2003). As the length of service increases, some of the aspects in the work of medical nurses, which once caused stress, are no longer perceived that way, younger medical personnel consider communication with patients and relatives and also unsuccessful interaction between home and job as most significant stressors, whereas older medical nurses are more concerned about the overall management of their workloads (Butterworth et al., 1999). Thus, as the length of service increases, healthcare personnel are able to adapt to particular job task aspects, but, at the same time, they are more exposed to organisational, context-related job aspects which they find as causes of stress (Guppy & Gutteridge, 1991). The results of a research study conducted among medical nurses in Greece (Theodoratou et al., 2009) showed that most of medical nurses are able to manage work stress. However, significant differences were identified in the applied adaptation strategies, depending on gender, place of residence and level of education (Theodoratou et al., 2009).

It was discovered in other research studies that constructive tackling may be an efficient stress management strategy. Efficient communication with the patient improves healthcare personnel job satisfaction, which may consequently reduce job stress (Kato, 2014). Generally, most of the previously conducted research studies suggest necessity to strengthen the tackling strategies already pursued, as well as organise courses of further education whose targets are qualification and education of medical nurses (Negromonte & Araujo, 2011). Research of work stress has proven relationship between stressors at work and poor psychological adaptation. In a cross-sectional study with healthcare personnel, pursuing the strategy of avoidance was associated with poorer psychological adaptation at the place of work (Lynn et al., 2009). The results of cultural diversity studies proved that diversity in organisations increase their efficiency. Generally, depending on its level, diversity might have both positive and negative inputs in the organisational activities (McQueen, 2000). Within culturally homogenous groups, their members will tend to communicate with each other more frequently and in more diverse ways (Earley & Mosakowski, 2000). According to other studies into the influences of diversity of relationships on the attitude of healthcare personnel to their job, managers pretty often do not consider differences in values, education and age (Wolf et al., 2010). Irrespective of diversity, courtesy of the direct supervisor towards the employee is important (Hendricks & Cope, 2012).

Materials and Methods

Several research tools were applied to investigate work stress, tackling, adaptation and cultural diversity: Work Stress Scale (Fontana, 1989), Stress Management Survey (Hobfoll, 1998), Social and Psychological Adaptation Survey (Rogers & Dymond, 1954), Cultural Diversity Self-evaluation Survey (Illinois State University, 2014). The survey was conducted in 2015. Probability sampling was used, which means that each element in the general population had equal opportunities of being included in the sample.

The main challenges in health care system in Latvia are lack of qualified medical staff, low wages, and active medical personnel departure from Latvia. In order to avoid short-term lack of personnel is offered following model: for 2 weeks nurses are working in Latvia and for 2 weeks in Sweden, thus providing medical staff a higher salary and a better quality of health care services in both countries. Since 2012 79 health care workers are employed in this way. 63 of 79 (81 % of the total number of health care workers) between the ages of 30-49 years are respondents of the research. Each respondent personally received email with an invitation to participate in the survey, the survey was filled in Latvian.

The aim of the research study is to assess the work stress levels of healthcare personnel, the applied work stress management strategies, the levels of social and psychological adaptation of personnel, the ability to adapt to cultural diversity, and their mutual correlations. The authors formulated 5 research questions: What are the levels of work stress among healthcare personnel? What are the work stress management strategies pursued by healthcare personnel? What are the levels of social and psychological adaption of healthcare personnel? What is the ability of healthcare personnel to adapt to cultural diversity? Are there statistically significant correlations between personnel work stress, the applied work stress management strategies, the levels of social and psychological adaptation, the ability to adapt to cultural diversity?

Results

During the study, the authors obtained significant results, which they will further describe by answering the research questions.

The 1st research question - What are the levels of work stress among healthcare personnel? The results obtained using the Work Stress Scales by D. Fontana (1989) were evaluated using the scale key. The respondents (78 %) have low levels of work stress which do not affect the physical or psychological condition of the respondents, 21 % have medium levels of work stress which tend to have negative impacts on the physical and psychological condition of the respondents. The summary of the results reveals a tendency that two thirds of the respondents do not find work stress to be an issue and tackle the caused stress successfully. The remaining part of the respondents experience medium levels of work stress, which need to be lowered.

The 2nd research question - What are the work stress management strategies pursued by healthcare personnel? The Stress Management Survey by S. Hobfoll (1998) was used to determine the most frequently pursued stress management strategies. The respondents responded to the 52 offered statements, by rating them on a 5-point Likert scale. The results of the Stress Management Scale show that the respondents most frequently use the active and pro-social tackling strategies, including safe, insistent action, social consolidation and seeking social support. The pursued strategies suggest that the respondents tend to cooperate and rely on others, and also to defend their rights without aggression. Strategies like avoidance, cautious action, aggressive action and indirect action are most frequently pursued on the medium levels, and the uses of these strategies depend on the situation. The rarest stress management strategies include antisocial and instinctive action, and this suggests that the respondents wish to cooperate with others and make well-considered decisions.

The 3rd research question - What are the levels of social and psychological adaption of healthcare personnel? The calculation of the results of the Social and Psychological Adaptation Survey (Rogers & Dymond, 1954) was done according to its key, by calculating the score obtained in the survey for each of the 27 statements and calculating the resulting number of point on each of the 8 subscales. The result on the Adaptation subscale is 73 %, and this corresponds to a medium level in the survey. This means that the respondents have normal levels of social and psychological adaptation. In addition to the social and psychological adaptation survey, the authors identified 7 personal traits associated with it. The summarised responses suggest that the respondents willingly accept other people who influence their job performance favourably. The result on the Acceptance of Others subscale is higher than on the others, and this suggests that the personnel require high levels of social and psychological adaptation for quality performance.

The 4th research question - What is the ability of healthcare personnel to adapt to cultural diversity? The summarised results of the Cultural Diversity Self-evaluation Survey (Illinois State University, 2014) suggest that more than a half, or 51 %, have high ability to adapt to cultural diversity. Medical nurses are aware of their own biased behaviours and those of others and understand the negative impacts of such biased behaviours. They are able to provide high inputs at their places of work because they respect diversity and try to educate and help others to understand the value of diversity. The second largest group of respondents, which is 29 %, has very high ability to adapt to cultural diversity. The individuals in this category are aware of bias and biased behaviour. The results of the survey suggest that the majority of the respondents have high levels of ability to adapt to cultural diversity, due to which the individuals appreciate the advantages of diversity. The results can be explained by the necessity for the medical personnel to adapt to working in a diverse team and understand the differences of other team members.

The 5th research question - Are there statistically significant correlations between personnel work stress, the pursued work stress management strategies, the levels of social and psychological adaptation, the ability to adapt to cultural diversity? The performed correlation analysis revealed quite many correlations between the empirical distribution data, which suggest that the investigated areas are interrelated and that changes in one factor influence the other factors. The Stress Scale has a statistically significant negative correlation with the Social and Psychological Adaptation Survey ($r = -.391$, $p<0.01$). The correlation is weak and shows that the higher the levels of work stress among the respondents, the weaker the social and psychological adaptation among them (see table 1).

Table 1 **Correlations between work stress scale and social/psychological adaptation**

	Work stress scale (Fontana Survey)
Social/Psychological adaptation (Rogers & Dymond Survey)	-.391**
	.002

The Aggressive Action subscale of the Stress Management Survey has a significant positive correlation with the Antisocial Action Subscale ($r = 0.572$, $p<0.01$). The correlation is medium strong and suggests that the more the respondents experience strong anger and depression, the more they tend to use direct actions. The Indirect Action subscale of the Stress Management Survey has a significant positive correlation with the Aggressive Action Subscale ($r = 0.495$, $p<0.01$). The correlation is medium strong and suggests that the more the respondents try to achieve their target by craft, the more they tend to use direct actions. The Indirect Action subscale of the Stress Management Survey by S. Hobfoll has a significant positive correlation with the Antisocial Action Subscale ($r = 0.689$, $p<0.01$). The correlation is medium strong and suggests that the more the respondents try to achieve their target by craft, the more they tend to put off others and seclude themselves. The Social Consolidation subscale of the Stress Management Survey by S. Hobfoll has a statistically significant correlation with the Seeking Cautious Action subscale ($r = 0.587$, $p<0.01$). The correlation is medium strong and suggests that the more the respondents seek stability in a coalition, the more they tend to reassure. The Social Consolidation subscale of the Stress Management Survey has a statistically significant correlation with the Seeking Social Support subscale ($r = 0.620$, $p<0.01$). This suggests that the more the respondents seek stability in a coalition, the more they tend to rely on others to receive support (see table 2).

Table 2 **Correlations between Stress Management Subscales by Hobfoll**

		Antisocial Action Subscale	**Indirect Action Subscale**	**Social Consolidation Support**
Aggressive Action Subscale	*Correlation Coefficient*	.572**	.495**	.192
	Sig. (2-tailed)	.000	.000	.131
Antisocial Action Subscale	*Correlation Coefficient*	1.000	.689**	-.065
	Sig. (2-tailed)	.	.000	.613
Seeking Cautious Action Subscale	*Correlation Coefficient*	.238	.272*	.587**
	Sig. (2-tailed)	.060	.031	.000
Seeking Social Support Subscale	*Correlation Coefficient*	-.029	.040	.620**
	Sig. (2-tailed)	.824	.754	.000

The Domination subscale of the Social and Psychological Adaptation Survey has a statistically significant negative correlation with the Stress Scale ($r = -0.436$, $p<0.01$). The correlation is medium strong and suggests that the more the respondents take the position of psychological domination, the less stress they experience (see table 3).

Table 3 **Correlation between Stress scale and Domination Subscale**

		Domination Subscale (Rogers & Dymond Survey)
Stress Scale (Fontana Survey)	*Correlation Coefficient*	-.436**
	Sig. (2-tailed)	.000

The Self-evaluation subscale of the Social and Psychological Adaptation Survey has a statistically significant positive correlation with the Instinctive Action subscale of the Stress Management Survey (r = 0.392, $p<0.05$). The correlation is weak, but still suggests that the more the respondents rely on themselves in the avoidance of a problem, the more they are lead by their intuitive impulses and take quick, unconsidered decisions. The domination subscale has a statistically significant negative correlation with the Antisocial Action subscale of the Stress Management Survey (r = -0.361, $p<0.05$). The correlation is weak and suggests that the more the respondents take the position of psychological domination, the less they tend to put off other people and seclude themselves (see table 4).

Table 4 **Spearman's correlation analysis coefficients between the Social and Psychological Adaptation Survey by K. Rodgers and R. Dymond and the Stress Management Survey by S. Hobfoll**

		Self-evaluation subscale (Rodgers & Dymond Survey)	Domination subscale (Rodgers & Dymond Survey)
Instinctive action (Hobfoll Survey)	*Correlation Coefficient*	.392**	
	Sig. (2-tailed)	.001	
	N	63	
Antisocial action (Hobfoll Survey)	*Correlation Coefficient*		-.361**
	Sig. (2-tailed)		.004
	N		63

Conclusions

By conducting the study and answering the research questions, the authors found out that most of healthcare personnel have low levels of work stress which do not influence the physical or psychological condition of the personnel. For stress management, medical care personnel most frequently use active and pro-social tackling strategies, including safe, insistent action, social consolidation and seeking social support. The score for the social and psychological adaptation of employees corresponds to a medium level, and this means that the social and psychological adaptation of the personnel is within the normal range. According to the results of the study, more than a half of the medical care personnel have high levels of ability to adapt to cultural diversity. The results of the study also suggest that the work stress caused in the personnel, their social and psychological adaptation and ability to adapt to cultural diversity do not depend on the age or level of education of the respondents. To manage cultural diversity in a hospital efficiently, managers should provide training to their medical care personnel to raise their awareness of cultural diversity through intense acquisition of foreign languages and efficient stress management strategies in order to help medical care personnel be aware of the limits of their culture, bias and stereotypes. Such training would help medical care personnel to see how to work with representatives of various nationalities, and also reduce stress while working in diverse teams. It important to implement mentoring programmes. Mentoring may help diverse personnel to assimilate within the unfamiliar culture of the organisation. It is necessary to organise further education courses regularly to improve the qualification and level of education of medical care personnel.

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IDENTITY AND AN IDENTITY CRISIS: THE IDENTITY CRISIS OF FIRST-YEAR FEMALE STUDENTS AT LATVIAN UNIVERSITIES AND THEIR SOCIODEMOGRAPHIC INDICATORS

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Abstract. *This paper reflects the results of a study that was aimed at finding links between identity crises and the sociodemographic indicators of first-year female students at Latvian universities. The research cohort consists of 501 (N = 501) students aged 18 to 27 (M = 20.33; SD = 1.937). The author used the Identity Distress Survey (IDS) for the research (Berman et al., 2004), as well as the sociodemographic data of the students. The Spearman correlation coefficient was used to analyse links between IDS indicators, and detailed analysis of links between IDS factors was also conducted.*
Keywords: *Identity crisis; female; female students; identity; Identity Distress Survey; IDS; IKA; Latvia; students; social environment; sociodemographic indicators.*

Introduction

Scholars are still debating the issue of whether there is a unified concept about identity, and they are trying to define the content thereof. Still, while people are looking for a single definition of identity, it is clear that an integral part of the emergence of an identity is an identity crisis. It is universally known that identities emerge under the influence of the surrounding environment, and so this paper depicts research results about links that have been discovered when examining the sociodemographic indicators and identity crisis indicators of first-year female students at Latvian universities. There were 501 respondents aged 18 to 27. The data were obtained by using Microsoft Excel, Word, and the SPSS-19 data processing programme. The data were analysed by the use of descriptive statistics, and links were analysed on the basis of a non-parametric statistical method – the Spearman correlation coefficient. The author has examined the concept and content of identity and the concept and content of identity crisis, and he has also offered detailed analysis of the sociodemographic data of the research cohort. The Identity Distress Survey (Berman et al., 2004) is described in detail, with a presentation and analysis of the research data, conclusions about the results, and a statement of limitations that relate to the research project.

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The Paper

Among the first to define the name and content of the concept of identity was Erikson, who mostly defined identity as a subconscious process that merges a personality into a single whole and forms links between the individual and the social world (Eriksons, 1998).

Erikson argues that identity can be described with the answer to the question "who am I?" He also indicates that identities are not always positive in that sometimes individuals choose a negative identity to maintain their sense of integrity. An example would be identifying oneself with a violent person and then becoming a violent person, too (Eriksons, 1998).

One of the more successful correlations of views about identity today is that of Sedikides and Brewer (Sedikides & Brewer, 2001), who argue that approaches that seek to explain identity tend to focus on one of three levels of definitions – the individual level, the relationship level and the collective level.

The individual level, or personal identity, applies to aspects of defining oneself, and that includes goals, values and faith (Marcia, 1966; Waterman, 1999), religious and spiritual aspects (MacDonald, 2000), behavioural standards and decision-making (Atkins et al., 2005; Hardy & Carlo, 2005), self-respect and self-confidence (Kernis et al., 2008; Sedikides & Gregg, 2008), desires, fears and the views that one has about one's life in future (Markus & Nurius, 1986), as well as the history of one's life (McAdams, 2006). Scholars who have focused on the individual level of identity particularly emphasise individual processes, emphasising the importance of the roles that are represented by individuals in the study and development of their identities (Cote & Levine, 2002).

The level of relationships also points to the individual's role in relation to other people, including parts of individual identity such as being a child, a spouse, a parent, a colleague, etc. The identity of relationships applies not just to roles that the individual has taken on, but also to the way in which the individual who has accepted them defines and interprets them (Vingoles et al., 2011). Several authors have argued that identity can also be defined from an intrapersonal perspective (Bamberg, 2004; Chen et al., 2006; Kerpelman et al., 1997), in the context of a family environment (Grotevant et al., 2000; Manzi et al., 2006), or in line with roles that individuals have accepted and "perform" in larger social systems (Thatcher & Zhu, 2006). Markova and Swann argue that if the new identity of the individual's relationships is to be stable and secure, it must be identified, accepted and recognised in the relevant social target audience (Markova, 1987; Swann, 2005).

The level of collective identity is applied to the extent to which people identify themselves to a group and social categories to which the groups belong.

Individuals assign importance to groups and categories in accordance with how they feel when identifying with these groups or their ideologies and attitudes (Ashmore et al., 2004; De Fina, 2007; Tajfel & Turner, 1986; Van Zomeren et al., 2008). Collective identity can also be explained as a sense of belonging to a social group or category that can include belonging to a race or an ethnic group (Taylor, 1997; Cross, 1971; Helms, 1993; Phinney, 1990), to nationality (Schildkraut, 2005, 2007), to a religion (Cohen et al., 2005), to a gender group (Bussey & Bandura, 1999; Jones, 1997; Josselson, 1987), to sexual orientation (Cass, 1979; D'Augelli, 1994), or to feminism (Downing & Roush, 1985). It can also be a small group such as a family or the team at work (Haslam & Naomi, 2011; Scabini & Manzi, 2011). People perceive and define their identities not just through social units, but also with material artefacts (Belk, 1988; Mittal, 2006), which indicates that people also have a material identity (Vingoles et al., 2011).

Waterman argues that identities emerge during identity crisis, when there is a re-evaluation of various life goals, values and beliefs, as well as a search for alternatives in terms of new life goals, with life being given a new purpose (Waterman, 1985). This is a process that is affected by external social circumstances, but the effects on each person is individual (Raskin, 2002).

Erikson (Eriksons, 1998) was the one to introduce the concept of an identity crisis, arguing that the insecurity and worries that teenagers experience when they become youths create a lack of knowledge and confusion about the present and the future in terms of the roles that they will have in future. Robbins and Wilner (2001), for their part, describe the identity crisis that college students experience when they have to start a new life after their studies. In the field of social psychology (Shaffer, 2009), identity crises are described as insecurity or even fear about what young people feel when they change and are no longer children. This creates a lack of knowledge and confusion about future life roles that they will have to accept and perform in their lives.

An identity crisis is an integral part of the formation of an identity (Eriksons, 1998; Adams, 2007). During transitional periods, young people pose questions about their future and seek answers to the question of what career to choose, what religious, moral and political values and views they should accept, whether or not they should get married and have children, when to have children and how many children to have, and which social group to join (Shaffer, 2009).

Erikson, Whitbourne and Breakwell argue that humans develop their identities throughout their lives and that this is a dynamic, not a static process (Eriksons, 1998; Whitbourne, 1986; Breakwell, 2010). Researchers also say that identity crises are found among middle-aged people (Levinson et al., 1978; Heckausen, 2001).

Hernandez and his colleagues have studied identity crisis indicators on the basis of the Identity Distress Survey (IDS) (Berman et al., 2004). The researchers studied various social groups (in terms of gender, race and ethnicity) and immigrant groups to find out that statistically major differences were determined not by race, ethnicity or immigrant status, but instead by gender.

Identity crises can also emerge when people face a conflict with their own self-presentation, having to decide immediately what kind of self-image to present if two groups of people encounter each other simultaneously – those for whom two different self-images are presented under different circumstances (Terry et al., 2007).

A sub-scale in the IDS is called "Identity Disorders" (American Psychiatric Association, 1987), and the researchers used it to find out that 23 % of surveyed women had identity disorders, while no men had such disorders. Another sub-scale, "Identity Problems" (American Psychiatric Association, 1994), showed that 35 % of women and 7.5 % of men in the cohort had identity problems. The researchers found that women also have statistically important results in terms of the identity disorder that relates to anti-social behaviour and headstrong behaviours (Hernandez et al., 2006).

The Cohort

This study analysed data from 501 (N=501) women aged 18-27 (M=20.33; SD=19.37). 44.7 % of the respondents were between 19 (N=199) and 20 (N=117) years old, which corresponds to the fact that they were first-year students after finishing high school at the age of 18 or 19. 38.3 % of respondents lived with their parents, 28.9 % in their own home, and 32.7 % in university dormitories. 47.7 % of respondents grew up in cities, while 52.3 % grew up in the countryside. 73.5 % were unmarried, 6.8 % were married, 18.6 % were co-habiting with someone, and 1.2 % were divorcees.

In terms of children, 89.8 % of respondents had none, while 10.2 % had one or more child. 96.8 % of respondents were attending their first university, while 3.2 % were attending a second one. Respondents were studying at the University of Latvia (29.1 %), the University of Daugavpils (20.2 %), the University of Liepāja (20.2 %), the Cēsis branch of the Rīga Academy of Pedagogy and Educational Administration (19.6 %), and the Latvian Agricultural University (3.8 %), which meant that the respondents came from all of Latvia's regions – Rīga, Latgale, Kurzeme, Vidzeme and Zemgale. 84 % of the respondents were Latvians, followed by Russians (11.4 %), Polish (1.6 %) Belarusians (1.4 %), Lithuanians (0.6 %), and one Gipsy woman (0.2 %) and one Tatar woman (0.2 %).

The Instruments

Adaptation of the instrument

Adaptation of the IDS first involved the calculation of the harmonisation of the scale. The scale related to the first seven questions was α=.74, while the whole scale (10 questions) was α=.76. Berman et al., (2004) argued that the internal harmony of calculations was α=.84. The Cronbach Alpha test showed a sufficiently high level of internal harmony was < .7 (Raščevska, 2005).

The IDS test-retest measurements were good, because in all items it was $R_s=1$; $p < .01$.

IDS surveys satisfy the most important psychometric demands for test adaptation. It can be said that this has been adapted in the Latvian environment and can be used in future for research and practical work (Dombrovskis, 2014a; 2014b).

The research instrument

The Identity Distress Survey, or IDS (Berman et al., 2004) determines the level of an identity crisis, as related to unresolved or unfulfilled identity issues. The research is based on the DSM-III-R (APA, 1987) identity crisis criteria, but it can also be used to evaluate DSM-IV (APA, 1994) identity problem criteria, because as the designers of the survey have pointed out, identity problems cannot always be seen as an identity crisis.

The IDS helps to determine how young people survive serious complications in the development of their identities, also making it possible to study links between identity problems and other aspects of psychological functions (Berman et al., 2004). It was chosen in this study to find an answer to the research question about links between an identity crisis and the sociodemographic indicators of female university students.

Respondents were asked to answer ten questions in the survey, offering an answer to the first nine questions on the basis of the Likert scale, with 1 meaning not at all, 2 meaning not much, 3 meaning average level, 4 meaning strong, and 5 meaning very strong. This related to how often respondents were recently embittered, fearful or concerned about identity issues such as long-term goals, career choices, friendship, sexual orientation and behaviour, religion, values or viewpoints, as well as loyalty to a group. The tenth question involved a special evaluation scale with a time interval by months (Hernandez et al., 2006). This related to how long the respondent has felt doubts about these issues and how much the symptoms hinder everyday activities. The internal harmonisation of the original survey version was α=.84, while at the retest level it was α=.82. The original survey shows convergent validity with other measurements of the development of identities (Berman et al., 2004).

Results

Analysis of overall connections

Researchers found that overall identity crisis indicators have very close statistical connections with the age of the respondents (*Age of respondents*) and the issue of whether the respondents have brothers or sisters (*Existence of brothers or sisters*) (Table 1).

Medium-level connections were found in relation to whether the respondents were married (*Family status – married/unmarried*) and whether they had children (*Children – children or no children*). The same was true in terms of how many universities they had attended (*University studies – first or second university*) (Table 1).

Analysis of the overall IDS identity crisis indicators and the sociodemographic indicators related to the marriage of parents (*The parental marriage model after marriage repeatability*), to the respondent's nationality (*Respondent's nationality*) and the nationality of the respondent's parents (*Respondent's father's nationality; Respondent's mother's nationality*) did not demonstrate any connections (Table 1).

Table 1 **Identity Crisis Survey connections between identity crises and sociodemographic indicators**

IDS indica-tors	**Age**	**Family status**	**Chil-dren**	**Paren-tal marria ge**	**Siblings**	**1st or 2nd universi-ty**	**Respon-dent's Nationa-lity**	**Father's nationa-lity**	**Mother's nationa-lity**
Spearman correla-tion	**-.128***	**-.107***	**-.088**	-.023	**-.133****	**-.114%**	.007	-.021	-.019
Bilateral signify-cance	.004	.017	.049	.605	.003	.010	.867	.647	.664

Data from A. Dombrovskis in this study

More detailed analysis of the connections was conducted in relation to connections between identity crisis measurement sub-indicators and sociodemographic indicators among the respondents.

Detailed analysis of connections

The category *Age group* showed correlations with *Career choice* (R_s=-.162; p=.00), *Friendship* (R_s=-.090; p=.044), *Group loyalty* (R_s=-.116; p=.009), and DxIV (*specification of identity problems*) (R_s=-.132; p=.132).

Family status correlated with *Long-term goals* (R_s=.115; p=.010), *Friendship* (R_s=-.121; p=.007), and DxIV (*specification of identity problems*) (R_s=-.094; p=.036).

The issue of whether the respondents had children showed that *Have children* had correlations with *Career choice* (R_s=.093; p=.038) and *Friendship* (R_s=.094; p=.036), while *Have no children* had negative correlations with *Career choice* (R_s= -.093; p=.038) and *Friendship* (R_s=-.94; p=.036)

Married parents, 2nd marriage for mother, 1st marriage for father had correlations with *Long-term goals* (R_s=-.090; p=.044), and DxIV (*specification of identity problems)* (R_s=-.090; p=.044), and DxIV (*specification of identity problems*) (R_s=-.102; p=.023).

The indicator related to having siblings or being the only child in the family also had correlations. *Younger sister* had correlations with *Career choice* (R_s=-.150; p=.001), *Sexuality* (R_s=-.146; p=.001), *Values* (R_s=-.152; p=.001), and *Group loyalty* (R_s=-.118; p=.008). *Only child* had correlations with *Career choice* (R_s=.109; p=.014), *Sexuality* (R_s=.088; p=.048), *Group loyalty* (R_s=.090; p=.044), and DxIV (*specification of identity problems*) (R_s=.095; p=.033).

Another indicator related to how many universities the respondents had attended, with many of them having attended more than one university. *First university* had statistically important correlations with *Career choice* (R_s=.151; p=.001), *Friendship* (R_s=.098; p=.029), and DxIV (*specification of identity problems*) (R_s=.107; p=.017). *Second university* had correlations with *Career choice* (R_s=-.151; p=.001), *Friendship* (R_s=-.98; p=.029), and DxIV (*specification of identity problems*) (R_s=-.107; p=.017).

When it came to the nationality of respondents, *Latvian* had correlations with *Friendship* (R_s=.090; p=.014) and *Sexuality* (R_s=-.117; p=.009), while *Russian* had correlations with *Sexuality* (R_s=.099; p=.027).

Father's nationality had correlations with *Friendship* (R_s=-.113; p=.011) and *Sexuality* (R_s=.132; p=.003), while *Mother's nationality* had correlations with *Sexuality* (R_s=.018; p=.015).

Discussion

Elements of an identity crisis among the young women could be seen in factors such as age, university studies, long-term goals, career choices, friendship, children, belonging to a social group, and sexuality. This is line with the argument by Arnett, Rossi and Mebert, and Shaffer that the period of life after completing high school is particularly important, because the lives of young people aged 18 to 25 are full of major changes. They must study their new future opportunities when it comes to relationships, work, political orientations and life goals (Arnett, 2000). They must launch their professional careers (Rossi & Mebert, 2011). Shaffer (Shaffer, 2009) agrees, pointing out that female college students are more concerned about their professional identity than schoolchildren are, adding that they are concerned about aspects of identity such as sexuality and relationships, because the issue of striking a balance between work and family goals is important.

This study shows that the identity crisis is not all-encompassing and that it can be linked to a component of identity that is in line with the statements by Shaffer and Marcia that only 5 % of survey respondents deal with identity issues such as professional choices, attitudes about gender roles, religion and political ideology, with equal identity statuses in accordance with the classification of status that was created by Marcia (Marcia, 1980). For the remaining 95 %, these categories are "scattered" among various statuses (Shaffer, 2009), with some of the categories having the status of an identity crisis.

Conclusions

1. Identity crisis indicators of first- year female students are related to their age, marital status, whether they sibilings, and their university studies.
2. First-year female university students have identity crisis indicators that decline as they grow older, get married, have children and determine what they want to study.
3. Overall identity crisis indicators for first-year female students have much to do with the family environment in which they grew up and with whether or not they have brothers and sisters.
4. The identity crisis for first-year female students in terms of career choice and future long-term goals has to do with indicators such as their age, marriage status and whether or not they have children, as well as with the marriage of their parents, whether they have siblings, and their university studies.
5. The identity crisis of first-year female students in terms of friendship has to do with their age, their marriage status, whether they have children, their university studies, and their nationality and that of their fathers.
6. The identity crisis of first-year female students in terms of sexuality, sexual orientation and sexual orientation relates to whether they have siblings, themselves, and the nationality of their parents.
7. The identity crisis of first-year female students in terms of group loyalty and the desire to belong to a social group and a set of student values is linked to whether they have siblings, while none of the respondents spoke of an identity crisis that relates to religious belonging.

8. The identity crisis of first-year female students in terms of long-lasting identity problems has to do with sociodemographic indicators such as their age, their marriage status, whether they have siblings, and their university studies.

Limitations

This study did not research men and their identity crisis indicators, as related to sociodemographic indicators. More extensive research should be done with a wider range of ages among respondents.

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STUDENTU SASNIEGUMU MĒRĶU DZIMUMATŠĶIRĪBAS
Students Achievement Goals Gender Differences

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Abstract. *This research is the theoretical and practical analysis about achievement goals students gender differences. Theoretical background contains a review of best-known and the most actual theories about the achievement goals. Aim of the research is theoretical basis and practical research to investigate: Is there any gender differences in achievement goals for students? Methods of the research: demographic questionnaire and Andrew J. Elliot and Kou Murayama and Reinhard Pekrun (2011) „A 3x2 achievement goal questionnaire (AGQ). Research participants is a total of 143 students (71 male and 72 female). Participants were at age range 18 – 25 years (M = 21.25). Male age range were 18 – 25 years (M = 21.90), female age rangewas18 – 24 years (M = 20.61). The research results answered to research question „is there any gender differences in achievement goals for students?" has confirmed partly – differences in scale task-avoidance goals are statistically important (t = 3,546; p < 0.01). Research question has confirmed partly. There are statistically important gender differences in task-avoidance goals (p < 0.01), but there aren't any differences in other achievement goals.*

Keywords: *achievement goals, gender differences.*

Ievads
Introduction

Sasniegumu mērķu temats tiek skatīts pedagoģiskajā psiholoģijā, kas sniedz skaidrojumu par studentu sasniegumu motivācijas un panākumu gūšanas atšķirībām. Motivācijas trūkums tiek saistīts ar nesekmību, augstskolas pamešanu, gala pārbaudījumu nenokārtošanu, tāpēc ir svarīgi pētīt sasniegumu mērķus (Bo Shen et al., 2010). Iepriekš veikto pētījumu rezultāti liecina, ka centieniem, kas virzīti uz sasniegumu mērķiem, vajadzētu koncentrēties uz meistarības mērķu veicināšanu un orientāciju uz snieguma-izvairīšanās mērķu minimizēšanu. Psiholoģiskajā literatūrā ir sastopamas autoru atziņas, ka orientācija uz meistarības mērķi ir optimālais pašregulācijas plāns (Ames, 1992), tāpēc pedagogiem vajadzētu darīt visu iespējamo, lai veicinātu studentus orientēties uz meistarības mērķiem (Elliot et al., 1999). Savukārt, mērķi, kas orientēti uz sniegumu-izvairīšanos sniedz nelabvēlīgu ievirzi procesam un tā

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rezultātiem, kas saistīti ar sasniegumiem, tāpēc pedagogu uzdevums ir darīt visu iespējamo, lai novērstu studentu koncentrēšanos uz to, ko viņi nevēlas darīt (McGregor & Elliot, 2002).

Pētījumu rezultātos par dzimumatšķirībām saistībā ar sasniegumu mērķiem nav pilnīgas vienprātības, tomēr sieviešu grupās ir novēroti augstāki rādītāji uz meistarību orientētiem mērķiem, savukārt vīriešu grupās ir novēroti augstāki rādītāji uz snieguma orientētiem mērķiem nekā sieviešu grupās (piemēram, Shim, Ryan & Anderson, 2008).

Savukārt, pētījumu rezultāti par dzimumatšķirībām, sākot no bērnudārza līdz pat 12. klases izglītojamiem vidusskolā, liecina, ka jaunietes veido ciešākas attiecības ar pedagogiem, saņem augstākas atzīmes, sasniedz augstāku izglītības līmeni un studijās progresē labāk nekā jaunieši (Silverman, 2003; Duckworth & Seligman, 2006).

Papildus akadēmiskajiem sasniegumiem, jaunietes ir aktīvākas akadēmiskajās un sociālajās grupās, piemēram, diskusiju grupās, biedrībās, studentu pašpārvaldē, kā arī dažādās citās grupās, izņemot sporta grupas (Sommers & Ellsworth, 2000).

Turpretim jaunieši biežāk ir kandidāti uz izraidīšanu, apsaukšanu un izmešanu no studijām (Office of Juvenile Justice and Delinquency Prevention, 2006).

Turklāt jauniešiem četras reizes biežāk nekā jaunietēm ir jāsniedz koriģējošās un speciālās izglītības pakalpojumi (Flynn & Rahbar, 1994; Brook & Boaz, 2005).

Apsverot iepriekšējo pētījumu neviennozīmīgos secinājumus, rodas pētnieciska interese, šim pētījumam tiek izvirzīts pētījuma jautājums: Vai pastāv statistiski nozīmīgas sasniegumu mērķu atšķirības studējošo vīriešu un sieviešu grupā un kuros aspektos?

Lai atbildētu uz pētījuma jautājumu tiek izvirzīts mērķis: teorētiski un praktiski izpētīt un noteikt vai pastāv atšķirības sasniegumu mērķu aspektos studējošo vīriešu un sieviešu grupās. Pētījumam tiek izvēlēti instrumenti: 3x2 sasniegumu mērķu aptauja (A 3x2 achievement goal questionnaire, AGQ, Elliot, Murayama & Pekrun, 2011) un demogrāfiskā datu aptauja.

Sasniegumu mērķu konstrukts
Construct of achievement goals

Sasniegumu mērķu konstrukts tika izstrādāts, pateicoties tādiem autoriem, kā Mārtijam Meiehram ar kolēģiem (Maeher & Nicholls, 1980), Karolai Eimsai (Ames, 1992), Karolai Dvekai (Dweck, 1988) un Džonam Nikolam (Nicholls, 1984) un citiem. Sākotnēji tika izveidots „dihotomiskais sasniegumu mērķu modelis" (saīsināts nosaukums 2x2 sasnieguma mērķu modelis). Šajā modelī sasniegumu mērķis tiek definēts kā sasniegumu mērķu uzvedības nodoms (Maeher & Nicholls, 1980), bez tam tajā vēl tika ietverti divi mērķu tipi - *meistarības mērķi*, kuru virzība ir attīstīt kompetenci un zināšanas un uzdevumu meistarību un *snieguma mērķi*, kuru virzība ir parādīt savu kompetenci un zināšanas (zināšanas, kuras var novērtēt pēc normatīviem).

Eliots ar kolēģiem ierosināja paplašināt sasniegumu mērķu modeli, t.i., pāriet no 2x2 modeļa uz 3x2 modeli. 3x2 modelī (Elliot et al., 2011) uz meistarību un sniegumu orientētie mērķi sazarojas kā tuvošanās panākumiem vai izvairīšanās no neveiksmes aspektiem, tādējādi, izdalot: uz meistarību, uz meistarību-izvairīšanos, uz sniegumu un snieguma-izvairīšanos orientētus mērķus. Kā rezultātā tiek izdalīti trīs neatkarīgi sasniegumu mērķi: 1) snieguma mērķi, kuri koncentrējas uz zināšanu līmeņa sasniegšanu relatīvi attiecībā pret citiem; 2) snieguma-izvairīšanās mērķi, kuri koncentrējas uz izvairīšanos no kompetences trūkuma relatīvi, salīdzinot sevi ar citiem; 3) meistarības mērķi, kuri koncentrējas uz kompetences attīstību caur uzdevumu veikšanas meistarību (McGregor & Elliot, 2002).

2x2 un 3x2 sasniegumu mērķu modeļos Eliots un kolēģi izdalīja tādus aspektus, kā nodoma cēloņus, mērķus, definējot sasniegumu mērķus un kompetencē balstītus mērķus, kas vada uzvedību (Elliot & McGregor, 2001). Kompetenci un zināšanas var novērtēt vērtēšanas sistēmas ietvaros, tādā veidā students var noteikt, vai viņam ir labi, vai slikti rezultāti, kā arī students pats var novērtēt savu sniegumu no trīs aspektiem – uzdevuma, paša un citu novērtējumiem (Elliot, Murayna, 2008).

Atšķirībā no 2x2 modeļa satura 3x2 modelī uz meistarību orientēti mērķi un uz meistarību - izvairīšanos orientēti mērķi tiek papildināti ar trijiem komponentiem uz uzdevumu, uz savu pieredzi un citu pieredzi orientētiem mērķiem (skat. 1. tabulā iezīmētās pārtraukto līniju bultas). Modeļu autori sniedz skaidrojumu, ka meistarības mērķis, tiek īstenots, veicot uzdevumu un tas liek koncentrēties uz zināšanu un spēju apguvi vai uz savu pieredzi, savukārt, uz meistarību-izvairīšanos orientētais mērķis koncentrējas uz izvairīšanos no uzdevuma izpildes, no savas nekompetences atzīšanas un nepietiekamu zināšanu izpausmēm. Kad sasniegumu mērķu konstruktu skata kā meistarībā un sniegumā balstītus sasniegumu mērķus, tad tie ir novērtējami pēc aspektiem -uzdevumu izpildes/neizpildes, pēc personīgās pieredzes un pēc citu pieredzes novērtējuma. Zinātnieku vidū izraisījās diskusija vai šie minētie aspekti ir tik līdzīgi, lai iederētos vienā sasnieguma mērķu konstruktā (Elliot et al., 2011).

Izpildot uzdevumu, svarīga ir mērķu jēga, kā izpildīt nepieciešamās uzdevuma prasības, piemēram, atbildēt pareizi uz jautājumu, saprast galveno jēgu, jo no prasību izpildes izrietēs novērtējums. Tādā veidā zināšanu līmeni nosaka pēc tā, vai uzdevumu var izpildīt labi vai slikti un cik daudz no uzdevuma prasībām ir izpildīti (Elliot et al., 2011). Uz pieredzi orientētie mērķi ietver personisko novērtējumu, tādā veidā, salīdzinot ar to, kā pats agrāk uzdevumu ir paveicis un kā to varētu paveikt nākotnē (Elliot et al., 2011). Uz citu pieredzi orientētie mērķi ietver starppersonisku uzdevuma izpildes/neizpildes sevis novērtēšanu, tādējādi, rodas iespēja savas kompetences salīdzināt ar citiem (Elliot et al., 2011).

Lai uzskatāmi parādītu 2x2 un 3x2 sasniegumu mērķu modeļu saturu un tajos ietvertos komponentus, tika izveidots 1. attēls (skat. 1. att.).

2 x 2	**Personiski – meistarības mērķi**	**Normatīvi novērtējams sniegums**
Pozitīvi (tuvošanās panākumiem)	Uz meistarību orientēti mērķi	Uz sniegumu orientēti mērķi
Negatīvi (izvairīšanās no neveiksmes)	Uz meistarību – izvairīšanos orientēti mērķi	Uz sniegumu – izvairīšanos orientēti mērķi

3 x 2	**Absolūti (uzdevuma)**	**Personiski (sev)**	**Starppersonu (citi)**
Pozitīvi (tuvošanās panākumiem)	Uz uzdevumu orientēti mērķi	Uz savu pieredzi orientēti mērķi	Uz citu pieredzi orientēti mērķi
Negatīvi (izvairīšanās no neveiksmes)	Uz uzdevumu – izvairīšanos orientēti mērķi	Uz savu pieredzi - izvairīšanos orientēti mērķi	Uz citu pieredzi - izvairīšanos orientēti mērķi

1.att. **2x2 sasniegumu mērķu modelis (Elliot & McGregor, 2001) un 3x2 sasniegumu mērķu modelis (Elliot, Murayama & Pekrun, 2011)**
Fig. 1 ***2x2 achievement goal model (Elliot & McGregor, 2001) and 3x2 achievement goal model (Elliot, Murayama & Pekrun, 2011)***

Uz uzdevumu orientēts mērķis nozīmē saprast jauno studiju kursa materiālu un uz personisko pieredzi orientēts mērķis nozīmē paplašināt savu zināšanu bāzi, acīmredzami, šie komponenti ir savstarpēji saistīti. Konceptuāli uz uzdevumu un uz personisko pieredzi orientēti mērķi ir līdzīgi tajā ziņā, ka abiem ir novērtēšanas standarti, ko var izmantot personiski, tādā veidā, veidojot ieskatu par savām gūtajām zināšanām. Ikdienas dzīvē ir sastopami gadījumi, kad uz uzdevumu un uz pieredzi orientētiem mērķiem students var tiekties neatkarīgi. Piemēram, students, kurš risina krustvārdu mīklas, vienkārši, var censties atrast visus vārdus krustvārdu mīklā bez domāšanas par savu pieredzi, bet alternatīvs variants ir tad, kad krustvārdu mīklu minēšanā students cenšas šodienas krustvārdu mīklā atminēt vairāk vārdus nekā iepriekšējās dienas krustvārdu mīklā, bez cenšanās atminēt pilnīgi visus vārdus (Elliot et al., 2011).

Pētnieki, kuru uzmanību ir piesaistījusi sasniegumu motivācija, ir interesējušies par mehānismiem, kas ved uz atšķirīgiem procesiem un rezultātiem. Viena no sasniegumu motivācijas pieejām ir sasniegumu mērķu pieeja (Dweck, 1988; McGregor & Elliot, 2002). Šajā pieejā sasniegumu mērķi tiek skaidroti kā mērķtiecība (Maeher & Nicholl, 1980; McGregor & Elliot, 2002) vai kognitīvi dinamisks fokuss (McGregor & Elliot, 2002) uzdevumu izpildē un pieņemtais mērķu tips ir, lai nostiprinātu uzvedības pašregulācijas struktūru sasniegumu situācijās. Attiecīgi, sasniegumu mērķi tiek uzskatīti par svarīgu priekšnoteikumu ar sasniegumiem saistītajos mainīgajos (McGregor & Elliot, 2002).

Eliots un kolēģi atklāja, ka studentu mācīšanās procesā uz meistarības sasniegšanu orientēti mērķi paredz neatlaidības izpausmes. Uz sniegumu-izvairīšanos vērsti mērķi paredz virspusēju sagatavošanās līmeni, dezorganizētu mācīšanos, kā arī neparedz neatlaidības izpausmes (McGregor & Elliot, 2002).

Jāatzīmē, ka pastāv arī teorijas, kas uzsver, ka dzīvām būtnēm pastāv iedzimta vajadzība būt kompetentam, zinošam, neatkarīgam un izrādīt meistarību savā vidē (piemēram, White, 1959; McGregor & Elliot, 2002). Šie iedzimtie motīvi tiek pieņemti kā vispārējās matricas pamats, no kurienes rodas iekšējā sasniegumu motivācija. No šīs atziņas izriet, ka iekšējās sasniegumu motivācijas neveiksmes gadījumā, studentam var attīstīties pieredzes veidošanās traucējumi (McGregor & Elliot, 2002).

Runājot par sasniegumu motivāciju, galvenais fokuss vērsts uz to, vai studenti ir pietiekami kompetenti un motivēti, lai sasniegtu izcilību. Tādēļ studenti, kuri parāda vāju sniegumu, tiek uzskatīti par nemotivētiem, vai nespējīgiem pašnoteikties (McClelland et al., 1975; Spielberger, 1972; Ames, 1992-a; Dweck, 1988; McGregor & Elliot, 2002).

Citos pētījumos autori ir nonākuši pie atziņas, ka dzīšanās pēc mērķa rada mētāšanos daudzās nodarbēs vienlaikus (piemēram, Kruglanski, 1996). Indivīdi ar augstu sasniegumu motivāciju ir motivēti sasniegt augstus mērķus, izbauda dzīšanos pakaļ pēc izcilības, iegūstot augstu kompetences līmeni, pieņemot izaicinājumus un saņemot sasniegumu slavinājumus (Hart & Albarracin, 2009).

Pētījuma metodoloģija
Research Methodology

Pētījuma izlases raksturojums
Characteristics of the study sample

Pētījuma dalībnieku vecums no 18 līdz 25 gadiem (M = 21.25). Tika aptaujāti 71 vīrietis un 72 sievietes. Aptaujāto respondentu vīriešu grupā vecums 18 - 25 gadi (M = 21.90). Aptaujāto respondentu sieviešu grupā vecums 18 - 24 gadi (M = 20.61).

Instruments

Tool

Lai veiktu pētījumu par studējošu jauniešu sasniegumu mērķu dzimumatšķirībām tika izmantota 3x2 sasniegumu mērķu aptauja (A 3x2 achievement goal questionnaire, AGQ, Elliot, Murayama and Pekrun, 2011).

Sasniegumu mērķu aptauja ietver 18 apgalvojumus, kas tiek iedalīti sešās apgalvojumu skalās.

1. Apgalvojumi, kas orientēti uz uzdevumu veikšanu;
2. Apgalvojumi, kas orientēti uz uzdevumu veikšanu-izvairīšanos;
3. Apgalvojumi, kas orientēti uz savu pieredzi;
4. Apgalvojumi, kas orientēti uz savu pieredzi-izvairīšanos;
5. Apgalvojumi, kas orientēti uz citu pieredzi;
6. Apgalvojumi, kas orientēti uz citu pieredzi-izvairīšanos.

Sasniegumu mērķu aptaujas katru apgalvojumu respondents novērtē Likerta skalā no 1-7, kur 1 nozīmē „pilnībā neatbilst man" un 7 nozīmē „pilnībā atbilst man".

Latvijā aptaujai nav veikta lingvistiskā adaptācija, autores veica lingvistisko adaptāciju. Pētījumam papildus tika izveidota demogrāfiskā aptauja.

Pētījuma procedūra
The research procedure

Aptaujas tika piedāvātas izpildīt studentiem, kuri šobrīd studē kādā no Latvijas augstskolām, tās aizpildīja 224 respondentu, no tām 81 aptauja nebija derīgas, jo bija nepilnīgi aizpildītas. Atlasītās 143 aptaujas tika apstrādātas, izmantojot SPSS programmu (17.0 versija). Lai datu apstrādē nodrošinātu anonimitāti, katrai anketai tika piešķirts unikāls kods. Kā statistisko metodi atšķirību noteikšanai izlases 2 grupās pēc dzimuma, t.i., sieviešu grupā (N=72) un vīriešu grupā (N=71) tika pielietots t-tests.

Rezultāti un to interpretācija
Results and Interpretation

Lai pārbaudītu Sasniegumu mērķu aptaujas iekšējo saskaņotību, katrai no sešām skalām tika aprēķināts iekšējās saskaņotības koeficients Kronbaha alfa. Aprakstošās statiskas rādītāji un Kronbaha alfa rādītāji ir uzskatāmi redzami 1. tabulā.

1.tab. **Sasniegumu mērķu aptaujas skalu aprakstošās statistikas un Kronbaha alfas rādītāji (n=143)**
Table 1 ***Achievement goals questionnaire scales descriptive statistics and Cronbach alpha indicators (n=143)***

Skalas nosaukums	**Vidējais aritmētiskais**	**Standartnovirze**	**Kronbaha alfa**
Uzdevumu veikšana	16,50	3,323	0,657
Uzdevumu veikšana-izvairīšanās	16,13	3,742	0,780
Sava pieredze	15,75	3,707	0,854
Sava pieredze-izvairīšanās	15,74	3,609	0,788
Citu pieredze	13,74	4,616	0,899
Citu pieredze–izvairīšanās	14,07	4,262	0,817

Tā kā „3x2 sasniegumu mērķu aptaujai" tika veikta lingvistiskā adaptācija, vispirms tika veikta turp - atpakaļ tulkošana, pēc tam tika pārbaudītas Kronbaha alfas rādītāju izmaiņas, ja tiktu mainīti vai izņemti apgalvojumi. Apgalvojumi, kurus labojot vai izņemot, varētu uzlabot Kronbaha alfas rādītāju:

- *Uzdevumu veikšanas – izvairīšanās skalā apgalvojums*:

Man ir svarīgi izvairīties no daudz kļūdainu atbilžu sniegšanas eksāmenos. Labojot vai izņemot šo apgalvojumu Kronbaha alfa būtu: 0.971.

- *Savas pieredzes – izvairīšanās skalā apgalvojums:*

Man ir svarīgi izvairīties no zemākām sekmēm eksāmenos, salīdzinot ar manu parasto sekmju līmeni. Labojot vai izņemot šo apgalvojumu, Kronbaha alfa būtu: 0.804.

Ar Kolmogorova – Smirnova testa *(One-Sample Kolmogorov-Smirnov Test)* palīdzību tika noteiktadatu sadalījuma atbilstība normālajam sadalījumam sieviešu un vīriešu izlases grupās.

2. tabulā uzskatāmi redzami 3x2 sasniegumu mērķu aptaujas skalu t-testa rādītāji pēc dzimuma.

Kā redzams 2. tabulā, skalā Uz uzdevumu veikšanu-izvairīšanos rādītājos novērotas statistiski nozīmīgas atšķirības ($t = 3{,}546$; $p < 0.01$). Tātad šajā skalā var noraidīt H_0 (studējošo vīriešu un sieviešu grupās jauniešu vecumposmā nepastāv sasniegumu mērķu dzimumu atšķirības) un apstiprināt H_A (studējošo vīriešu un sieviešu grupās jauniešu vecumposmā pastāv sasniegumu mērķu dzimumu atšķirības).

Šajā izlasē Uz uzdevumu veikšanu-izvairīšanos skalas rādītāji parāda, ka pastāv negatīva pieeja, kas orientēta uz izvairīšanos no neveiksmēm, augstāki rādītāji šeit ir sieviešu grupā. Jāatzīmē, ka vienkāršas svārstības zināšanu uztverē, it īpaši negatīvas, var novest pie svārstībām mērķu izvēlē.

2.tab. **3x2 sasniegumu mērķu aptaujas skalu t-testa rādītāji pēc dzimuma (n=143)**
Table 2 ***3x2 achievement goals questionnaire scale t-test indicators by gender (n=143)***

Skalas nosaukums	Dzimums	Skaits	Vidējais aritmētiskais	Standart-novirze	t	Divpusējās nozīmības līmenis
Uzdevuma veikšana	Sievietes	72	17,25	3,048	1,952	0,053
	Vīrieši	71	16,11	3,378		
Uzdevuma veikšana-izvairīšanās	Sievietes	72	17,36	3,104	3,546**	0,001
	Vīrieši	71	15,06	4,012		
Sava pieredze	Sievietes	72	16,34	3,705	1,803	0,074
	Vīrieši	71	15,15	3,670		
Sava pieredze-izvairīšanās	Sievietes	72	16,41	3,579	1,922	0,057
	Vīrieši	71	15,15	3,715		
Citu pieredze	Sievietes	72	14,08	4,800	0,619	0,537
	Vīrieši	71	13,55	4,766		
Citu pieredze-izvairīšanās	Sievietes	72	15,02	4,349	1,641	0,103
	Vīrieši	71	13,74	4,262		

*Apzīmējumi tabulā: **$p < 0.01$, *$p < 0.05$*

Skalā Uz savu pieredzi-izvairīšanos rādītāju atšķirības studējošo vīriešu un sieviešu grupās jauniešu vecumposmā pastāv tendences līmenī ($p = 0.057$). Šajā skalā H_0 nevar noraidīt, bet nevar arī pilnībā izslēgt H_A, jo iegūtais rezultāts ir ļoti tuvu 0.05. Jāņem vērā, ka sasniegumu mērķi, kas orientēti uz izvairīšanos atspoguļo tendenci - bailes no negatīviem iznākumiem. (Hulleman et al., 2010).

Skalā Uz uzdevumu veikšanu rādītājos novērotas atšķirības studējošo vīriešu un sieviešu grupās jauniešu vecumposmā, kas pastāv tendences līmenī ($p = 0.053$). Šajā skalā H_0 nevar noraidīt, bet nevar arī pilnībā izslēgt H_A, jo iegūtais rezultāts ir ļoti tuvu 0.05.

Pārējās skalās netika novērotas statistiski nozīmīgas sasniegumu mērķu rādītāju atšķirības studējošo vīriešu un sieviešu grupās jauniešu vecumposmā. Līdz ar to skalās: Sava pieredze, Citu pieredze, Citu pieredze – izvairīšanās spēkā paliek H_0.

Diskusija
Discussion

Veiktā pētījuma rezultāti var norādīt uz dzimumatšķirībām, kurām piemīt gadījuma raksturs, kas saskan ar citu pētījumu rezultātiem (piemēram, McGregor, Elliot, 2002). Citos pētījumos, kad tika atklātas dzimumatšķirības, tika novērots, ka vīriešu grupā biežāka izvēle bija vērsta uz pozitīviem sasniegumu mērķiem, kuru izvēle nebija vērsta uz kādu no izvairīšanās tendencēm, kas nav novērota arī šajā pētījumā. Jāņem vērā, ka tomēr pastāv vērā ņemams mainīgums uz meistarību orientētiem mērķiem, sākot ar interesi, ar ziņkārību un vēlmi uzlabot meistarību līdz potenciāla piepildījumam.

Pēc Kronbaha alfas rādītājiem visi aptaujas skalu apgalvojumi vienlīdz mēra pētāmās pazīmes (a > 0.7), taču skalā Uz uzdevumu veikšana un uzdevumu Kronbaha alfu vēl varētu uzlabot, piestrādājot pie 3x2 sasniegumu mērķu aptaujas (A 3x2 achievement goal questionnaire, AGQ, Elliot & Murayama, Pekrun, 2011) apgalvojumu formulēšanas un atbilstības sociālajai un kultūrvēsturiskajai videi Latvijā.

Kā turpmāko pētījumu virzienu varētu norādīt sasniegumu mērķu saistību ar vecumposma īpatnībām jo metanalīze (Huang, 2012) ir parādījusi, ka vecums ir statistiski nozīmīgs sasnieguma mērķu kritērijs un to, ka sasniegumu mērķu izvēlei ir saistība ar akadēmiskajiem sasniegumiem.

Secinājumi
Conclusion

Balstoties uz iegūtajiem rezultātiem, var secināt, ka šajā pētījuma izlasē daļēji apstiprinājās pieņēmums par to, ka pastāv studentu dzimumatšķirības sasniegumu mērķu skalu rādītājos. Statistiski nozīmīgas atšķirības ($t = 3{,}546$; $p < 0.01$) tika konstatētas vienā no sešām sasniegumu mērķu skalas Uz uzdevumu veikšana-izvairīšanās rādītājos, kurā sieviešu grupā ir augstāki rādītāji.

Statistiski nozīmīgas atšķirības netika konstatētas pārējās piecās skalās, divās no šīm skalām sasniegumu mērķi, kas orientēti Uz savu pieredzi-izvairīšanos (sieviešu grupā ir augstāki rādītāji) un sasniegumu mērķi, kas orientēti Uz uzdevumu veikšanu (sieviešu grupā ir augstāki rādītāji), konstatētās atšķirības ir tendenču līmenī. Iespējams, palielinot respondentu skaitu abās grupās, rezultāti mainītos. Jāpiebilst, ka Uz savu pieredzi-izvairīšanos skalā, korektējot apgalvojumu formulējumus, ir iespējams uzlabot Kronbaha alfas rādītājus, tad var mainīties rezultāti. Uz uzdevumu veikšanu orientēts mērķis nozīmē saprast jauno studiju kursa materiālu, lai koncentrētos uz uzdevumu vai grūtību risināšanu.

Uz personisko pieredzi-izvairīšanos orientēts mērķis nozīmē mazāk pievērst uzmanību savu zināšanu bāzes palielināšanai, bet vairāk pievērst uzmanību tam, lai noturētu iepriekšējo sasniegumu līmeni: "Man ir svarīgi izvairīties no zemākām sekmēm eksāmenos, salīdzinot ar manu parasto sekmju līmeni". Uz personisko pieredzi-izvairīšanos orientēti mērķu izvēle izlases sieviešu grupā var norādīt uz to, ka, galvenokārt, ir orientācija uz izvairīšanos no nespējas izpildīt uzdevumus vai nepieciešamās darbības, no izgāšanās mācībās, zaudēt jau iemācītās spējas, prasmes un nespēju sasniegt potenciālu, ko sevī saskata. Minētajam sasniegumu mērķim klāt vēl nāk raizes, bažas vai bailes par iespējamiem negatīvajiem iznākumiem (piemēram, „es raizējos, ka varu neiemācīties visu iespējamo, ko varu gūt no šīm studijām”, kas raksturīgs meistarības izvairīšanās mērķim.

Summary

The research about achievements goal of Latvian students gender differences indicators. The study included a total of 143 respondents, random into two groups: a group of women (n = 72) and men's group (N = 71), performing 3x2 achievement goal questionnaire (A 3x2 Achievement Goal Questionnaire, AGQ, Elliot, Murayama, Pekrun, 2011). Research question: Is there a statistically significant achievements in the achievements goal of creating gender students and in which aspects? The results showed that the response to the questionnaire question on gender, objectives achievement indicators can be said that a statistically significant difference (t = 3.546; p <0:01). Although the question raised by the study confirmed only partially been derived insight on possible gender differences in attainment targets. Admittedly, the results of this study provide the only glimpse of the surveyed area. To increase the validity of the results, the possibility of generalization, it would be necessary to increase the size of the sample might need to work on „A 3x2 Achievement Goal Questionnaire (2011)” claim formulation and compliance with social and cultural and historical environment Latvian because so far this questionnaire Latvian is not adapted. As a possible direction for future research would indicate achievement goals in relation to their age characteristics, as argued by researchers (eg, Huang, 2012). there is a tendency with increasing age, choosing to mastery-oriented goals, academic performance will increase.

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VIDĒJĀS BĒRNĪBAS VECUMPOSMA SKOLĒNU EMOCIONĀLĀS APZINĀŠANĀS IZMAIŅAS SOCIĀLĀS KOMPETENCES UN APZINĀTĪBAS INTERVENCES GRUPĀ BĒRNIEM

Changes Of Middle Childhood Students' Emotional Awareness In Social Competence And Awareness Intervention Group For Children

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Abstract. *Emotion awareness (EA) is the cornerstone of emotional intelligence, an essential prerequisite for the development of children's social competence. Recent scientific studies have shown that EA has a number of positive psychological outcomes. The main objective of the study was to develop and implement the EA and social competence intervention program for children (N=19, boys n=8 and girls n=11, age 8-9, M=8,05, SD=0,23) and compare the indicators of EA of middle childhood students before and after the realization of the author's program. Additional purpose of the study was the approbation of The Levels of Emotional Awareness Scale for Children (LEAS-C; Bajgar & Lane, 2003) by analysis of its psychometric indicators. In total 13 sessions were carried out during the school year 2013/2014 - from the beginning of November, 2013 until the end of May, 2014. LEAS-C (Bajgar & Lane, 2003) and Children's Personality Questionnaire (CPQ, Porter & Cattel, 1975), observations, interviews, content analysis were used. The study results show the effectiveness of intervention programs, namely, it was found that there was a statistically significant difference between the EA level of children before and after the intervention program (SELF t=- 2,99, p=0,008, OTHER t=- 3,78, p=0,001, TOTAL t=- 3,58 (p=0,002<0,05). The level of EA increased and the quality of emotional vocabulary improved after the intervention program. The LEAS-C version in Latvian language of showed high internal consistency scores and high Inter-Rater Reliability between the two encoders. The paper also carries out detailed analysis of indicators of construct validity.*

Keywords: *emotional awareness, intervention program for children, middle childhood, social competence.*

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Ievads
Introduction

Emocijas no dažādu skatupunktu perspektīvas ir viens no visvairāk pētītajiem tematiem psiholoģijas zinātnē pēdējo desmitgažu laikā. Kāpēc tā? Emocijas iedarbina automātiskus uzvedības paternus, tās ir būtiskas izdzīvošanai, taču primitīva emocionālā uzvedība rada problēmas sociālajā vidē. Ja emocijas nokļūst uzmanības centrā, tad uzvedības paterni vairs nav automātiski un neapzināti, pastāv lielākas iespējas adaptīvai sociālajai mijiedarbībai (Rieffe, Terwogt, Petrides, Cowan, Miers & Tolland, 2007). Mūsdienās mediju diskursā arvien biežāk parādās un līdz ar to arī sabiedrībā izsauc rezonansi informācija par dažādiem vardarbības gadījumiem skolas vidē, ne tikai tālajā ASV vai kādā citā Eiropas valstī, bet arī Latvijā. Tam tiešām ir nozīmē. S. Beirnsa (Barnes, 2013), atsaucoties uz vairākiem zinātniskiem pētījumiem (Bulotsky-Shearer et al., 2012; Hamre & Pianta, 2005) atzīmē, ka tas, kā bērns jūtas skolā, ir būtiska nozīme viņa socioemocionālajā attīstībā. Kaut gan lielu sociālo nosodījumu un reālas sankcijas ir fiziskai agresijai skolas vidē, paliekošas sekas uz bērna socioemocionālo attīstību atstāj arī verbālā agresija (apsaukāšanās, draudi, izsmiešana, ķircināšana, noniecināšana u.c.) un attiecību agresija (atraidīšana, ignorēšana un dažādi citi mēģinājumi pasliktināt kāda vietu vai pozīciju grupā), kas ir bieža parādība daudzās skolās. Izejot no šīs aktualitātes reālajā dzīvē, zinātnieki arvien vairāk virza savu fokusu no pieaugušo izpētes uz arvien jaunāku bērnu vecuma grupu izpēti, tādējādi akcentējot emocionālās attīstības nozīmīgumu jau agrīnajā vecumā (Izard, 2001; Izard, Fine, Schulz, Mostow, Ackerman & Youngstrom, 2001; Morgan, Izard & King, 2010). Tiek uzdots un pētīts jautājums – kas mudina bērnus šādi rīkoties? Agresīvai uzvedībai var būt virkne ietekmējošo faktoru. Kā viens no tādiem jaunākajos zinātniski empīriskajos pētījumos tiek iztirzāts EA (*emotional awareness*) koncepts.

Tēmas aktualitāti pasvītro virkne jaunāko pētījumu, kuri pierāda, ka emociju apzināšanās (EA) ir būtisks priekšnoteikums bērna sociālās kompetences attīstībā (Hoglund, Lalonde & Leadbeater, 2008; Morgan et al., 2010; Petrides, Sangareau, Furnham & Frederickson, 2006; Trentacosta & Fine, 2010). Neskatoties uz tēmas aktualitāti, EA konstrukta izpētē ir virkne izaicinājumu. Latvijā pētījumu par bērnu EA līdz 2015. g. nebija, līdz ar to nebija pieejams arī bērnu EA izpētes instrumentu. Tāpat līdz šim nebija izstrādāta intervences programma, kuras mērķis būtu vērsts uz EA attīstību bērniem. Tāpēc pētījuma mērķis bija, pirmkārt, izstrādāt un realizēt emocionālās apzināšanās un sociālās kompetences intervences programmu bērniem un salīdzināt emociju apzināšanās rādītājus vidējās bērnības vecumposma skolēniem pirms un pēc intervences īstenošanas, otrkārt, veikt „Bērnu emociju apzināšanās līmeņu skalas" (BEALS) (*The Levels of Emotional Awareness Scale for Children*; Bajgar & Lane, 2003) aprobāciju. Minētie divi aspekti pamato dotā pētījuma novitāti.

Teorētiskais pamatojums
Theoretical justification

Emociju apzināšanās (EA) ir viens no emocionālās inteliģences stūrakmeņiem, koncepts, kas nozīmē spēju atpazīt, kādas ir emocijas, atšķirt savas emocijas no citu emocijām, spēt nosaukt emocijas, raksturojot dažāda veida emocionālo pieredzi (Bajgar, Chirrochi, Lane & Deane, 2005). Kāda saistība pastāv starp bērna uzvedību un EA? Virkne jaunāko pētījumu pierāda, ka EA ir būtisks priekšnoteikums bērna sociālās kompetences attīstībā (Hoglund, Lalonde & Leadbeater, 2008; Morgan, Izard & King, 2010; Petrides, Sangareau, Furnham & Frederickson, 2006; Trentacosta & Fine, 2010). Proti, EA īpaši svarīga starppersonu attiecībās, tā ietekmē bērna uzvedību skolā, jo citi var vieglāk un veiksmīgāk viņu uztvert (Mavroveli, Petrides, Sangareau & Furham, 2009), labāk attīstīta EA nozīmē mazāku risku agresīvai, trauksmainai, atturīgai uzvedībai (Hoglund et al., 2008; Izard, King, Trentacosta, Morgan et al., 2008), līdz ar to bērnam ar labāk attīstītu EA ir veiksmīgākas attiecības ar vienaudžiem (Beck, Kumschick, Eid & Klann – Delius, 2011). Taču ir jāatzīmē, ka ne visu pētījumu secinājumi ir viennozīmīgi. Pastāv pētījumi, kas noraida saistību starp minētajiem aspektiem, atzīmējot citu individuālo īpatnību lomu (Hoglund et al., 2008).

Kāpēc EA varētu aktualizēties īpaši sākumskolas laikā? Tieši vidējās bērnības vecumposmā (*middle childhood*), kas ir vecums no apmēram 6 līdz aptuveni 10 gadiem (Berk, 2002; Broderick & Blewitt, 2006; Craig & Baucum, 2002), starp vairākiem citiem bērna psihoemocionālās attīstības uzdevumiem, centrā izvirzās vienaudžu attiecības – gan grupā (piem., klasē), gan diādē – draudzība. Kaut gan šajā vecumā bērna pasaule nav pilnīgi atdalīta no ģimenes, papildus citām socializēšanās pieredzes gūšanas iespējām, skola tomēr piedāvā unikālu vidi, stabilu bāzi un regularitāti, kur attīstīties vienaudžu attiecībām (Stuhlman & Pianta, 2009)? Faktoru, kas veicina veiksmīgu vienaudžu attiecību veidošanos, ir virkne, piemēram, attiecības ar vecākiem, piesaiste, personības īpašības, sociāli kognitīvā komponente, kā arī tāda emocionāli sociālās kompetences komponente kā EA (Hay, Payne & Chadwick, 2004; Kokkinos & Kipritsi, 2012; Mavroveli et al., 2009). EA ir kognitīvs process, kas pakļauts bērna attīstības gaitai un vecums ir būtisks priekšnosacījums bērna EA spējai (Bajgar et al., 2005; Manchini, Agnoli, Trombini et al., 2013). Tieši vidējās bērnības vecumposmā bērns attīsta pašreflektējošo perspektīvas redzējumu (*self – reflecting perspective taking*) – tā ir spēja redzēt savu darbību, domas un emocijas no citas perspektīvas (Charleswort, Wood & Viggiani, 2011). Tieši šajā vecumposmā bērni piedzīvo ievērojamas pārmaiņas un papildinājumus viņu verbālajās spējās nosaukt un aprakstīt emocijas (Baron-Cohen, Golan, Wheelwrigh et al., 2010). Arī atpazīt emocijas sejas mīmikā ievērojami uzlabojas vecuma posmā starp 6-10 gadiem (Durand, Gallay, Seigneuric et al., 2007). Bērnu vidējās bērnības vecumposmā attīstīta sociāli – kognitīvā kompetence, proti, t.sk., ar spēja apzināties citu emocijas un motīvus, negatīvi korelē ar atraidījumu no vienaudžu puses (Dodge, Lansford, Burks et al., 2003). Taču kā min zinātnieki Trentakosta un Faine (Trentacosta & Fine, 2010), vidējās bērnības vecumposmā bērniem ir jābūt jau attīstītai emociju uztverei kompleksākā formā, vien nepietiek ar zināšanām par emocijām, lai veiksmīgi funkcionētu vienaudžu grupā. Ir viennozīmīgi skaidrs, ka tas, kā veidosies attiecības ar vienaudžiem (t.sk, klasesbiedriem), atstās būtisku ietekmi uz indivīda tālāko personības un sociālo attīstību. Tāpēc ir tik ļoti nozīmīga laicīga preventīva intervence, kas vērsta uz EA kā kompetences attīstību.

Ārzemēs emocionālās un sociālās kompetences attīstības intervences programmas - sauktas par SEL (*Social and Emotional Learning*) ir plaši integrētas izglītības sistēmā, tādējādi nodrošinot plašu pieejamību ne tikai dažādu vecumposmu bērniem, bet arī skolotājiem un bērnu vecākiem. SEL intervences programmas bāzējas uz piecām pamat kompetencēm: sevis – apzināšanās, pašvaldība, sociālā apzināšanās, attiecību vadība un atbildīga lēmumu pieņemšana (Zins, Weissberg, Wang & Walberg, 2004). SEL programmas ir uzbūvējušas „jaunu tiltu starp psiholoģiju un izglītību", atzīst M. Grīnbergs (M. Greenberg) - viens no visvairāk izplatītās SEL sērijas intervences programmas PATH (*Promoting Alternative Thinking Strategies*) autoriem (DeAngelis, 2010). Kāpēc ir nepieciešams šāds tilts starp psiholoģiju un izglītību? Kāpēc ir svarīgi šādu psiholoģisku konceptu kā emocionālā un sociālā kompetence integritāti izglītības sistēmā? Mācīšana un mācīšanās skolā ir cieši saistīta ar sociālām, emocionālām un akadēmiskām komponentēm (Zins et al., 2004). Emocionālie procesi un sociālās attiecības ietekmē to, kā un ko bērns mācās (Durlak, Weissberg, Dymnicki et al., 2011).

Šī pētījuma ietvaros izstrādātā emocionālās apzināšanās un sociālās kompetences intervences programma daudzos aspektos ir radniecīga SEL programmu būtībai. Ņemot vērā pētījuma ierobežojumus, tai nav tik plašas robežas, kā, piemēram, konceptuāli tuvām PATH un RULLER programmām, taču saskan kopīgā teorētiskā nostādne un bāze, kā arī idejiskās un metodiskās pieejas EA attīstībā.

Metode
Methods

Pētījuma dizains. 1) Kvalitatīvā pētījuma daļa: induktīvā pieeja, t.i., sākotnējās informācijas iegūšanai par grupu notika daļēji strukturēta intervija ar klases audzinātāju. Tika veikta intervijas kontentanalīze. Papildus notika klases novērošana 3 mācību stundu laikā un 3 starpbrīžu laikā (biežums - viens novērojums 1 reizi nedēļā). 2) Kvantitatīvā pētījuma daļa: kvazi eksperimentālais dizains, ar pirms un pēc intervences testēšanu izlases ietvaros.

Izpētes procedūra. Daļēji strukturētā intervija ar klases audzinātāju notika klātienē. Iegūtā informācija tika analizēta, izmantojot kontentanalīzes metodi. Grupas novērojumi notika saskaņā ar pētījuma autora izvirzītajiem kritērijiem, fiksējot informāciju rakstiski novērošanas protokolos. Pirmsintervences testēšana notika Rīgas X Vidusskolas 2. klases telpā 3 tikšanās reizēs: (a) R. Ketela BPA 1. daļa, b) R. Ketela BPA 2. daļa c) BEALS. Skolēniem tika paskaidrots testēšanas mērķis un mutiski izklāstīta testa instrukcija, kā arī uz tāfeles vizuāli attēlota testa aizpildes specifika. Testa jautājumi tika lasīti skaļi visai klasei priekšā. Katra testēšanas reize ilga 30 min. Intervence: no 2014. gada februāra līdz maijam, 13 sesijas, biežums – 1 reizi nedēļā, ilgums: 45 minūtes katra, norises laiks: 6. mācību stunda no 12:35 ~ 13:20. Pēcintervences testēšana: procedūra līdzīga pirmsintervences testēšanas procedūrai.

Dalībnieki: Rīgas X. vidusskolas 2. klases skolēni. Pētījumā piedalījās 19 klases skolēni (N=19). Viens skolēns pētījumā nepiedalījās, jo vecāki nebija snieguši atļauju. Šo izlasi sastāda 8 zēni (n=8) un 11 meitenes ($n=11$). Vidējais vecums – 8,05 gadi (M=8,05, SD=0,23).

Instrumenti: 1) Kvalitatīvās izpētes metodes a) daļēji strukturētā intervija b) intervijas kontentanalīze c) novērojumi 2) Kvantitatīvās izpētes metodes a) Bērnu emociju apzināšanās līmeņu skala (BEALS) (*The Levels of Emotional Awareness Scale for Children*; Bajgar & Lane, 2003). Saskaņā ar autoru atziņām, BEALS ir paredzēta vecumā no 10-17 gadiem. Autori atzīmē EA rezultātu ciešu saistību ar bērnu verbālām spējām. Taču jaunākie pētījumi, kuros ir izmantots šis instruments, izmanto to arī jaunāka vecuma bērniem, arī atzīstot un respektējot verbālo spēju ietekmi uz EA rezultātiem (Harper, 2010; Manchini et al., 2013; Veirman, Brouwers & Fontaine, 2011). Pētījuma izlasē nebija bērnu, kuriem būtu disleksija vai citi faktori, kas varētu nozīmīgi ietekmē testa izpildes kvalitāti b) Bērnu (8-12 gadi) personības aptaujas (BPA) (*Children's personality quastionnaire*) R.B. Portera (R.B. Porter) un R.B. Ketela (R.B. Cattel) 1975. gadā izstrādāta testa forma (latv. val. adapt. Agadžanjana, Beļkova, Kozlova & Lāce (2003)). Metodika vispusīgi pēta personības galvenās pamatiezīmes, ļauj izvērtēt tās kvantitatīvi.

<u>Datu apstrāde:</u> MS Excel, SPSS (18,0 Statistical Package for the Social Science), galvenās statistiskās metodes – aprakstošā statistika, Kronbaha alfa, Kohena kappa, Stjūdenta t-kritērijs, Pīrsona korelācijas koeficients.

Rezultāti
Results

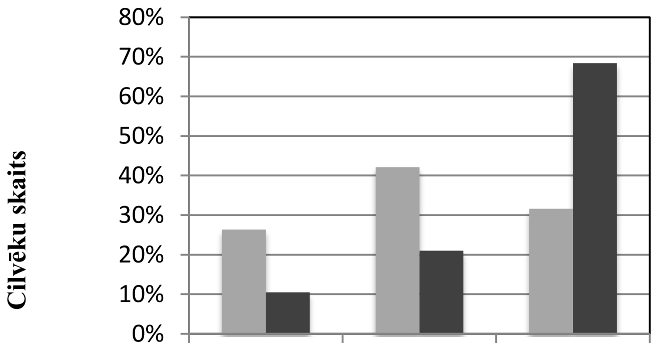
Atbildot uz galveno pētījuma jautājumu, rezultāti parāda, ka pastāv statistiski nozīmīgas atšķirības starp EA līmeni pirms un pēc intervences. Pēc intervences ir uzlabojušās skolēnu savu EA līmenis (ES) (t=- 2,99, p = 0,008 < 0,05), citu EA (CITS) (t = - 3,78, p = 0,001 < 0,05), kā arī savu un citu EA kopvērtējumā (KOPĀ) (t = - 3,58, p = 0,002 < 0,05) (sk. 1. tabulu).

1. tab. **BEALS t - testa rezultāti pirms un pēc intervences**
Table 1 ***LEAS-C t-test values before and after intervention***

Apakšskalas	*M*	*SD*	*t*	*p*
ES	-3,42	4,98	-2,99	0,008*
CITS	-3,47	4,01	-3,78	0,001*
KOPĀ	-2,89	3,53	-3,58	0,002*

*p < 0,05

Gan savu (ES), gan citu (CITS), kā arī savu un citu kopvērtējumā (KOPĀ) EA līmenis pēc intervences programmas grupā kopumā ir paaugstinājies (sk. 1. attēlu).



	[20;28]	(28;35]	(35;43]
Biežumi (f%) PIRMS	26%	42%	32%
Biežumi (f%) PĒC	11%	21%	68%

1.att. **BEALS apakšskalu ES un CITS KOPĀ rezultātu histogramma ar relatīviem biežumiem pirms un pēc intervences**
Fig. 1 ***Relative frequency histogram of the results in LEAS-C sub-scales SELF, OTHER and TOTAL before and after intervention***

Atsevišķiem bērniem EA palika nemainīgā līmenī un atsevišķiem – pasliktinājās. Tas ir skaidrojams gan ar bērnu motivāciju testa laikā, gan ar bērnu dalības biežumu nodarbībās (vairāki bērnu veselības apstākļu dēļ neapmeklēja vairākas nodarbības), gan arī ar testa specifiku (kādā veidā un par ko tiek piešķirti punkti).

BEALS specifika ļauj secināt ne tikai par EA līmeni, bet arī sniedz kvalitatīva rakstura datus par bērnu emocijas apzīmējošo vārdu krājumu. Visbiežāk skolēni BEALS situāciju scenārijos uz jautājumu „Kā justos tu? Kā justos otrs cilvēks?" atbildē iekļāva vārdu 'bēdīgs' un 'priecīgs' (sk. 2. tabulu). Pēc intervences *'bēdīgs' vārdu skaits ir pieaudzis* no 28,7 % līdz 37,9 %, salīdzinot ar rezultātiem pirms intervences. Savukārt vārda *'priecīgs' skaits pēc intervences ir pieaudzis* no 14,47 % līdz 23,19 %, salīdzinot ar rezultātiem pirms intervences. Jāpiezīmē, ka šī ir pozitīva tendence, jo emocijas 'priecīgs' un 'bēdīgs' ir vienas no sešām pamatemocijām, kas tika iekļautas intervences programmas treniņā. Tāpat kā pozitīva tendence vērtējams tas, ka ir *ievērojami samazinājies tādu emocionālo pieredzi raksturojošo vārdu skaits, kā 'slikti'* – no 13,83 % pirms intervences līdz 4,26 % pēc intervences. No 1,91 % pirms līdz 3,62 % pēc intervences *ir pieaudzis tādu vārdu skaits kā 'nobijies',* kā arī no 0,43 % pirms līdz 3,40 % pēc intervences *ir pieaudzis vārdu 'pārsteigts' skaits.*

2. tab. **Skolēnu (N=19) BEALS minēto emocionālās pieredzes raksturojošo vārdu relatīvie biežumi pirms un pēc intervences**
Table 2 ***Relative frequencies of the use of words describing the emotional experience for students (N=19) before and after intervention***

Emocijas	Pirms (f %)	Pēc (f %)	Emocijas	Pirms (f %)	Pēc (f %)
bēdīgs	28,72%	37,87%	briesmīgi	1,70%	0,00%
priecīgs	14,47%	23,19%	skumīgs	0,85%	0,85%
slikti	13,83%	4,26%	domīgs	1,06%	0,21%
labi	8,51%	5,32%	kognīcija	0,85%	0,43%
laimīgs	6,17%	1,91%	raudāt	0,64%	0,43%
dusmīgs	4,26%	3,40%	šokēts	0,00%	1,06%
satraukts	2,55%	4,68%	vīlies	0,85%	0,21%
nobijies	1,91%	3,62%	nezinu	0,64%	0,21%
normāli	2,77%	2,34%	noguris	0,85%	0,00%
nopietni	0,64%	2,34%	nožēlojami	0,85%	0,00%
pārsteigts	0,43%	3,40%	sāpīgi	0,85%	0,00%
nav	1,49%	0,64%	citi	5,11%	3,62%

BEALS latviešu valodas versijas psihometriskie rādītāji

BEALS latviešu valodas versijas iekšējas ticamības rādītāji: Kronbaha alfas rādītāji katrā apakšskalā pārsvarā ir augsti, proti, α ir robežās no 0,70 līdz 0,89.

Informācija par testa ticamības rādītājiem testa oriģinālai un latviešu valodas versijai pirms un pēc intervences ir apkopota 3. tabulā.

3. tab. **BEALS aptaujas ticamības rādītāji**
Table 3 ***Reliability indicators of the LEAS-C***

	Kronbaha alfa skalai angļu valodā (*N* =51)	Kronbaha alfa skalai latviešu valodā PIRMS intervences (*N* =19)	Kronbaha alfa latviešu valodā PĒC intervences (N=19)	Jautājumi
ES*	0,71	0,81	0,89	12
CITS**	0,64	0,70	0,83	12
KOPĀ***	0,66	0,79	0,84	12

*Bajgar & Lane, 2003, BEALS (ES) ** Bajgar & Lane, 2003, BEALS (CITS)
*** Bajgar & Lane, 2003, BEALS (KOPĀ)

Pārbaudīt BEALS konverģento validitāti nebija iespējams, jo līdzīgu testu, kas mērītu tādu vai līdzīgu konstruktu kā EA bērniem, Latvijā nav. Viena no iespējamām konverģentās validitātes pazīmēm varētu būt atšķirīgi rādītāji EA līmenī zēnu un meiteņu izlasēs. Taču, kā norāda testa autori, pētījumu secinājumi attiecībā uz atšķirībām EA līmenī starp zēniem un meitenēm nav viennozīmīgi, proti, vieni pētījumi tādus uzrāda, citi pētījumi – nē (Bajgar & Lane, 2005). Dotajā pētījumā statistiski nozīmīgas atšķirības BEALS visās trīs dimensijās – ES, CITS un KOPĀ gan pirms, gan pēc intervences, starp meiteņu un zēnu grupām netika konstatētas. BEALS vidējo aritmētisko, standartnovirzes, kā arī t – kritērija vērtības meiteņu un zēnu izlasēs pirms un pēc intervences ir atspoguļotas 4. tabulā.

4. tab. **BEALS aprakstošās statistikas un t - testa rādītāji**
Table 4 ***The descriptive statistics of LEAS-C and the t-test results***

Apakšskala	Pirms intervences						Pēc intervences					
	Zēni (n=8)		Meitenes (n=11)		*t*	*p*	Zēni (n=8)		Meitenes (n=11)		*t*	*p*
	M	*SD*	*M*	*SD*			*M*	*SD*	*M*	*SD*		
ES	28,1	6,3	31,1	5,7	-1,1	0,31	32,1	6,2	34,1	4,2	-0,83	0,42
CITS	27,5	5,6	30,9	4,2	-1,5	0,14	31,1	5,9	34,3	3,7	-1,43	0,17
KOPĀ	30,3	5,8	32,6	4,4	-0,99	0,34	33,6	3,7	35,1	3,1	-0,94	0,36

BEALS latviešu valodas ticamības pārbaudei tika aprēķināts Kohena kappa (Cohen's kappa) koeficients. Pētījuma ietvaros nejaušās izlases veidā no visu respondentu BEALS pirms un pēc intervences ankešu kopas (38 anketas) tika izvēlētas 14 anketas, kuras atkārtoti ir kodējis neatkarīgs vērtētājs. Rezultāti atspoguļo, ka BEALS kodēto datu ticamība ir augsta no 0,79 – 1,00 (p= 0,000) (sk. 5. tabulu).

5. tabula **BEALS Kohena kappa koeficienti pirms un pēc intervences**
Table 5 ***LEAS-C Cohen's kappa coefficient before and after intervention***

Apakšskala	Pirms intervences		Pēc intervences	
	Kohena kappa (n=7)	*p*	*Kohena kappa (n=7)*	*p*
ES	0,95	0,000	1,00	0,000
CITS	0,93	0,000	0,79	0,000
KOPĀ	0,97	0,000	0,79	0,000

* salīdzināto vērtību pāru skaits N=84

BELAS latviešu valodas versijai Pīrsona korelācijas koeficients pirms intervences ES apakšskalai r = 0,99 (p = 0,000). CITS r = 0,99, KOPĀ r = 1,00. BEALS ir pieejams emociju glosārijs, kurā vērtētājs emociju apzīmējumam var atrast atbilstošu punktu skaitu, kas nodrošina ievērojami objektīvākus rezultātus.

Konverģentās validitātes noskaidrošanas nolūkos tika aprēķināts Pīrsona korelācijas koeficients starp BEALS ES un CITS apaksškalām pirms un pēc intervences. Atšķirībā no BEALS oriģinālās angļu valodas versijas, līdzīgi kā citās valodās (sk. zemāk) adaptētajās versijās, ES un CITS apakšskalas uzrāda ciešu un statistiski nozīmīgu saistību, t.i., r = 0,86 (p < 0,01) pirms intervences, un r = 0,84 (p < 0,01) pēc intervences (sk. 6. tabulu)

6. tab. **BEALS skalu ES, CITS Pīrsona korelācijas koeficienti pirms un pēc intervences**
Table 6 ***Pearson correlation coefficient values for LEAS-C SELF and OTHER scales befor and after intervention***

Apakšskala	Pirms intervences		Pēc intervences	
	ES	CITS	ES	CITS
ES	-	0,86**	-	0,84**
CITS	0,86**	-	0,84**	-

** p < 0,01

Emocionālās inteliģences (t.sk. EA) konstrukta validitātes pārbaudei empīriskajos pētījumos tiek aprēķināts korelācijas koeficients starp Emocionālās inteliģences dimensijām (t.sk. EA) un personības iezīmēm (Ferrando, Prieto, Almeida et al., 2011), taču katra pētījuma secinājumi ir samērā atšķirīgi, jo abu konstruktu izpētei tiek izmantotas dažādas metodes, kā arī pētījumos ir atšķirīgas izlases. Dotajā pētījumā EA bērnu izlasē mēra BEALS, savukārt personības iezīmes R. Ketela BPA. Iegūtie rezultāti tikai daļēji un fragmentāri saskan ar citu pētījumu rezultātiem. EA saistību ar personības iezīmēm BPA sekundāriem faktoriem, pirms un pēc intervences atspoguļo 7. tabula.

7. tab. **BEALS un R. Ketela BPA sekundāro faktoru Pīrsona korelācijas koeficienti pirms un pēc intervences**

Table 7 ***Pearson correlation coefficient values for LEAS-C SELF and OTHER scales before and after intervention***

BEALS	BPA							
	Ekstraversija		Trauksme		Līdzsvarotība		Neatkarība	
	Pirms	Pēc	Pirms	Pēc	Pirms	Pēc	Pirms	Pēc
ES	0,27	-0,32	-0,36	-0,19	-0,43	-0,05	-0,12	-0,01
CITS	0,18	0,58*	-0,44	-0,26	-0,44	-0,19	-0,19	-0,14
KOPĀ	0,23	-0,45	-0,32	-0,18	-0,41	-0,05	-0,12	-0,02
* p < 0,05 ** p < 0,01, N=19								

Pētījuma rezultātā tika konstatēta statistiski nozīmīga un vidēji cieša negatīva sakarība starp BEALS apakšskalu CITS un Ketela BPA sekundāro faktoru 'Ekstraversija' pēc intervences programmas – r = - 0,58 (p < 0,05), kā arī tendenču līmenī pozitīva vāja korelācija ar apakšskalu ES un KOPĀ pirms intervences – r = 0,27, r = 0,23, un negatīva vāja, bet nozīmīga korelācija pēc intervences – r = - 0,32, r = - 0,45. Rezultāti daļēji saskan ar citiem pētījumiem (Ciarrochi, Caputi & Mayer, 2003; Freeland, 2007; Mahasneh, 2013; Russo, Manchini, Trombini et al., 2012; Veirman et al., 2011; Vernon, Villani, Aitken Schermer & Petrides, 2008).

Secinājumi
Conclusions

Vidējās bērnības vecumposma aktualizējas emocionālās un sociālās kompetences nozīmīgums, kad starp citiem attīstības uzdevumiem uzmanības centrā nokļūst vienaudžu attiecības. Pētījumi pierāda, ka bērniem ar labāk attīstītu emociju apzināšanos ir labāka sociālā kompetence, mazākas emocionālās, uzvedības problēmas skolā (t.sk. agresija), un ir virkne citu pozitīvu ietekmju (Izard et al., 2008; Petrides et al., 2006 u.c.).

Dotā pētījuma pamatmērķis bija izstrādāt un realizēt emocionālās apzināšanās un sociālās kompetences intervences programmu bērniem un salīdzināt emociju apzināšanās rādītājus vidējās bērnības vecumposma skolēniem pirms un pēc intervences īstenošanas. Kā papildus mērķis tika izvirzīta „Bērnu emociju apzināšanās līmeņu skalu" (BEALS) (*The Levels of Emotional Awareness Scale for Children*; Bajgar & Lane, 2003) aprobācija.

Pētījuma rezultātā tika secināts, ka pēc intervences programmas bērnu emociju apzināšanās līmenis, skatoties datus kopvērtējumā grupā, ir paaugstinājās. Pēc intervences programmas ir palielinājies bērnu emocijas raksturojošo vārdu krājums un pieauga emociju raksturojošo vārdu kvalitāte (piem., atbilžu „labi", „slikti" vietā parādījās „priecīgs", „pārsteigts" u.c.) Bērniem, kuri bieži izlaida nodarbības, emocijas aprakstošo vārdu skaits un dažādība ir mazāka, nekā bērniem, kuri nodarbības apmeklēja regulārāk.

BEALS latviešu valodas versija uzrādīja labus psihometriskos rādītājus un ir pielietojama emociju apzināšanās līmeņa novērtēšanā bērniem (vecumā sākot ar 8 gadiem) latviski runājošā mērķauditorijā.

Pētījuma ierobežojumi
Research limitations

Pētījuma rezultātus var attiecināt tikai un vienīgi uz doto izlasi. Citās izlasēs, citā vidē, iespējams, rezultāti atšķirtos. Turpmākajos pētījumos, izmantojot BEALS, būtu jāņem vērā papildus mainīgais – verbālās spējas. Dotajā izlasē bērnu vecums bija minimālais iespējamais vecums testa izmatošanā, kas ir būtisks aspekts attiecībā pret testa rezultātu gaidām. Intervences programmas garums ilguma un vienas nodarbības garuma ziņā bija minimālais iespējamais

Summary

The main objective of the study was to develop and implement the intervention program of emotional awareness and social competence for children and to compare the indicators of the level of emotional awareness of middle childhood students before and after the author's program was conducted. Additional purpose of the study was the approbation of The Levels of Emotional Awareness Scale for Children (LEAS-C; Bajgar & Lane, 2003). The results of the study reveal the efficiency of the developed intervention program. The LEAS-C version in Latvian language also shows good psychometric results.

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CHANGES OF 1ST GRADE SCHOOL CHILDREN'S EMOTIONAL AND SOCIAL COMPETENCES IN TANZPRO-BIODANZA INTERVENTION GROUP

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Abstract. *The aim of this study is to investigate changes of 1st grade school children's (age 6 - 7) emotional and social competences in TANZPRO-Biodanza intervention group. In total 22 sessions were carried out during the school year 2014 / 2015 - from the beginning of October, 2014 until the end of May, 2015. The Emotion Questionnaire (Rydell et al., 2003) parents' version was used to evaluate emotional competence – emotionality and emotion regulation. Prosocial scale, Internalizing and Externalizing scale of The Strengths and Difficulties Questionnaire (SDQ, Goodman, 1997) parents' versions were used to measure social competence, i.e., prosocial behaviour and nonexistence of behavioural problems. Testing was performed in 3 time points – before intervention, after 10 sessions, and after intervention. Pre and post intervention results of social and emotional competence revealed different changes of experimental (n = 10) and control (n = 9) group pupils. Experimental group pupils showed statistically significant improvement in emotion regulation outcomes, prosocial and internalizing behaviour, but control group pupils showed decrease in emotion regulation outcomes and increase of internalizing behaviour. Both between-group and within - group analysis indicated, that internalizing behaviour results have most pronounced changes. Repeated measures ANOVA and Post hoc test with Bonferroni adjustment revealed statistically significant time effect for experimental group pupils ($F(2,18)=4.81$, $p=0.02$, $\eta2=0.35$) and tendency level with 90 % probability for control group pupils ($F(2,16)=3.40$, $p=0.06$, $\eta2=0.30$). Saliva cortisol showed decrease in pre and post levels, in some sessions achieving level of significance.*

Keywords: *dance, elementary school children, emotional competence, emotion regulation, intervention, saliva cortisol, social competence, TANZPRO-Biodanza.*

Introduction

Many scientists emphasize importance of social and emotional competences in child's development and stress that emotional competence is an established predictor of both social and behavioural outcomes (Izard, 2002; Trentacosta et al., 2006; Rydell et al., 2003), and emphasize the need for greater

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presence in schools of preventive social and emotional competences enhancement programs. Middle childhood is a developmental period of substantial social transition, during which children enter school, become active members of peer groups, and establish dyadic friendships, what brings them in new social situations, with new social demands, in which the ability to manage emotions effectively can be particularly critical for establishing long-term success in peer relationships (Blair et al., 2015). High level of school adjustment is strongly associated with the development level of social and emotional competences, and the level of social and emotional development represents one of the important factors for ensuring a successful adjustment to the exposed educational demands (Magdalena, 2013).

Transit from kindergarten to primary school is difficult adaptation period for children and creates in children great emotional experiences/challenges (Černova, 2008). Necessity for emotional and social competences enhancing interventions for 1st grade children were also noted by Latvian elementary education evaluation, which indicated that elementary school children do not receive adequate support to social adaptation (Āboltiņa, 2011).

The author of differential emotion theory C.E. Izard emphasizes that the complexities of contemporary life place great demands on emotion systems, which are critical to evolution and adaptation, and that the socialization and nurturing of emotions, may often prove inadequate, which creates the need for emotion-centered preventive interventions, and many psychology-based prevention programs have proven effective in enchancing mental health or social and emotional competences and preventing behaviour problems (Izard, 2002).

TANZPRO-Biodanza® is evidence based dance/movement and emotion oriented program, which one of aims is to enhance communication and cooperation with others in empathic and tolerant way and is part nonverbal part of School of Empathy (for details see Stueck et al., 2013), and authors of the program (Stueck et al., 2010) note that it could be used in schools to support learning processes.

The purpose of this study was to examine changes of 1st grade school children's social and emotional competences in TANZPRO-Biodanza intervention group.

Problem of research

Although theoretically, dance may play a role in development of children's social competence and prosocial behaviour by serving as another cultural tool that can be internalized by the child and used for self-control and self-regulation, intervention programs for development of social and emotional competences typically offer structured activities and curricula that focus on verbal and cognitive reflection regarding interpersonal encounters in the context of hands-on activities (Lobo & Winsler, 2006). Lobo and Winsler emphasise the lack of empirical studies of dance/movement interventions in children's development literature and in their empirical study examined intensive 8 week (2 sessions per week) creative dance/movement intervention program on the social competence of preschool children, and results revealed significantly greater positive gains over time in the children's social competence and both internalizing and externalizing behavior problems for the experimental group compared with the control group (Lobo & Winsler, 2006).

Authors of this study also found that there is lack of scientific research in the area of dance/movement and emotion based interventions, specifically for school 1st grade children's social and emotional competences development, therefore will continue this discussion by describing TANZPRO-Biodanza intervention comparing it to 7 principles for developing preventive emotion based interventions (for children up to 12 years) intended to enhance social and emotional competences and prevent the development of behaviour problems and psychopathology proposed by C. Izard (see Izard, 2002).

TANZPRO-Biodanza® is dance/movement oriented evidence based method (for details see Stueck et al., 2013), which was developed based on Rolando Toro Biodanza method – non-verbal and self-regulative emotion-dance- and contact-oriented intervention to improve emotional and social competences (Stueck, 2011), which comprehends itself as emotional training which makes it possible to experience the importance of emotions and to use them for an adequate organisation of one's own behaviour (Stueck et al., 2010). According to Izard (Izard, 2002), emotions are organizing and motivational factors in human functioning, which can facilitate behavioural change and the development of social and emotional competences.

In accordance with Biodanza theory, Biodanza sessions especially stimulate the limbic-hypothalamic system and causes endocrinological, vegetative and immunological reactions, using a variety of neurotransmitters, resulting in possible changes of experience and behaviour, which in turn can have effect of the body (see Figure 1, Stueck et al., 2007, Stueck, 2007). Special effect is the modulation and balancing of different emotions (improved regulation of anger, optimism, reduction of depression) (Stueck, 2011).

Self-regulatory potential of TANZPRO-Biodanza® sessions also applies to children's autonomic system, and assumption is that it will have not only psychological but also physiological effects. Previous research of TANZPRO-Biodanza® for elementary school students (age 7–8) has demonstrated decrease of saliva cortisol levels after the TANZPRO-Biodanza TANZPRO-Biodanza® sessions (Jaeger & Vogelsang, 2011).

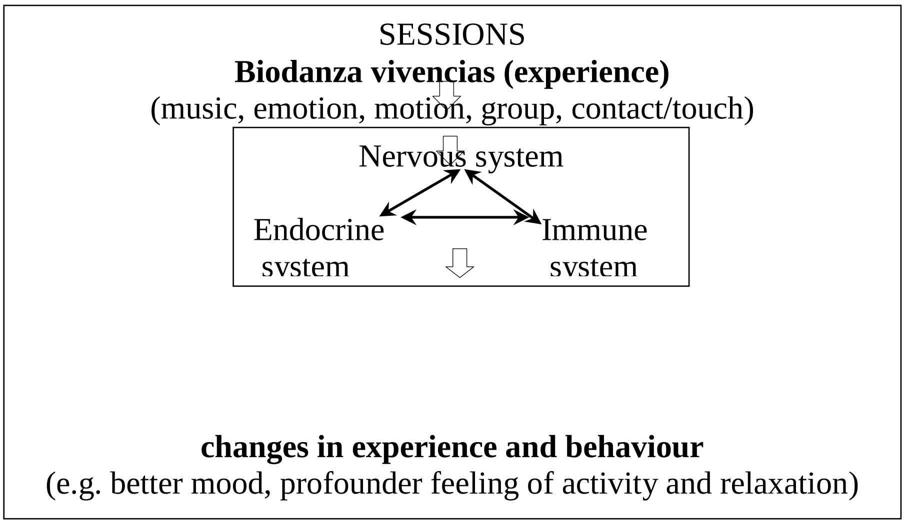


Figure 1 **The theoretical framework chain of effects in Biodanza.**
(Stueck, et al., 2007; Stueck, 2007)

Quasi-experimental studies designed to improve relationships, environments, or psychosocial functioning in children show that cortisol activity can be altered by psychosocial interventions and suggests that psychosocial interventions hold promise for promoting healthy regulation of physiologic stress-response systems in children and potentially preventing the onset of health problems later in life (Slopen et al., 2014). Taking into account the important role that the HPA axis plays in 'transducing' subjective social-environmental experience into physiological changes relevant to health (Adam & Kumari, 2009), saliva cortisol is one of the most common stress biomarkers within pediatric research (Slopen et al., 2014).

In this study we will analyse changes of pre and post intervention session saliva cortisol levels. Taking into account school children's likely accumulated tension in the first half of the school day, when the most intensive learning is in process, and that the irregular daily stress tend to result in increased cortisol levels (Adam, 2012), our assumption is, that saliva cortisol level after intervention will decrease. This result we base in assumption, that by implementation of the objectives of the intervention, will increase children's social and emotional competences, mutual relations, cooperation, support, empathy, and altogether will improve overall children's social environment in the classroom. Social context plays a powerful role in contributing to and buffering acute cortisol reactivity, with social threat being an important ingredient for acute cortisol increase, and positive social relationships may serve as effective buffers of cortisol reactivity (Adam, 2012).

Triggering positive emotions and improving emotion regulation are essential elements and aims of TANZPRO-Biodanza® (Stueck et al., 2013).

Izard emphasises in such programs also considerations of more global emotion related concepts such as attachment, sociomoral values, prosocial orientation, and caring community.

Research results

This study investigated changes of emotional and social competences of 1st grade school children in TANZPRO-Biodanza intervention group.

Participants. Participants were elementary school 1st grade children (ages 6.75 – 7.67 at the beginning of the research) from classrooms 1x and 1y. All together there are tree 1st grade classrooms in this school. Selecting the study sample we considered the affecting factors and selected the children from classrooms 1x and 1y, based on following factors - numbers of children in the classroom, teachers experience and classrooms location in the school. For selected classes these factors were the closest – 27 children in the classroom, teachers experience >10 years and similar teaching style (according teachers evaluation). Both classes are located in the same floor next to each other.

Experimental group (participated in the intervention sessions) - classroom 1x children. From 27 children, 23 participated in the intervention sessions. Participation in research was voluntary and from 19 parents, who agreed to participate in the testing (evaluating children's emotional and social competences), only 12 parents submitted questionnaires in all 3 research phases, from which only 10 were valid. So experimental group consist of 10 children – 7 boys (M=7.15, SD=0.30; age min=6.92, max 7.67) and 3 girls (M=7.34, SD=0.09, age min=7.25, max7.42).

Control group (no intervention) – classroom 1y children. From 27 children's parents 12 agree to participate in research, from which 9 submitted valid questionnaires in all 3 research phases. So control group consist of 9 children – 6 boys (M=7.18, SD=0.25; age min=6.75; max=7.42) and 3 girls (M=7.11, SD=0.24; age min=6.38; max=7.25).

Measures. In this study emotional competence was conceptualized as emotionality and emotion regulation. Social competence was conceptualised as prosocial behaviour and nonexistence of behavioural problems.

The Emotion Questionnaire (Rydell et al., 2003, Latvian version Grivza, Brudere-Ruska, Raikova) parents' version was used to evaluate emotional competence – emotionality and emotion regulation. Prosocial scale, Internalizing and Externalizing scale of The Strengths and Difficulties Questionnaire (SDQ, Goodman, 1997, Latvian version Kristīne Līvena, Sandra Sebre, Marika Bērtule, Ņina Karagodina, Ieva Mālkalniete-Čelika) parents' versions were used to measure social competence, i.e., prosocial behaviour and nonexistence of behavioural problems – internalized and externalized behaviour

(Goodman et al., 2010). Cronbach's alphas and descriptive statistics are presented in Table 1 and Table 2.

Saliva cortisol measures. Saliva samples were collected before and after four sessions (for 1st, 5th, 10th, 22nd session). Participation in this test was based on voluntary basis. 10 children (5 boys, 5 girls) volunteered to participate. Saliva were collected from children using cotton rolls and placed in special containers. Saliva samples were frozen and using special cold container transported to Germany, where samples were analysed in Leipzig Immunological Institute in cooperation with Saxony University of Applied Sciences Leipzig (DPFA-Zwickau). For saliva sample testing saliva cortisol IBL International Cortisol Saliva ELISA kit was used (for more detail see www.IBL-International.com). 8 children (4 boys, 4 girls) saliva samples were valid for testing, 2 children data were not valid due to insufficient saliva volume in the sample.

Data analysis. For all statistical comparisons Kolmogorov-Smirnov test for normal distribution were performed. For social and emotional competences changes data were analysed in three phases: T1 – before intervention, T2 – after 10 intervention sessions, T3 – after all (22) intervention sessions. Taking into account small sample size ($n<50$), between group comparisons were done using t-Test for independent groups, within-group comparison of changes were done using t-Test for related groups. Analysis was done using SPSS 22 programme.

Results.

Emotionality was measured with questions regarding the frequency and intensity of reactions (Rydell et al., 2003). t-Test results (Table 1) shows that there are no statistically significant differences between groups in emotionality outcomes between the two groups. The results suggest that both groups are similar in emotion expression intensity, i.e. emotionality. However, statistical data indicate that average scores of anger, fear and sadness emotionality of experimental group children decrease, but for control group children increase. After intervention differences in anger emotionality reached statistically significant tendency level with 90 % probability ($p<0.1$) between experimental group children's and control group children's outcomes.

Emotion regulation results (Table 2) show that experimental group children show increase of all four emotion regulation (anger, fear, positive emotions-exuberance, sadness) outcomes, but control group children show decrease of all four emotion regulation outcomes. Between-group t-Test results show, that before intervention there are no statistically significant differences in emotion regulation scores, but after intervention there are statistically significant differences between experimental group and control group children in anger, positive emotions-exuberance, sadness regulation and overall emotion regulation, and fear regulation show differences in tendency level with 90 %

probability (p<0.1). Effect size of all differences can be evaluated as strong, because d' >0.8 (Cohen, 1988).

Table 1 **Cronbach's alphas, parent ratings of children's emotionality before intervention (T1), after 10 sesions (T2) and after intervention (T3), and t-Test results of between - group differences**
(Note: $^{+}p<0.1$ Notations: M – Mean, SD – Standard Deviation.)

Variables	*Time*	*Cronbach's α*	*Experimental group (n=10)*		*Control group (n=9)*		*t*	*p*
			M	*SD*	*M*	*SD*		
Anger emotionality	T1	0.648	2.58	0.76	2.83	1.01	0.63	0.54
	T2	0.783	2.83	1.10	3.03	0.86	0.42	0.68
	T3	0.792	2.43	0.81	3.22	1.12	1.79^{+}	0.09
Fear emotionality	T1	0.629	2.63	0.69	2.39	1.07	0.58	0.57
	T2	0.634	2.83	0.83	2.78	0.89	-0.12	0.91
	T3	0.847	2.20	0.96	3.03	1.19	1.68	0.11
Positive emotions-exuberance emotionality	T1	0.802	3.95	0.71	3.75	1.03	-0.50	0.63
	T2	0.673	3.93	0.77	3.50	0.63	-1.31	0.21
	T3	0.816	3.95	0.98	3.72	0.62	-0.60	0.56
Sadness emotionality	T1	0.487	2.78	0.51	2.53	0.86	-0.77	0.45
	T2	0.556	2.60	0.57	2.75	0.98	0.40	0.69
	T3	0.589	2.43	0.84	2.89	0.80	1.23	0.24

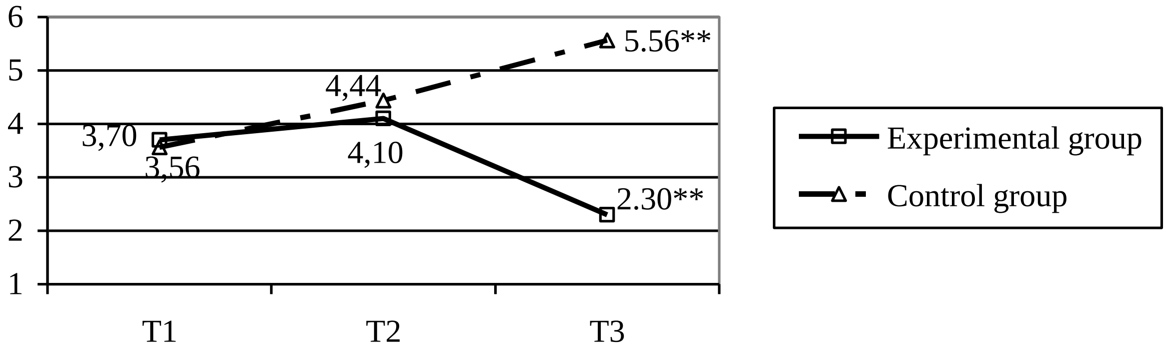
Assumption of this research was that experimental group will show increase in social competence outcomes, i.e., increase in prosocial behaviour scores and decreased in externalized and internalized behaviour scores. Experimental group children's outcome after intervention showed increase in prosocial behaviour, but control group children's prosocial behaviour did not change over time. Externalized behaviour showed differences in both group results before and after intervention, but after intervention increased statistical significance of these differences.

Both between-group and within-group analysis indicated, that internalizing behaviour results have most pronounced changes. Repeated measures ANOVA and revealed statistically significant time effect for experimental group pupils ($F(2,18)=4.81$, $p=0.02$, $\eta^2=0.35$) and statistically significant tendency with 90 % probability for control group pupils ($F(2,16)=3.40$, $p=0.06$, $\eta^2=0.30$).

Table 2 **Cronbach's alphas, parent ratings of children's emotion regulation and social competence before intervention (T1), after 10 sesions (T2) and after intervention (T3), and t-Test results of between - group differences**
($^{+}$ $p < 0.1$; $^{*}p<0.05$; $^{**}p<0.01$)

Variables		*Time*	*Cronbach's α*	*Experimental group (n=10)*		*Control group (n=9)*		*t*	*p*	*Efect size, d'*
				Mean	*SD*	*Mean*	*SD*			
Social competence	Prosocial behaviour	T1	0.813	7.90	1.60	7.22	2.77	-0.66	0.52	0.32
		T2	0.775	8.00	1.56	7.22	2.39	-0.85	0.41	0.41
		T3	0.722	8.90	1.66	7.22	1.99	-2.04^{+}	0.06	0.97
	Internalized behaviour	T1	0.640	3.70	2.79	3.56	2.35	-0.12	0.91	0.06
		T2	0.678	4.10	3.38	4.44	1.94	-0.28	0.78	0.13
		T3	0.685	2.30	1.89	5.56	2.92	2.92^{**}	0.01	1.41
	Externalized behaviour	T1	0.713	6.10	2.08	8.78	3.38	2.10^{+}	0.05	1.02
		T2	0.751	6.10	2.33	8.78	3.46	2.00^{+}	0.06	0.97
		T3	0.756	5.60	2.46	8.67	3.50	2.23^{*}	0.04	1.08
Emotional competence – emotion regulation	Anger	T1	0.489	3.65	0.40	3.59	0.80	-0.20	0.84	0.10
		T2	0.804	3.95	0.72	3.44	0.87	-1.39	0.18	0.67
		T3	0.847	4.10	0.85	3.30	0.73	-2.19^{*}	0.04	1.06
	Fear	T1	0.674	3.52	0.72	3.56	0.96	0.10	0.92	0.05
		T2	0.854	3.96	0.87	3.54	0.81	-1.12	0.28	0.54
		T3	0.847	4.25	0.97	3.48	0.87	-1.81^{+}	0.09	0.88
	Positive emotions-exuberance	T1	0.741	3.75	0.73	3.70	0.66	-0.14	0.89	0.07
		T2	0.875	3.28	0.82	3.28	0.72	-1.98	0.06	0.96
		T3	0.887	4.10	0.73	3.39	0.60	-2.30^{*}	0.03	1.12
	Sadness	T1	0.651	3.87	0.50	3.98	0.76	0.39	0.70	0.19
		T2	0.602	4.00	0.59	3.54	0.59	-1.71	0.11	0.83
		T3	0.814	4.35	0.59	3.59	0.69	-2.59^{*}	0.02	1.26
	Overall Emotion regulation	T1	0.864	3.70	0.45	3.71	0.69	0.05	0.96	0.02
		T2	0.938	3.97	0.66	3.45	0.68	-1.71	0.11	0.83
		T3	0.950	4.20	0.70	3.44	0.63	-2.48^{*}	0.02	1.20

Post hoc test with Bonferroni adjustment was used to analyse within-group differences of internalized behaviour in three time points (see Figure 2). Internalized behaviour outcome of experimental group children increased from pre (T1) level (M=3.70, SD=2.79) to 10 session (T2) level (M=4.10, SD=3.38), and then decreased to post intervention (T3) level (M=2.30, SD=1.80), showing statistically significant differences with pre intervention level ($t(9)=2.94$, $p=0.05$, $d'=0.93$), and statistically significant tendency with 90 % probability with 10 session (T2) level (t(9)=2.79, p=0.06). Control group children's internalized behaviour outcome was increasing over time from pre intervention (T1) level (M=3.56, SD=2.35) to post intervention level (M=5.56, SD=2.92), showing statistically significant tendency with 90 % probability (t(8)=2.62, p=0.09, d'=0.87).



Note. ***p*<0.01, *T1* – before intervention, *T2* – after 10 sessions, *T3* – after intervention.

Figure 2 **Internalized behaviour changes in time**

Saliva cortisol pre and post session level t-Test for paired samples results show decrease in cortisol levels in all sessions, except 10. session, where saliva cortisol level did not change. Decrease in 1. session saliva cortisol level show statistically significant change in pre and post levels.

Table 3 **t-Test results of experimental group children's (n=8) saliva cortisol pre and post session levels**
(*p<0.05)

	Pre	*Post*	*t*	*p*	*Effect size, d'*
	Mean (SD)	*Mean (SD)*			
1. session	0.426 (0.152)	0.307 (0.108)	2.36*	0.05	0.84
5. session	0.312 (0.119)	0.255 (0.107)	0.99	0.36	0.35
10. session	0.333 (0.122)	0.334 (0.182)	-0.02	0.98	-0.01
22. session	0.406 (0.190)	0.303 (0.144)	1.50	0.12	0.53

However, considering saliva cortisol changes of intervention as a whole, the average saliva cortisol levels of all 4 sessions in pre-post comparison showed statistically significant decrease from pre session level (M=0.369; SD=0.149) to post session level (M=0.300, SD=0.135), jo t(31)=2.44, p=0.02, d' =0.43; see Figure 3).

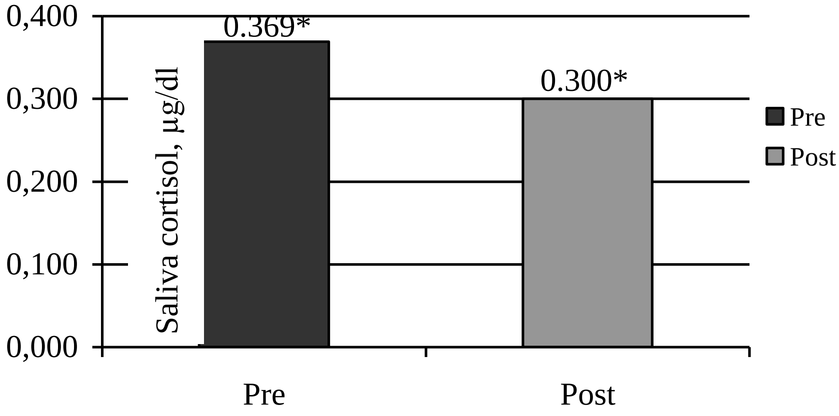


Figure 3 **Averaged saliva cortisol level pre-post changes (*p<0.05)**

t-Test results, comparing boys (n=4) and girls (n=4) saliva cortisol pre and post session levels, did not show statistically significant differences, however girls average levels were lower than boys in all cases. Due to small sample sizes, we did not analyse the data further.

Conclusions

The main purpose of this study was to examine changes of emotional and social competences of 1st grade school children in TANZPRO-Biodanza intervention group. Based on assumption, that interventions with aim to improve social and emotional skills and peer acceptance can contribute to positive social development and hinder development of problematic behaviour, our hypothesis was that experimental group children compared to control group children will have greater gains in development of social and emotional competences. The results show the following emotional competence changes.

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СМЫСЛОЖИЗНЕННЫЕ ОРИЕНТАЦИИ И ПРЕДСТАВЛЕНИЯ СОВРЕМЕННОЙ МОЛОДЕЖИ О САМОРЕАЛИЗАЦИИ В СОЦИОКУЛЬТУРНОМ ПРОСТРАНСТВЕ ПСКОВСКОЙ ОБЛАСТИ

Meaning-of-Life Orientations and Representations of Modern Young People Concerning Their Self-Realization in Social-Cultural Space of Pskov Region

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Abstract. *The article raised an important issue of opportunities modern young people in the framework of socio-cultural conditions of the region - the Pskov region. Presents a program of experimental research and its results. Examines the relationship between meaning-of-life and value orientations of graduates of various educational institutions: schools, colleges and the University and attitude toward the past, present and future of the Pskov region and opportunities. The comparative analysis of different groups of graduates in the studied characteristics was done.*
Keywords: *social-cultural space; young people; meaning-of-life orientations; representations of self-realization; values; social-psychological attitudes.*

Введение
Introduction

Необходимость социальной адаптации в новых социально-экономических условиях обусловливает возрастание актуальности проблемы самореализации личности, то есть осуществления самого себя в жизни и повседневной деятельности, поиска и утверждения своего особого пути в этом мире, своих ценностей и смысла своего существования в каждый данный момент времени (Мудрик, 2004). Псковская область как субъект 60 РФ занимает особое геополитическое положение и имеет богатый исторически сформированный культурный фон развития. Среди наиболее значимых целей современного российского общества в целом и

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отдельных его регионов является оказание своевременной поддержки и необходимой помощи молодым людям в их профессионально-личностном саморазвитии, формировании эффективно социализированной личности, сочетающей в себе активность, независимость, индивидуальность с гражданской ответственностью и социальной зрелостью, необходимых для самореализации в регионе своего проживания (Коростылева, 2005).

Целью эмпирического исследования было выявление взаимосвязи смысложизненных и ценностных ориентаций современной молодежи с их представлениями о Регионе 60 РФ и намерениями относительно самореализации в социокультурном пространстве Псковской области.

Объект исследования: выпускники разных образовательных учреждений (средних – общеобразовательных школ и учреждений среднего профессионального образования, колледжа, вуза), вступающих в самостоятельную жизнь.

Предмет исследования – ценностные ориентации и представления современной молодежи о возможностях самореализации в социокультурном пространстве субъекта 60 РФ.

В исследовании использованы следующие психодиагностические методики: методика «Ваше мнение о смысле жизни» (В.Э. Чудновского), тест «Смысложизненные ориентации» Д.А. Леонтьева, тест «Методика исследования ценностных ориентаций» (МИЦО А.Н. Николаева), методика «Шкала субъективного благополучия» М.В. Соколовой, авторская анкета.

Базы для исследования. Эмпирическое исследование проводилось в следующих учебных заведениях:

- Псковский государственный университет (отделение высшего образования; различные факультеты);
- Псковский государственный университет (отделение среднего специального образования – Колледж Псков ГУ);
- Псковский индустриально-технологический техникум;
- Псковский колледж общественного питания и торговли;
- Псковский сельскохозяйственный техникум;
- различные общеобразовательные школы г. Пскова.

Характеристика испытуемых. Всего было выделено 4 экспериментальных группы по 60 человек, из них по 30 юношей и по 30 девушек.

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Особенности смысложизненных установок и ценностных ориентаций у выпускников разных образовательных учреждений
Different Educational Institutions Student` Features of Meaning-of-Life And Value Orientations

В целях выявления различий в смысложизненных установках и ценностных ориентациях у выпускников разных образовательных учреждений – средних образовательных школ, средних учреждений профессионального образования, колледжа и вуза – весь массив эмпирических данных был подвергнут математико-статистической обработке с помощью критерия Крускалла–Уолисса. На основе последующего анализа результатов и выявления значимых различий в смысложизненных установках и ценностных ориентациях молодежи были составлены психологические «портреты» выпускников разных образовательных учреждений.

Выпускники средних общеобразовательных школ характеризуются более высоким, в сравнении с их сверстниками из средних профессиональных учебных заведений, показателем понимания того, что «осознание смысла собственной жизни необходимо для каждого человека» (67,28), но наиболее низкими, в сравнении с выпускниками вуза и средних профессиональных учебных заведений, показателями смысложизненных установок: «Наличие смысла жизни положительно сказывается на судьбе» (43,14), «В жизни человека много смысла» (39,57), «Смысл жизни меняется с возрастом» (33,18), «Я представляю себе смысл жизни» (942,62) и ориентаций (ОЖ - 30,50; Цель - 33,15; Процесс - 34,21; Результат - 32,28; ЛК-Я - 33,05; Лк-Жизнь - 32,85).

Данная группа характеризуется также наиболее высокими показателями (среди всех экспериментальных групп) понимания важности для них таких ценностей, как: известность (188,43), общественно-политическая деятельность (175,84), автономность (174,73), безопасность и защищенность (158,23), служение людям (154,70), богатство духовно-религиозной жизни (150,71), свобода, открытость и демократия в обществе (148,53), профессиональные качества (141,68), богатство духовной культуры (136,68), чувственные удовольствия и наслаждения (133,32) и реализации в их настоящей жизни таких ценностей, как: общественно-политическая деятельность (185,08), известность (171,94), автономность (163,73), служение людям (159,63), материальный успех (158,43), богатство духовная жизнь (146,52), безопасность и защищенность (143,47), богатство духовно-религиозной жизни (141,26).

В то же время для данной группы характерны наименьшие показатели (среди всех экспериментальных групп) понимания важности для них таких ценностей, как: здоровье (63,51), привязанность и любовь (69,71), интересная работа (82,42), личностный рост (90,98), привлекательность (94,29), яркие впечатления от жизни (95,75), нравственные качества (112,88), а также реализации в их настоящей жизни таких ценностей, как: власть и влияние (83,81), привлекательность (92,78), интересная работа (96,00), здоровье (98,22), привязанность и любовь (101,30).

Эту группу можно охарактеризовать как «Ориентированные на автономность и самореализацию в общественно-полезной деятельности».

Выпускники учебных заведений среднего профессионального образования характеризуются наибольшими показателями, в сравнении с учащимися средних общеобразовательных учреждений и студентами вуза, убежденности в том, что «в жизни человека много смысла» (116,25) и что «смысл жизни меняется с возрастом» (123,28) (Николаев, 2015).

Данная группа имеет также наибольшие показатели, в сравнении с тремя другими группами, понимания важности для них таких ценностей, как здоровье (157,54), интересная работа (142,09), личностный рост (147,65), материальный успех (140,88), любовь и привязанность (141,58), яркие впечатления от жизни (140,56), а также реализации в их настоящей жизни ценностей «здоровье» (140,90) и «любовь и привязанность» (132,88).

В то же время для данной группы характерны наименьшие показатели (среди всех экспериментальных групп) понимания важности такой ценности, как: богатство духовной культуры (100,93), а также реализации в их настоящей жизни таких ценностей, как: богатство духовной культуры (85,87), богатая духовно-религиозная жизнь (104,38), материальный успех (97,23), общественно-полезная деятельность (88,65), служение людям (97,23).

Эту группу можно охарактеризовать как «Ориентированные на здоровье и материальный успех».

Выпускники колледжа характеризуются наибольшими показателями, в сравнении с тремя другими экспериментальными группами, понимания важности для них таких ценностей, как «власть и влияние» (147,13) и «привлекательность» (142,53), а также реализации в их настоящей жизни таких ценностей, как: власть и влияние (141,35), интересная работа (132,49), привлекательность (142,70) и яркие впечатления от жизни (143,88) (Грибанова, 2015б).

Для данной группы также характерен самый высокий показатель референтной группы «педагоги» (144,42).

В то же время для данной группы характерен наименьший показатель (среди всех экспериментальных групп) понимания важности для них такой ценности, как «общественно-полезная деятельность» (100,85).

Эту группу можно охарактеризовать как «Ориентированные на яркие впечатления от жизни».

Выпускники вуза характеризуются более высоким, в сравнении с выпускниками средних общеобразовательных и профессиональных учебных заведений, показателем убежденности в том, что «наличие смысла жизни положительно сказывается на судьбе» (115,45) и в том, что они «представляют смысл жизни» (120,87). Данная группа имеет также самые высокие показатели СЖО (в сравнении с выпускниками средних общеобразовательных и профессиональных учебных заведений): ОЖ (127,48), Цель (126,84), Процесс (124,47), Результат (124,73), ЛК-«Я» (!20,35), ЛК – «Жизнь» (132,15) (Иванова, 2015б).

В то же время для данной группы характерен наименьший показатель (среди всех экспериментальных групп) понимания важности таких ценностей, как: автономность (91,98), безопасность и защищенность (100,73), богатая духовно-религиозная жизнь (106,38), известность (94,96), материальный успех (93,06), профессиональные качества (103,91), свобода, открытость и демократия в обществе (100,63), служение людям (106,36), чувственные удовольствия и наслаждения (97,64).

Для данной группы также характерны самые низкие показатели реализации в их настоящей жизни таких ценностей, как: автономность (95,36), безопасность и защищенность (101,62), известность (98,73), яркие впечатления от жизни (104,43).

Эту группу можно охарактеризовать как «Ориентированные на поиск смысла жизни».

Различия в представлениях молодежи относительно самореализации в социокультурном пространстве Псковской области
Differences in Representations of Modern Young People Concerning Their Self-Realization in Social-cultural Space of Pskov Region

Для выявления различий в намерениях выпускников разных образовательных учреждений – средних образовательных школ, средних учреждений профессионального образования, колледжа и вуза относительно самореализации в социокультурном пространстве Региона 60 РФ весь массив эмпирических данных был подвергнут математико-статистической обработке с помощью критерия Крускалла– Уолисса. Ниже представлены значимые различия, выявленные в результате сравнительного анализа эмпирических данных.

Группа выпускников средних общеобразовательных школ характеризуются более низкими (в сравнении со студентами вуза) показателями согласия с утверждением «Где родился, там и пригодился»

(106,56), а также самыми низкими (в сравнении со студентами колледжа и вуза) показателями отношения к таким компонентам социокультурного пространства Псковской области, как экологическая ситуация (70,29), магазины (75,44), стадионы (09,81), кинотеатры (103,00). Образ восприятия настоящего Псковского региона в большей степени, чем у выпускников других групп, ассоциируется с «придатком Ленинградской области» (133,88) и «древним бастионом России» (108,02). Данная группа имеет самые низкие показатели образа восприятия настоящего региона 60 как «региона боевой славы (51,20), «важного приграничного района» (59,24), «заброшенного уголка земли русской» (74,50), «региона таксистов и продавцов» (76,30). Главными ресурсами Псковской области выпускники образовательных школ считают «памятники древнерусской культуры» (144,10) и «полезные ископаемые» (133,79). Образ будущего Псковской области выпускники школ в большей степени, чем выпускники других образовательных учреждений, ассоциируют с «бедным захолустьем» (174,88), «регионом с высокоразвитой промышленностью» (143,93) и в меньшей степени – с «частью Ленинградской области» (82,93) и «сельскохозяйственным регионом» (82,90) (Манойлова, 2015).

Данная группа имеет самые высокие показатели предпочтения для самореализации таких сфер деятельности, как «производственная» (147,53) и «сельское хозяйство» (141,96) и самые низкие показатели предпочтения таких сфер деятельности, как «сфера экономики и бизнеса» (89,62), «строительство и транспорт» (94,97), «образование и культура» (96,85), «наука» (103,93), «торговля» (107,73).

Среди мотивов предпочтений сфер для самореализации школьники выделяют: «здесь легче трудоустроиться» (174,76), «соответствие профессиональной квалификации» (165,17), «мои родители работают в данной сфере» (140,42). Мотив «мне это интересно» в данной группе имеет самый низкий показатель.

Среди помех самореализации в социокультурном пространстве Региона 60 школьники назвали «формализм со стороны чиновников» (141,14) и «низкий уровень образования» (139,80). Самую низкую оценку школьники дают таким помехам, как «мое собственное решение» (88,98) и «отсутствие рабочих мест, безработица» (81,33).

Главными мотивами выезда за пределы Псковской области, в сравнении со студентами вуза и выпускниками средних профессиональных учреждений, школьники считают: «из-за семейных проблем» (184,59), «получить более качественное образование» (160,39), «советы сверстников, друзей» (156,99), «в поисках лучших условий жизни» (154,20), «интересно посмотреть, как живут в других регионах» (111,45).

На месте губернатора Псковской области, по мнению школьников, важно, прежде всего, «укреплять институт семьи и брака» (148,33) и менее важно, в сравнении с мнением студентов вуза и выпускников средних профессиональных учреждений, «укреплять международные контакты в целях привлечения инвестиций» (77,68).

Эта группа является наиболее ориентированной на самореализацию вне Псковской области.

Группа выпускников средних профессиональных учебных заведений характеризуются самым высоким показателем согласия с утверждением «Где родился, там и пригодился» (146,83), а также самыми высокими показателями отношения к таким компонентам социокультурного пространства Псковской области, как стадионы (153,91) и кинотеатры (145,06). Образ восприятия настоящего Псковского региона в большей степени, чем у выпускников других групп, ассоциируется с «регионом боевой славы» (115,04), а также с «регионом таксистов» (105,99) и «заброшенным уголком России» (103,21). Данная группа имеет самый низкий показатель образа восприятия настоящего региона 60 как «древний бастион России» (74,34).

Главными ресурсами Псковской области выпускники средних профессиональных учреждений считают «природные ресурсы» (152,20) и «сферу культуры и образования» (142,83). Образ будущего Псковской области данная группа выпускников в большей степени, чем выпускники других образовательных учреждений, ассоциируют с «сельскохозяйственным регионом» (144,73).

Данная группа имеет самые высокие показатели предпочтения для самореализации такой сферы деятельности, как «производственная» (147,53). Среди мотивов предпочтений сфер для самореализации выпускники наделяют самыми высокими показателями среди четырех экспериментальных групп мотивы «мне это интересно» (145,34), «советы друзей, сверстников» (102,27) и самым низким показателем – мотив «это моя профессиональная квалификация» (92,95).

Среди помех самореализации в социокультурном пространстве Региона 60 учащиеся дали самый высокий показатель – своему «собственному решению» (139,63) и самый низкий показатель – «формализму со стороны чиновников» (109,35).

Главным мотивом выезда за пределы Псковской области для выпускников средних профессиональных учреждений является мотив «возможность трудоустроиться» (102,13). Наименьший показатель в деятельности губернатора Псковской области учащиеся данной группе дают необходимости «укреплять институт семьи и брака» (108,96).

Эта группа является наиболее ориентированной на самореализацию в социокультурном пространстве Псковской области.

Группа выпускников колледжа характеризуется самым высоким показателем положительного отношения к экологической ситуации в Псковской области (107,81). Самые низкие показатели имеют отношение к таким ресурсам региона, как «таможенные сборы» (95,59) и «памятники древнерусской культуры» (107,43). Образ будущего Псковской области выпускники колледжа в большей степени, чем выпускники других образовательных учреждений, ассоциируют с «частью Ленинградской области» (146,99) и в наименьшей степени – с «регионом с высокоразвитой промышленностью» (110,24) (Грибанова, 2015а).

Данная группа имеет самые высокие показатели предпочтения для самореализации таких сфер деятельности, как: «сфера экономики и бизнеса» (152,00), «образование и культура» (141,28), «строительство и транспорт» (140,90), «торговля» (133,55), «наука» (140,71). Выпускники колледжа дали самую низкую оценку такой помехе их самореализации, как «отсутствие материальной поддержки» (117,98). Главным мотивами выезда за пределы Псковской области, в сравнении с выпускниками других образовательных учреждений, выпускники колледжа считают «поиск высокооплачиваемой работы» (112,64).

Данная группа ориентирована на самореализацию в разных сферах деятельности в силу получаемой от родителей материальной поддержки.

Группа студентов-выпускников вуза характеризуются самым высоким, в сравнении с выпускниками школ и колледжа, показателем отношения к такому компоненту социокультурного пространства Псковской области, как магазины (104,72). Образ восприятия настоящего Псковского региона в большей степени, чем у выпускников других групп, ассоциируется с «важным приграничным районом» (118,65) и в наименьшей степени – с «придатком Ленинградской области» (64,51) (Иванова, 2015а).

Главными ресурсами Псковской области выпускники вуза считают «таможенные платежи» (170,82), а самые низкие показатели дают: «природным ресурсам» (71,35), «ископаемым» (92,40), «сфере культуры и образования» (98,84). Образ будущего Псковской области выпускники вуза в наименьшей степени ассоциируют с «бедным захолустьем» (89,55).

Данная группа имеет самый низкий показатель предпочтения для самореализации таких сфер деятельности, как «производственная» (95,63) и «сельское хозяйство» (110,60).

Самые низкие показатели у мотивов предпочтения данных сфер для самореализации: «здесь легче трудоустроиться» (89,21) и «мои родители работают в данной сфере» (90,78).

Среди помех самореализации в социокультурном пространстве Региона 60 наибольшие показатели даны «отсутствию материальной поддержки» (124,61) и «отсутствию рабочих мест, безработице» (142,67); наименьший показатель дан «низкому уровню образования» (98,66).

Оценивая мотивы выезда за пределы Псковской области, студенты в сравнении со школьниками и выпускниками средних профессиональных учреждений демонстрируют наименьшие показатели по таким мотивам, как: «интересно посмотреть, как живут в других регионах» (67,75), «возможность трудоустроиться по профессии» (75,23), «найти высокооплачиваемую работу» (81,05), «получить более качественное образование» (70,68), «в поисках лучших условий жизни» (86,42), «из-за семейных проблем» (94,45), «советы сверстников, друзей» (90,24).

На месте губернатора Псковской области, по мнению студентов, важно прежде всего «укреплять международные контакты в целях привлечения инвестиций» (101,13).

Данная группа является наиболее ориентированной на использование главного преимущества Псковской области как приграничного региона – укрепление международных контактов в целях привлечения инвестиций, что увеличит возможности самореализации молодежи в разных сферах деятельности.

Выводы
Conclusions

Результаты сравнительного анализа в рамках эмпирического исследования показали следующее:

1. особенности отношений выпускников различных образовательных учреждений к социокультурному пространству Псковской области и представлений о ее ресурсах;
2. негативное отношение к настоящему и будущему региона;
3. разнообразие предпочитаемых сфер для самореализации, не связанных с непосредственным интересом к профессиональной квалификации;
4. отсутствие отчетливого осознания возможных барьеров в самореализации в социокультурном пространстве Псковского региона.
5. двойственную оценку действий Администрации Псковской области.
6. Таким образом, выявленные значимые различия в смысложизненных и ценностных ориентациях требуют

различных подходов к организации образовательного процесса обучающихся.

Summary

The results of the comparative analysis in the framework of the empirical research indicate:

1) differential attitudes of graduates of different educational institutions for components of Pskov regional sociocultural space and the limited perception of its resources;
2) negative perception of the present and future of the Region;
3) the variety of preferences of the spheres for self-realization, not motivated by direct interests in professional qualification;
4) lack of a differentiated awareness of the possible barrier of self-realization in the sociocultural space of the Pskov region;
5) ambivalent evaluation of the activity of the Governor of the Pskov region.
6) The results about significant differences in meaning-of-life and value orientations need for a differentiated approach to educational work with students of different educational institutions:
    a) for school graduates: appropriate classes on development of value orientations for their health, affection and love, interesting work, personal growth, attractiveness, vivid impressions of life, of moral qualities, as well as their present academic and extracurricular life so that they could actually feel the implementation of these values in their real life;
    b) students – graduates of secondary professional educational institutions it is important to develop the value of the wealth of spiritual culture, and to provide them with real academic and extra-curricular activity so that they could actually feel the realization of this value and other related values (the rich spiritual and religious life, civic activities, service to people) in real life;
    c) for College graduates: a development of the value of public-useful activity will be useful;
    d) for University graduates: required a special program on the development of values such as: autonomy, safety and security, the rich spiritual and religious life, fame, material success, professional quality, freedom, openness and democracy in society, serving people, sense of fun and enjoyment, as well as their present academic and extracurricular life so that they could actually feel the realization of the values of autonomy, safety and security, of fame, of vivid impressions of life in their real life.

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RELIABILITY AND VALIDITY OF THE LATVIAN VERSION OF THE COMPUTERIZED EXECUTIVE FUNCTIONS TEST "EXAMINER" IN A STUDENTS SAMPLE: RESULTS OF THE PILOT STUDY

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Abstract. *The aim of this pilot-study was to assess reliability and validity of the Latvian version of the computerized executive functions test EXAMINER (Executive Abilities: Measures and Instruments for Neurobehavioral Evaluation and Research) in a sample of high school students and university students. The adaptation procedure included translation of the instructions and technical configuration of the test's computerized version. The Latvian version of the EXAMINER includes tasks that measure executive functions of inhibition, set shifting and working memory updating. Participants included two sub-groups: 22 (14 males, 8 female) students from high school and 39 students (11 males, 28 female) from university. Results showed statistically significant differences between both sub-groups on most of the EXAMINER tasks. The main tendency was that the high school students showed faster reaction time, but made more mistakes. Results also showed good reliability for most of the EXAMINER tasks and good criterion validity. Potential improvements of the test and its potential use in schools and clinics are discussed.*
Keywords: *EXAMINER test battery, executive functions, Latvian adaptation, young adulthood.*

Introduction

Executive functions are indispensable for handling both simple and complex situations of daily life. The assessment of executive functions is used to understand learning ability, cognitive or functional difficulty, and is carried out by clinical observation or by psychometric testing (Barkley, 2012). The EXAMINER test battery was designed for such assessment, and it has good reliability indicators (Kramer, 2014). There has been a dearth of executive function tests available in Latvian, and therefore, the EXAMINER test was adapted to Latvian language and applied to assess executive functions of late adolescents and young adults in the pilot-study reported in this article.

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Executive functions are crucial for maintaining goal-directed behavior. They have been described variously, as a combination of several components such as self-regulation, consistent behavior, elasticity, inhibition of response, planning, organizing of behavior and other components (e.g., Barkley, 2012; Goldstein, Naglieri, Princiotta & Otero, 2014). Three components of executive functions have been described as the most important – *inhibition, set shifting* and *working memory updating* (e.g., Miyake et al., 2000). These are also most widely assessed in research, perhaps because they can be operationalized more accurately than, for example, planning, self-regulation or other executive components. In the age group of sixteen to eighteen year olds, the three factor model of executive functions has proven to have the best explanatory value (Friedman, Miyake, Young, DeFries, Corley & Hewitt, 2008).

There are different types of psychometric executive function measures – psychometric test batteries (e.g., Delis-Kaplan Executive Function System; Delis, Kaplan & Kramer, 2001); CEFI; Naglieri & Goldstein, 2014) and individual tasks (e.g., Stroop test, Wisconsin Card Sorting test). Also other methods are being used to evaluate executive functions such as self-reports, parent or teacher reports or clinical observations (e.g., Barkley, 2012; Naglieri & Goldstein, 2014). It is mostly up to researchers, their aims and the methods available to them to decide which of the tests will be used. There are arguments both in favor of psychometric tests and clinical observations (Barkley, 2012).

Currently, there is lack of executive function measurement methods in Latvian that could be used for a broad age range and administered by computer. Therefore, it was decided to adapt the executive function measurement test battery EXAMINER which was developed at the University of California, San Francisco, Memory and Aging Center. It has been used with both clinical and normal samples within different age groups (see Kramer, 2014; Possin, Lamarre, Wood, Mungas & Kramer, 2013). The original EXAMINER test version for adults in English comprises the following tasks: Dot Counting, N-back Task (1-back; and 2-back), Flanker Task, Continuous Performance Task, Anti-Saccades, Set Shifting, and Fluency: Phonemic and Category, Unstructured Task, Insight and Social Norms Questionnaire.

In the Latvian version, the following EXAMINER test tasks are included: *Flanker Task, Set Shifting, N-back Task: 1-back* and *N-back Task: 2-back.* These tasks assess *inhibition, set shifting* and *working memory updating.* The other tasks of the original version of the EXAMINER were excluded from adaptation for the following reasons: 1) this adaptation follows the Miyake (2000) model of three main executive functions; 2) some of the original tasks are not computer-based thus making the administration more complicated; 3) some of the original tasks (e.g, Social Norms Questionnaire) are culture-specific and would need to be modified; 4) for practical reasons the test had to be shortened for use in school settings (max 35-40 minutes). For adaptation all test materials were double-translated from English to Latvian, and technical adjustments of the computerized test version were made, in accordance with test adaptation guidelines (International Test Commission, 2005).

Students in high school and university have different educational settings and slightly different age, thus it can be assumed that executive functions (among other cognitive abilities) should be higher for university students, as they have successfully finished high-school, accomplished some goals and entered university. Such difference would also support criterion validity of executive functions measurement. Previous research show that executive functions are genetically determined to a great extent (Friedman, Miyake, Young, DeFries, Corley & Hewitt, 2008), but their development is influenced by environmental factors as well. Research suggests that inhibition can mature already at early adolescence, before shifting and updating (Anderson, 2002; Ikeda, Okuzumi & Kokubun, 2013) that both fully mature later, in young adulthood. Results from longitudinal research on executive function maturation in early and late adolescence show that performance on inhibition tasks shows very small improvement from 11 to 19 years of age, thus indicating that inhibition has almost reached maturation in early adolescence. More improvement is found in the performance of working memory and attention switching tasks, thus indicating that these functions are still maturing during adolescence (Boelema et al., 2014). Shifting continues to develop in late adolescence, but working memory is still developing in young adulthood (Huizinga, Dolan & van der Molen, 2006). Young adults show superior performance in working memory tasks compared to adolescents, especially when working memory load is increased (Thomason et al., 2009).

The aim of this study was to assess reliability and validity of the Latvian version of the computerized executive functions test EXAMINER in a sample of high school students and university students in the pilot study.

Method

Measurement

The following tasks were included in the Latvian adaptation of the EXAMINER test battery: *Flanker Task, Set Shifting, Continuous Performance Test,* and *N-back Task: 1-back* and *N-back Task: 2-back.*

Flanker Task (FT) is designed to test inhibition – the ability to stop one's actions which are prone to automatic response. In this task several arrows are shown on the screen pointing to left or right. The participant is asked to indicate whether the arrow in the middle is pointing to left or right, and press the appropriate arrow on the keyboard. The position of the middle arrow varies across trials and it can be congruent or incongruent with the other arrows.

Set Shifting (SS) is a task that requires the ability to switch attention between two dimensions that a figure has – color and shape – and respond appropriately. The participant sees a figure (triangle or rectangle) in the middle of the screen and has to compare it to two figures at the bottom of the screen. Each time a different cue appears indicating whether figures have to be compared by color or shape.

N-back Task (NT) is a test for working memory updating. A participant has to continuously remember stimuli that were shown one (*N-back Task: 1-back*) or two (*N-back Task: 2-back*) screens earlier. In the 1-back condition, the participant is asked to remember the position of a square and compare it to the position of the next square. But before the next square appears, the participant is asked to say out loud a number which appears in the middle of the screen. In the 2-back condition, the participant is asked to compare the position of each square to the one shown two screens before, thus making the task more complicated.

For high-school pupils also mean grades were gathered for subjects such as Mathematics, Physics, Languages and others. These grades of academic performance were used to assess criterion validity of the EXAMINER test.

Participants

In total there were 61 participants comprising two subgroups: 1) 22 high-school students in their final year (14 males, 8 female) with mean age $M = 18.14$ ($SD = 0.35$) from regional State gymnasia; 2) 39 first year university students (11 males, 28 female) with mean age $M = 19.84$ ($SD = 0.79$) of University of Latvia. The age in both groups differed significantly ($t = -11.50$, $p = .00$). Students were offered to take part in the study as the part of the course. Participation in the study was voluntary and the participants were able to receive feedback about their results.

Procedure

Participants were each invited in a classroom equipped with computers. There was an individual session with each participant that took about 30 minutes. The test is fully computerized, all instructions can be seen on the screen and also the examiner explains them, if necessary. After each testing session a brief feedback was asked from each participant to find out how difficult each test seemed and to get other information about the test and testing settings that might be useful for the adaptation process.

The test was administered using free-access program for research *PsychoPy* (Peirce, 2007). All the data from each session were automatically recorded in MS Excel files and were further processed with statistical packages.

Results

First, the reliability and validity of the test and an analysis of the testing procedure is presented. All participants indicated that they understood the provided instructions and the tasks. Descriptive statistics of all the EXAMINER tasks can be seen in Table 1. To assess psychometric properties Cronbach's alpha was calculated for each task's accuracy rate and response time. For the FT test reliability was calculated for incongruent trials, SS for shifted trials, and NB for all trials (EXAMINER, 2011). Reliability of each test is presented separately for the high school and university student groups, as they are slightly different, and for both groups taken together (see Table 1). To assess criterion validity, results of both groups were compared, and for high-school group relation to grades were also examined.

Table 1 **Means and standard deviations of EXAMINER scales of high school students and university students**

Note. FT – Flanker Task, SS – Set Shifting, NB – N-Back Task.

EXAMINER task	**High school students**			**University students**					**Reliability (both groups)**	
	N	***M***	***SD***	***N***	***M***	***SD***	***t-test***	***p***	***N***	***α***
Inhibition										
FT precision	22	22.14	1.98	38	23.08	1.50	-2.07	.04	60	.91
FT reaction time	22	0.63	0.11	38	0.68	0.13	-2.33	.02	60	.96
Set shifting										
SS precision	22	60.50	2.43	36	58.53	5.55	1.57	.12	58	.82
SS reaction time	22	0.62	0.24	36	0.77	0.29	-2.64	.01	58	.97
Working memory updating										
NB1 precision	22	26.14	1.91	38	27.32	1.80	-2.39	.02	60	.31
NB1 reaction time	22	0.61	0.18	38	0.73	0.20	-3.72	.00	60	.82
NB2 precision	22	70.33	9.12	37	67.30	10.21	1.13	.26	59	.85
NB2 reaction time	22	0.89	0.41	37	0.98	0.38	-1.13	.27	59	.96

Reliability of the most EXAMINER tasks is high when both student groups are analyzed together, with the exception for NB1 precision measurement, which shows low reliability. For the high school group FT showed acceptable reliability for precision (α = .59), and good reliability for reaction time (α = .85); SS showed rather low reliability for precision (α = .45) and very good reliability for reaction time (α = .94). The low reliability for SS precision can be explained due to zero variance for several of the scale items and overall low variance for items. This means that the high school group in the current study is rather homogeneous. NB1 showed very low reliability for precision (α = .21) and very good reliability for reaction time (α=.83). Low reliability for NB1 precision can be explained due to zero variance for several of the scale items. Contrary to NB1, NB2 showed very good reliability for precision (α = .84). Although there was zero variance on some items, the total number of items is 90, thus making the overall reliability rather high. NB2 also show very good reliability for reaction time (α = .90).

For the university student group Cronbach's alpha for the FT test was very good for both response time and accuracy (α = .97); SS showed very good reliability for response time (α = .97) and good for response accuracy (α = .85). For NB1 and NB2 both had good reliability for response time (α = .91 for NB1 and a = .96 for NB2). For response accuracy NB2 showed good reliability (α = .86), but very low for NB1 (α = .30). Some task items showed small variance and this could be the reason for the low Cronbach's alpha.

To test the criterion validity of the Latvian version of the EXAMINER, the results of all tests were correlated with academic achievement results for Mathematics, Chemistry, Latvian language, Geography and others, gathered from high-school students (n = 22). The results showed positive correlation for most of the study subjects. Significant correlations were observed between Mathematics grade and SS shifted tasks (r = .46), Chemistry grade and FT response time which showed opposite correlation compared to other reaction time correlations (r = .42), FT accuracy rates (r = .45), and response time of 2-Back Task (r = -.44). SS shifted tasks also had significant correlations with both Latvian language and Literature grades (r = .45 and r = .50 respectively). English and Geography grades correlated with FT accuracy rates (r = .46 and r = .64), Geography grades correlated with response time of 2-Back Task (r = -.49). These correlations indicate that the criterion validity of the Latvian version of the EXAMINER is overall acceptable.

To test if there are any differences between executive functions in the two subgroups, t-test for independent samples was calculated for EXAMINER tasks, including assessment of Levene's test for equality of variances. Results (see Table 1) show that there are statistically significant differences between the two groups in reaction time of FT, SS and NB1, meaning that high school students had faster reaction. Differences were also found in precision of FT and NB1, with high school students being less precise than university students. No statistically significant differences were found in NB2 reaction time and precision. These results partly confirm criterion validity of the EXAMINER.

Discussion

The assessment of reliability and validity of the Latvian version of the computerized executive functions test EXAMINER was done in a sample of high school students and university students as a part of the pilot study for the recently adapted test.

The analyzed psychometric properties of the Latvian version of the EXAMINER test show that reliability indicators are good for most of the tests, indicating that the Latvian version of the EXAMINER can be used in further studies. However, some tests show lower reliability, mostly in regard to accuracy. This may be due to the small sample size (n = 22 and n = 39), high overall accuracy rates of the respondents and small variation in groups. The original version of the EXAMINER was designed for participants with a broad range of neurological conditions from different age groups (Kramer, 2014). This may result in very high accuracy rates in non-clinical samples as in the current study, whereby participants on the FT showed very high accuracy rate. In addition, the participants' feedback indicates that the test seemed too easy for them. For further use, it is recommended to test this task in another sample or modify the existing task to make it more complicated in order to show higher variation in a non-clinical sample, like students.

The original EXAMINER test results were correlated with several cognitive ability tests to assess criterion validity (EXAMINER, 2011). In the current pilot study of the Latvian version of the test academic grades of the high-school participants were correlated with the executive function test results. Previous studies have shown that results of executive functions tests most often are related to academic achievement (see Fuhs, Nesbitt, Farran & Dong, 2014). Also, the results from the current study show statistically significant correlations, confirming that criterion validity of the adapted test version is good.

Two student groups were compared regarding their executive functions, assessing also the criterion validity of the test. Results show that there are statistically significant differences between the two groups, and there is a tendency that high school students have faster reaction time, but are less precise, and university students are more precise, but react slower. The existence of such differences could be due to several reasons, as there are also several limitations to the study.

First, one limitation of the current pilot study is that the sample sizes were not large enough to make generalizations about the broader population, and these results might simply characterize the current sample. Second, there are some geographical differences – the high school students were living in a regional small town, but the university students came from both small and large cities and were all currently living in a large city. Third, high-school students in the last year of school may be more anxious and may be hastier in doing such tasks. Fourth, contrary to previous research that suggests that inhibition may mature earlier in adolescence (Boelema et al., 2014), these results show higher results on inhibition for the university student. There are also some limitations of the testing procedure of the EXAMINER. The current version of this test can only be administered in individual sessions because some tasks (e.g., NB1) require oral responses from the participant. This is very suitable for clinical settings but not very convenient for large scale testing. This issue should be considered and a modified version of the task could be created for administration in group settings.

To conclude, the recently adapted Latvian version of executive functions test EXAMINER shows overall good reliability and validity and can be further used to assess inhibition, set shifting and working memory updating in Latvian samples. The current pilot-study in the samples of students from high-school and university also showed statistically significant differences between both groups on most of the EXAMINER tasks, and the main tendency was that the high school students had faster reaction time, but made more mistakes, whereas university students had slower reaction time, but were more accurate.

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ПОЛОВОЗРАСТНЫЕ ОСОБЕННОСТИ ПРЕДСТАВЛЕНИЙ О БУЛЛИНГЕ СРЕДИ ШКОЛЬНИКОВ

The Gender and Age Features of Representations about Bullying among School Students

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Abstract. *The article is devoted to the analysis of the gender and age features of the representations about bullying among school students. Bullying is seen as a serious socio-psychological problem. Presented the program and methods of the empirical study of bullying in the educational environment. The results of this study are analized.*
Keywords: *school safety; bullying; school students; representation; gender and age features.*

Введение
Introduction

Важным условием полноценного развития формирующейся личности, а именно, сохранения и развития ее психологического здоровья, условием формирования гуманистических установок личности, толерантности является обеспечение психологической безопасности в образовательной среде. Насилие выступает в качестве основной угрозы психологической безопасности в образовательной среде (Баева & Гаязова, 2013). Следует отметить, что возрастающее количество фактов насилия в образовательной среде переводит их из разряда вопиющих случаев в разряд социально-психологической проблемы, требующей решения не только на практическом уровне, но и на уровне научного осмысления. При этом исследователи отдельно выделяют такую форму насилия, как буллинг, травлю одних детей другими, чье систематическое изучение в отечественной психологической науке только начинается.

Целью эмпирического исследования было выявление половозрастных особенностей представлений школьников о буллинге, отношения их к самой травле, ее участникам и последствиям буллинга.

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Объект исследования: учащиеся общеобразовательных школ г. Пскова: подросткового и старшего школьного возрастов. Выборка исследования составила более 400 человек.

В рамках работы над научным проектом на тему «Обеспечение психологической безопасности в образовательной среде: профилактика проявлений буллинга с учетом половозрастных особенностей его участников» для изучения представлений подростков о себе, ближайшем микросоциальном окружении и проявлениях насилия в образовательной среде был использован Цветовой тест отношений Е.Ф. Бажина и А.М. Эткинда, а также авторская анкета, направленная на изучение буллинга, его участников и последствий в образовательной среде.

Для выбора цветовых ассоциаций испытуемым предлагался ряд понятий, которые условно объединяются в следующие блоки:

а) понятия, позволяющие выявить представление подростков о себе и ближайшем микросоциальном окружении: мама, школа, класс, учитель, Я;

б) понятия, позволяющие выявить представление подростков о школьном насилии, его участниках и видах школьной травли: травля, жертва, агрессор, друг, враг, драка, оскорбление, сплетня; в) понятия, позволяющие выявить представление подростков о чувствах и переживаниях, которые могут возникать у участников буллинга, в первую очередь у его жертвы: сила, слабость, радость, злость, обида, страх, боль.

Определения
Definitions

Американская психологическая ассоциация дает следующее определение: «Буллинг – это форма агрессивного поведения, в которой кто-либо преднамеренно и многократно причиняет вред или неудобство. Буллинг может принимать форму физического контакта, слов или более изощренных действий».

То, что считается буллингом, должно быть агрессией и включать:

- реальный или воспринимаемый дисбаланс сил: дети, которые демонстрируют агрессивное поведение, применяют силу (физическую силу, доступ к личной информации или популярность) для контроля или причинения вреда другим. Дисбаланс сил может меняться с течением времени и в различных ситуациях, даже если в буллинг включены те же самые лица;

- повторяемость, многократность – поведение повторяется многократно или потенциально может повторяться;
- буллинг предполагает конкретные действия, такие, как угрозы, распространение сплетен, физическое или вербальное нападение, умышленное исключение из какой-либо группы и т.п. (McCallion & Feder, 2013).

Нет единства и в классификации видов буллинга. В одних источниках используют следующую типологию: физический буллинг (удары руками, пинки ногами, толкание, подножки, преднамеренное заточение и др.), социальный (или буллинг отношений) (исключение из группы, распространение слухов и сплетен, написание непристойных надписей, записок и т.п.); вербальный буллинг (обзывание, словесное запугивание, вербальные угрозы, насмешки, оскорбление); электронный или кибер-буллинг (то же, что и социальный, и вербальный, но посредством сети Интернет, рассылка ложных сообщений с использованием имени жертвы, использование личных сообщений, изображений и другой информации).

Другая типология выделяет такие разновидности буллинга, как физический, психологический, или эмоциональный (манипулирование сознанием жертвы, чтобы вызвать у нее эмоциональные переживания, беспокойство, тревогу, боль и т.п. Данная форма буллинга очень сложно распознается, так как внешне не видна и осуществляется в момент отсутствия жертвы в ситуации буллинга (рассказы о жертве, не соответствующие истине, либо раскрытие секретов, подстройка каких-либо ситуаций, когда жертва находится одна и нет очевидцев событий и т. д.); вербальный буллинг; кибер-буллинг, моб-буллинг (обращение к бандам, криминальным или экстремистским группам) (Грибанова, 2015).

При описании буллинга исследователи традиционно выделяют прямую травлю (ребенка обзывают, дразнят, бьют, портят его вещи, отбирают у него деньги) и косвенную (о ребенке распространяют слухи и сплетни, бойкотируют его, избегают, манипулируют дружбой). При этом для мальчиков более характерна прямая травля, а для девочек – косвенная. Нередко косвенная травля оценивается как менее серьезная и более нормативная: ученики легче вовлекаются в нее и меньше оказывают поддержку жертве; учителя реже узнают о ней и реже на нее реагируют (Калинина, 2015).

Рассматривая проблему буллинга, используют две традиционные роли: жертвы и агрессора, реже – наблюдателя. Однако в публикациях последних лет раскрывается более широкий спектр ролевых позиций, участвующих в буллинге. Конечно, сохраняется разделение участников на агрессоров и жертв. Однако говорится о том, что есть те, кто одновременно может выполнять обе роли: агрессора-жертвы в различных ситуациях и объединяют в своей личности худшие характеристики обеих ролей. В качестве среды, где реализуются все эти роли, называют школьную атмосферу, где отсутствуют дисциплина, уважение и хорошее руководство, такую среду называют буллинг-атмосферой (Pozzoli & Gini, 2010).

Представления о буллинге младших подростков
Representations about bullying of teenagers

Было проведено эмпирическое исследование представлений о буллинге школьников с применением Цветового теста отношений и авторской анкеты, результаты которого представлены ниже.

В первую очередь, особый интерес, на наш взгляд, представляют цветовые ассоциации младших подростков со школьным насилием вообще, отдельными вариантами его проявления, а также участниками школьной травли (Максименкова, 2015a).

Анализ эмпирических данных позволяет констатировать крайне негативное эмоционально-личностное восприятие данного явления как в целом, так и отдельных его составляющих большинством младших подростков. Так, понятия «травля» (более 70 % выборки), «агрессор» (около 50 %), «враг» (порядка 80 % выборки) и «драка» (более 60 %) ассоциируется с различными вариантами сочетаний черного, серого или коричневого цветов, что выявляет негативно-протестную реакцию младших подростков по отношению к данным явлениям и вызывает у них такие негативные переживания, как эмоциональный дискомфорт, тревога, напряженность, стресс. Подобные эмоциональные реакции являются следствием фрустрации потребности в безопасности будь то в реальности, либо в виртуальном плане (представление образа гипотетического врага, ситуации травли, размышления на тему вражды и т.п.)

В целом, младшие подростки демонстрируют адекватное восприятие насилия и тех, кто его демонстрирует, как явления, провоцирующего истощение физических и эмоционально-личностных ресурсов.

При этом следует отметить, что незначительная часть младших подростков (от 2,4 % до 4,6 %) в качестве ассоциации к понятиям «травля», «драка», «агрессор» и «враг» выбирают различные варианты сочетания с красным, желтым или фиолетовым цветом. Такой выбор обнаруживает стеничность, активность, уверенность, ориентацию на достижение цели и доминирование. Как представляется, это может свидетельствовать о двух установках: либо о ярко выраженной уверенности в своей способности противостоять насилию, физической и психологической самодостаточности; либо о демонстрации собственной доминирующей позиции в ситуации травли, идентификации себя с агрессором, такие подростки сами провоцируют драку, чувствуют себя уверенно и свободно, проявляя физическую агрессию, испытывают удовлетворение, подавляя более слабых сверстников. По-нашему мнению, отмеченные установки могут и совмещаться. Данные подростки могут представлять собой своеобразную «группу риска» как потенциально склонные к отклоняющимся формам поведения, в том числе к проявлениям насилия по отношению к сверстникам.

Ряд младших подростков (5,2 %) останавливает свой выбор на сочетании черного и красного цветов, что обнаруживает тенденцию к спонтанным аффективным вспышкам в ситуации опасности перед потенциальным врагом, склонность к деструктивным формам поведения и высокую готовность к ответной агрессии.

Выбор сочетания (6,9 %) черного и синего цветов указывает на тенденцию к активному неприятию гипотетического врага, протестному отношению к ситуации вражды, тревогу вследствие блокирования потребности в безопасности. Однако, на поведенческом уровне отмеченная тенденция может проявляться в неярком виде из-за достаточно выраженной способности к контролю свих эмоциональных состояний.

Сравнительный анализ представлений мальчиков и девочек-младших подростков о буллинге в образовательной среде позволил выявить ряд статистически достоверных гендерных различий в понимании феномена насилия в целом, вариантах его проявления, оценках причин и последствий школьной травли для жертвы (Максименкова, 2015б).

Так, полученные данные свидетельствуют о том, что для девочек-младших подростков понятие «травля» имеет более широкое значение и включает в себя большее разнообразие явлений и действий, а именно: девочки достоверно чаще, чем мальчики, относят к проявлениям травли по отношению к сверстникам со стороны других сверстников многократное повторение следующих действий: толчки, пинки, подзатыльники, подножки ($U = 3227{,}500$ при $p = 0{,}041$). Мальчики воспринимают такие действия менее остро и болезненно, вероятно, придавая им меньшее значение и считая достаточно обыденным проявлением взаимоотношений в группе сверстников.

Различия между мальчиками и девочками-младшими подростками в оценке последствий пережитого продолжительного преследования (не менее полугода) со стороны сверстников проявляются в следующем:

- девочки достоверно чаще чем мальчики полагают, что жертва травли становится изгоем, «страдает от одиночества» ($U = 3343{,}500$ при $p = 0{,}133$) и испытывает беспомощность, полагая, что ничего изменить нельзя ($U = 3280{,}500$ при $p = 0{,}085$);

- напротив, мальчики достоверно чаще чем девочки полагают, что преследование может иметь позитивные последствия для жертвы: в результате длительной травли со стороны сверстников жертва преследования становится сильнее (U = 3298,500 при p = 0,041).

В качестве причин, побуждающих младших подростков обижать, преследовать своих сверстников, мальчики достоверно чаще чем девочки указывают тот факт, что «им никто не мешает так поступать, никто не вмешивается» (U = 3054,000 при p = 0,011), что агрессивные действия и поступки не встречают противодействия, остаются безнаказанными. Более того, мальчики в большей степени чем девочки склонны объяснять агрессивное поведение своих сверстников по отношению к другим страхом не только преследуемых, но и окружающих, свидетелей перед агрессорами (U = 3309,000 при p = 0,075). Таким образом, значимым фактором, провоцирующим проявления насилия в образовательной среде, младшие подростки считают особенности преследователя, агрессора.

Однако, причины насилия в отношениях со сверстниками младшие подростки, как мальчики, так и девочки, видят не только в особенностях тех, кто проявляет агрессию по отношению к другим, но и в особенностях жертвы. При этом мальчики чаще чем девочки отмечают, что к жертвам преследования «плохо относятся учителя» (U = 2778,000 при p = 0,000), либо они воспитываются в неблагополучных семьях (U = 3297,000 при p = 0,030). Данная тенденция к переносу ответственности за агрессивные действия с преследователя на жертву школьной травли может свидетельствовать о проявлении бессознательного механизма психологической защиты у мальчиков-младших подростков от чувства вины за возможность проявления собственной агрессивности в отношениях со сверстниками как социально неодобряемых действий.

Обозначая свою собственную позицию в агрессивных действиях сверстников по отношению друг к другу, мальчики и девочки-младшие подростки также обнаруживают ряд различий:

- девочки значительно чаще чем мальчики, являясь свидетелями преследования других, обращаются за помощью к учителю или другому взрослому (U = 2727,000 при p = 0,000); соответственно мальчики менее склонны прибегать к помощи взрослых, наблюдая за агрессивными действиями сверстников в отношении друг друга;
- в сравнении с девочками мальчики достоверно чаще сами выступают в роли преследователя, совершают агрессивные действия (U = 3231,000 при p = 0,002), что представляется вполне закономерным проявлением специфики развития мальчиков и девочек в подростковом возрасте;

– однако, как свидетельствуют ответы самих мальчиков-младших подростков, они также чаще чем девочки подвергаются преследованиям со стороны сверстников (U = 3372,000 при p = 0,092). По данному показателю наметилась лишь тенденция к различиям между мальчиками и девочками-младшими подростками, однако на эмпирическом уровне различие достаточно выражено и, вероятно, может объясняться различиями в субъективном понимании мальчиками и девочками феномена «травля» и смысловых границ данного понятия.

Представления о буллинге старших школьников
Representations about bullying of high school students

Цветовой тест отношений выявил, что большинство старшеклассников обоего пола демонстрируют негативно-протестное отношение к таким явлениям, как «травля» (75 % выборки), «агрессор» (более 50 %), «враг» (около 70 %) и «драка» (76 % девушек и 56 % юношей), что ассоциируется с различными вариантами сочетаний черного, серого или коричневого цветов.

Однако ассоциации с понятием «жертва» не столь однозначны: около 40 % учащихся также выбирают вышеназванные сочетания, однако для трети из них характерны ассоциации с синим цветом, что констатирует негативное состояние, потребность освободиться от стресса, стремление к покою у жертвы. В выборах юношей чаще присутствуют сочетания желтого и красного, вероятно, говорящих о стремлении жертвы к активному выходу из ситуации ущемления.

Понятие «драка» также по-разному воспринимаются старшеклассниками: если три четверти девушек выбирают черный цвет, то среди юношей таких только половина, а треть из них, вероятно, находят в драке выход своим негативным эмоциям, ассоциируя данное понятие с красным цветом.

Ответы на открытый вопрос о том, что такое травля, были обобщены в три группы. 5,8 % женского пола описывают травлю как применение физической силы, используя при этом такие ее определения, как грубой, жестокой физической силы, избиения, причинения вреда здоровью, боли, причинения жестоких действий, ущерба, агрессии, угрозы жизни. Также небольшой процент респондентов обоего пола определил травлю как подавление, характеризующееся влиянием, подавление воли и свободы, принуждением к чему-либо, нарушение прав. Около 70 % опрошенных старшеклассников считают травлей унижение, проявляющееся в надругательстве, оскорблении, издевательстве, насмешках.

Анализируя ответы старшеклассников, объясняющих причины, по которым одни могут устраивать травлю других, можно отметить, что такое поведение связано с единственно доступной им формой самоутверждения.

Также высоко оцениваемыми причинами травли одними других является страх молодых людей показаться слабыми, а также позиция невмешательства окружающих, позволяющая агрессорам так поступать. По мнению девушек, травят других те, кто является лидером среди ровесников и испытывают трудности в учебе, юноши же, наоборот, так не считают (6,7 %). Однако респонденты мужского пола в большей степени согласны, что травля осуществлялась по причине того, что это справедливо. Около четверти испытуемых обоего пола на среднем уровне оценивают «справедливость» травли. Фактор неблагополучной семьи на среднем уровне оценивается 40 % девушек и лишь 20 % юношей, а вот плохое отношение одноклассников как значимый фактор травли называется 27 % юношей и всего 6 % девушек.

В среднем девушки выше оценивают все варианты негативных последствий для личности, которую травят в течение длительного (не менее полугода) времени. Больше всего, по их мнению, страдает самооценка жертв (83 %), с чем согласны почти вдвое меньшее число молодых людей (47 %). Объекты травли в их представлениях переживают депрессию, испытывают трудности в общении со сверстниками.

Юноши, в среднем, в большей степени считают, что вчерашняя жертва травли начинает проявлять агрессию по отношению к другим школьникам сама (73 % против 59 % девушек) и в меньшей степени страдает от одиночества (33 % и 45 % соответственно). Мнение жертвы о том, что ничего изменить нельзя, выше оценивается респондентами женского пола, безразличное отношение к ситуации, напротив, выше оценивается молодыми людьми (20 % против 3 % девушек).

Интересным является тот факт, что, в среднем, 45 % старшеклассниц и 13 % старшеклассников полагают, что жертва в результате травли становится сильнее.

Анализ ответов респондентов выявил, что распределение по основным ролевым позициям буллинга следующее: около половины были свидетелями травли своих сверстников, около четверти подвергались травле когда-либо и, в среднем, 7 % десятиклассников сами выполняли роль агрессора.

Ряд представлений молодых людей о том, в чем заключается травля, совпадают у опрошенных обоих полов: ударить кого-то, напоминать о болезненных событиях и качествах. На среднем уровне оцениваются такие действия, как закрыть в кабинете, туалете и т.п., распространять слухи, сплетни, толкнуть, поставить подножку, а также угрожать в устной или письменной формирование. Как травлю на среднем уровне подстраивание неловких ситуаций оценивает подавляющее большинство девушек (86 %) и только 36 % юношей. Выше всего оценивается молодыми людьми требование, отбирание денег, причем девушками в большей степени. Однако для большинства старшеклассниц написание непристойностей о ком-либо на партах не является признаком травли (67 %). Раскрытие чужих секретов получило в 83 % ответов средние оценки от респондентов женского пола, однако 50 % юношей оценили такое проявление буллинга высоко. Более болезненно по сравнению с девушками воспринимаются молодыми людьми и попытки давать им прозвища, дразнить и выгонять из компании. Проявления буллинга, связанные с чужими вещами (отбирать вещи, портить их), немногим более высоко оценивается юношами.

Согласно зарубежным исследованиям о серьезных психологических и социально-психологических последствиях буллинга можно говорить, если он совершается с периодичностью один раз в месяц. Таким образом, в группе риска среди данных испытуемых оказались 28 % девушек и 14,2 % юношей, подвергающиеся травле каждый месяц и чаще.

Выводы
Conclusions

1. Младшие подростки демонстрируют адекватное восприятие тех, кто демонстрирует насилие, а также насилия как явления, провоцирующего истощение физических и эмоционально-личностных ресурсов.
2. Для девочек-подростков, понятие «травля» имеет более широкое значение и включает в себя большее разнообразие явлений и действий.
3. В качестве основной причины, побуждающей подростков травить, преследовать своих сверстников, ребята называют «им никто не мешает так поступать, никто не вмешивается», а также личностные особенности самих агрессоров. Тогда как старшеклассники выделяют стремление агрессора к самоутверждению.
4. Большинство старшеклассников, независимо от пола демонстрируют резко негативное отношение к таким явлениям, как «травля», «агрессор», «драка».
5. Две трети старшеклассников считают травлей психологические формы воздействия, а именно издевательство, унижение, оскорбление, насмешки.

6. Девушки-старшеклассницы, в отличие от юношей-старшеклассников, считают, что агрессоры чаще являются лидерами среди сверстников, испытывают трудности в учебе.
7. Старшеклассницы выше старшеклассников оценивают негативные последствия буллинга для «жертв», испытывающие травлю в течение длительного (не менее шести месяцев) времени, которые проявляются в снижении самооценки и самоуважения.
8. Около половины старшеклассников были свидетелями буллинга своих сверстников, около четверти выступали в роли жертвы, а 7 % старшеклассников выступали в роли преследователя.
9. 28 % девочек и 14 % мальчиков в средней школе подвергаются травле каждый месяц и чаще.

Summary

- Younger teenagers demonstrate adequate perception of violence and those, who demonstrates it, as phenomena provoking a depletion of physical, emotional and personal resources.
- For girls-teenagers, the concept of "bullying" has a broader meaning and includes a greater variety of phenomena and actions.
- The main reason that propels teenagers to hurt, persecute their peers, the boys called the fact that „nobody bothers to do it, nobody interferes". According to the high school students unlike younger students, the main reason why one can make bullying others is the desire for self-assertion.
- Another significant factor in provoking the manifestations of violence in the educational environment, Junior Teens consider the features of the pursuer, the aggressor.
- Most high school students of both genders show a negative protest against such phenomena as „bullying", „aggressor", „the enemy" and „fight".
- Two-thirds of high school students believe the bullying, the humiliation, manifested in the abuse, the insult, the mockery, the ridicule.
- Girls think that aggressors are leaders among peers and have difficulties in their studies, young men, on the other hand, disagree.
- On average, senior girls above evaluate all options negative consequences for the person being bullied for a long (at least six months) of time. Most of all, in their opinion, is suffering self-esteem of the victims.

About half of high school students have witnessed bullying of their peers, about a quarter had been subjected to harassment ever and, on average, 7 % of tenth graders performed the role of aggressor.

There are 28 % of girls and 14 % of boys at high school subjected to bullying every month and more often.

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THE THEORETICAL INTEGRATIVE MODEL FOR THE LATVIAN CLINICAL PERSONALITY INVENTORY

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Abstract. *The purpose of this article is to present a theoretical integrative model, which reflects contemporary tendencies in the understanding of mental disorders and functional impairment, and which is used as a theoretical frame for the development of the Latvian Clinical Personality Inventory (LCPI). This article, based on the latest research findings in the field, supports the necessity of a combined analysis of mental disorders and functional impairment. Due to scientific findings and deeper understanding of the interrelation between mental disorders and functioning impairment, it has become possible to develop psychological instruments for valid assessment of the disturbances in an individual's cognition, emotion regulation, and behaviour combining with analysis of most essential and relevant aspects of their functioning. An integrative theoretical model of LCPI, developed on the selected criteria from Diagnostic and Statistical Manual of Mental Disorders (DSM – 5; APA, 2013) and WHO International Classification of Functioning, Disability and Health (ICF; WHO, 2001/2015) is presented in the article. Conducted literature analysis permits to conclude, that in a context of clinical personality assessment, a combined analysis of symptoms of mental disorders and relevant functioning criteria is very promising and will be useful in many assessment contexts. Based on such an integrative approach the Latvian Clinical Personality Inventory is currently being developed. This project is a part of the National Research Programme (No. 5.8.2.).*
Keywords: *integrative approach, functioning impairment, Latvian Clinical Personality Inventory, mental disorders, psychological assessment.*

Introduction

On the moment, there is a lack of available clinical personality assessment instruments in Latvia. Some well known and in clinical and research practice widely used personality inventories have been officially adapted in Latvia. For example, one of the most commonly used personality tests in clinical evaluation (Butcher & Perry, 2008) is Minnesota Multiphasic Personality Inventory – 2 (MMPI – 2, Butcher at al., 1989; Latvian adaptation Sarma, 2005). The Millon Clinical Multiaxial Inventory–III (MCMI–III, Millon et al., 2006) is the other

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one, which is widely used and which was also translated in Latvia recently (Kolesnikova, 2013).

Rationale for the development of the new Clinical Personality Inventory

The problem with mentioned above assessment instruments is that the copyright holder was authorized the use of these adapted test versions only for specific studies without the right to use them in other studies or for practical purposes. Using such unlicensed test is unethical (ITC, 2001) and means serious administrative penalties because of the breaking of copyrights owned by the copyright enforcement authorities.

The other problem is that these foreign clinical personality inventories are not standardized in Latvia. One more problem is that there is a two-language society in Latvia and local clinical psychologists need parallel versions of one instrument – one version in Latvian language and other – in Russian, because, according to the International Guidelines for Test Use (ITC, 2001), an appropriate test language version must be administered in psychological assessment. However, it is almost impossible to get a permission to adapt mentioned above instruments in Latvia into Russian language, because, in accordance with the official procedure, such an adaptation first of all must be undertaken in Russia, and only then it could be possible to adapt this official Russian version in Latvia.

Therefore, it is clear, that in Latvia up to the moment, there is no clinical personality inventory, which could provide a comprehensive, unbiased and reliable measurement of personality pathology and symptoms of mental disorders. This situation outlines the necessity of developing a clinical personality inventory suitable to the needs and realities of the Latvia's socio cultural context and based on the newest findings in the field. In the frame of the National Research Program (2014–2017; BIOMEDICINE, subproject Nr. 5.8.2.) development of such a clinical personality inventory (Latvian Clinical Personality Inventory; LCPI) was started recently.

The purpose of this article is to present a theoretical integrative model, which reflects contemporary tendencies in the understanding of mental disorders (including personality disorders) and functional impairment, and which is used as a theoretical frame for the development of the Latvian Clinical Personality Inventory (LCPI).

Theoretical basis for the LCPI clinical scales

There are two commonly used systems for the classification of mental disorders[1]. One of them currently widely used by practitioners in Europe is The International Classification of Diseases and Related Health Problems (ICD – 10) developed by the World Health Organization (WHO, 1994)[2]. The second classification of mental disorders widely used by practitioners in America and by researches all over the world is the Diagnostic and Statistical Manual of Mental Disorders (DSM). Apparently, its last revision – DSM – 5(APA, 2013) reflects the first (during the last 20 years) major revision of the diagnostic criteria of mental disorders made by DSM-5 work groups integrating into it the latest research findings on mental disorders (APA, 2013).

Much work has been done by scientists at the harmonization of both classifications to achieve the goal of minimizing the differences between these systems (First, 2009; Regier et al., 2013). Nevertheless, some differences still exist. Taking into account, that the DSM-5 reflect the newest findings and tendencies in the defining mental disorders, it was decided to use DSM-5 criteria as a basis of LCPI item development.

In the first stage of the development of the theoretical model of the LCPI individual interviews with Latvian leading clinical psychologists (N = 4) and psychiatrists (N = 4) was conducted with the aim to find out what clinical scales will be useful and necessary to include in the emerging LCPI. Based on results of these interviews, it was decided to develop following nine clinical scales: Symptoms of Anxiety Disorder, Symptoms of General Depression, Symptoms of Bipolar Disorder, Symptoms of PTSD, Alcohol Problems, Drug Problems, Psychotic Symptoms, Symptoms of Eating Disorders and Somatic Symptoms. In Table 1 information is presented regarding the planed LCPI clinical scales and corresponding mental disorders (based on DSM-5 with ICD-10 codes) which criteria is used for further operationalization on the next stage of scales' item development.

On the next stage of the LCPI development a comparative analysis of the criteria for the selected mental disorders described in DSM–5 (APA, 2013) and

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[1]A mental disorder is a syndrome characterized by clinically significant disturbance in an individual's cognition, emotion regulation, or behavior that reflects a dysfunction in the psychological, biological, or developmental processes underlying mental functioning. Mental disorders are usually associated with significant distress or disability in social, occupational, or other important activities. An expectable or culturally approved response to a common stressor or loss, such as the death of aloved one, is not a mental disorder. Socially deviant behaviour (e.g., political, religious, or sexual) and conflicts that are primarily between the individual and society are not mental disorders unless the deviance or conflict results from a dysfunction in the individual, as described above (APA, 2013, 20).
[2]It should be noted that now there is a revision to ICD-10 and forthcoming ICD – 11 in 2018 (Luciano, 2015).

ICD-10 (WHO, 1992) was conducted with the purpose to select such criteria (within each selected disorder for further operationalization at the item formulation stage) that are more or less similar in both mental disorders classifications. This comparative analysis was necessary to make sure, that the content of the developed items for the each of the planned clinical scales will be corresponding to the selected criteria and that scales score will be interpretable in the frame of both the DSM-5 and ICD-10 codes.

Theoretical basis for the LCPI pathological trait scales

One part of the LCPI scales are sought to be devoted to a personality pathology. Although personality disorders[3] (PDs) have been defined categorically throughout the history of psychiatric nomenclatures, researchers have pointed out numerous limitations of this categorical approach (Clark, 2007; Trull & Durrett, 2005) and suggested that alternative dimensional models provide more validity (Widiger & Simonsen, 2005). In light of this, the DSM-5 Personality and Personality Disorders Work Group proposed a substantial shift to a dimensional conceptualization and diagnosis of personality pathology (Samuel et al., 2012). In the alternative DSM-5 model for PDs, PDs are characterized by impairments in personality functioning (impairment in ideas and feelings regarding self and interpersonal relationships; self-functioning involves identity and self-direction; interpersonal functioning involves empathy and intimacy [see DSM-5, Section III, APA, 2013, Table 1, p. 762]) and particular constellations of pathological personality traits[4].

The proposed model comprises 37 maladaptive traits that are said to fall within the six higher-order domains of Negative Emotionality, Introversion, Antagonism, Disinhibition, Compulsivity, and Schizotypy[5].

[3]A personality disorder is an enduring pattern of inner experience and behavior that deviates markedly from the expectations of the individual's culture, is pervasive and inflexible, has an onset in adolescence or early adulthood, is stable over time, and leads to distress or impairment (APA, 2013, 645).

[4]A *personality trait* is a tendency to feel, perceive, behave, and think in relatively consistent ways across time and across situations in which the trait may manifest (APA, 2013, 772).

[5] It should be noted that the proposed 37 - trait model was reduced and DSM-5 Section III personality trait system includes five (not six as it was proposed) broad domains of personality trait variation - Negative Affectivity (vs. Emotional Stability), Detachment (vs. Extraversion), Antagonism (vs. Agreeableness), Disinhibition (vs. Conscientiousness), and Psychoticism (vs. Lucidity) - comprising 25 specific personality trait facets. These five broad domains are maladaptive variants of the five domains of the extensively validated and replicated personality model known as the "Big Five", or Five Factor Model of personality (FFM), and are also similar to the domains of the Personality Psychopathology Five (PSY-5) (APA, 2013, 773).

Table 1 **LCPI Clinical Scales and Corresponding DSM-5 Mental Disorders with ICD-10 codes**

LCPI clinical scales	**DSM-5 mental disorder and ICD-10[a] codes in parentheses**
Symptoms of Anxiety Disorder	Anxiety Disorders: Generalized Anxiety Disorder (F41.1) Social Anxiety Disorder (Social Phobia) (F40.10) Panic Disorder (F41.0)
Symptoms of General Depression	Depressive Disorders: Major Depressive Disorder (F32.0-F32.2)
Symptoms of Bipolar Disorder	Bipolar and Related Disorders: Bipolar I Disorder (F31.11-F31.13) Bipolar II Disorder (F31.81)
Symptoms of PTSD	Trauma - and Stressor-Related Disorders: Posttraumatic Stress Disorder (F43.10)
Alcohol Problems	Substance-Related and Addictive Disorders: Alcohol Use Disorder (F10.10; F10.20; F10.99)
Drug Problems	Unspecified Substance-Related Disorder
Psychotic Symptoms	Schizophrenia Spectrum and Other Psychotic Disorders: Schizophrenia (F20.9) Schizophreniform Disorder (F20.81) Brief Psychotic Disorder (F23)
Symptoms of Eating disorders	Feeding and Eating Disorders: Anorexia Nervosa (F50.0) Bulimia Nervosa (F50.2) Binge-Eating Disorder (F50.8)
Somatic Symptoms	Somatic Symptom and Related Disorders: Somatic Symptom Disorder (F45.1) Illness Anxiety Disorder (F45.21)

Note. [a] WHO (1993). *ICD-10 Diagnostic Criteria for Research*. WHO: Geneva.

It was pointed out that the transition to a dimensional trait model has the potential to addresses several limitations of the previous diagnostic system (Samuel et al., 2012). For example, a dimensional trait system might eliminate the problematic comorbidity across and the heterogeneity within the PDs diagnostic categories by providing a trait profile that is unique to each individual (Widiger & Trull, 2007). Additionally, such a model holds the promise of improving diagnostic stability as traits have demonstrated greater temporal consistency than diagnostic categories (Morey et al., 2007). The clinical utility of the DSM-5 Section IΠ multidimensional personality trait model lies in its ability to focus attention on multiple relevant areas of personality variation in each individual patient (APA, 2013). The DSM-5 Personality and Personality Disorders Work Group also provided a list of traits relevant for describing each of the proposed PDs types (see Samuel et al., 2012; APA, 2013).

Nevertheless the discussion about the assignments of the pathological personality traits to each of the 10 DSM-5 Section II PDs (e.g. Samuel et al., 2012) are still open, the LCPI work group decided to use this alternative dimensional approach to PDs as a theoretical frame for the development of the LPCI pathological personality trait scales. Based on literature analysis a list of the 40 pathological personality traits – a combination of traits listed in Samuel et al., (2012), Wright et al., (2012) and DSM-5 Section III (APA, 2013) was prepared for further operationalization and developing of the deductively derived 40 LCPI pathological personality trait scales[6]: Emotional Lability, Histrionism, Anxiousness, Separation Insecurity, Depressivity, Submissiveness, Hostility, Low Self-esteem, Vulnerability, Pessimism, Social Withdrawal, Social Detachment, Intimacy Avoidance, Restricted Affectivity, Anhedonia, Manipulativeness, Deceitfulness, Grandiosity, Will to Power, Attention Seeking, Callousness, Aggression, Anger, Irresponsibility, Impulsivity, Risk Taking/Recklessness, Risk Aversion, Distractibility, Perfectionism, Rigidity, Orderliness, Perseveration, Oppositionality, Unusual Beliefs, Unusual Perceptions, Cognitive Dysregulation, Dissociation Proneness, Eccentricity, Suspiciousness and Self-harm.

Based on the definitions of mentioned above pathological personality traits found in DSM-5 Section III (Table 3, pp. 779-781, APA-2013) and elsewhere including scientific dictionaries a preliminary item pool as operationalization of this traits were prepared. Further steps of the LCPI construction will be psychometrical evaluation of these deductively derived scales and selection of the best performing items for inclusion in the final version of LCPI scales. Additionally, a study to provide an expert consensus description of the DSM-5 ten PDs in terms of the LCPI pathological trait set will be performed. Leading clinical psychologists, psychiatrists and psychotherapists from Latvia will be asked to participate in this research part. This planed research part is necessary because if clinicians and researchers will use these traits to diagnose PD types, it is crucial to be sure that the traits assigned for this purpose are, in fact, relevant to the description of each particular PD.

Theoretical basis for the LCPI functioning scales: The integrative approach for the assessment of mental disorders and functioning impairment

It is obvious that clinical evaluation of mental health and personality cannot be fully understood, explained or based only on certain narrow criteria. Both

[6]It should be noted that trait of guilt/shame we changed for vulnerability, narcissism - for grandiosity, and we have added three more traits – will to power, attention seeking and anger, we believe could clinically relevant.

DSM-5 and ICD-10 does not entail all the outcomes and spectrum about mental disorders, therefore in 2001 World Health organization (WHO) introduced the International Classification of Functioning, Disability and Health[7], known more commonly as ICF – a classification of health and health-related domains. ICF classifies functioning and disability associated with health conditions, therefore the ICD-10 and ICF are complementary, and users are encouraged to use them together to create a broader and more meaningful picture of the experience of health of individuals and populations (WHO, 2001/2015).

ICF provides conceptual framework to understand and classify functioning based on biopsychosocial approach (WHO, 2001/2015). According to ICF, *disabilities* (or "functional impairment" in DSM parlance (Ustün & Kennedy, 2009) is an umbrella term, covering impairments, activity limitations, and participation restrictions. An impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action; while a participation restriction is a problem experienced by an individual in involvement in life situations. Aspects of health and health-related states summarized under the umbrella term *functioning*. As the functioning and disability of an individual occurs in a context, ICF also includes a list of environmental factors (WHO, 2001/2015). In accordance to mental disorders the ICF research branch experts have gathered the information provided by numerous studies and reflected it in the ICF Core Sets for schizophrenia, bipolar and depression disorders (ICF Research Branch, 2013 a, b, c).

Functioning is increasingly taken into account for the diagnoses of mental disorders as well as for evaluating the effectiveness of treatments (Cieza et al., 2004; Keeley et al., 2014), especially for the diagnosis and treatment of individuals with major depressive disorder, schizophrenia, bipolar disorders, personality disorders etc. .Various studies approve the association of mental disorders with multiple domains of functioning (e.g. Brutt et al., 2013; Guilera et al., 2012; Guilera et al., 2015; McClure et al., 2013; Hengartner et al., 2014). For example, in the cross-cultural research, based on data derived from the European Study of the Epidemiology of Mental Disorders, a general population study in which adults (*N*> 21 000) from Belgium, France, Germany, Italy, the Netherlands and Spain were assessed using the Composite International Diagnostic Interview (mental disorders) and World Health Organization Disability Assessment Schedule second edition (functional disability) was found that mental disorders are related to disability in all domains of functioning:

[7]ICF was officially endorsed by all 191 WHO Member States in the Fifty-fourth World Health Assembly on 22 May 2001 (resolution WHA 54.21) as the international standard to describe and measure health and disability.

anxiety disorders the most, followed by mood disorders, and finally alcohol disorders. The findings suggest that mental disorders are associated with similar or higher levels of disability in all ICF domains, except getting around, than arthritis and heart disease (Buist-Bouwman et al., 2006). It was shown that ICF is a helpful conceptual frame for assessment of functional status among people with serious mental illness, promotes a common language in the context of multidisciplinary assessment and integrated treatment model and supports the development of individual rehabilitation plans (Reed et al., 2009).

Taking into account the latest tendencies in the assessment of mental disorders and personality in the context of functioning of individual and empirical evidence of usefulness and importance of such a complex approach, it was decided to use an integrative approach for the development of the LCPI, which will allow to analyse LCPI data not only in a context of symptoms of mental disorders and pathological personality traits, but also in the context of functioning.

To make it possible, an analysis of ICF categories and especially categories included in the Comprehensive ICF Core Set for Depression (Cieza et al., 2004; ICF Research Branch, 2013a), Comprehensive ICF Core Set for Bipolar Disorders (ICF Research Branch, 2013b) and Comprehensive ICF Core Set for Schizophrenia (ICF Research Branch, 2013c) was performed with the aim to select appropriate ICF codes for further operationalization in LCPI items. Based on performed analysis followed by a formal decision-making process a set of 66 ICF categories at the second and third ICF levels with 42 categories from the component *body functions* (14 second ICF level categories and 28 third ICF level categories)[8], 20 categories from the component *activities and participation* (11 second ICF level categories and nine third ICF level categories)[9], and one ICF first level and four second ICF level categories from the component *environmental factors*[10] was prepared. These 66 ICF categories were further operationalized in preliminary version of LCPI items, which were combined in deductively derived functioning scales. Atthe next stage of LCPI development psychometrical analysis of these deductively derived scales will be performed and final versions of LCPI functioning scales will be developed.

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[8]ICF categories of the component ‘body functions’ chosen for the further operationalization in the LCPI items: b126: b1260, b1261, b1262, b1263, b1264, b1265, b1266, b1267; b130: b1300, b1301, b1302, b1303; b1304; b134: b1341, b1342, b1343; b140: b1400; b144; b147: b1470; b152: b1520, b1521, b1522; b156; b160: b1600, b1602, b1603; b164: b1641, b1642; b180: b1800, b1802; b280; b330; b460.

[9] ICF categories of the component ‘activities and participation’ chosen for the further operationalization in the LCPI items: d160; d175; d177; d240: d2400, d2402; d310; d350; d710: d7100, d7102, d7103; d720: d7200, d7202, d7203; d730; d750; d760; d770; d920: d9205.

[10] ICF categories of the component ‘environmental factors’ chosen for the further operationalization in the LCPI items: Chapter 3: Support and Relationships: e310, e315, e320, e325.

Conclusions

Latest research findings and tendencies in the psychological assessment reflects the importance and necessity to take into account not only the severity of symptoms of mental disorders but also its consequences, to analyse not only symptoms of a particular disorder, but the whole person in his or her social context. Research findings accept that it is possible to develop such a clinical personality inventory, which would merge mental disorders and functioning into one integrative model.

In the frame of National Research Programme (2014-2017, project No. 5.8.2.) the development of a new multi-item multi-scale self-report measure for the combined assessment of mental disorders and some aspects of biopsychosocial functioning (relevant in the context of personality assessment in clinical and non-clinical settings) was started. LCPI structure includes three parts: clinical scales, pathological personality scales and functioning scales and will provide a possibility to performa combined analysis of mental disorders symptoms and functioning aspects using one clinical personality inventory. Using LCPI specialists will be able to comprehensively evaluate disturbance in an individual's cognition, emotion regulation, and/or behaviour, along with his or her activity limitations, and participation restrictions in result getting extensive and comprehensive individual's psychological profile.

Knowing the severity of symptoms of particular mental disorders, level and aspects of an individual's functioning impairment and his or her pathological trait profile will provide the clinician with a rich base of information and would be valuable in treatment planning and in predicting the course and outcome of many mental disorders in addition to personality disorders. Integrative and complex approach to mental health and personality assessment is very promising and reflects up-to-date tendencies employed in the development of the Latvian Clinical Personality Inventory.

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СПЕЦИФИКА РАЗВИТИЯ ИДЕНТИЧНОСТИ МОЛОДЫХ ГРАЖДАН В УСЛОВИЯХ ОБЩЕСТВЕННЫХ ТРАНСФОРМАЦИЙ

Specificity of Development of Identity of Young Citizens in Conditions of Social Transformations

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Abstract. *In the article the problems of formation of civil identity of the youth as the most important condition of effective development of post-industrial society. The authors analyze the main approaches to the formation and development of citizenship in an era of socio-economic and political transformations. Proof of the urgency of the problem mentioned in the article are the results of psychosemantic study of national identity of students.*
Keywords: *civil identity, psychosemantic study of social transformation, the socialization of youth.*

Введение
Introduction

Глобализация в социокультурной сфере, сопровождающаяся постиндустриальной трансформацией общества, отказом от многих традиционных ценностей и «экзистенциальным вакуумом», оказала негативное воздействие на такую характеристику представителей молодого поколения как идентичность. Данная проблема обостряется международно-политическим кризисом, который вызвал волну эмиграции, захлестнувшую Европу. В этой связи перед наукой встает вопрос о выработке технологий и моделей формирования новой идентичности молодежи, что имеет стратегическое значение для успешного будущего мирового сообщества.

Гражданская активность становится действенным фактором в определении и росте возможностей каждого человека, а значит, и социума

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в целом. Именно поэтому сегодня актуально выделение гражданской активности в качестве особого предмета исследования, не только как важного качества в характеристике личности, но и как условия формирования гражданского общества (Коряковцева О.А., Бугайчук Т.В., 2013).

Молодежь – явление конкретно-историческое. А это означает, что число определений молодежи, как и число определений ее социально-политической активности, может быть равно числу конкретных исторически сложившихся обществ. Проведённые нами в течение ряда лет исследования результатов некоторых социальных практик подтверждают, что в стабильном обществе доминирует объективная составляющая, а в условиях радикальной трансформации социокультурных ценностей и норм (что и происходит сегодня в мировом сообществе), преобладает субъективная составляющая гражданской идентичности (Бугайчук Т.В., Тарханова, И.Ю. 2013; Коряковцева О.А., Бугайчук Т.В., 2013). Именно это преобладание определяет особую сложность процесса становления гражданской идентичности современной молодёжи.

В структуре гражданской идентичности традиционно выделяют следующие компоненты: государственную идентичность; патриотизм; гражданственность. Целесообразно рассматривать гражданскую идентичность как осознанный процесс соотнесенности или тождественности человека с определенной государственной общностью в конкретном социально-политическом контексте. В настоящее время гражданская идентичность справедливо определяется в политической науке в первую очередь как фактор консолидации вокруг интересов страны, поэтому степень ее укорененности в сознании и поведении граждан выступает как залог политической и духовной консолидации, а также единства общества, что в условиях трансформаций особенно важно.

Особенностью современного познания социально-политической активности человека является объединение таких сфер действительности, как природа и социум с внутренним (духовным) миром личности (Бердяев Н.А., 1994). Отметим, что молодежи присуща не только активность действий, но и активность духа, который и определяет позитивный или негативный внутренний настрой. Отсюда следует, что и деятельность молодых может быть как созидательной, так и асоциальной.

Как направить активность действий молодежи на благо себя и общества? Ответ очевиден – путем формирования и развития гражданской идентичности. Этот процесс всегда был значимой проблемой в переходные исторические периоды любой страны. Современное поликультурное мировоесообщество повышает требования к коммуникационному взаимодействию и толерантности всех членов, ответственности и свободе личностного выбора. Следовательно, формирование гражданской идентичности населения призвано обеспечить интеграцию, единство и целостность самосознания личности как гражданина поликультурного общества на основе присвоения системы общечеловеческих нравственных ценностей, свободу самовыражения с учетом многообразия социальных установок, норм и традиций.

Итак, понимая, что важнейшим условием социально-экономического развития любой страны является формирование и развитие гражданской идентичности, необходимо учитывать, что этот процесс требует эффективного взаимодействия сформированного гражданского общества и сильного демократического государства. Становление таких отношений – дело долгое и сложное.

Материалы и методы исследования
Materials and methods of research

В качестве примера, подтверждающего нашу обеспокоенность проблемой становления гражданской идентичности молодежи, приведем результаты исследования научной лаборатории «Изучение гражданской идентичности студенческой молодежи» Ярославского педагогического университета социально-психологических особенностей и гражданской идентичности участников проекта «Молодежная общественная палата», которые являются наиболее общественно активной частью молодежи регионов. В основе исследования лежит серия репрезентативных психологических исследований, анализ статистических данных.

При изучении гражданской идентичности использовалась психосемантическая методика «множественной идентификации» (Келли Д., 2000), при помощи которой проводятся сопоставление ролевых позиций и выявление стоящих за ними идентификаций через описание характерных показателей гражданской идентичности.

Апробация разработанной методики проводилась на материале выборки студентов педагогического вуза, для которых было выделено 24 возможные характеристики гражданской идентичности, выделенной на основе анализа литературы. Характеристики выделялись с учетом их типичности для сопоставляемых культур и естественности для исследуемой социальной группы.

Испытуемые оценивали вероятность каждого поступка по шестибалльной шкале – от 0 до 5, где 0 – отсутствие ориентации на данное качество, а 5 – максимальная выраженность ориентации на данное качество.

Оценка производилась с восьми ролевых позиций: Студент; Идеал гражданина с моей точки зрения; Типичный гражданин; Студент как гражданин сейчас; Студент как гражданин через 10 лет; Преподаватель; Я как гражданин сейчас; Я как гражданин через 10 лет.

Формой обработки данных и одновременно формой их представления явилось построение субъективных семантических пространств с использованием факторного анализа.

Подобные психосемантические техники обладают большей, чем описания человека с помощью перечня его качеств, степенью проективности, так как каждый человек домысливает возможные мотивы поступков исходя из собственных установок и ценностей.

Результаты и их обсуждение
Results and Their Discussion

В результате эмпирического исследования самооценки уровня развития социальной креативности личности можно сделать следующие выводы.

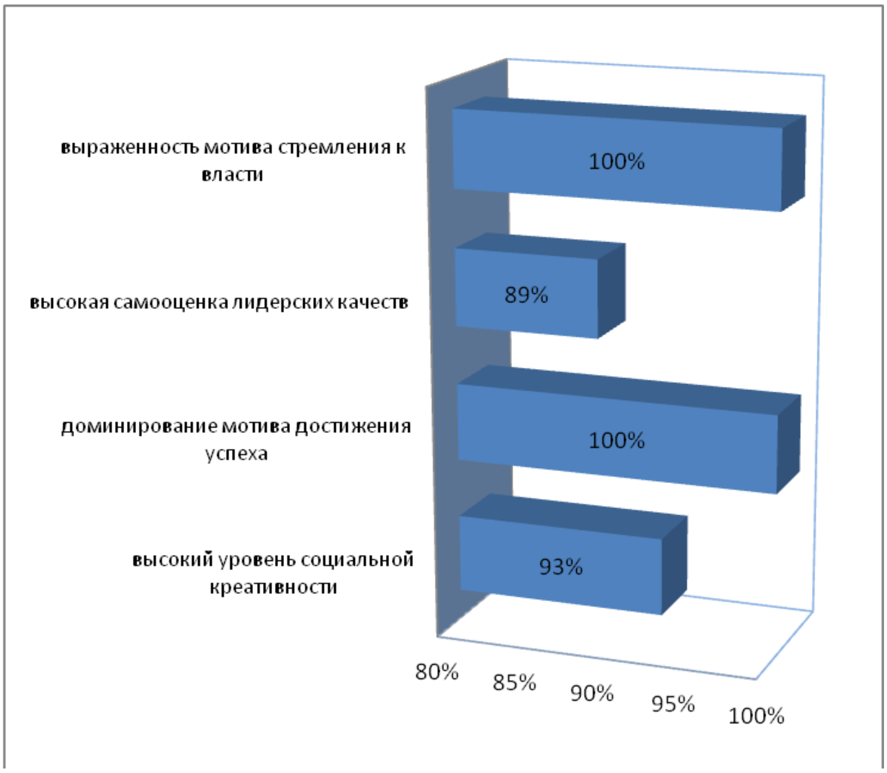

Рис.1 **Степень выраженности социально-психологических характеристик у молодых активистов**
Fig.1 ***The Level of Expressiveness of Young Activists' Social-Psychological Characteristics***

У 93 % испытуемых уровень социальной креативности высокий или выше среднего, что говорит об адекватном отношении молодых активистов к изменениям, происходящим в современном обществе, способности и готовности самим постоянно изменяться, проявлять собственную неповторимость.

У 54 % испытуемых высокий уровень выраженности мотива стремления к власти, у 46 % испытуемых средний уровень выраженности данного мотива, однако значения приближены к верхней границе, то есть к высокому уровню. То есть, у всей нашей выборки проявляется стремление руководить и доминировать, предполагаем, что это связано с тем, что в своих муниципальных образованиях члены Молодежной общественной палаты занимают руководящие посты в молодежных общественных организациях, постоянно находятся на руководящих позициях в своих учебных заведениях и т.п.

Результаты диагностики по мотиву аффилиации (75 % - высокий уровень, 21 % - средний) характеризуют нашу молодежь как стремящуюся к установлению и поддерживанию отношений с другими людьми, к контакту и общению с ними.

По тесту самооценки лидерских качеств были получены следующие результаты. В исследуемой группе наличествует тенденция высокой самооценки участниками своих лидерских качеств – средний балл по группе составляет 7,46, что авторы методики относят к высокому уровню лидерства. Высокий уровень самооценки лидерских качеств личностью, как правило, свидетельствует об уверенности в своих социально-коммуникативных и организаторских способностях, готовности принимать на себя роль лидера в различных ситуациях взаимодействия.

Данные, полученные по методике «Диагностика личностной конкурентоспособности» позволяют определить у испытуемых наличный уровень базовых критериев конкурентоспособности. При этом, личностная конкурентоспособность понимается авторами как форма межличностного взаимодействия, характеризующаяся достижением целей в условиях противоборства с добивающимися этих же целей другими индивидами или группами.

Как показывают полученные результаты, в среднем по выборке личностная конкурентоспособность незначительна (среднее значение 13,75). Как правило, данный уровень личностной конкурентоспособности свидетельствует о том, что индивид не имеет достаточного опыта совладания с трудностями и изменениями, но для него характерна заинтересованность, включенность в происходящее, поиск чего-то стоящего и интересного для собственного развития.

Ряд участников исследования показали результаты, значительно выше, чем в среднем по выборке. Показатели данных участников находятся в пределах среднего уровня личностной конкурентоспособности. Такие индивиды, как правило, получают удовольствие от деятельности, убеждены в том, что все то, что с ними случается, способствует их развитию за счет знаний, извлекаемых из опыта, и именно это помогает им стать более успешными.

Каковы же особенности гражданской идентичности молодых россиян сегодня?

Первичные данные собирались с применением количественных и качественных методов – анкетного опроса и авторского психосемантического метода исследования гражданской идентичности: анкетный опрос, направленный на актуализацию представлений о преемственности поколений в принятии ценностных установок гражданской идентичности; формирование мотивов воспитания патриотических установок обучающихся; психосемантический метод исследования гражданской идентичности. Данный метод позволяет продиагностировать, и соотнести все компоненты гражданской идентичности.

На основе результатов психосемантического исследования гражданской идентичности студенческой молодежи и суммирования результатов ряда других исследований, можно утверждать, что молодые активисты Ярославского региона высоко оценивают себя как идеального Гражданина, что, казалось бы, является одним из показателей сформированности гражданской идентичности. Но при ответе на вопросы, связанные с оценкой других людей, они, априори, проявляют индивидуалистическую позицию, считая других граждан далекими от идеала Гражданина, и принижая тем самым их гражданское достоинство. Переоценка своих гражданских качеств и недооценивание других людей говорит о формировании «кастового» снобизма в среде молодежного актива. Члены Молодежной общественной палаты попали в психологическую ловушку: где завышенная самооценка и лидерские позиции в среде сверстников, к сожалению, не только не определяют перспектив их дальнейшего гражданского развития, нои тормозят это развитие, мешают адекватному взаимодействию с другими гражданами.

Обозначившаяся тенденция к снижению готовности участвовать в общественно-политической жизни страны через 10 лет позволяет сделать неутешительный вывод о стремлении молодых людей посредством демонстрации активной деятельности достичь необходимого карьерного роста, положения в обществе «здесь и сейчас». Ачерез 10 лет они хотят «почивать на лаврах», хотя 30-40 лет - самый продуктивный социальный возраст, когда окончательно сформирована гражданская позиция личности.

Молодежная общественная палата – это один из важнейших институтов общества, который обязан направлять свои усилия на успешную социализацию молодого поколения, на формирование гражданской идентичности молодых, развитие их патриотизма, любви к Родине. Но результаты исследования убеждают, что свою деятельность по воспитанию и развитию подрастающего поколения в духе гражданственности активисты молодежного движения считают бессмысленной, зато с удовольствием ею занимаются в целях достижения личного жизненного успеха и карьеры. Можно ли разрешить данный парадокс?

Заключение
Conclusions

Как показывает анализ результатов исследования, современная молодежь, даже социально активная, к сожалению, далека от представлений об истинном гражданском долге. И это характерно не только для России. Доказательством планетарной значимости проблемы служат тысячи молодых добровольцев со всего мира, воюющие в рядах террористов ИГИЛ. Время ставит вопрос о настоятельной необходимости разработки технологий и моделей формирования идентичности молодых граждан в постиндустриальном обществе. А главное – о создании адекватной государственно-общественной системы социализации молодежи с опорой на научные изыскания.

На наш взгляд, наиболее эффективными формами гражданской активизации молодежи, являются поддержка конструктивных молодежных инициатив, молодежный парламентаризм и самоуправление, то есть реализация молодежью конкретных общественных проектов локального характера, которые становятся основой для социально-политической субъектизации. При этом необходимо понимать, что решение проблемы гражданской активизации молодежи осуществляется не только ресурсами молодежного самоуправления, но и требует поддержки как в плане развития гражданского образования, так и в плане грамотного сопровождения специалистами в сфере молодежной политики.

Соединение позитивного потенциала и факторов социальной нестабильности в среде молодежи делает развитие гражданской идентичности исключительно актуальным. Гражданская активность становится сегодня основным механизмом социализации молодого поколения для успешного динамичного развития мирового сообщества в условиях вызовов современности.

Summary

The most important condition of social and economic development of any country is the formation of civic identity. Analysis of the existing practice of formation of civic identity among young people discovers lack of purposeful systematic work in this area. For example, the idea of success is not associated in the minds of the youth with the success of the country, with the notion of duty, responsibility, integrity.

That is why it is important to make concrete steps to address the civic identity of young people, to identify effective techniques of civic identity, including in the educational environment, improve the professional competence of teachers and educators in the field of civil identity of youth.

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INFLUENCE OF THE PERSONAL POTENTIAL ON ADAPTATION OF YOUNG ENGINEERS IN THE SPHERE OF THE INDUSTRIAL PRODUCTION

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Abstract. *The article analyzes the results of the experimental research of the young engineers' peculiarities at the first job placement at the industrial plants. The participants of the research were tested while being graduates and then again as young specialists. In the researched sampling we have pointed out the groups with different degree of "adaptation" to the working activities factor: 36 % with high level of adaptation, 31 % with medium, and 33 % with low adaptation. It is proved that 13 % of the young specialists resign within the first months after the job placement in spite of the favourable conditions for the working activities. We have found out the reasons for resignation while interviewing the respondents. The survey of the successfully adapted young specialists has allowed to point out the factors that favourably influence the completion of the adaptation processes.*
Basing on the results of the tests aimed at the definition of the personal potential peculiarities, we have compiled characteristics for each group. We have demonstrated the influence of the students' adaptation potential formed by the graduation on the effectiveness of the professional adaptation.
Keywords: *adaptation, deadaptation, personal potential, young engineers.*

Introduction

Effectiveness of the plants activities according to the leading specialists in the area of organizing industrial production is defined by different competitive factors diversity of which can be narrowed to two main ones: technology and resources (Antonov et al., 2012; Turovets & Buchalkov, 2011). To achieve success and keep the leading positions on the production market one needs to always increase the effectiveness of the given factors. Multiple research of the recent years has proved that the development of the organizational resource and improvement of the methods is possible only when qualified specialists take part in the process. The human resources have started playing the major role in the stable activities of a plant (Armstrong, 2012; Kochan & Dyer, 1993; Maksimtsev, 2015).

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Industrial corporations when working out strategic plans for development now pay more attention to the recruitment policy. The priority tasks are considered the ones on attracting young, promising specialists. Such ones who are oriented to continual working interaction and who plan to connect with the industry their professional formation and development.

We have conducted the analysis of different informational sources (scientific literature, annual reports on the activity of the country industrial plants, informational sources of the significant for the industry reports on personnel management and speeches of different head managers of plants). The analysis allows us to conclude that the inflow of the young specialists does not meet the demands of the plants (Kotlyarova & Zhutikov, 2013). That is why the personnel managers have to use in their work professional-oriented technologies aimed not only at attraction of the personnel but also at staff securing and development in the organization.

Universities and colleges are particularly interested in usage of the technologies of this kind because the graduates' effective job placement is one of the criteria of educational institution competitiveness.

In the context of the mentioned above it should be noted that the HR services of the industrial plants and university Centres for career and competences development have common tasks aimed at development and usage of the effective professional-oriented technologies.

Research on the personnel management has been conducted for many years in the native labour psychology school. Different psychological methods have been developed and they have proved their high effectiveness in working with staff (Maklakov, 2008; Nikiforov, 2010). However, in 2012 extensive certification of the working places started in our country. It is still being conducted as it is required by the introduction of the professional standards. The certification presents new requirements to the personnel management technologies including attraction of students' attention to the choice of the priority plant for the job placement, creation of the organizational conditions and young specialists' adaptation. To develop such technologies people need psychological knowledge on modern graduates' readiness to professional activities, their personal, adaptation potential; behavioural strategies in the process of choosing a company for the job placement.

Objectives, method, participants, instruments and procedures.

The objective of the conducted research was the study of the peculiarities of the personal potential (as an integral characteristic including personal peculiarities and behavioural strategies) of the young specialists who have successfully adapted to the activities and those having resigned within the first year from the job placement at the industrial plant.

To reach the set goal we needed to solve the following tasks: to define peculiarities of the young specialists' adaptation and single out in the sampling groups with different indices (high, medium, low) according to the given factor; - define the personal potential peculiarities in groups with different adaptation indices; - uncover of the reasons for the resignation; - identify the behavioural strategies peculiarities and adaptation mechanisms.

In the given research we based upon the theoretical concepts on adaptation and personal potential introduced by the native authors – A.G. Maklakov (2008), G.S. Nikiforova (2010), V.P. Rostovsky (2010), D.A. Leontiev (2011), V.A. Tolochek (2015) etc.

The research has been conducted from 2013 to 2015. 286 people voluntarily took part in it. At first as the graduate students of a technical university, then as young specialists with whom we have had contacts for a year after the job placement. The respondents' age varied from 21 to 25 years. The selection contained 73 % males and 27 % females. We used simple randomized selection while forming the pool for sampling.

The participants of the research, depending on the context of the stated material, will be called: students, subjects (those who have been tested), respondents (have been interviewed), adaptants (the given notion is used for the employees who have their first job placement, during the probation period), young specialists (organization employees having the given status due to the legal norms).

The students have been tested in the assessment centre of the social-psychological service. This has allowed creation of psychological personal profiles the integral parts of which were qualities of different levels. The respondents' interview in the status of young specialists has been conducted twice: in the first 3 months after the job placement and at the end of the first year.

The research was based on comparative-longitude, systematic and personal-oriented approaches.

The data received in the research had been tested mathematic-statistically. We used cluster, factor and comparative analyses. When collecting the data, we used traditional approaches and programmes Psychometric Expert 6, SurveyMonkey.

The theoretical aspects on which the given research is based have been presented in details in our earlier works. (Rostovsky & Kotlyarova, 2010).

In the given article we consider appropriate to give only a short definition to the notions "adaptation" and its constituents: "adaptation potential", "adaptivity", "adaptedness". We will stick to these terms throughout the research.

In the available scientific literature adaptation is described as a permanent process of person's active coordination of his/her personal peculiarities with the environmental conditions (requirements of the working conditions, partners' peculiarities, social groups, organizational structure etc.), providing success for his/her professional activities and full personal self-realization in all the spheres of the life-activities (Tolochek, 2015). Person's adaptation to labour is the aggregate of the psychological mechanisms becoming apparent in success of the professional activities, satisfaction with the labour, optimal psychological and professional "price" for the result, coordination with the norms of the activities, group norms, requirements of the organizational culture, interaction with the partners manifesting themselves as optimal professional career. In general adaptation reflects the quality of the coordination of the inner and outer conditions of a subject and his/her full self-realization in different spheres of life.

The term "deadaptation" in the Russian literature is used to define the violations of the person's interaction with the environment. The notion of the deadaptation is defined differently depending on the emphasis on the features of the adaptation process.

Deadaptation is manifested in different activities disorders, for example, in: decrease of the labour productivity and its quality, violation of the labour discipline, increase of the accidence and trauma rate; refusal from the activities. The forms of the refusal can be different: cease to fulfill professional activities, inactivity while an accident is occurring, resignation, social protest etc. Nalchadzhyan (1988, p. 23). emphasizes: "Deadaptive can be such a course of inner-psychological processes and behavior that leads not to solving of the problematic situation but to its aggravation, to intensification of the difficulties and other unpleasant experiences that it causes".

In the Russian literature a lot of authors see the notion "adaptation potential" as a synonym to the notion "adaptivity" and it is used to define the characteristic that shows personality's resources towards the psychological adaptation in different spheres of life and activities (professional, family, communicative, informational etc.). Person's adaptation to the environment, different types and conditions of activities require different combinations of the intensity of these or those adaptive qualities of a personality. These qualities are defined as personality's individual psychologic peculiarities.

One of the leading country specialists in the area of the labour psychology Maklakov (2001) while studying the role of the personal adaptation potential notices "individual adaptive abilities greatly depend on personality's psychological features, defining the opportunity of the adequate regulation of the body's functional state in different conditions of life and activities. The more substantial the adaptive abilities are, the higher is the probability of the normal body functioning and of effective activities while the intensity of the influence of the psychogenic factors of the environment is increasing". Evaluation of personality's adaptation abilities can be possible via the evaluation of the development of the psychological characteristics, that are crucially important for the regulation of the psychological activity and the process of adaptation. The higher the level of these characteristics development is, the higher the probability of the successful adaptation is, the more diverse are the environmental factors to which the individual can adjust to. The given psychological peculiarities of a personality are interconnected and are one of the integral characteristics of a person's psychological development – personal adaptation potential (PAP further on we will use this abbreviation). The PAP index contains information on individual's characteristics correlation or discrepancies to the demands of the environment. It also allows differentiating people according to degree of stability under the influence of the psycho emotional stressors. Consequently, it gives a chance with a certain degree of success to solve the problems of forecasting person's activities effectiveness in the extreme conditions.

Maklakov (2001) picks out as one of the main psychological constituents of the personal adaptation potential: nervous-psychological stability; moral standardization; level of the social adaptivity; communicative abilities. To evaluate the following characteristics Maklakov (2008) has worked out the "Multi-level personal inventory" – "Adaptivity" that is used by many specialists in the system of the professional selection.

According to Leontiev (2007) personal potential is a stable aggregate of the personal features accumulated by a person in the process of life and defining his/her ability to the optimal performance of activities. As the integral characteristics of the adaptivity the author of the given concept singles out the following features: personality's system of beliefs about the world, of him/herself and relationships with the world; self-evaluation of the personality that is the core of the self-regulation and defines the degree of perception adequacy of the conditions of activities and personal abilities; feeling of the social support, determines the feeling of the self-significance; the intensity of the conflict proneness; experience of the social communication (Leontiev & Rasskazova, 2006).

In works by Rostovsky (2010) personality's adaptation potential is understood as an integral characteristic that includes stable aggregate of the individual-psychological and personal features, defining the effectiveness of the adaptation in different spheres of life and activities.

By "adaptedness" many researchers understand the result of the adaptation. Jung (2003) was considering the most important in adaptation the intensity of the organism's adjustment to the environment, and also the possibilities that it has in order to support functioning at the necessary level – that is the so-called adaptedness.

In the native researchers works personality's adaptivity at the psychological level is defined as the "condition of the organism's adaptive systems reached as a result of the active adaptation to the…psychic situations" (Vorobiev, 1996, p. 91). According to Vorobiev (1996) personality's deadaptation is personality's structure with all the discrepancies and deregulations of some sub-systems that are the consequences of the unsuccessful adaptation.

In the work by Onoshko (2009) social-psychological adaptedness is defined as such a condition of relationships between a personality and group, when a personality without the outer and inner expressed conflicts productively fulfills its leading activity, satisfies his/her main sociogenic demands, correlates with the role expectations that the group presents to it, self-affirms adequately and freely expresses its creative abilities.

Summarizing the studied works, we can conclude that adaptedness by many authors is understood as a psychological condition reached as a result of realization of the personal adaptation potential.

To define the degree of young specialists' adaptedness to the professional activities at a plant we used the inventory "Evaluation of the work satisfaction" (Raigorodsky, 2009). It consists of 14 statements, evaluated according to the 5 points scale (the points range from 14 to 70 points). According to the author's concept after the survey we can single out three groups in the sampling - with high (50 to 70 points), medium (30-50 points) and low (up to 30 points) indices according to the factor "work satisfaction". The authors of the technique believe that while interviewing young specialists in the adaptation period the degree of the job satisfaction can be considered an adaptedness criterion. That is why in our research to define the differences between the respondents on the intensity of adaptation we have used the given technique.

The inventory "Young specialists' opinion on activities and relationships in the organization" has been created by us and includes 120 questions. It can be used in the form of a survey or an interview. The inventory allows to point out young employees' opinion on the reasons for resignation and also on the positive and destructive influence on the processes of the professional adaptation/deadaptation psychological, organizational, ergonomical, social-economical factors such as (health; job satisfaction; relationships with the boss, instructor and the colleagues; working area; information streams dealing with the content of the activities and exact working tasks; working schedule; working time management; satisfaction with the payment and benefits; attitude to the motivational programmes; organizational culture; conditions for the development of the professional competences and the personal potential; etc.)

The respondents' survey with the use of the personal techniques has been conducted in the period before the graduation from the university.

To define personal peculiarities we have used the 16 personality factor questionnaire by Cattell (16 PF) form A. The questionnaire is aimed at evaluating 20 personality factors (16 of the of the high range and 4 of low range) and gives many-sided information on the personal features that are called constitutional factors (Leonov, 2013). Every personal trait is bipolar that is why every has got the name characterizing the degree of development. The unit of calculation is sten in the range from 0 to 10, low range is from 0 to 3, high ranges – more than 7 stens.

To define the measures of the person's ability to cope with the stressful situation keeping inner balance without lowering effectiveness of the activities, we have used the methods by Leontiev "The viability test" (Leontiev & Rasskazova, 2006). Viability is considered by the authors of the inventory as the self-image personality's system on itself, the world, on relationships with the world. Leontiev, defining the viability, writes, "This disposition includes three relatively autonomous components: involvement, control and risk acceptance. Intensity of these components in the viability in general prevent from occurrence of the inner tension in the stressful situations due to hardy coping with the stresses and perception of them as less significant" (Leontiev & Rasskazova, 2006, p. 5). The given inventory represents the modified and adapted survey by Salvatore Maddi – "Hardiness Survey" for the use in the Russian-speaking environment. The scales for the test are viability (integral characteristic, the medium range – 80.71 +- 18.53) and its constituents – involvement (medium 37.64 +- 8.08), control 29.17 +- 8.43, risk acceptance 13.91 +- 4.39). The survey was conducted before the students' graduation from the university.

Personal adaptation potential (PAP) was defined with the help of the Maklakov, Chermyanin's "Multi-level personal inventory - Adaptivity" (author's abbreviation – "”MLPI-A) (Encyclopedia of the Psycho-Diagnosis, 2009) and Rostovsky's – "Adaptation potential" and "Adaptation Mechanisms" (Rostovsky & Kotlyarova, 2010).

The inventory by Maklakov, Chermyanin "MPLI-A" includes 165 questions with "yes" and "no" answers. The constituents of the personal adaptation potential are the scales: authenticity (A), range from 0 to 13; adaptive abilities (AA), range 0 to 153 points; neuro-psychological stability (NPS), range 0 to 95; communicative peculiarities (CP), range 0 to 31 points; moral standardization (MS), range 0 to 24 points.

The Rostovsky inventory "Adaptation potential" allows to identify 24 parameters touching upon different spheres of the adaptation to: the "I" outer image, the "I" inner image, communication with teachers and administration; the system of the personal relations with the groupmates; in studies; in the higher school area; adaptation in the family; the social everyday conditions; in the past, present, future; energetic adaptation; informational; adaptation; adaptation to the working schedule and so on.

The inventory by Rostovsky “Adaptation Mechanisms” allows to point out adaptation mechanisms, “aimed at preservation and improvement of the psychological processes, conditions and peculiarities of a personality in order to perceive and realize his/her personality in its essence: preservation of the wholeness and integrity of the structure, activities, self-actualization, self-expression etc. If the personality is incapable of optimal adaptation to different life situations then the mechanisms of the psychological protection come into action – these are the psychological processes providing compensation of the negative deviation in the adaptation processes and weakening neuro-psychological tension” (Rostovsky & Kotlyarova, 2010. p. 30). The use of the questionnaire allowed pointing out the following adaptation mechanisms: domination, submission, compromise, leaving, rejection, conflict, forming of the barriers, economy of the personal resources, accumulation of the personal potential, approaching, over-compensation, comparison, aggression, false activeness, addressing for help, dependency, anxiety, self-destruction, substituting aim, leaving for the unreal world, rationalization, complication, simplification, search for the substituting aim.

Results of research

According to the factor “adaptedness” to the professional activities reflecting the result of the adaptation process, its success-failure we have singled out 3 groups. The first group comprising 36 % (N=103 persons) out of the sampling includes respondents having scored high points on the factor. In the second group (31 % of the sampling, 89 people) were included the respondents with the medium indices according to the “adaptedness factor”. The third group consists of (33 % of the sampling, 92 persons) was built by two sub-groups. The first - young specialists who resigned within the first year after the first job placement (13 %, 36 people) and the second who have been transferred to other working positions inside the plant (20 %, 56 people) within the first year.

In accordance with the objective of the given research let us consider the peculiarities of the adaptation potential in the polar groups - with the highest (the first group) and the lowest (sub-group of the third group that included those who have resigned) indices according to the factor “adaptedness”. The data received in the group with the medium indices will be introduces in a different work.

The analysis of the survey results and respondents’ interviews in the first group (with the highest adaptation indices) has indicated that all the young specialists have been working at the plant for a year, have been happy with their status in the organization and the results of their activities, have been planning their personal development within the plant, have positively evaluated the organization of the activities and organizational culture at the plant, positively estimated relationships with the colleagues and communication. The respondents of the given group have indicated that to their professional adaptation contributed: exact understanding of the contents and character of the activities and job requirements and the purpose on their fulfilling, positive perception of the organization culture, abilities to have non-conflict relationships with the colleagues and supervisors, good organization of the working area.

To the least important factors influencing the success of the adaptation belong economical factors of the material stimulation, to be more exact – salary and extra-payments. Summarizing the received data, we can conclude that the reasons for the successful initial professional adaptation of the young specialists, according to their own ideas belong: developed personal resources, precisely – informational, motivational and communicative components and the organizational culture.

Analysis of the survey and interview results in the group with the low indices of the "adaptedness" factors allowed pointing out the following peculiarities. First of all, we should pay attention to the fact that all the respondents of the given group (during the survey and the interview) have mentioned their low satisfaction with the activities and their social-role status in the organization. Among the most crucial reasons influencing the decision on resigning the respondents mention (in the rank order): discrepancy between the expectations and the reality of work; working schedule; organization of the working area; dissatisfaction with the set communication system; insufficiency of attention from the boss to young specialists' demands and requirements; unclear set of working tasks from the supervisors. The personal and organizational factors were among the reasons for resignation. The least influential on making the resignation decision, according to the respondents were the economical factors.

Summarizing the found out patterns we should note that according to the young specialists' opinion, the adaptation/deadaptation is greatly influenced by the level of the personal resources formation and is slightly influenced by the economical factors. The influence of the organizational and social factors is estimated as moderate but not decisive. Weak influence on adaptation/deadaptation of the economical factors (pointed out in all of the groups) we can explain by the fact that, most of the respondents were employed at the plants having the leading positions in the industry area and consequently with high economical indices. That was reflected in the system of the workers' material stimulation on the whole.

Let us examine the results received while comparing personal profiles compiled in polar groups pointed out according to the “adaptedness” factor.

At first we will examine personal profiles (table 1) compiled on the basis of R. Cattell “16 Personality Factor Inventory” (16 PF).

Table 1 **Personal adaptation profiles in the groups with different adaptedness indices**

R. Cattel’s inventory factors defining personal peculiarities	Mean profile in groups	
	With high indices of adaptedness (stens)	With low indicess of adaptedness (stens)
A: Warm+/reserved-	5.5±0.71	6.6+0.65
B: Mental capacity: high+, low-	7.0 ±0,53	6.1±0.90
C: Emotionally stable+/reactive-	6.3±0.70	3.4±0,31*
E: Dominant+/deferential-	6.5±0.24	5,2±0.50
F: lively+/serious-	5.3+0.33	6,3±0.40
G: Rule conscious+/expedient-	7.0±0.80	4.20+0.20*
H: Bold+/shy-	5,3±0.71	6.8+0.5
I: Sensitive+/unsentimental-	5,6±0/4	3.5+0/6
L: Vigilant+/trusting-	5,7±0.28	6.3+0.56
M: Abstracted+/practical-	4,3+0.40	7.5+051 *
N: Private+/forthright-	6.6+0.89	2.7+0.6 *
O: Apprehensive+/self-assured-	5.6+0.26	3.1+0.40 *
Q1:Open-to-change +/traditional-	4,5+0/2	7.4+0.60*
Q2: self-reliant+/group-oriented-	6,4+0.45	4.4+0.70
Q3: Perfectionistic+/tolerates disorder-	7,4+0.42	4.4+0.33 *
Q4: Tense+/relaxed-	5.4+0.41	7.8+0.24 *
F1: low anxiety+/high anxiety-	4,5+0/2	7.6+0.60 *
F2: introversion+/extraversion-	6,4+0.45	3.4+0.70
F3: Tough-Mindedness+/receptivity–	4,8+0.42	4.4+0.33
F4: Independence +/Accommodation-	5.4+0.41	5.8+0.24

The comparative analysis of the profiles (we have used Student’s t-criterion) has allowed to point out statistically important differences in the scales: C ($p \leq 0.05$); G ($p \leq 001$); M ($p \leq 0.05$); N ($p \leq 0.05$); Q ($p \leq 0.05$); Q1 ($p \leq 0.05$); Q3 ($p \leq 0.05$); Q4 ($p \leq 0.05$); F1 ($p \leq 0.01$).

The analysis of the profile relief allows concluding that for the students with high indices of adaptedness the most prominent traits of character are: discipline, aspiration for order, responsibility, emotional maturity and stability, high level of the behaviour control, good self-organization, developed planning skills, self-sufficiency, adaptedness. In the group with the low indices of the adaptedness the following personality features are sharp: emotionalism, low responsibility, proneness to expressed dreaminess, superfluous straight forwardness, rigidity, impulsiveness, tension, anxiety.

Let us examine the profiles of the personality's viability compiled on the basis of the survey according to the Leontiev and Rasskazova "Viability test table 2".

Table 2 **Profiles of the viability indices in groups with different indices of the adaptedness**

Constituents of the of the personal potential (technique by Leontiev and Rasskazova "Viability test)	Mean profile in groups	
	With high adaptedness indices	With low adaptedness indices
viability (integral characteristic, mean value – 80.72+-18.53)	113.7+10.65	73,2±11.7
involvement (mean value - 37.64+-8.08)	64.2±5.90	32,2±6,53
control (mean value - 29.17+-8.43	37,1±3.70	20.5±0,31
risk acceptance (mean value - 13.91+-4.39)	12,4±2.50	20.5±4.24

The comparative analysis of the profiles in the polar groups allowed to display statistically significant differences between all the indices of the viability and point out the following peculiarities. The adaptants with the high indices of the adaptedness had high indices according to two components forming viability "involvement" and "control", and according to the component "risk acceptance" data are in line with the mean value. Basing on the Leontiev's concept and we can conclude that young specialists of the given group have the conviction that involvement in the professional activities gives them maximum chance in realization of their professional interests and receiving pleasure from their activities. High indices according to the component "control" gives evidence that the formation with a person of a belief that high person's commitment "…allows to influence the result of the events even if the influence is non-absolute and the success is not granted… A person with a developed control feels that he/she chooses his/her personal activity, own way" (Leontiev & Rasskazova, 2006, p. 5)

For those with the low indices of the adaptedness we can observe lowering of the indices on the components “involvement”, “control” but according to the component “risk acceptance” – increase of the indices to the mean value. Basing on the results, we can conclude that young specialists with low adaptedness have feeling of rejection, being “out of the life” and self-helplessness, inclination to risk, they see life as a way of acquiring experience, are ready to act without reliable success guarantees.

Summarizing the data we can conclude that the higher the level of the adaptedness is, the higher is the level of the viability and self-regulation and vice versa.

According to the results of the inventory by Maklakov and Chermyanin MLPI-A we have compiled profiles of the adaptation potential in every group formed according to the intensity of the factor “adaptedness” (table 3).

Table 3 **Profiles of the personality’s adaptation potential in groups with different indices of adaptedness intensity (compilation of the results according to the inventory by Maklakov and Chermyanin “MLPI-A”)**

The constituents of the personal adaptation potential (based on the inventory Maklakov and Chermyanin “MLPI-A”)	Mean profile in the groups:	
	With high adaptation indices	Low indices adaptation
Adaptation Abilities “AA” 152	139,3±15.7**	108.3+10.65
Neuro-Psychological Stability “NPS” 96	88,1±6,53	64.1±5.90
Communicative Peculiarities “CP” 32	27,1±3.70	19.4±0,31
Moral Standartization “MS” 24	21,4±2.50	20.5±0.24
Authenticity “A” 13	2,7±0.40	4.3+1.23

The examination of the personal adaptation profiles shows that significant differences are found according to the scales: adaptation abilities, NPS and CP.

Let us examine the data received as a result of the testing on the inventory by Rostovsky – “Adaptation Potential”. According to the results of the survey in every of the selected groups (conventional name of the first group – “high adaptive”, second – “low adaptive”) we have compiled the profiles of personality’s adaptation potential.

In the first group all the indices according to all the constituents of the personality’s adaptation correlated with high indices. In the profile of the adaptation potential the leading were the scales reflecting the intensity of adaptation: to the inner “I” image, to the relationships with the students; to the studies; to the attitude to life; to the outer “I” image; to the safety.

In the group with the low adaptation indices we have revealed the tendency to the decrease of the indices on all the factors of the adaptation potential. The lowest rates were found with the factors: adaptation to the inner "I" image, adaptation to information streams, working schedule adaptation and energetic expenses, time adaptation; adaptation in the system of the inter-personal relationships with the group-mates and communication with the teachers.

Now we will examine the results received according to the survey based on the Rostovsky inventory "Mechanisms of Adaptation". The respondents of the first group ("highly adaptive") as the most prominent have such behavioural strategies as: rationalization, accumulation of the potential, approaching, over-compensation, and weakly manifested are the strategies: self-destruction, leaving for the unreal world, rejection.

In the second group (with the low indices on the "adaptation" factor) in the structure of the behavioural structures prevailed: complication, forming of barriers, self-destruction, rejection. The respondents of the given group seldom resort to usage of such constructive behavioural strategies as – addressing for help to the group, saving of the personal resources, rationalization.

Conclusions

Summarizing the results of the research we can conclude that personality's potential formed by the graduation from the university among the students of a technical university influences the peculiarities of the adaptation process and the effectiveness of the professional adaptation at the first job placement.

The most prepared are the graduates of the technical university with the developed personal potential. They have quickly adapted to the activities and organizational conditions of an industrial plant. When they were interviewed at the end of the first working year, they have underlined their high satisfaction with their organizational status, activities and relationships. As a factor influencing the effective adaptation, the subjects of the given group singled out: developed personal resources and good organizational conditions. To effective adaptation of the young specialists from this group contributed such personal features as: self-discipline, aspiration for order, responsibility, emotional maturity and stability, high behavioural self-control, good self-organization, developed planning skills and abilities, self-sufficiency, adaptedness. Other things that contributed to the high adaptedness were: constructive behavioural strategies (addressing to the group for help, aspiration for rationalization and potential accumulation) and conviction about the fact that the way chosen by them and high involvement in the professional activities give maximum chance of realization of their professional interests and having satisfaction with work.

Young specialists with low adaptation potential could hardly adapt to the contents of the activities, organizational conditions, working schedule, communications, and this led to a decision on resignation. The reasons for resignation according to the respondents were personal and organizational factors such as: discrepancy between the imagined character of work and the real situation: tough working schedule; dissatisfaction with the organization of the working area; dissatisfaction with the system of communication in general; not enough attention from chief to young specialists' demands and requirements. As the factors contributing to deadaptation we must accept the following peculiarities of the personal potential: characteorological – impulsiveness, tension, anxiety, rigidity; emotional – increased emotionality, experiencing the feeling of outcast and self-helplessness, feeling "out of the life", inclination to risk; the behavioural strategies – complication, forming of barriers, self-destruction, rejection.

Taking into account the fact that one of the reasons for resignation were the organizational ones, we have analyzed the social and HR plants' programmes aimed at young specialists' adaptation and regulatory statutory documentation conditioning personnel management activities in the given direction. Basing on the result of the analysis we have concluded that the programmes on the young specialists' adaptation comply with the managerial and legal criteria. At the same time while studying these programmes in details we learnt that they had been created on the basis of social-economical and organizational-technological approaches, without proposing exact measures aimed at taking into account adaptants' individual-personal.

The given conclusion on the programmes explains why all the respondents have mentioned high satisfaction with the material stimulation. And why they believe that economical factors do not influence course of the adaptation/deadaptation processes.

On the basis of the pointed out patterns we have created recommendations for the university social-psychological services and plants on organization of the psychological accompaniment to the students and young specialist in order to form and improve personal potentia necessary for the effective adaptation and involvement in the professional activities.

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PSYCHOMETRIC PROPERTIES OF TRAVELERS NEEDS QUESTIONNAIRE (TNQ)

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Abstract. *The purpose of this research was to develop the Travelers Needs Questionnaire (TNQ), which measures travelers' needs, and to determine its psychometric properties. The TNQ was developed for travelers with native Russian language from different countries: Russia, Belarus, Ukraine, the Baltic States. The sample consisted of 237 participants aged from 17 to 68 years (26.2 % male, 73.8 % female, mean age M = 30.49, SD = 9.21). The factorial validity of the TNQ was established using principal components analysis with varimax rotation; this yielded seven factors: Professional Realization, Pilgrimage, Personal Development, Cultural Development, Sport, Physical Hedonism and Communication. All the TNQ scales had high internal consistency. The reaction and discrimination indices satisfied the accepted psychometric criteria. The further stage of the TNQ development would be the confirmatory factor analysis in broader international sample, the concurrent and convergent validity establishing, and test-retest reliability examination.*
Keywords: *travelers' needs, factorial validity, reliability.*

Introduction

The explaining and prediction of travelers' behaviour is an actual task, which is related to qualitative planning of work, rest and leisure, business and pleasure. The understanding and measurement of factors that arouses and direct travelers behaviour are important for more effective planning and realization of tourism marketing strategy.

The area of travel motivation has been recognized as fundamental in tourism studies (McIntosh, Goeldner & Ritchie, 1995; Pearce, 2005; Wahab, 1975). Tourist motivation is defined as "a dynamic process of internal psychological factors (needs and wants) that generate a state of tension or disequilibrium within individuals" (Crompton & McKay, 1997, p. 427), "cause a person to act in a certain way or stimulate their interest in travel and participation in a tourist activity" (Kim & Eves, 2012, p. 1458).

Tourist motivations are linked with tourists' perception of destinations (Matzler, K. & Siller, 2003). Tourist motivations influence the selection of a

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vacation destination (Crompton, 1979; Moscardo, G., Morrison, Pearce, Lang & O'Leary, 1996), as well as participation in a certain range of activities and choice of certain types of tourism attractions, such as getting to know local inhabitants, taking short guided excursion, touring the countryside, visiting wilderness areas, mountains, national parks and forests, galleries and museums, seeing historic and archaeological sites and sightseeing in cities, engaging in sunbathing, beach activity, swimming and visiting entertainment places, taking pictures/films, dining out, attending sporting events (Moscardo et al., 1996), visiting festivals (Crompton & McKay, 1997; Mohr, Backman, Gahan & Backman, 1993; Uysal, Gahan & Martin, 1993). Tourist motives determine consumption of local food and beverages in a tourist destination (Kim & Eves, 2012).

Thus, there is evidence that human needs are important factors in explaining and prediction of travelers' preferences and activities. However, there is a lack of such available instruments, which measure travelers' needs and can be appropriate in the multicultural context, especially for use with travelers whose native language is Russian. Therefore, this study aims to develop a measurement instrument that can be used to measure needs of travelers with native Russian language.

Travelers' needs and tourist motivation

Theoretical and empirical research on tourist motivations has shown that there exist certain groups of human needs, which determine travelers' preferences and activities.

McIntosh, Goeldner, and Ritchie (1995) synthesized previous studies on tourist motivations and described four categories of motivators: physical, cultural, interpersonal and status and prestige motivators. The physical motives are reducing physical tension, refreshing a person's body and mind, physical rest, desire for recreation, participation in sports. The cultural motives include a desire to experience different cultures and to gain knowledge about other countries. The interpersonal motives refer to a desire to meet new people, spend time with family and friends, visit friends or relatives, or get away from the routine relationships. At last, the status and prestige motives refer to self-esteem, recognition and the desire to attract attention from others.

Pearce and co-authors have developed two models of travelers' needs: the travel career ladder (TCL) and the travel career pattern (TCP) (Pearce, 2005). The TCL (Moscardo & Pearce, 1986; Pearce, 1988, 1993; Pearce & Caltabiano, 1983) is an older model of travel motivation, which is based on Maslow's (1970) needs hierarchy theory of motivation. According to the TCL tourist motivation consists of five levels: relaxation needs, safety/security needs, relationship needs, self-esteem and development needs, and self-actualization/ fulfilment needs; the needs are organized into a hierarchy, and one set of needs in this hierarchy might be dominant.

The TCP (Pearce, 2005) is modified TCL with more emphasis on the change of motivation patterns reflecting career levels than on the hierarchical levels. Travelers exhibit changing motivational patterns over their life-stages and/or with travel experience. Travel motivation seems to have been identified as patterns and combinations of multiple motives. In the empirical research (Pearce & Lee, 2005) fourteen motivation factors were identified: novelty, escape/relax, relationship (strengthen), autonomy, nature, self-development (host–site involvement), stimulation, self-development (personal development), relationship (security), self-actualisation, isolation, nostalgia, romance and recognition.

Thus, travel motivation can be viewed as a multidimensional construct comprising numerous motives.

Questionnaire development

In psychology scientists traditionally recognize three aspects of Self and respectively three fields of functioning of the personality: physical or material, social and spiritual (James, 1890). In turn, it is recognized, that human needs also exist at three levels: psychophysiological, social and spiritual (Nuttin, 1962). In this light, as well as taking into account previous studies on tourist motivations, it is possible to conceptualize travelers' needs within three categories: psychical needs (e.g., relaxation needs, health concern, thrill seeking), social needs (e.g., prestige seeking, relationship strengthening, professional development and recognition) and spiritual needs (e.g., personal and cultural development). The item pool was developed based on this theoretical basis.

A pool of 77 initial items was constructed. The initial items were refined and edited for content validity by one academic faculty member. An expert judgment is generally recommended as a general technique of item generation (DeVellis, 2003; Netemeyer, Bearden, & Sharma, 2003).

In the empirical study the items that have appropriate reaction and discrimination indices will be selected. The factorial validity will be established. Based on principal component analysis the scales will be determined. The internal consistency of scales will be cheked (Kline, 2000).

The research question is: Do psychometric properties of the TNQ satisfy reliability and validity criteria of psychometrics?

Method

Participants

The sample consisted of 237 participants aged from 17 to 68 years (26.2 % male, 73.8 % female, mean age *M* = 30.49, *SD* = 9.21) with native Russian language; 38 % participants were from Russia, 11.4 % - from Latvia, and 50.6 % - from other countries.

Instrument

Travelers Needs Questionnaire (TNQ). The first item pool consisted of 77 items, however, based on the results of the psychometric analysis, the number of items was reduced to 28. Responsesaremadeon a 4-point Likertscale (4 – important, the main aim of my travel, 3 – important, if it possible I would like to combine it with main aim of my travel, 2 – not so important, I can refuse it, 1 – not important, there is no need for it). The questionnaire is in Russian.

Items examples: "To get professional recognition" (N31), "To visit holy places" (N18), "To think about my life" (N29), "To visit museums, exhibitions" (N34), "To move more" (N67), "To take pleasure in comfortable conditions" (N40), To spend time in the company of people, whose hobbies coincide with mine" (N9).

Procedure

Data was collected on a voluntary basis via internet (http://cheaptrip-test.itmclient.com/) from December 15, 2013 to August 31, 2014. All participants filled out the test on-line.

Results

The newly established TNQ consists of 28 items that form seven scales: Professional Realization (*k* = 4), Pilgrimage (*k* = 4), Personal Development (*k* = 4), Cultural Development (*k* = 4), Sport (*k* = 4), Physical Hedonism (*k* = 4) and Communication (*k* = 4).

Descriptive statistics and reliability

Cronbach's alpha coefficients for all scales of the TNQ were computed. The coefficients ranged from .72 to .90, so that it could be said that reliability for all scales was acceptably high (see Table 1) (Cronbach, 1984; Standards for Educational and Psychological Testing, 1985; Crocker & Algina, 1986; Kline, 2000).

Table 1 **Descriptive statistics and reliability indices for the TNQ**

Scaleof TNQ II	***Number of items***	***Cronbach's alpha***	***Mean***	***SD***
Professional Realization	4	.90	7.92	3.49
Pilgrimage	4	.87	7.30	3.34
Personal Development	4	.86	11.54	3.35
Cultural Development	4	.80	12.12	2.74
Sport	4	.72	9.85	2.75
Physical Hedonism	4	.77	9.59	2.95
Communication	4	.72	10.57	2.69

Table 2 **Item statistics by scale for the TNQ**

Item	***M***	***SD***	***Corrected Item-Total Correlation***	***Item***	***M***	***SD***	***Corrected Item-Total Correlation***	***Item***	***M***	***SD***	***Corrected Item-Total Correlation***
Professional Realization				***Pilgrimage***				***Personal Development***			
N31	1.89	1.00	.81	N18	1.96	1.07	.82	N29	2.82	.90	.78
N48	1.99	1.02	.81	N7	2.02	1.07	.76	N26	2.93	1.02	.74
N74	1.90	.99	.79	N57	1.60	.87	.74	N43	2.89	.90	.74
N10	2.14	.98	.68	N38	1.72	.92	.59	N3	2.90	.97	.59
Scale mean	1.98			*Scale mean*	1.83			*Scale mean*	2.89		
Cultural Development				***Sport***				***Physical Hedonism***			
N34	3.01	.95	.71	N67	3.02	.84	.53	N40	2.96	.93	.56
N45	3.03	.89	.70	N76	2.66	.94	.57	N73	2.31	.97	.60
N21	2.81	.85	.62	N4	1.81	.93	.55	N6	1.99	.95	.59
N47	3.27	.77	.42	N71	2.35	1.02	.38	N70	2.33	.98	.54
Scale mean	3.03			*Scale mean*	2.46			*Scale mean*	2.40		
Communication											
N9	2.84	.93	.56								
N49	2.97	.81	.55								
N8	2.88	1.01	.56								
N16	1.88	.86	.36								
Scale mean	2.64										

Items reaction and discrimination indices satisfied the psychometric criteria (see Table 2). Items of the TNQ showed good reaction indices. The average reaction index was 2.46. Coefficients of correlations between each item and the sum of the remaining items in the scale ranged from .36 to .82, and in most cases were moderately high or high.

Factorial validity

Seven factors of the TNQ are yielded using principal component analysis with Varimax rotation. The KMO measure was .76, and the Bartlett test was significant $\chi^2(378) = 3238.65$ (p = .00).

The component analysis of the items supported the factors the TNQ was designed to measure. The component matrix for the seven-component solution is shown in Table 3. All components had high loadings for items from equivalent TNQ dimensions and could be identified as Professional Realization (C1), Pilgrimage (C2), Personal Development (C3), Cultural Development (C4), Sport (C5), Physical Hedonism (C6), Communication (C7).

Table 3 **Results of Principal Component Analysis with a Varimax Rotation for the TNQ**

Variable	***Component Loadings***						
	C1	***C2***	***C3***	***C4***	***C5***	***C6***	***C7***
Professional Realization							
N31	**.88**	.04	.12	.05	.08	.08	.08
N48	**.87**	.04	.13	.02	.13	.11	.08
N74	**.86**	.11	.02	-.01	.20	.14	.09
N10	**.77**	.17	-.03	.09	.03	.05	.24
Pilgrimage							
N18	.06	**.90**	.06	.07	.09	-.04	.06
N7	.03	**.85**	.13	.11	.02	.02	.11
N57	.11	**.82**	.03	.03	.08	.26	-.13
N38	.17	**.68**	.21	-.02	.18	.15	.04
Personal Development							
N29	.11	.09	**.86**	.02	.14	-.07	.01
N26	.05	.11	**.85**	.05	.02	.01	-.04
N43	.05	.14	**.83**	-.02	.15	.14	.03
N3	.01	.05	**.74**	.15	.07	.03	.05
Cultural Development							
N34	-.03	.01	-.05	**.87**	-.02	.07	-.01
N45	.06	.07	.09	**.84**	-.04	-.04	-.04
N21	.01	.09	.03	**.79**	-.09	.04	.09
N47	.11	-.01	.18	**.58**	.27	-.11	-.04
Sport							
N67	-.02	.03	.01	.20	**.78**	-.07	.01
N76	.16	.03	.14	-.04	**.76**	.24	-.04
N4	.09	.07	.11	-.09	**.76**	.06	.02
N71	.17	.21	.11	-.04	**.53**	-.02	.07
Physical Hedonism							
N40	.02	-.06	-.02	.06	-.11	**.82**	.17
N73	.25	.05	-.04	.11	.00	**.77**	.11
N6	.03	.27	.07	-.18	.19	**.67**	.16
N70	.14	.32	.21	-.07	.30	**.63**	-.01
Communication							
N9	.18	-.01	.12	-.01	.03	-.06	**.79**
N49	.07	-.06	.06	-.04	-.04	.11	**.78**
N8	.04	.04	.01	-.02	.01	.20	**.77**
N16	.14	.17	-.16	.10	.10	.14	**.52**
Components' eigenvalues after rotation	3.14	3.04	2.99	2.60	2.43	2.43	2.29
% of variance after rotation	11.20	10.87	10.67	9.28	8.67	8.66	8.16

Discussion

This study investigated the reliability and the factorial structure of the Travelers Needs Questionnaire (TNQ). The inner structure of the developed TNQ is characterized by a clearly interpretable seven-factor structure. The obtained factors can be interpreted as Professional Realization, Pilgrimage, Personal Development, Cultural Development, Sport, Physical Hedonism and Communication.

Two factors (Sport and Physical Hedonism) can be categorized as physical needs. Two factors (Professional Realization and Communication) were categorized as social needs. At last three factors (Pilgrimage, Personal Development and Cultural Development) can be categorized as spiritual needs.

In general, the results of the present study, namely, the revealed interpretable factors and their further categorization as psychical, social, and spiritual needs of travelers, are consistent with other researchers' findings (e.g., McIntosh et al., 1995; Pearce, 2005) which demonstrated that physical, social, and spiritual motivators among other sare central for understanding of tourists' interests and activities.

For instance, as mentioned above, McIntosh and co-authors (McIntosh et al., 1995) have found four categories of motivators, namely, physical, cultural, interpersonal and status and prestige motivators. Two factors, which were found in this study, namely, Sport and Physical Hedonism, correspond to physical motivators discovered by McIntosh and co-authors. Two our factors – Professional Realization and Communication – refer to McIntosh's and co-authors' status and prestige motives and interpersonal motives respectively. One factor, which is found in our study, namely, Cultural Development, correspond to cultural motives described by McIntosh and co-authors. Additionally, in this study such factors were revealed as Pilgrimage and Personal Development, which we can't to refer to any of four categories described by McIntosh and co-authors. We categorized these two factors together with Cultural Development as spiritual needs.

The factors, which were revealed in our study and characterize different travelers' needs, can be also compared to motivation factors identified by Pearce and Lee (Pearce & Lee, 2005). Particularly, in both empirical studies such motivation factors were found as (1) self-development, namely, Professional Realization in our study and self-development (self-enhancement) in the study conducted by Pearce and Lee; (2) self-actualization – Personal Development in our study and self-actualization in the study conducted by Pearce and Lee; (3) experiencing different cultures – Cultural Development in our study and self-development (host–site involvement) in the study conducted by Pearce and Lee;

(4) relationship – Communication in our study and enhancement and security of relationship in the study conducted by Pearce and Lee.

In summary, it is possible to conclude that travelers' needs identified in this study at least partly correspond to motivation factors identified by other authors in previous studies.

In this study the psychometric properties of the TNQ confirm that it is a reliable instrument for its use. The study showed that internal consistency of the TNQ was satisfactory. The TNQ has shown to be reliable and valid travelers needs measure suitable for Russian cultural context. The further stage of TNQ development would be the confirmatory factor analysis in broader international sample, the concurrent and convergent validity establishing, and test-retest reliability examination. Taking into account that the TNQ was developed in Russian in future it will be also valuable to adapt the test into other languages to make it appropriate for use by travelers in Ukraine, Belarus, and the Baltic States with other native languages.

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RELATIONS BETWEEN ANOMIA AND VALUES OF THE INHABITANTS OF THE BALTIC STATES

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Abstract. *The purpose of this study was to determine the structure of anomia among the inhabitants of the Baltic states and to investigate whether there are relations between different dimensions of anomia and personal values. The secondary data from the European Values Study (EVS, 2008) were used. The sample consisted of the inhabitants of Latvia (n = 1506), Lithuania (n = 1500), and Estonia (n = 1518). For measurement of anomia and values questions from the original questionnaire of the EVS were used. In this study five components of anomia were found, namely, local social distrust, local social isolation, normlessness, global social distrust, and global social isolation. Numerous relations between anomia and values were found. It was found that there are the following common, similar patterns of relations between anomia and values of the inhabitants of Latvia, Lithuania and Estonia: (1) the importance of politics and religion is negatively associated with all dimensions of anomia (with one exception – there is no found the significant relation between the importance of religion and global social distrust in Latvia); (2) the importance of work and family is negatively associated with normlessness; (3) the importance of friends and acquaintances is negatively associated with global social distrust. Estonia was the only country for which it was found that the value of friends and acquaintances was negatively associated with global social isolation and the value of leisure time was negatively associated with local and global social distrust. The value of leisure time was positively associated with local social isolation in Lithuania and with normlessness in Latvia.*
Keywords: *anomie, anomia, normlessness, social isolation, meaninglessness, values.*

Introduction

Present-day Western societies are characterized by constant changes – globalization, rapid development of technologies, social and economic processes. Such transitions can cause changes of social norms and values, attitudes, social cohesion at the level of the whole society as well as can influence each its member individually. Rapid social changes cause the emergence of acute social anomie that can lead to socially harmful modes of behavior (in extreme cases suicide or murder), unless effective social regulatory forces are available (Durkheim, 1964 [1893], 1966 [1951]).

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According to the Cambridge dictionary of psychology anomie is a term, which describes "a state of alienation from society and a sense of hopelessness engendered by rapid social change and especially a change in values or beliefs" (Matsumoto, 2009, p. 40). Anomie refers to a state of a society in which there is a breakdown of social norms and guidance for the citizens of a society (Durkheim, 1964 [1893]), a lack of "integratedness" of social systems at the macroscopic level (Srole, 1956), a discrepancy between common social goals and the legitimate means to attain those goals (Merton, 1964).

Anomie, which characterizes the state of a society, can lead to anomia. Recently anomia was defined as an individually psychological state, when the person beliefs that there are no social norms, rules and prescriptions, which can regulate his / her own behavior as well as the behavior of other citizens of the society, when the person endures the psychological state of meaninglessness and social isolation (Ļevina, Mārtinsone & Kamerāde, 2015b).

Most scientists view human values as desirable goals, varying in importance that guide, justify or explain attitudes, norms, opinions and actions (e.g., Rokeach, 1973; Schwartz, 2006). Values are guidelines in human life (Eņģele, 2015).

It is possible to assume that during the period of rapid socially economic, technological, political, cultural changes, when an individual experiences a state of anomia, he / she have to re-evaluate his / her own personal values, to find new principles and meanings of life, and sometimes even to re-consider his / her individual philosophy, which is founded upon the values.

Substantial and / or dynamicaspects of personal value-meaning systems in connection to social, economic, politic, cultural factors have been studied widely both worldwide (e.g. Karvonen et al., 2012; Lan, 2009; Likitapiwat et al., 2015; Maercker et al., 2015; Meral, 2000; Salikhova, 2015; Schwartz & Bardi, 1997) and in the Baltic states, in particular in Latvia (e.g. Jirgena & Mārtinsone, 2007; Lūse, 2001; Ļevina, Mārtinsone et al., 2015). However, there is the lack of research of the relations between different types of values and different dimensions of anomia, especially in the Baltic states. Perhaps the only study of this issue was conducted in Latvia by Kristiāna Klince (Klince, 2015).

Thus, **the purpose of this research** is to investigate the structure of anomia in the sample of the inhabitants of the Baltic states and to determine whether there are relations between different dimensions of anomia and personal values.

The concept of anomia

One of the first scientists who investigated an individual state of anomie or anomia was Leo Srole (Srole, 1956). According to Srole anomia refers to the individual's generalized sense of "self-to-others belongingness"-"self-to-others alienation".

Analyzing five components of anomia described by Srole (Srole, 1956), Carter and Carter (Carter & Carter, 2007) concluded that the individual with anomic characteristics will seem to be disconnected from: a) the larger political norms of society; b) the larger cultural norms of society; c) the larger economic norms of society; d) 'internalized social norms and values'; and e) the main socialization group.

According to Orru (Orru, 1987) Srole's measure of anomia expresses the malintegration or dysfunctional relation of individuals to their social worlds. Really, there is empirical evidence that strong ties to various social groups appeared less likely to succumb to anomie and deviance (Carter & Carter, 2007).

It is important to emphasize that Srole (Srole, 1956) believed that it is necessary to distinguish between two levels of phenomenon – macro-level or a lack of integratedness of social systems and micro-level or a breakdown of an individual's sense of attachment to society. This leads some researchers to criticize his theory because of not clearly defining the differences between social and individual levels of anomia (Legge et al., 2008).

Later, different components of anomia were studied such as political apathy, the manner of communication with parents and peers, the individual position taken on the question of immigration and the development of derogatory attitudes towards weak groups in society, right through to a general propensity to violence (e.g. Herrmann 2001; Kühnel & Schmidt 2002; Fuchs 2003; Hüpping 2006; Stolz 2000; Terwey 2000 as mentioned in Legge et al., 2008).

It is evident that anomia has been studied widely. In spite of the fact, that many scientists have investigated an individual state of anomie, in other words, anomia, and described different its dimensions or characteristics, there was no consensus between them. Recently, in order to solve this problem a new integrative multidimensional model of anomia has been developed (Levina & Martinsone, 2015; Levina, Martinsone & Kamerade, 2015; Ļevina, Mārtinsone &Kamerāde, 2015b; Ļevina, Mārtinsone & Kamerāde, 2016).

According to this model anomia is a multidimensional construct and includes three main dimensions: normlessness, social isolation and meaninglessness.

Each main dimension of anomia is divided into two sub-dimensions:

- normlessness includes an individual's deviation from prescribed rules or customs andsocial distrust;
- social isolation includes estrangement to others and cultural isolation;
- meaninglessness includes the lack of goal clarity and generalized sense of meaninglessness.

Using this model, a number of studies of anomia have been conducted. For example, in the sample of Latvian inhabitants, three indices and respectively three subscales of anomia, namely, Social Distrust, Social Isolation and Meaninglessness, were constructed (Ļevina, Mārtinsone & Kamerāde, 2015b). In the same study it was found that there was a significant difference in multidimensional anomia between Latvian inhabitants of different age groups. In another study (Levina, Martinsone & Kamerade, 2015) it was found that there are relations between anomia and subjective well-being.

In the most recent research (Ļevina, Mārtinsone & Kamerāde, 2016) which general issue was to investigate whether anomia should be treated and assessed as a unidimensional construct or as a multidimensional one, in all three Baltic states as well as separately in Latvia, Lithuania and Estonia, three dimensions of anomia were found, namely, distrust to government and other social institutions, social isolation and meaninglessness.

Thus, the literature analysis allows to us conclude that anomia should be conceptualized and measured as a multidimensional concept, which includes at least three major dimensions, namely, normlessness, social isolation, and meaninglessness.

The concept of personal values

Values have beenwidelystudied in the field of psychology. Different theories and models of human values were developed among which the most popular are Allport-Vernon-Lindzey model of value orientations (Allport et al., 1951), Rokeach's theory of values (Rokeach, 1973) and Schwartz’s model of basic values (Schwartz, 1992).

Allport, Vernon and Lindzey based their model of value orientations on the seminal work of Eduard Spranger (Spranger, 1928). Values are basic convictions that a person holds about what is and is not important in life, and determine an individual’s life philosophy. Allport, Vernon and Lindzey defined six value orientation types: theoretical (discovery of truth, empiricism, intellectualism), economic (usefulness, resourceful, practical affairs), aesthetic (form, beauty, harmony, grace, artistry in life), social (seeking love and acceptance, altruism, sympathy, caring), political (power, influence, leadership) and religious (unity of life, comprehension of life’s meaning, holiness) (Allport et al., 1951).

Rokeach defined a value as “an enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence” (Rokeach, 1973, p. 5). He has divided values into two types – terminal values (existential goals that a person would like to achieve during his or her lifetime, for example, freedom, family safety, happiness, accomplishment, equality etc.) and instrumental values (main principles, behavior modes such as responsibility, courage, creativity, self-control etc.).

Schwartz (Schwartz, 1992) defined values as transsituational goals varying in importance, which serve as guiding principles in the life of a person or group. He describes ten basic values – self-direction (independent thought and action), stimulation (excitement, novelty, and challenge in life), hedonism (pleasure and sensuous gratification for oneself), achievement (personal success), power (social status and prestige, control or dominance), security (safety, harmony, and stability), conformity (restraint of actions, inclinations, and impulses), tradition (respect, commitment, and acceptance of customs) and benevolence (preserving and enhancing the welfare of people around them).

In summary, there are many theoretical value concepts that have also been researched empirically. In this study Allport-Vernon-Lindzey value types are used where values are defined as main life orientations and motivations.

Anomia and personal values

Though the importance of both anomia and personal values for understanding of individually psychological state, motivations and attitudes of individuals in the modern society, it is evident that little work has been done in order to examine the relations between anomia and values.

In some previous studies researchers investigated relations between a separate certain dimension of anomia and values. For example, Swader (Swader, 2011) explored links between normlessness and value change in the Post-communist countries.Konty (Konty, 2005) in his research of microanomie investigated links between deviant behaviour and self-enhancing and self-transcending values.

At the same time it is acknowledged that anomia is multidimensional. Examination of the existing literature allows to conclude that relations between multiple dimensions of anomia and different personal values have not been investigated.

The present study

As mentioned above, the main objective of this study is to investigate whether there arerelations between different dimensions of anomia and personal values of the inhabitants of the Baltic states.

In the current study there are three ***main research questions***:

1. What is the structure of anomia among the inhabitants of the Baltic states?
2. What are the relations between different dimensions of anomia and

personal values of the inhabitants of the Baltic states?

3. What are the common, similar patterns and specific patterns of relations between dimensions of anomia and personal values of the inhabitants of Latvia, Lithuania and Estonia?

The additional purpose of this study is using questions and secondary data from the European Values Study (European Values Study (EVS), 2008) to construct subscales, which measure different dimensions of anomia.

Methodology

In this study in order to investigate whether there arerelations between different dimensions of anomia and personal values of the inhabitants of the Baltic statesthe secondary data from the European Values Study (European Values Study (EVS), 2008) were used. The data were collected in 2008 in many European countries. However, in this research the secondary data only for the Baltic states were used.

Participants

The sample of the inhabitants of the Baltic states consisted of 4524 participants aged between 18 and 98 years (M = 47.85, SD = 18.32); 39.3 % of participants were males (n = 1776) and 60.7 % were females (n = 2748).

The Latvian sample consisted of 1506 participants aged between 18 and 93 years (M = 46.77, SD = 18.40); 37 % of participants were males (n = 557) and 63 % were females (n = 949). The Lithuanian sample consisted of 1500 participants aged between 18 and 88 years (M = 46.66, SD = 17.89); 45.5 % of participants were males (n = 683) and 54.5 % were females (n = 817). Respectively, the Estonian sample consisted of 1518 participants aged between 18 and 98 years (M = 50.11, SD = 18.45); 35.3 % of participants were males (n = 536) and 64.7 % were females (n = 982).

Instruments

Anomia. For measurement of anomia in this study on the base of the questionnaire of the EVS and the integrative multidimensional model of anomia (Levina & Martinsone, 2015; Levina, Martinsone, Kamerade, 2015; Ļevina, Mārtinsone, Kamerāde, 2015b; Ļevina, Mārtinsone, Kamerāde, 2016) several indices of anomia and respectively subscales, which measure different dimensions of anomia, were constructed. At the first stage of the construction of the anomia's subscales all original questions of the EVS were analyzed and compared with different dimensions, subdimensions, and signs of anomia. The first item pool consisted of 43 items, however, based on the results of a principal components analysis, the number of items was reduced to 17. Some of the original items of the EVS initially were negatively worded. These items were reversed.

Values. For research of values of Latvian inhabitants six questions from the EVS were used. A respondent had to evaluate six values – work, family, friends and acquaintances, leisure time, politics and religion, - and to mark how important each value is in his / her life. In the original version of the questionnaire of the EVS the following scale was used: 1 – very important, 2 – quite important, 3 – not important, 4 – not at all important. In our study evaluations were reversed. Thus, the higher score meant the more important value.

Results

Results of the research of the structure of anomia of the inhabitants of the Baltic states and the construction of Anomia subscales

In order to determine the structure of anomia among the inhabitants of the Baltic states, a principal components analysis with varimax rotation was performed on the responses which were initially selected as referring to different signs of anomia. As a result the number of items was reduced to 17 and a model with five components was chosen.

The principal components analysis revealed a structure of five components, which explained 68.55 % of variance. KMO = .80 and Bartlett test is statistically significant $\chi 2$ (136) = 21430.67 (p = .000).T he component matrix for the five-component solution is shown in Table 1.

Table 1 **Results of Principal Component Analysis with varimax rotation for the sample of the inhabitants of the Baltic states**

Anomia's components and variables	**Component Loadings**					
	C1	***C1***	***C2***	***C3***	***C4***	***C5***
	before rotation			***after rotation***		
Local social distrust						
Q63R. Confidence in government	.61	**.79**	.04	.04	.20	.10
Q63G. Confidence in parliament	.57	**.78**	-.01	.03	.20	.08
Q63Q. Confidence in political parties	.51	**.77**	-.03	-.04	.09	.16
Q63M. Confidence in health care system	.43	**.58**	.04	.08	.18	-.13
Q63C. Confidence in education system	.43	**.46**	.16	.18	.17	-.19
Local social isolation						
Q84D. Concern with living conditions of sick and disabled	.53	.04	**.91**	.12	.03	.15
Q84E. Concern with living conditions of poor children	.54	.05	**.89**	.12	.07	.13
Q84A. Concern with living conditions of elderly people	.50	.04	**.85**	.09	.03	.19

Normlessness						
Q68M. Justification of paying cash to avoid taxes	.40	.09	.06	**.80**	.02	.09
Q68B. Justification of cheating on tax	.39	.04	.07	**.78**	.08	.07
Q68G. Justification of accepting a bribe		-.02	.11	**.75**	.02	.05
Q68O. Justification of avoiding fare public transport	.32	.10	.07	**.75**	-.02	-.10
Global social distrust						
Q63L. Confidence in united nations organisation	.61	.20	.05	.04	**.86**	.06
Q63K. Confidence in NATO	.61	.25	.05	.02	**.85**	.03
Q63J. Confidence in European Union	.65	.31	.04	.04	**.79**	.12
Global social isolation						
Q83F. Concern with living conditions of humankind	.45	.02	.24	.06	.07	**.90**
Q83E. Concern with living conditions of europeans	.49	.06	.23	.05	.12	**.89**
Eigenvalues		2.62	2.50	2.46	2.26	1.82
% of variance		15.42	14.73	14.45	13.27	10.69

All components had high loadings for items from equivalent anomia dimensions and could be identified as Local social distrust (C1), Local social isolation (C2), Normlessness (C3), Global social distrust (C4), Global social isolation (C5).

Respectively, five scales of anomia were constructed. Descriptive statistics and Cronbach's alpha coefficients for all scales of anomia were computed which are presented in Table 2.

Table 2 **Descriptive statistics and reliability indices for Anomia scales in the sample of the inhabitants of the Baltic states**

Scale	**Number of items**	**Likert scale**	**Cronbach's α**	***M***	***SD***
Local social distrust	5	[1-4]	.75	14.08	2.58
Local social isolation	3	[1-5]	.89	7.60	2.73
Normlessness	4	[1-10]	.78	11.07	6.99
Global social distrust	3	[1-4]	.85	7.53	2.16
Global social isolation	2	[1-5]	.90	7.39	1.88

The coefficients ranged from .75 to .90, so that it could be said that reliability for all scales was acceptably high (see Table 2).

Results of the research of relations between dimensions of anomia and values of the inhabitants of the Baltic states

Results for the Baltic states. To clarify what are the relations between different dimensions of anomia of the inhabitants of the Baltic states and their values the Spearman's correlation analysis was used (Table 3).

Table 3 **Descriptive statistics and Spearman's correlation coefficients for measures of anomia and values of Baltic inhabitants**

		1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	*M*	*SD*
	Anomia													
1.	Local social distrust	-	.077**	.140**	.489**	.078**	.025	.042*	-.113**	-.034*	-.127**	-.066**	14.08	2.58
2.	Local social Isolation		-	.251**	.103**	.394**	-.031*	-.107**	-.014	.028	-.150**	-.182**	7.60	2.76
3.	Normlessness			-	.082**	.108**	-.068**	-.137**	-.006	.042**	-.142**	-.124**	11.07	6.99
4.	Global social distrust				-	.182**	.002	-.015	-.100**	-.078**	-.157**	-.067**	7.53	2.16
5.	Global social isolation					-	-.009	-.084**	-.064**	-.050**	-.129**	-.202**	7.39	1.88
	Values													
6.	Work						-	.309**	.150**	.145**	.099**	-.012	3.28	0.83
7.	Family							-	.134**	.111**	.077**	.092**	3.64	0.59
8.	Friends and acquaintances								-	.446**	.074**	-.033*	3.03	0.70
9.	Lieisure time									-	.097**	-.083**	2.98	0.72
10.	Politics										-	.235**	1.99	0.78
11.	Religion											-	2.19	0.90

Note. $*p < .05$; $**p < .01$

Firstly, it was found that such dimension of anomia as local social distrust was positively associated with value of family ($p< .05$) and negatively associated with such values as (1) friends and acquaintances ($p< .01$), (2) leisure time ($p< .05$), (3) politics ($p< .01$) and (4) religion ($p<.01$). Secondly, it was also found that local social isolation was negatively associated with such values as (1) work ($p< .05$), (2) family ($p< .01$), (3) politics ($p< .01$) and (4) religion ($p<.01$). Correlation analysis showed that normlessness was positively associated with value of leisure time ($p< .01$) and negatively associated with such values as (1) work ($p < .01$), (2) family ($p< .01$), (3) politics ($p< .01$) and (4) religion ($p<.01$).

Global social distrust was negatively associated with values of (1) friends and acquaintances ($p< .01$), (2) leisure time ($p< .01$), (3) politics ($p< .01$) and (4) religion ($p<.01$). At last such dimension of anomia as global social isolation was negatively associated with values of (1) family ($p<.01$), (2) friends and acquaintances ($p < .01$), (3) leisure time ($p< .01$), (4) politics ($p< .01$) and (5) religion ($p<.01$).

Results for Latvia. At the next stage of our research in order to determine the common, similar patterns and specific patterns of relations between dimensions of anomia and personal values of the inhabitants of Latvia, Lithuania and Estonia the relations between different dimensions of anomia and values were analyzed in the sample of the inhabitants of each from the Baltic states separately. Descriptive statistics and Spearman's correlation coefficients for measures of anomia and values for Latvian inhabitants are presented in Table 4.

Table 4 **Descriptive statistics and Spearman's correlation coefficients for measures of anomia and values of Latvian inhabitants**

		1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	*M*	*SD*
	Anomia													
1.	Local social distrust	-	.084**	.009	.467**	.145**	.062*	.077**	-.110**	-.022	-.079**	-.072**	14.29	2.74
2.	Local social Isolation		-	.175**	.101**	.337**	-.005	-.024	-.031	.019	-.116**	-.116**	8.33	3.03
3.	Normlessness			-	-.002	.111**	-.071**	-.103**	.041	.078**	-.174**	-.185**	11.68	7.09
4.	Global social distrust				-	.123**	.019	.058*	-.107**	-.026	-.133**	.042	7.95	2.32
5.	Global social isolation					-	-.003	-.008	-.051	.017	-.087**	-.147**	8.30	1.75
	Values													
6.	Work						-	.240**	.091**	.037	.067**	-.012	3.39	0.79
7.	Family							-	.074**	.052*	.012	.115**	3.63	0.60
8.	Friends and acquaintances								-	.332**	.043	-.027	3.00	0.76
9.	Lieisure time									-	.039	-.094**	2.98	0.74
10.	Politics										-	.217**	2.00	0.83
11.	Religion											-	2.14	0.94

*Note. *p < .05; **p < .01*

It was found that such dimension of anomia as local social distrust was positively associated with such values as (1) work (p< .05) and (2) family (p< .01) and negatively associated with such values as (1) friends and acquaintances (p< .01), (2) politics (p< .01) and (3) religion (p< .01). Local social isolation was negatively associated with such values as (1) politics (p< .01) and (2) religion (p< .01). Normlessness was positively associated with value of leisure time (p< .01) and negatively associated with values of (1) work (p< .01), (2) family (p< .01), (3) politics (p< .01) and (4) religion (p< .01).Global social distrust was positively associated with value of family (p< .05) and negatively associated with values of (1) friends and acquaintances (p< .01) and (2) politics (p<.01). Global social isolation was negatively associated with values of (1) politics (p< .01) and (2) religion (p< .01).

Results for Lithuania. Descriptive statistics and Spearman's correlation coefficients for measures of anomia and values for Lithuanian inhabitants are presented in Table 5.

It was found that such dimension of anomia as local social distrust was positively associated with such values as (1) work (p< .01) and (2) family (p< .01) and negatively associated with such values as (1) politics (p< .01) and (2) religion (p< .01). Local social isolation was positively associated with such values as (1) friends and acquaintances (p< .01) and (2) leisure time (p< .01) and negatively associated with values of (1) work (p< .05), (2) family (p< .01), (3) politics (p< .01) and (4) religion (p< .01). Normlessness was negatively associated with values of (1) work (p< .05), (2) family (p< .01), (3) politics (p< .01) and (4) religion (p< .01).

Table 5 **Descriptive statistics and Spearman's correlation coefficients for measures of anomia and values of Lithuanian inhabitants**

		1.	**2.**	**3.**	**4.**	**5.**	**6.**	**7.**	**8.**	**9.**	**10.**	**11.**	***M***	***SD***
	Anomia													
1.	Local social distrust	-	-.002	.141**	.467**	-.035	.094**	.111**	-.030	.043	-.143**	-.104**	14.51	2.30
2.	Local social isolation		-	.246**	.060	.433**	-.053*	-.146**	.084**	.093**	-.174**	-.242**	7.49	2.50
3.	Normlessness			-	.152**	.157**	-.067*	-.095**	.039	.051	-.140**	-.220**	12.92	7.42
4.	Global social distrust				-	.038	-.005	-.053	-.068*	-.030	-.166**	-.080*	6.97	1.83
5.	Global social isolation					-	-.100**	-.145**	-.049	-.101**	-.105**	-.164**	6.60	1.83
	Values													
6.	Work						-	.423**	.178**	.258**	.114**	-.006	3.19	0.85
7.	Family							-	.112**	.131**	.080**	.116**	3.58	0.58
8.	Friends and acquaintances								-	.556**	.031	-.031	2.96	0.65
9.	Lieisure time									-	.067*	-.077**	2.94	0.70
10.	Politics										-	.276**	1.96	0.76
11.	Religion											-	2.44	0.83

Note. **p* < .05; ***p* < .01

It was also found that global social distrust was negatively associated with values of (1) friends and acquaintances (p< .05), (2) politics (p< .01) and religion (p<.05). Global social isolation was negatively associated with values of (1) work (p< .01), (2) family (p<.01), (3) leisure time (p< .01), (4) politics (p< .01) and (5) religion (p<.01).

Results for Estonia. Descriptive statistics and Spearman's correlation coefficients for measures of anomia and values for Estonian inhabitants are presented in Table 6.

Table 6 **Descriptive statistics and Spearman's correlation coefficients for measures of anomia and values of Estonian inhabitants**

		1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	*M*	*SD*
	Anomia													
1.	Local social distrust	-	.079**	.170**	.551**	.115**	-.083**	-.009	-.142**	-084**	-.153**	-.112**	13.53	2.55
2.	Local social isolation		-	.262**	.098**	.361**	-.083**	-.121**	-.051*	-.018	-.154**	-.236**	6.99	2.57
3.	Normlessness			-	.173**	.145**	-.068*	-.137**	-.021	.029	-.084**	-.146**	8.85	5.82
4.	Global social distrust				-	.178**	-.068*	-.087**	-.160**	-.173**	-.183**	-.091**	7.56	2.14
5.	Global social isolation					-	-.056*	-.157**	-.128**	-.111**	-.241**	-.219**	7.29	1.67
	Values													
6.	Work						-	.261**	.193**	.150**	.117**	.020	3.26	0.84
7.	Family							-	.197**	.137**	.134**	.125**	3.70	0.58
8.	Friends and acquaintances								-	.467**	.138**	.027	3.13	0.67
9.	Lieisure time									-	.182**	-.049	3.02	0.72
10.	Politics										-	.255**	2.02	0.75
11.	Religion											-	1.99	0.85

Note. $^{*}p < .05$; $^{**}p < .01$

Such dimension of anomia as local social distrust was negatively associated with such values as (1) work (p< .01), (2) friends and acquaintances (p< .01), (3) leisure time (p< .01), (4) politics (p< .01) and (2) religion (p< .01). Local social isolation was negatively associated with such values as (1) work (p< .01), (2) family (p< .01), (3) friends and acquaintances (p< .05), (4) politics (p< .01) and (2) religion (p< .01). Normlessness was negatively associated with values of (1) work (p<.05), (2) family (p< .01), (3) politics (p< .01) and (4) religion (p< .01).

Global social distrust and global social isolation were negatively associated with all six values, namely (1) work (p< .05), (2) family (p< .01), (3) friends and acquaintances (p< .01), (4) leisure time (p< .01), (5) politics (p< .01) and religion (p< .01).

Conclusions

The present study was designed to investigate the structure of anomia and the relationship between anomia and values of the inhabitants of the Baltic state.

The first research question referred to the structure of anomia of the inhabitants of the Baltic states. In this study five components of anomia were found, namely, local social distrust, local social isolation, normlessness, global social distrust, and global social isolation. This finding is consistent with the previous studies demonstrating that anomia is multidimensional and includes among other components such components as normlessness and social isolation (Ļevina, Mārtinsone & Kamerāde, 2015a, 2016).

The second research question was what are relations between different dimensions of anomia and personal values of the inhabitants of the Baltic states. In the present study it was found that there are numerous relations between anomia and values of Baltic inhabitants. The importance of such value as work was negatively associated with local social isolation and normlessness. The importance of family was positively associated with local social distrust and negatively associated with local and global social isolation and normlessness. The importance of friends and acquaintances was negatively associated with local and global social distrust and global social isolation. The importance of leisure time was positively associated with normlessness and negatively associated with local and global social distrust and global social isolation. The importance of such values as politics and religion was negatively associated with all five components of anomia which were found in this study.

The third research question was what are the common, similar patterns and specific patterns of relations between dimensions of anomia and personal values of the inhabitants of Latvia, Lithuania and Estonia. The results of the correlation analysis conducted in the sample of the inhabitants of each from the Baltic states separately allow to conclude that there are thefollowing common, similar patterns of relations between anomia and values: (1) the importance of politics and religion is negatively associated with all dimensions of anomia (with one exception – there is no found the significant relation between the importance of religion and global social distrust in Latvia); (2) the importance of work and family is negatively associated with normlessness; (3) the importance of friends and acquaintances is negatively associated with global social distrust. The found common patterns regarding the negative links between the importance of politics and religion and anomia are consistent with the previous studies in which it was shown that political apathy is a substantial component of anomia (Bohenke, 2006 as mentioned in Legge, Davidov & Schmidt, 2008) as well as that religion is an institution that might not be trustworthy for people experiencing anomic state (Carter & Carter, 2007). The negative correlations between the evaluations of the importance of work and family and normlessness demonstrate that people who are ready to break the rules and cheat financially less appreciated work and family. The negative correlations between the evaluations of the importance offriends and acquaintances and global social distrust show that when individuals are experiencing anomia and are feeling distrust towards global organisations and unions such as UNO, NATO, EU, they can also lose the sense of significance of relationships with friends and acquaintances.

In this study some patterns of relations between dimensions of anomia and personal values were found which were specific for the inhabitants of Latvia, Lithuania or Estonia. In particular, Estonia was the only country for which it was found that evaluations of the importance of friends and acquaintances were negatively associated with scores in global social isolation and evaluations of importance of leisure time were negatively associated with scores in local and global social distrust. At the same time, evaluations of the importance of leisure time were positively associated with scores in local social isolation in Lithuania and with scores in normlessness in Latvia. The fact that there exist both similar and specific patterns of relations between anomia and values allows us to propose that both common and specific social, economic, political, cultural factors determine these relations.

A number of limitations need to be considered. First, taking into account, that there are no available instruments to measure multiple dimensions of anomia, in this study secondary data were used. Considering this limitation, we cannot assume that our results reflect the full picture of experiencing of anomic feeling among the inhabitants of the Baltic states. In future it is necessary to constructa new multidimensional instrument for measurement of anomia. Another limitation is that in this study only the Baltic states were explored. In future it would be valuable to investigate signs and experience of anomia and its associations with personal values in other countries.

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NABADZĪBA UN PĀRTICĪBA VIDZEMES PEDAGOGU SKATĪJUMĀ

Poverty and Prosperity Viewed by the Vidzemes Teachers

Sandra Mihailova
Latvija

Abstract. *This article analyses the opinions about the difference between poverty and prosperity among the teachers, it seeks to find the border between these phenomena; it summarizes the teachers' ideas of how to diminish poverty and use one's own money effectively in times of prosperity. By using the open ended questionnaire the results of 1 teacher groups from schools of 2 Latvian districts were analyzed. Summarizing the results one can conclude that the interviewed teachers with the word "poverty" and "prosperity" understand material things. Teachers associate money the means of living which is acquired by working and earning. None of the respondents admitted that they would ask for help, look for support and receive the social benefits or would seek for the cause of poverty within themselves in case of experiencing poverty. In case of becoming prosperous the teachers will meet all their needs and then be ready to share with others. Almost all teachers' answers disclosed that they will spend money rather than invest it and make accumulation or accruals. The interviewed teacher did not make any original proposal to resolve poverty issue. The main boundary between poverty and wealth is the amount of money which allows or does not allow meeting their own needs and desiresthus ensuring certain way of life or life style. The second boundary is the place of living and appearance. Essential boundary is also emotional comfort or discomfort, a happy relationship or lack of it.*
It should be noted that this study only shows the trend since a very specific selection of respondents was involved. However, it allows making the assumption that teachers had a healthy attitude towards money and hardly any teacher had a negative attitude towards money or prosperity, however, everybody believed that poverty can be avoided by working and earning money. Thus it is possible to conclude that the teachers of this selection don't hold the "ideology of low-income people".
Keywords*: poverty and prosperity, opinion of teachers, value, monetary behavior, money psychology, socio-economic behavior.*

Ievads
Introduction

Šajā rakstā tiks analizēti dažādu mācību priekšmetu Vidzemes pedagogu viedokļi par nabadzību un bagātību, meklēta robeža, kur sākas nabadzība un kur pārticība, kā arī apkopotas pedagogu idejas, kā mazināt nabadzību un kā efektīvāk izlietot savu naudu pārticības gadījumā. Šajā rakstā ir analizēti divu

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Vidzemes novadu – Alūksnes un Smiltenes vispārējās izglītības iestāžu skolotāju aptaujas rezultāti.

Pētījuma aktualitāti pamato apstāklis, ka, mainoties ekonomiskajai situācijai Latvijā, ir mainījusies arī situācija ar naudu un attieksme pret to, jo nauda zināmā mērā ir kļuvusi par cilvēka sociālā statusa un veiksmīguma mērauklu (Vilks, 2010). Līdz ar to aktualizējas jautājumi par turību un nabadzību. Šie jautājumi pēdējos gados diezgan plaši ir apskatīti ekonomikas (Medeiros & Ferreirade Souza, 2014; Searle & Köppe, 2014), socioloģijas pētījumos (Dobelniece, 2000; Dorling & Ballas, 2008; Bradshaw, Chzhen, deNeubourg, Main, Martorano & Menchini, 2012; Neubourg, Bradshaw, Chzhen, Main, Martorano & Menchini, 2012; Bramesfeld & Good, 2015) un sociālās antropoloģijas (Williams, 2015), bet retāk psiholoģijas pētījumos (Landmane, 2008; Mihailova, 2012; Шаповал, 2014).

No bērnu dienām, nonākot noteiktā sociāli ekonomiskajā situācijā, kas ir viņu dzimtajā zemē un ģimenē, cilvēki mācās veidot attiecības ar naudu – kā to tērēt, kā uzkrāt, kam tērēt un kam uzkrāt. Ekonomiskie faktori (vai ģimene, kur aug bērns, ir nabadzīga vai pietiekami turīga) nosaka kopējo noguldījumu apjomu, bet psiholoģiskie – to, cik lielu daļu no saviem ienākumiem cilvēki atliks un cik regulāri tas tiks darīts.

Ne tikai ģimene ietekmē bērnu uzskatus par naudu, arī sabiedrība diktē vērtības, kuru uzskatīt par bagātu, kuru par nabagu; kā pelnīt naudu un par ko tērēt; kas ir finanšu varoņi un antivaroņi. Savukārt skolas formālā un neformālā veidā formē bērniem finansiālo pratību, attieksmes un paradumus (Ферхам & Аргайл, 2005). Tā kā skolās bērnu finansiālo attieksmi pamatā veido skolotāji, ir svarīgi noskaidrot, ko tad skolotāji paši ar to saprot. Kā parādīja 2012. gada pētījums (Putniņa, Birzniece, Bērsone u.c., 2012), lielākā daļa skolotāju savas finanšu (liet)pratības prasmes vērtē negatīvi vai neitrāli. Piemēram, finanšu plānošanu kā labu novērtēja tikai 36 % no Latvijas pedagogu izlases taču praktiskās prasmes plānot privātās finanses ikdienā kā labas vērtēja 79 % pedagogu.

Rakstā analizēto pētījumu veicināja arī 2015. gada 27. novembrī rudenī Latvijas Izglītības un zinātnes darbinieku arodbiedrības (LIZDA) organizētais pedagogu brīdinājuma streiks (http://www.lizda.lv/?jaunums=1342), kas beidzās ar to, ka valdība tieši streika dienā paziņoja par algas palielinājumu sev. Un tā vietā, lai uz šo rīcību reaģētu, pedagogu arodbiedrība, kas organizēja streiku, būtībā nedarīja neko. Jau iepriekšējo gadu pētījumā izveidotajā modelī par attiecībām ar naudu (Mihailova, 2012) tika izteikta hipotēze, ka pedagogi ir tā profesiju grupa, kurā ir cilvēki, kas ir gatavi vairāk ieguldīt nekā saņemt un par savām tiesībām saņemt atbilstoši ieguldītajam īpaši necīnās. Ņemot vērā minēto, radās motivācija pētījumu turpināt.

2011. gadā tika veikts līdzīgs pētījums (Mihailova, 2012) dažādu specialitāšu studentu grupā, tādēļ tagad pētījumam kā respondenti tika izvēlēti jau strādājošie – konkrēti dažādu skolu skolotāji no Alūksnes un Smiltenes novada.

Šī pētījuma *mērķis* bija izpētīt kā Vidzemes pedagogi raksturo naudu, nabadzību un pārticību un kādas ir viņu terminālās vērtības, kā arī salīdzināt ar iepriekš veikto pētījumu rezultātiem.

Pētījumā tika izmantota jaukta tipa *metodoloģija* – iegūtie dati analizēti gan kvalitatīvi, izmantojot datu analīzi priekšmetā pamatotās teorijas ietvaros, gan kvantitatīvi, aprēķinot izdalīto metagrupu atbilžu procentuālo sadalījumu. Kā pētījuma *metodes* tika izmantotas – zinātniskās literatūras analīze un anketēšana. Anketēšana tika veikta ar speciāli veidotu aptaujas anketu skolotājiem, kurā skolotāji aprakstīja savu skatījumu uz naudu, nabadzību un pārticību un aizpildīja amerikāņu sociālpsihologa Miltona Rokiča vērtību ranžēšanas aptaujas (Rokeach Value Survey) (Rokeach, 1968), ko Latvijā savas disertācijas ietvaros adaptējusi Ārija Karpova (Karpova, 1994), terminālo vērtību daļu, kurā vajadzēja saranžēt 18 terminālās vērtības. Šī pētījuma kontekstā visvairāk interesēja jautājums, kādā vietā savā vērtību hierarhijā skolotāji ievieto vērtību „materiāli nodrošināta dzīve".

Nabadzība un pārticība psiholoģiskajā skatījumā
Poverty and prosperity in psychological perspective

Nabadzības un bagātības jautājumi cilvēkus interesējuši jau sen – arī vairāki psihologi (Pearl, 1970; Rainwater, 1970; Curran, L. 2002; Carr, 2003; Moreira, 2003) ir centušies izveidot psiholoģijas teorijas, kas varētu izskaidrot šos fenomenus. Taču tā arī nav izdevies izveidot vienu visaptverošu teoriju, kas izskaidrotu tos. Šobrīd šīs teorijas var apvienot uz ass indivīds – sabiedrība (Turner & Lehning, 2007), kur vienā pusē sagrupētos teorijas, kuras nabadzību un bagātību pamatā skaidro ar personiskiem faktoriem (Pearl, 1970; Rainwater, 1970; Goldstein, 1973; Carr, 2003; u.c.), bet otrā – kuras šīs parādības skaidro ar sociāliem faktoriem. (Rainwater, 1970; Lewis, 1975; Curran, 2002; Moreira, 2003; u.c.)

Kā norāda psiholoģisko nabadzības teoriju pētnieki (KellyTurner Amanda J. Lehning), arī šo teoriju ietvaros laika gaitā uzskati ir mainījušies, pārvirzoties no pola "indivīds" uz polu "sabiedrība". Līdz 1980. gadam psiholoģiskās nabadzības teorijas, lai izskaidrotu cēloņus un nabadzības ietekmi, uzsvēra personas vai grupas lomu. No 1980. līdz 2000. gadam psihologi sāka apsvērt strukturālu un sociālo faktoru lomu, kas veicina nabadzību un individuālās patoloģijas. 21. gadsimta sākumā, arvien vairāk psiholoģijas teorētiķi sāka atzīt sociālo, politisko un ekonomisko faktoru lomu nabadzības radīšanā un uzturēšanā. (Turner & Lehning, 2007)

Tomēr neskatoties uz faktoriem, kuri ir svarīgāki, nabadzības un bagātības fenomens vienmēr ir saistīts ar naudu, ar cilvēku iespējām iegūt naudu, naudu kā vērtību un attieksmi pret naudu. Katram cilvēkam ir sava attieksme pret naudu: pieredze un pārliecības, kā arī savs individuālais veids, kā organizēt naudas plūsmu savā dzīvē. Šī attieksme veidojas jau no bērnības, un to lielā mērā ietekmē vecāku attieksme pret naudu, vecāku uzvedība saistībā ar naudu, tās tērēšanu un krāšanu. (Семенов, 2004)

Kā uzskata Latvijas nabadzības kultūras pētniece S. Dobelniece (Dobelniece, 2000), nabadzība ir specifiska subkultūra, kas atšķiras ar specifisku vērtību sistēmu un dzīvesstilu, kas veidojas socializācijas ceļā. Cilvēki pieņem savu dzīvi, netiecoties tajā daudz ko mainīt, tādējādi neveidojas motivācija kādreiz izkļūt no nabadzības un šie dzīves modeļi socializācijas ceļā tiek nodoti no paaudzes paaudzei, t.i., cilvēki no bērnības iemācās būt nabagi un sadzīvot ar nabadzību, veidojas nabaga identitāte.

Vecāku priekšstati un pagātnes pieredze par to, kas ir labs un kas ļauns, bērniem tiek nodota ar brīnumu pasakām, kuras klausoties un lasot bērni mācās izdarīt izvēli. Informācijā par bagātajiem un nabadzīgajiem varoņiem, kas ielikta pasakā, tiek atspoguļots sociālais priekšstats, kas formē gan zināšanas par uzvedības normām, pelnīšanas veidiem, kas piemīt bagātiem un nabagiem, gan veido attieksmi pret bagātiem un nabagiem (Журавлев & Дробышева, 2009). Latviešu tautas pasakās nekas labs par bagātajiem nav rakstīts, drīzāk tie parādīti kā blēži un nelieši, taču šis folkloras mantojums, bieži pašam cilvēkam to neapzinoties, veido attieksmi pret naudu, un kā norāda D. Beitnere – bieži bailes no naudas (Lilienfelde, 2006).

Šajā viedokļu maiņā nozīmīgu lomu spēlē arī masu mediji, kuri veicina noteiktu kulturāli sankcionētās naudas vērtības un paradumu nostiprināšanu (Ферхам & Аргайл, 2005). Bieži vien mediju iespaidā cilvēki dara visu, lai tikai citi pieņemtu viņus, vienlaikus zaudējot sevi. Viņu izvēles sāk kļūt atkarīgas no citu domām. Šādā gadījumā nav nekas jāizvēlas, atbildību par izvēli var uzvelt citiem un līdz ar to arī izvairīties no sevis kritizēšanas, ja kaut kas neizdodas tā, kā gribētos (Jirgena, 2006).

Analizējot savu klientu pieredzes un dzīvesstāstus, pašreizējās naudas problēmas psihoterapeites E. Grava un L. Stoligvo (Grava & Stoligvo, 2010) sasaista ar vēsturiski izveidojušos situāciju, kad cilvēki vairākās paaudzēs dzīvoja sociālisma vidē, kur nebija pieprasīta prasme reālistiski izvērtēt savus resursus, savu konkurētspēju darba tirgū, prioritātes un veidot individuālu budžetu, tāpēc lielākajai sabiedrības daļai daudzu paaudžu laikā tāda prasme nemaz arī neveidojās. Padomju varas laikā šāda attieksme pret naudu, veidojot nabadzības psiholoģiju, speciāli tika atbalstīta tautā, jo cilvēki priecājās par mazumiņu, tādējādi kultivējās „mazturīga cilvēka ideoloģija”, pat lepnums par savu nabadzību un nicinoša attieksme pret turīgākiem. Negatīvā attieksme pret cilvēkiem, kuriem ir nauda un kuri māk pie tās tikt, noveda pašus pie naudas neveiksmēm. Un šo attieksmi pret naudu un tās īpašniekiem vecāki nodeva „mantojumā” saviem bērniem. Taču, kā norāda Krievijas psiholoģe Marina Morozova (Морозова, 2006), kas ir daudz vadījusi psiholoģiskos treniņus par naudu, lai būtu daudz naudas, vajag vismaz cienīt pašu naudu un tos, kuriem tā ir. Ievērojot, ka nākamās paaudzes vērtības un attiecības ar naudu zināmā mērā veido skolas skolotāji (Stabiņš, 2001), kļūst aktuāli noskaidrot pašu skolotāju viedokli. Tādēļ šajā rakstā tiks meklēta atbilde uz jautājumu: Kāds tad ir pedagogu viedoklis par naudu, nabadzību un pārticību; apkopotas pedagogu idejas, kā mazināt nabadzību un kā efektīvāk izlietot savu naudu pārticības gadījumā; pētīts, vai mūsdienu pedagogam ir raksturīga „mazturīga cilvēka ideoloģija”.

Metode
Method

Ņemot vērā iepriekš veikto pētījumu pieredzi (Mihailova, 2012), lai veiktu šo pētījumu, tika izveidota speciāla anketa ar 9 atvērtiem jautājumiem, kuri tika iedalīti 3 blokos: nauda (piemēram, kas priekš Jums ir nauda, cik Jums vajadzētu naudu mēnesī), nabadzība (piemēram, Kas priekš Jums ir nabadzība utt.) un pārticība (piemēram, kas liecina par pārticību? utt.). Šī anketa tika iedota personīgi aizpildīšanai dažādu jomu un dažādu novada skolu skolotājiem 2015. gada oktobrī, kuri apmeklēja mācību kursus skolotājiem un kuri bija gatavi iesaistīties pētījumā. Sākumā dati tiešā kontaktā ar respondentiem tika ievākti Alūksnes novadā un pēc tam Smiltenes novadā. No visiem uzrunātajiem pedagogiem visi piekrita piedalīties pētījumā un aizpildīt iedoto anketu.

Kopējo izlasi veidoja Alūksnes un Smiltenes novada dažādu skolu pedagogi (kopā 51), tomēr 1 pedagoga dati tika izslēgti no kopējā saraksta, jo pedagogs nebija pareizi aizpildījis anketu. Pētījuma izlasi veidoja lauku skolu pedagogi vecumā no 25 līdz 65, no kuriem 2 %-vecumā 25-30 gadi, 6 % vecumā 30-35 gadi, 12 % vecumā 35-40 gadi, 14 % vecumā 40-45 gadi, 22 % vecumā 45-50 gadi, 18 % vecumā 50-55 gadi, 4 %-vecumā 55-60 gadi un 10 % vecumā virs 60 gadiem. Pedagogu vidū visi bija ar augstāko izglītību un 34 % bija ar vairākām augstākām izglītībām. Pēc dzimuma pedagogu izlasē dominēja sievietes 88 % un tikai 12 % vīriešu.

Iegūtie dati tika analizēti, izmantojot datu analīzi priekšmetā pamatotās teorijas ietvaros (Raščevka, 2011). Atbildes uz katru jautājumu atsevišķi tika analizētas kvalitatīvi, kodējot datus un izdalot satura vienības, kuras pēc tam tika grupētas un izdalītas metagrupas. Tad atbildes tika pārskatītas otrreiz, saskaitot, cik skolotāju izvēlas izdalītos atbilžu variantus no metagrupām. Tika aprēķināts izdalīto metagrupu atbilžu procentuālais sadalījums uz katru jautājumu. Analizējot iegūtās atbildes, tiks apskatīta katra jautājumu grupa atsevišķi.

Pētījuma rezultātu analīze
The analysis of the research results

Ja analizē datus, kā pedagogi novērtē savu pašreizējo materiālo stāvokli, tad visvairāk pedagogu (22 jeb 44 %) savus mēnešu ienākumus novērtē 200-500 eiro apmērā, 18 jeb 36 % - 500-1000 eiro, visbiežāk kā optimālā alga tiek minēta 1000 eiro mēnesī. Pētījums Vācijā (Wolbring, Keuschnigg & Negele, 2013) uzrādīja, ka, lai nodrošinātu savas pamatvajadzības, nepieciešamie ienākumi mēnesī Vācijā ir ~800 eiro. Taču neskatoties uz ienākumu daudzumu, viens (2 %) pedagogs uzskata, ka alga nepietiek pat pārtikai, 16 % - uzskata, ka pārtikai pietiek, bet nepietiek apģērbam, 52 % - piekrīt, ka ienākumu pietiek pārtikai un apģērbam, bet nepietiek dārgām mantām, savukārt 10 % atzīmē, ka var nopirkt arī dārgas mantas. Analizējot šos datus, rodas jautājums: kāpēc vieniem ar to naudu pietiek visam, bet citam pat nav pārtikai. Iespējams, ka tas atkarīgs no bērnu un apgādnieku skaita ģimenē, ko vajadzētu ņemt vērā turpmākajos pētījumos. Tā kā šajā pētījumā šis kritērijs netika noskaidrots, nav iespējams izpētīt šīs sakarības.

Vienlaikus iegūtie pedagogu grupas rezultāti tika analizēti, salīdzinot ar iepriekš noskaidrotiem studentu grupas rezultātiem (Mihailova, 2012).

Sākumā tiks apskatītas atbildes uz jautājumu grupu „nauda": Vispopulārākā atbilde pedagogu vidū tāpat kā studentu vidū bija šāda: „Nauda ir iztikas un izdzīvošanas līdzeklis" (tā atbildēja 48 % respondentu. Otra populārākā – „Nauda ir vajadzību, interešu apmierinātāja" (36 % pedagogu). Bet trešā populārākā (18 %) atbilde – „Labākas dzīves priekšnoteikums". Citas atbildes bija daudz mazāk populāras. No atbildēm izriet, ka pedagogu grupā nauda nav mērķis, bet gan līdzeklis, lai apmierinātu dažādas savas vajadzības un vēlmes. Ievērojot uzskatu (Семенов, 2004; Mihailova, 2012), ka par harmoniskām attiecībām pret naudu var uzskatīt attieksmi pret naudu kā līdzekli, nevis mērķi, tad jākonstatē, ka pedagogiem ir veselīga attieksme pret naudu.

Visvairāk respondentu (38 % pedagogu) mēnesī iztikšanai gribētu vismaz 1000 eiro, bet 20 % pedagogu pietiktu līdz 700 eiro. Kopumā atbilžu diapazons bija no 400 eiro līdz pat 3000 eiro mēnesī. 60 % respondentu norādīja, ka naudu iegūs strādājot un nopelnot, un 16 % meklēs dažādus papilddarbus, pa 4 % ceļot savu kvalifikāciju vai taupot, daži pedagogi (6 %) uzskatīja, ka ar godīgu darbu pie naudas tikt nevar. Atšķirībā no studentu grupas nebija neviena pedagoga, kas atvērtu kādu uzņēmumu vai ņemtu kredītu.

Otrkārt tiks apskatītas atbildes uz jautājumu grupu „Nabadzība”. Vispopulārākā atbilde bija „Nabadzība ir tad, kad nav pat iztikas minimums un nevar nodrošināt pamatvajadzības”. Tā atbildēja 58 % respondentu. Interesanti, ka atbilde, kas bija viena no galvenajām studentu grupa „nabadzība ir tad, kad nav ar ko parunāt, nav ģimenes un draugu”, pedagogu grupā vispār nav raksturīga.

Kopumā visā grupā varēja izdalīt 19 dažādus nabadzības kritērijus. Kā galvenos kritērijus, kas norāda uz nabadzību, 16 % pedagogu min „dzīves apstākļus vai dzīves vietas neesamību”, 10 % min ārējo izskatu un sliktu apģērbu. Interesanti, ka kritērijs „Naudas trūkums” un „Bads”, kas bija vieni no galvenajiem studentu grupā, pedagogu grupā nemaz netiek minēts. Daži pedagogi – 8 % nabadzību uzskata kā garīgu kategoriju, kas ir saistīta ar paša cilvēka raksturu, nevis tik daudz ar ārējiem apstākļiem. Arī zinātniskajās publikācijās var atrast nabadzības sasaisti ar cilvēku raksturu, kā arī morāli (Gino & Mogilne, 2013; Falk & Szech, 2013).

Attiecībā uz ieteikumiem, kā varētu risināt nabadzības problēmas valstī, dominējošā atbilde pedagogu grupā tāpat kā studentu grupā (20 % respondenti) bija „izveidot jaunas darbavietas, nodrošināt cilvēkus ar darbu”. Jāatzīst, ka atbildēs diemžēl nebija neviena vēl nedzirdēta risinājuma, bet gan dominēja vispārpieņemtas lietas – samazinātu nodokļus, palielinātu minimālo algu, indeksētu pensijas utt. Atšķirībā no studentu grupas nebija neviena pedagoga, kas mainītu valdību, palielinātu sociālos pabalstus. Savukārt attiecībā uz personisko risinājumu nabadzības gadījumā – izteikti dominējošā (48 %) atbilde bija „meklēs iespējas, neatlaidīgi meklēs darbus un papilddarbus, lai varētu nopelnīt”, 10 % ekonomēs, taupīs saņemtos līdzekļus. Nebija neviena pedagoga, kas lūgs palīdzību, meklēs atbalstu un izmantos pabalstus, kā arī meklēs cēloni sevī un „strādās ar sevi psiholoģiski”.

Arī apskatītajā literatūrā var sastapt divus pretējus viedokļus – vai var, vai nevar izkļūt no nabadzības. Pesimistisku ainu parāda Eirobarometra pētījums „kad reiz cilvēks ir kļuvis nabadzīgs, var būt ļoti grūti izkļūt no nabadzības.” (Eiropas Komisija, 2009) Tomēr psihoterapeite G. Ancāne (Ancāne, 2010) ir optimistiskāk noskaņota, norādot, ka cilvēka spēja grūto situāciju atrisināt ir atkarīga no trīs faktoriem – no personības spēka, no viņa ķermeņa un psihes bioloģiskā stāvokļa un no sociālā atbalsta. Attiecībā uz nabadzību, aktuālākais šķiet tieši pēdējais faktors.

Lai gan domājot par valsts atbalstu nabadzības mazināšanā, G. Ancāne uzsver, ka svarīgi saprast, ka nabadzība ir divu veidu – materiālā un garīgā – un abām nepieciešama atšķirīga palīdzība. Ja materiālā trūkuma pamats ir garīgā nabadzība, tad nav iespējams darīt neko daudz vairāk, kā vien rūpēties par šo cilvēku bērnu nākotnes labklājību, t.i., valstij nodrošinot šiem bērniem maksimāli labu izglītību. Sabiedrība „veicina un stimulē” nabagu vairošanos ne tikai ar nepareizu ekonomisko politiku, bet daudz lielākā mērā ar savu sociālo politiku – viegli pieejamiem pabalstiem, kas mazina motivāciju strādāt un pelnīt

Trešā jautājumu grupā bija jautājumi par „bagātību un pārticību". Vispopulārākā atbilde bija „pārticība ir tad, kad var atļauties / nopirkt visu, ko vēlas". Tā atbildēja 24 % pedagogu. Otra populārākā (20 % pedagogu) bija „interešu vajadzību apmierināšana", bet trešajā vietā (16 %) – „Pārticība nodrošina iespējas atpūsties kā vēlas un ceļot".

Respondenti piedāvā 11 dažādus kritērijus, kas liecina par pārticību. Visvairāk (50 %) pārticību raksturo „dzīves apstākļi, dzīvesveids un dzīvesstils", 10 % respondentu īpaši kā kritēriju izdala iespēju braukt ceļojumā, 8 % - var apmierināt garīgās vajadzības – izglītoties, izglītot bērnus. Līdzīgi kā iepriekš pētītajā studentu grupā pedagogu grupā 14 % pārticību saista ar emocionālu komfortu, laimes izjūtu un tieši tikpat – uzsver, ka pārticība sagādā daudz problēmu. Taču atšķirībā no studentu grupas pedagogi pārticības kritēriju nemin attiecību kvalitāti. No rakstā analizētās literatūras izriet, ka tikai šiem 14 % pedagogu iezīmējas „mazturīga cilvēka ideoloģija", bet pārējiem pedagogiem (86 %) – tā nav raksturīga.

Pēdējais aptaujas jautājums bija par to, ko pedagogi darītu ar savu bagātību, ja viņām tā būtu. Tika iegūtas 16 dažāda veida atbildes. Dominējošā atbilde (50 %) bija – „ceļotu un baudītu kultūras pasākumus, izglītotos" 14 % pedagogu – palīdzētu citiem, ziedotu labdarībai, 10 % pedagogu investētu savos bērnos, viņu izglītībā. Tikai 10 % pedagogu nevarēja neko atbildēt, un viena skolotāja atzīmēja, ka viņa negrib būt bagāta, jo tā „emocionāli viņu nospiestu". Nebija neviena pedagoga, kas naudu izmantotu sava uzņēmuma veidošana un tikai divi (4 %), kas investētu vai noguldītu bankā, lai veidotos uzkrājums.

Apskatot Rokiča vērtību ranžēšanas aptaujas (Rokeach, 1968) terminālo vērtību hierarhiju pedagogiem, redzama šāda tendence, ka pedagogiem pēc vidējiem rezultātiem grupā galvenā terminālā vērtība ir veselība, otrā vietā – ģimene, trešā – mīlestība. Vērtība „materiāli nodrošināta dzīve" – ir gan ielikta 1. vietā, gan 18. vietā, visbiežāk pedagogi šo vērtību liek 5. vietā, tomēr šī vērtība pedagogu grupā vidēji ieņem 8. vietu. Taču, ja analizē individuālos rādītājus, tad 50 % pedagogu interesantu darbu uzskata svarīgāku par materiāli nodrošinātu dzīvi, bet 50 % pedagogu uzskata otrādi.

Rezultātu kopsavilkums un secinājumi
Summary of results and conclusions

Apkopojot rezultātus var secināt, ka aptaujātie pedagogi tāpat kā iepriekš pētītie studenti ar vārdu „nabadzība" un „pārticība" pamatā saprot materiālas lietas, taču atšķirībā no studentiem pedagogi, raksturojot nabadzību vai pārticību, nemin naudas daudzumu, bet gan to, kas par šo naudu iegādāts. Pati nauda pedagogiem vairāk asociējas ar iztikas līdzekli. Tās iegūšanu viņi redz, pamatā strādājot un nopelnot.

Pārticības gadījumā pedagogi investēs sevī, savos tuviniekos un pēc tam dalīsies arī ar citiem. Gandrīz visas pedagogu atbildes norādīja, ka viņi naudu tērēs, nevis noguldīs bankā, veidojot uzkrājumus. Savukārt nabadzības risināšanā aptaujātie pedagogi tāpat kā iepriekš izpētītie studenti nekādu oriģinālu priekšlikumu nesniedza. Nebija neviena pedagoga, kas naudas līdzekļu uzlabošanai atvērtu kādu uzņēmumu vai ņemtu kredītu, kas mainītu valdību vai palielinātu sociālos pabalstus. Tas nozīmē, ka pedagogiem nav uzņēmējiem raksturīgās domāšanas, kā no naudas var „taisīt" vēl lielāku naudu. Kā arī nebija neviena pedagoga, kas lūgs palīdzību, meklēs atbalstu un izmantos pabalstus, kā arī meklēs cēloni sevī.

Galvenā robeža, kur sākas nabadzība, kur pārticība, ir naudas daudzumā, kas atļauj apmierināt vai neapmierināt savas vajadzības un vēlmes, nodrošināt noteiktu dzīves stilu un dzīvesveidu. Otra robeža ir dzīves vieta un ārējais izskats. Būtiska robeža ir arī emocionālais komforts vai diskomforts.

Tā kā dotajā izlasē pedagogu vidū reti kuram ir negatīva attieksme pret naudu vai pārticību, savukārt no nabadzības visi grib izmukt, strādājot un pelnot, var izteikt pieņēmumu, ka respondentu vidū nav raksturīga „mazturīgā cilvēka ideoloģija",.

Jāatzīmē, ka šim pētījumam ir būtiski ierobežojumi, jo tika izmantota specifiska pedagogu izlase tikai no diviem Latvijas novadiem – Smiltenes un Alūksnes. Lai varētu iepriekš izteikto pieņēmumu attiecināt uz visiem pedagogiem, būtu jāveic pētījums ar reprezentatīvu izlasi un izstrādātu anketu, kuras izveidei idejas varētu ņemt arī no šī raksta.

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THE MARITAL STATUS AND THE HAPPINESS

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Abstract. *The changes in the family as the social institution that are described as the second demographic transition revealed the reality of new social links, affected the selection of the strategies and methods of family establishment and led to the family de-institutionalization processes. The changes had also affected the status of formal and informal roles in the family. Those changes catalyzed the greater variety of families and households which can be illustrated by the spread of cohabitation and the increased numbers of children born outside the traditional marriage. The above changes demonstrate the conscious choices to family relationship building. Present research paper aims to find out how does the human happiness which is mostly described by a subjective well-being index depend on the family status.*
Keywords: *marital status, cohabitation, marriage, happiness.*

Introduction

The structural changes in the family as the social institution began in the middle of the twentieth century. Next to a long-time prevailed traditional family modelthe new family models emerged. The main signs of those changes were late marriages, cohabitation and the increasing share of single population followed by the declining birth rates (Family in Lithuania: between the tradition and new realities, 2009). These and associated changes in the family as the social institution are described as a second demographic transition (Lesthaeghe 2014).

Compared to the Northern and Western European countries, the second demographic transition processes in Lithuania like in other Eastern and Central European countries began several decades later (Family in Lithuania: between the tradition and new realities, 2009). This process was led by the social, technological and human value changes that had become important transformation factorsof demographic behavior related to the individualization of the lifestyle and values, the secularization, modern contraception, women's emancipation and increased opportunities for women for their self-realization not only in the family but also in the professional life (Lesthaeghe, 2010;

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Stankūnienė, Jasilionis, Baublytė 2014). The second demographic transition also revealed the de-institutionalization of the family and the changes in the roles in the family that were characterized by the norms of individualism (Čyžiūtė, 2007).

There were the changes in family-building strategies and techniques reflecting in a greater variety of family and household types. It was well illustrated by the spread of cohabitation. Unregistered family life in Lithuania as in many other Eastern European countries was increasingly chosen by the young people particularly by those from the middle and upper social classes with traveling or professional career goals (Česnuitytė, 2008). People of this particular lifestyle had more opportunities to explore and to internalize new behavioral patterns according to their needs and desires and often did not seek to commit to the marital life and to spend their life with one partner (Vanassche, Swicegood, Matthijs 2013).

The above mentioned changes affected the status of formal and informal roles in the family. According to the formal and legal principles and concepts, families can be divided into marital-type and non-marital type families. However, even this principle becomes irrelevant as according to the European Court of Human Rights practice in interpreting and applying the European Convention on Human Rights, the Article 8 states, that the State must recognize and give legal protection to different family models: married families, unmarried couples, single-parent families, etc. (Ambrazevičiūtė, Kavoliūnaitė-Ragauskiene, Mizaras, 012). The recognition of new family types and models was based on the recognition of the right to respect the individual freedom and freedom of choice for family which had to be ensured for all families. This approach emphasized not only formal legislation or biological basis but also the reality of social relations. Therefore, the important family description which recognizes the family life and legal protection is based on close and stable relationships between family members confirmed by the fact that the family couple lives together. It also stresses the durability of the relationship, common children, common leisure time, common family economy, caring for each other and supporting each other, etc.

The new reality of social relations and family de-institutionalization witnessed the growth of children births in non-married families. In 2014 the 29 percent of children in Lithuania were born in non-married families although between WWI and WWII and during the Soviet era Soviet era, i.e. for more than ninety years (with the exception of the first postwar WWII decade when in 1950s and 1955 respectively 12.5 and 9.7 percent of children were born in non-married families), the births from non-married couples ranged from 6 to 7 percent from the total registered births (Maslauskaitė 2014). The sudden increase of births from non-married couples and the increase of cohabitation was observed in Lithuania during the last decade of the twentieth century, i.e. since 1992 when the birth datein non-married couples was 7.9 percent and increased up to 28 percent in 2002 (Demographic Yearbook, Lithuania, 2014, 2015).

It is understandable that the above mentioned changes in the families as the social institutions caused the debates in the societies. The debates revealed two fundamentally opposing directions. For example, R. Westheimer and B. Yagoda (1997) argued that there was an emerging need to preserve the family institution. At the same time V. Lehr (2003) argued that there was a task to challenge the prevailing perception of normality in regard with the family and to deconstruct the discourses in order to re-create the normalcy. However, many authors involved in those opposing debates did not offer a clear criterion for assessing and evaluating one or another approach. At the same time many family researchers agreed that those changes raised a number of demographic, social and economic problems such as depopulation, aging population, the increasing number of single people, etc. (Navaitis, 2013).

More exact description of existing family as the social institution and the changes in the family concept has to be based on the new criteria. One of the criterions can be the human happiness related to different family types where the happiness is perceived as not as the temporary emotional experiences but as general satisfaction with the current situation and the positive perspectives for the future. According to R. Layard (2009), the happiness as the category is a proper tool for the analysis of the impact of the social transactions as it comprehensively reveals the result. Therefore, it is an advantageous tool for the analysis of family and marital relations. There is evidence showing that married and harmoniously in family living individuals are happier. For example, S. Stack and J.R. Eshleman (1982) who analyzed the results of the studies carried out in seventeen industrialized countries found out that the effect of marriage on the happiness was 3.4 times stronger than living in cohabitation. Subsequent researches found the same pattern: married persons in general were happier than non-married (Vanassche, Swicegood, Matthijs 2013). Married people (men and women) were happier than widowers, divorced, single and re-entered into the marriage (Khodarahimi, 2015). Longitudinal research survey showed that among the respondents that considered themselves as very fortunate 42 percent living were in marriage, 17 percent were divorced, 15 percent were widowers, and 26 percent were the persons who had never married (Lucas, Clark, Georgel, Diener, 2003). Y. Yu, A.R. Dechter, and M.E. Sobel (2004) when comparing the families and household survey data indicated that the married couples were happier than the cohabitants.

However, there are studies showing that the satisfaction of life in cohabitation is identical to the satisfaction of life in registered marriages (Hamplová, 2006). Moreover, the relationship between happiness and marital status of the relationship may depend on gender, cultural context or family structure. In countries where different types of family patterns are more tolerated the difference of happiness levels between married and living in cohabitation is lower than in the countries where the departure from the traditional family model is less acceptable (Soon & Kalmijn, 2009).

Thus, the task is to reveal the status of the happiness of different marital status groups is relevant in nowadays.

Based on the facts presented above the following scientific problem can be formulated: what kind of cultural context and what family model will result to higher levels of happiness and how do those levels depend on the gender of spouses/partners.

The novelty of this research: There were no similar researches conducted in Lithuania.

The object of the research: the level of happiness depending on family status.

The goal of the research: to explore the levels of happiness depending on the family type and status.

The objectives of the research:

1. To explore the family status of respondents and their levels of happiness.
2. To identify the relationship between the levels of happiness and the family status and gender.

The methods of the research. The following methods of the research were used to achieve the stated goals: literature and document analysis, a survey at respondent's home, and semi-structured interviews. The following mathematical-statistical analysis was applied for analyzing survey data: descriptive statistics (percentage frequencies) and analytical statistics. In order to assess the significance of the differences in socio-demographic groups the Chi-square test was applied. The standard 95 percent confidence level ($p < 0.05$) was applied. Statistical analysis was performed by using SPSS 13 program.

The way of organizing the survey. The survey was conducted in two phases. During the explorative phase which was conducted in March 2015 the key questions and wordings were revised and tested in order to minimize the ambiguity. Then the semi-structured interviews were carried out in order to deepen the understanding of the levels of happiness in relationship with family status.

The happiness level was determined by the various factors: age, income, health, etc. This article represents the data on informants' views on happiness and the relationship between the family status and the levels of happiness. In this context the summarized view of 15 informants (8 women and 7 men opinions) are presented.

The second survey stage took place in July 2015. The survey was conducted by the interviewers from Public Opinion Research Centre, Vilmorus (Lithuania).

Respondents' selection method. Respondents' selection was multi-stage and random designed in a way that every Lithuanian citizen had the equal probability to be surveyed.

The sampling of the research: the selection of the study sample was organized in order to represent the entire population. Survey's credibility depended on the number of participants and the sample representativeness, i.e. on the proportional representation of all observation units and in this particular case – on the proportional representation of all the groups of the population (Bitinas, 2006).

In total 1,000 people older than 18 years were surveyed. The survey took place in 22 towns and 26 villages of Lithuania.

The ethics of the research: the research was conducted in accordance with the ESOMAR code of ethics (ESOMAR, 2008).

The quality control of the research: was conducted in the following ways: a) 100 percent internal control (the number of interviews, the filling completeness and consistency of questionnaires); b) the external control - at least 10 percent monitoring of interviewers was organized in order to determine whether the survey was carried out in compliance with methodological requirements and procedures specified for this particular survey; c) the data input control: the checking of at least 10 percent of the completed the input data. As it was indicated by A. Cropley (2002) the quality of semi-structured interviews was the crucial and the essential requirement for the qualitative research. I this particular survey the researchers knew quite well the common phenomenon of this research and their knowledge was based on the considerable experience of similar surveys.

The results

The assessment of the last year status of happiness and five-year outlook
It has to be mentioned that according to S. Ahmed (2010) even some random factors affecting the person's mood such as changes in weather or even sports scores has the effect on the assessment of happiness. This effect can be minimized if the respondents are asked to assess the longer time periods or to evaluate long–term personal or public life perspectives. For this reason, the respondents were asked to evaluate their past year happiness levels and to outline five years future outlook.

9.7 percent of survey respondents stated that "the previous year was great and happy and in the future the well-being will be increased"; the view that "the previous year was happy but in the future we will have to put extra efforts in order to maintain the prosperity" was attributable to 37.6 percent of survey respondents. Those two cohorts of respondents can be attributed to the first group by the level of happiness totaling to 47.3 percent of all respondents.

The second group of respondents was unhappy about the current situation but they had the belief about the positive changes in the future. They had selected the answer, „the year was not happy but I expect positive changes in the future". 35.4 percent of all respondents were attributed to the second group in respect with the level of happiness.

The third, „the least happy" group with 16.7 percent of respondents was disappointed with their present status and did not expect anything better in the future.

0.6 percent of the respondents did not answer to this question.

The analysis of those three happiness groups indicated that the greatest impact on the levels of happiness was related to the following factors: a) the age or respondents: the happiest respondents were 18-29 years old; b) the education of respondents: respondents with the higher education were happier than the respondents with lower education; c) the social status of respondents: professionals were the happiest while the unemployed and retired felt the most unhappy, d) the income of respondents: happier respondents experienced higher incomes; and e) the place of residence of respondents: happier respondents were living in larger cities and the capital of Lithuania.

It should be noted that the referenced factors influencing the level happiness are interlinked: younger people were more educated than the older; many of them were the professionals with higher incomes and living in larger cities.

The relationship between the family status and the perception of present happiness and the five-year outlook. The respondents of different genders and different family status were disproportionately represented in this survey. However, their distribution was close to the population distribution in Lithuania. 469 men and 531 women were interviewed. The largest group of respondents consisted of married people: 470; widowed accounted for 181; single accounted for 140; divorced for 118; there were 89 respondents living in cohabitation; 2 respondents did not indicate their family status.

The data on the family status and the respondents' attribution to the different happiness groups are presented in the table 1.

Table 1 **The relationship of family status and happiness levels**
(the data are presented as percentages)

Family status	**Groups of happiness**		
	I happiness group	**II happiness group**	**III happiness group**
Married	52,3	34,6	13,1
Single	49,1	35,8	15,1
Living in cohabitation	46,1	36,2	17,7
Divorced	38,1	40,7	21,2
Widowed	40,0	35,9	24,1

Note. C*hi-square = 22,798; p<0,05 (df=3, n=998). For the calculation of* Chi-square *the following calculation software tool was used: Calculation for the Chi-square test: An interactive calculation tool for chi-square tests of goodness of fit and independence [Computer software] (Preacher, 2001).*

Table 1 represents data grouped by different family status groups and the related levels of happiness. Statistically significant ($p < 0.05$) differences between the data are in almost all lines of this table.

Statistically significant differences were not found between single respondents attributed to II happiness group and the respondents living in cohabitation attributed to II happiness group. The similar situation was observed among divorced men and women and widowed (men and women) attributed to the I group of happiness.

Informants' statements show that the relationship between the family status and happiness may depend on the age and the time of acquirement of family status. The Informant L. (24 years old, single female, student) stated: „I am healthy, my parents can support and they support me. I do not feel any shortage in material wellbeing. Life is fun. So I am happy". The interviewer's question about the influence of family status to her happiness, she replied:" I have married friends. Surely I am not jealous to them. Presently I want to enjoy the life. Later, of course, I will wish to get married, to have the family and the children" (the Informant belongs to the I group of happiness). 38 years old Informant T. (single female, university education, educator) described her happiness level as linked to the family status and that her present family situation was a barrier to higher levels of happiness. She stated: „It seems that nothing is missing, but I cannot say that I am happy. Sometimes feel lonely. It's already the time for me to have the family and a child. But I cannot find the right and "normal" man and I do not see the meaning of getting involved with anyone" (the Informant belongs to the II group of happiness).

Informants' statements show that belonging to one or another group of happiness and the family status are related to the acquiring time of the family status. Informant D. (28 years old, married, higher university education, civil servant) stated: „The first year after my marriage was the happiest time in my life. I am in love and am loved. I live as I was dreaming to live" (Informant belongs to the I happiness group).

A similar pattern is characteristic to the recently widowed respondents. Informants representing recently widowed persons indicated lower levels of happiness than the respondents who were widowed for the longer period of time. The Informant R. (58 years old, female, widow, secondary education, farmer) stated: „the year after my husband's death was very difficult. I was at home alone and I had a plenty of work. Now I work hard and sometimes I question myself, why? My grown-up children have their own lives. Please, do not ask me about happiness" (the Informant belongs to the III group of happiness). Informant J. (61 years old, female, higher education, civil servant, had been a widow for 8 years) explained: „of course it would be better to live with spouse but the life does not stop. I have lot of friends. Every year I save for my traveling abroad. If you do not give up you can be happy" (the Informant belongs to I group of happiness).

The survey data showed a statistically reliable difference in the levels of happiness between the married couples and couples living in cohabitation. Informants' statements describe the differences in levels of happiness as by setting up lower requirements for cohabitation partners and their corresponding satisfaction with marital or cohabit al relationships. Informant P. (52 years old, male, widowed, university education, business manager) when describing his relationship with cohabitation partner (46 years old, female, divorced, higher education, beautician), said: „She is gracious woman. But for me it is boring to spend the time with her. Different interests. For now we can be together but I do not plan my future with her. I believe that she thinks the same way" (the Informant belongs to the II group of happiness). Informant G. (female, 31 year old, divorced, nurtures her 7 years old son, university education, art critic writer), describes his relationship with A. (male, 48 years old, divorced, higher education, entrepreneur): „However, there is a big difference in age. As long as I have no other "serious candidate" … I am satisfied with the present situation. I receive many valuable gifts from him. But I am not sure that he accepts me seriously. Apparently, sooner or later we will turn to our own directions" (the Informant belongs to II happiness group).

In case of married informants the informants emphasized the stability, security and renunciation from the search for new partners. Informant S. (female, 36 years old, has two children, secondary education, first line worker) said: „Sometimes I think that I do not deserve such happiness. My husband loves me, we have great children, we moved to our own house. And yet when I remember my life before the wedding with the perpetual poverty and loneliness, I have to say that now I have twice fun (the Informant belongs to the II happiness group). Informant A. (male, 34 years old, higher education, policeman) said: „To tell funny but during the last three years I lived nicely and quietly. And happily too. Friends are friends and they are very important part of my life. But everything has to have its own time and place. When I think that my family is waiting for me at home … there is no reason to look for entertainment" (the Informant belongs to the II happiness group).

Popular press discovers that one gender benefit more than the other gender when acquiring some form of family status. Our research shows similar men's and women's happiness levels. 46.2 percent of men and 48.2 percent of women were attributed to the I group of happiness; 35.6 percent of men and 35.2 percent of women were in the II group of happiness and 17.1 percent of men and 15.4 percent of women were in the III group of happiness. When comparing men and women marital statuses relation to the happiness levels, the statistically significant difference was found only in widowed group of respondents (Chi-square = 20.211, $p < 0.05$, $df = 4$). This result may be due to the fact that the number of women in this group was by one-third higher than the number of men.

Conclusions

Many people Lithuania support the view that the harmonious family is a precondition for a happy life. The outcomes of this research confirm this approach which is consistent with the actual levels of happiness in relation with the family status and indicates that that the family based on marriage is one of the factors leading to the higher levels of happiness.

Attention should be drawn from this research to the fact that single respondents belonged to the group of higher happiness than the respondents living in cohabitation. The likely explanation of this fact is that in general single respondents are younger. This research outcome can also be attributed to the fact that partners living in cohabitation raise lower requirements for the relationship which will not become the registered marriage.

It is more difficult to assess the impact of widowhood on happiness. It is likely that the level of happiness depend on respondents' gender and the period of widowhood.

The research findings lead to the issues that can become the basis for detailed studies on the status of family and its relationship with the levels of happiness. It would be important to explore the impact of family status acquiring time on the levels of happiness. It is also important to access happiness levels in relationship with family status and children in the family.

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LATVIJAS KLĪNISKĀ PERSONĪBAS TESTA OTRĀS SĀKOTNĒJO APGALVOJUMU KOPAS IZSTRĀDE: INTEGRATĪVĀS PIEEJAS PIELIETOŠANA

Development of the Second Preliminary Item Pool of the Latvian Clinical Personality Inventory: an Integrative Approach

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Abstract. *On the moment, there is a lack of available clinical personality assessment instruments in Latvia, so in the frame of the National Research Programme (2014-2017, project No. 5.8.2.) a new multi-item multi-scale self-report measure - the Latvian Clinical Personality Inventory (LCPI) is currently being developed. LCPI structure includes three parts: clinical scales, pathological personality scales and functioning scales and will provide a possibility to perform a combined analysis of mental disorders symptoms and functioning aspects using one clinical personality inventory. The main aim of this article to describe procedures and stages of the development of the preliminary version of the LCPI v 2.2. item pool.*
Keywords: *functional impairement, integrative approach, mental disorders, psychological assessment, test development.*

Ievads
Introduction

Tradicionāli klīniskie personības testi ļauj novērtēt dažādu psihisko traucējumu simptomu izteiktības pakāpi, emocionālās un sociālās adaptācijas grūtības, ārējas un iekšējas uzvedības problēmas. Tomēr, pēdējos gados zinātniskajā literatūrā arvien biežāk izskan viedoklis, ka psihisko traucējumu diagnostikā un ārstēšanā ir svarīgi ņemt vērā ne tikai psihisko traucējumu simptomus, to izpausmes un smaguma pakāpi, bet arī pievērst uzmanību indivīda funkcionēšanas aspektiem - tam, cik lielā mērā ir vai nav traucēta indivīda dalība ikdienas aktivitātēs, spēja pilnvērtīgi dzīvot, strādāt, mācīties, patstāvīgi rūpēties par sevi, risināt ikdienas problēmas un pieņemt lēmumus, veidot un uzturēt attiecības ar citiem cilvēkiem utt. (piem., Buist-Bouwman et

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al., 2006; Brutt, Schulz, Andreas, 2013; Cieza et al., 2004; Keeley et al., 2014; McClure et al., 2013).

Funkcionēšanas un tās ierobežojumu aspekti ir apkopoti Pasaules Veselības Organizācijas (PVO) izdevumā: "Starptautiskā funkcionēšanas, nespējas un veselības klasifikācija" (SFK) (angļu valodā *International Classification of Functioning, Disability and Health* (ICF), WHO, 2001/2015). SFK kalpo kā vienots ietvars informācijas par indivīda funkcionēšanu un tās ierobežojumu apkopošanai, un to var izmantot arī kā instrumentu indivīda funkcionēšanas aspektu novērtēšanai. Visi funkcionēšanas un tās ierobežojumu aspekti SFK ir sadalīti trijos domēnos: "Ķermeņa funkcijas un struktūras", "Aktivitātes un dalība" un "Vides faktori". Ir izstrādāti arī saīsinātie SFK kategoriju saraksti, kuros ir iekļautas svarīgākās, ar konkrētu slimību saistītās, SFK kategorijas. Saīsinātie SKF kategoriju saraksti ir pieejami, piemēram, tādiem psihiskiem traucējumiem kā šizofrēnija, bipolārie traucējumi un depresija (Cieza et al., 2004; ICF Research Branch, 2013 a, b, c).

Zinātniskajā literatūrā ir apstiprināts, ka vairāku klīnisku instrumentu datus ir iespējams interpretēt ne tikai to oriģināli paredzēto mērāmo pazīmju ietvaros, bet arī SFK kategorijās. Piemēram, šizofrēnijas diagnostikā plaši izmantotas PANSS (*Positive and Negative Syndrome Scale*) aptaujas vienības[1] (angl. val. *items*) ir iespējams attiecināt uz 27 SFK kategorijām (Hidalgo et al., 2015, 10-13 July). Tas nozīme, ka psiholoģisko mērījumu instrumentu datus potenciāli ir iespējams analizēt SFK kategoriju griezumā (Hofmane et al., 2015), tomēr šāda veida analīze, parasti nav paredzēta šo instrumentu standartizētas datu apstrādes procedūras ietvaros. Lai būtu iespējams veikt tādu analīzi (kā piemēram, PANSS gadījumā), ir nepieciešams vispirms veikt attiecīgā mērījumu instrumenta satura vienību (pantu) detalizētu analīzi ar mērķi atlasīt tādus pantus, kas būtu attiecināmi uz noteiktām SFK kategorijām, jo parasti testa izstrādātāji nepiedāvā šāda veida informāciju testu lietotājiem. Līdz ar to, kombinētās pieejas izmantošana psihisko traucējumu simptomu un ar tiem saistīto funkcionēšanas ierobežojumu diagnostikā (balstoties uz psiholoģisko testēšanu) praksē ir diezgan apgrūtinātā, jo, no vienas puses, testu rokasgrāmatās nav minēta informācija par to, kuras testa vienības uz kurām SFK kategorijām attiecas, un, no otras puses, nav skaidrs kā analizēt iegūtos datus, jo nav skaidra datu analīzes un interpretācijas procedūra attiecībā uz SFK kategorijām un attiecīgiem funkcionēšanas aspektiem. No šādām grūtībām būtu iespējams izvairīties, ja jau testa izstrādes sākotnējā posmā tiktu izmantotā integratīva pieeja, un testa

[1]Alternatīvais tulkojums latviešu valodā ir "panti", vai konkrēti "apgalvojumi" / "jautājumi", "uzdevumi", atkarībā no testa vienību veida (piem., Raščevska, 2005). Turpmāk tekstā šie jēdzieni tiks lietoti kā sinonīmi.

lietotājiem testa rokasgrāmatā tiktu piedāvāta empīriski pamatota informācija un vadlīnijas testa rezultātu alternatīvai analīzei SFK kategoriju griezumā.

Mūsdienās plaši lieto divas veselības traucējumu (tai skaitā psihisko traucējumu) klasifikācijas – Pasaules Veselības Organizācijas (PVO) izstrādāto Starptautiskā statistiskā slimību un veselības problēmu klasifikācija (tā pēdējā versija ir SSK-10 (*International Statistical Classification of Diseases and Related Health Problems,* ICD-10, WHO, 1994), un Amerikas Psihiatrijas asociācijas izstrādāto slimību klasifikatoru DSM (tā pēdējā versija DSM-5; APA, 2013). DSM-5 apkopotajos veselības traucējumu diagnostikas kritērijos ir integrētas jaunākajos pētījumos balstītas atziņas un mūsdienīgas pieejas psihisko traucējumu diagnostikai. Tāpēc LKPT izstrādes sākotnējā posmā, tika nolemts primāri balstīties tieši DSM-5 psihisko traucējumu kritērijos. Lai būtu iespējams interpretēt LKPT klīnisko skalu rezultātus arī SSK-10 ietvaros, īpaša uzmanība pantu formulēšanas procesā tika pievērsta to saturiskajai atbilstībai ne tikai DSM-5 attiecīgā traucējuma kritērijiem, bet arī SSK-10 kritērijiem, ņemot vērā, ka Eiropā tiek izmantots SSK-10, nevis DSM-5 slimību klasifikators.

Raksta mērķis ir raksturot Latvijas Klīniskā personības testa otrās pilotversijas (LKPT v2.2.) pantu kopas formulējumu pamatojumu, testa izstrādes posmus un izmantotās procedūras, īpaši akcentējot intergratīvo pieeju LKPT veidošanā, kas nodrošina iespēju veikt ne tikai psihisko traucējumu simptomu izteiktības pakāpes un personības raksturojumu novērtēšanu, bet arīveikt vairāku funkcionēšanas aspektunovērtēšanu SFK kategoriju ietvaros. LKPT izstrādes process tika uzsākts 2014. gadā (Koļesnikova u.c., 2014). Balstoties uz LKPT pirmās pilotversijas psihometriskās analīzes rezultātiem, tika konstatētas dažas nepilnības (skat. Perepjolkina et al., 2015; Mārtinsone et al., 2015, 1-5 September), īpaši personības traucējumu skalu blokā un tika pieņemts lēmums izstrādāt LKPT otro pilotversiju (LKPT v.2.2.), kur 10 personības traucējumu skalas tika aizvietotas ar 40 patoloģisko personības iezīmju skalām (sk. 2. tab.).

LKPT otrās pilotversijas sākotnējo pantu kopas izstrāde
Development of the preliminary item pool of the LCPI v.2.2.

LKPT pantu formulēšanai tika izmantota deduktīvā pieeja: pamatojoties uz DSM-5 (APA, 2013), SSK-10 (WHO, 1994) un SFK (Starptautiskā funkcionēšanas, nespējas un veselības klasifikācija, PVO/WHO, 2001/2015) kritērijiem tika formulēti sākotnējie apgalvojumi un izveidota LKPT pirmā sākotnējo pantu kopa (k = 714, N =518) (Perepjolkina u.c., 2015.g. 26. martā; Perepjolkina et al., 2015, 7-10 July). Veicot psihometrisko pārbaudi, tika konstatētas dažas būtiskas nepilnības personības traucējumu skalu blokā (piemēram, augstas starpskalu korelācijas), un tika pieņemts lēmums izstrādāt otru LKPT pilotversiju - LKPT v2.2., kurā 10 sākotnēji formulētās personības traucējumu skalas (kas bija izstrādātas balstoties uz DSM-5 II sekcijā aprakstītiem personības traucējumu kritērijiem) tika aizvietotas ar 40 patoloģisko iezīmju skalām (skat. 2. tabulā), balstoties uz DSM-5 III sekcijā piedāvāto alternatīvo - dimensionālo pieeju personības traucējumu diagnostikā.

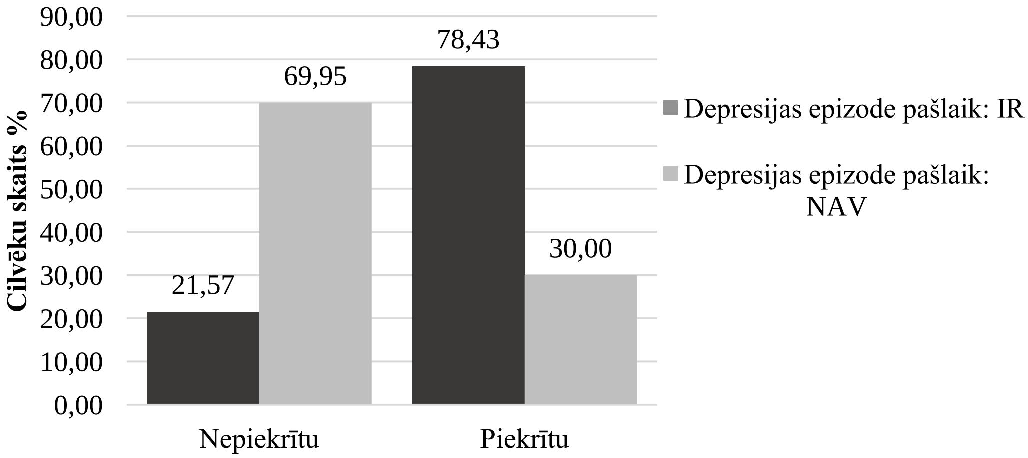
LKPT otrā pilotversija sastāv no trīs skalu blokiem. Pirmo bloku veido klīniskās skalas, otro bloku –patoloģisko personības iezīmju skalas un trešo bloku – funkcionēšanas skalas. Turpmāk tiks raksturots katra LKPT skalu bloka sākotnējo versiju izstrādes process.

Klīnisko skalu izstrāde. LKPT izstrādes sākotnējā posmā, balstoties uz intervijām ar Latvijas psihiatriem un klīniskiem psihologiem, tika nolemts izstrādāt deviņas klīniskās skalas: Depresijas simptomi, Mānijas simptomi, Trauksmes simptomi, Posttraumatiskā stresa sindroma simptomi, Psihotisko traucējumu simptomi, Ar alkohola lietošanu saistītās problēmas, Ar narkotiku lietošanu saistītās problēmas, Somatiskie simptomi, Ēšanas traucējumu simptomi. Minēto skalu panti tika formulēti operacionalizējot attiecīgā traucējuma DSM-5 un SSK-10 diagnostikas kritērijus. Respektīvi, šo skalu pirmās un otrās pilotversijas pantu formulēšanā tika balstītā uz attiecīgo psihisko traucējumu saskaņoto DSM-5 un SSK-10 diagnostisko kritēriju izmantošanu (Perepjolkina u.c., 2015., 26. martā) (skat. 1. tab.). Attiecībā uz katru traucējuma diagnostisko kritēriju tika formulēti divi līdz 10 panti (vidēji trīs-četri panti), tā, lai pēc iespējas vienmērīgāk būtu pārstāvēti visi attiecīgā traucējuma svarīgākie simptomi. LKPT klīnisko skalu pantu formulēšanā tika izmantoti pacientu tipiskie izteikumi un viņu domu, izjūtu, pieredzes un pārdzīvojumu apraksti, dažādu publiski pieejamu klīnisko personības testu pantu paraugi un literatūrā minētie tipiskie attiecīgā traucējuma simptomu izpausmju piemēri.

Ņemot vērā, ka otrajā LKPT pilotversijā ir iekļautas tās pašas deviņas klīniskās skalas, kas bija izstrādātas, veidojot LKPT pirmo pilotversiju, minēto skalu otrajā pilotversijā tika iekļautitie panti no pirmās pilotversijas, kuri uzrādīja labākos psihometriskus rādītājus, piemēram, vismaz vidēji augstus faktoru svarus $a_i > 0{,}45$ pirmajā faktorā pirms rotācijas (balstoties uz katras skalas ietvaros atsevišķi veiktās izpētošās faktoru analīzes rezultātiem, izmantojot galveno asu metodi (angl. *Principal Axis Factoring*), vismaz apmierinošus diskriminācijas indeksus (angl. *discrimination index*) ($D \geq 0{,}35$[2]) un diskriminācijas koeficientus (angl. *Corrected Item-Total Correlations*) ($r \geq 0{,}35$). Lai aprēķinātu pantu diskriminācijas indeksus tika izmantota kontrastējošo grupu metode (angl. *extreme group method*). Gadījumos, kad tas

[2]Atsevišķos gadījumos, piemēram attiecība uz pantiem par pašnāvības domām vai psihotisko traucējumu simptomiem, tika pieļauts arī zemāks diskriminācijas indekss, ņemot vērā šo pantu satura specifiskumu (līdz ar to ļoti zemiem apstiprinošo atbilžu izvēles biežumiem, kas savukārt apgrūtina apmierinošo psihometrisko kritēriju iegūšanas varbūtību), no vienas puses, un šo pantu klīnisko nozīmīgumu, no otras puses.

bija iespējams, kontrastējošas grupas tika veidotas balstoties uz M.I.N.I. (Īsa internacionāla neiropsihiatriska intervija. Latvian Translation, Version 6.0.0.; 1992/2010) rezultātiem (piem., atlasot respondentus, kuriem ir un kuriem navdepresijas epizode pašlaik) (skat. 1. tabulu un 1. attēlu); pārējos gadījumos kontrastējošas grupas tika veidotas balstoties uz sākotnējās teorētiski veidotās skalas summāro baļļu rādītāju un atlasot respondentus, kas ieguva skalas summāro balli zem 30 procentīles un virs 70 procentīles.



1.att. **Atbilžu sadalījuma un 246. panta "Pēdējā laikā es izjūtu iekšēju tukšumu" diskriminētspējas analīzes piemērs, izmantojot kontrastējošo grupu metodi**
Fig. 1 ***An example of the analysis of the discrimination power of an item, based on the use of an extreme group method***

Lai uzlabotu skalu saturisko validitāti un diferencētspēju, gandrīz katrā no LKPT pirmās pilotversijas klīniskām skalām tika precizēti dažu sākotnējo apgalvojumu formulējumi un izstrādi vairāki jauni apgalvojumi.

Nākamajā LKPT otrās pilotversijas izstrādes posmānotika šo jauno apgalvojumu kvalitātes (formulējumu precizitāte, skaidrība, lakoniskums, gramatiskais korektums un saturiskā atbilstība mērāmās pazīmes kritērijam) novērtējums un labāko pantu atlase, kas tika veikta sākotnēji testa izstrādes darba grupā, kuru veido dotā raksta autoru kolektīvs, vēlāk pieaicinot neatkarīgus ekspertus (divus psihiatrus un divus klīniskos psihologus, kas ir vadošie speciālisti savā nozarē).

Balstoties uz vairākkārtīgu diskusiju rezultātiem un ekspertu vērtējumiem, diskusiju noslēguma posmā izmantojot konsensusa pieeju, no turpmākas analīzes tika izslēgti visi gari (vairāk par 15-30 vārdiem), sarežģīti vai neskaidri formulēti apgalvojumi, iespēju robežās tika atsijāti tādi panti, kuros bija izmantoti dubultnoliegumi vai nolieguma formas darbības vārdi (ar priedēkli "ne-"), tādi, kuros bija iekļautas vairākas tēzes (piem., "Es bieži kritizēju vai pazemoju kādu."), kuri bija pārāk specifiski (piem., "Dažreiz man šķiet, ka man zem ādas kāds rāpo.") vai, kuru saturs nebija atbilstošs attiecīgajiem DSM-5 un SSK-10 kritērijiem. Priekšroka tika dota īsiem, vienkāršiem un viennozīmīgi saprotamiem apgalvojumiem.

1.tab. **LKPT otrās pilotversijas klīnisko skalu sākotnējo pantu kopas izstrādes un atlases kritēriji un informācija par pantu skaitu**
Table 1 ***Information of the preliminary version of LCPI v2.2. clinical scales: Corresponding DSM-5 mental disorders and ICD-10 codes & information of the amount of items***

LKPT v 2.2. klīniskās skalas nosaukums	**DSM-5 traucējumu nosaukumi un attiecīgie SSK-10 kodi, kuru kritēriji tika izmantoti par pamatu LKPT klīnisko skalu veidošanai**	**Kontrastējošo grupu veidošanas kritērijs [a]**	**k_1**	**k_2**
Depresijas simptomi	Depresīva epizode (Major Depressive Disorder, F32.0-F32.2)	Depresija pašlaik	25	49
Mānijas simptomi	Bipolāri afektīvi traucējumi (Bipolar I Disorder, F31.0 – F31.1; Bipolar II Disorder, F31.80)	Mānija/hipomānija pašlaik vai jebkad dzīvē	6	22
Trauksmes simptomi	Ģeneralizēta trauksme (Generalized Anxiety Disorder, F41.1) Sociālas fobijas (Social Anxiety Disorder (Social Phobia), F40.10) Panika [epizodiska paroksismāla trauksme] (Panic Disorder, F41.0)	Generalizētā trauksme pašlaik/ panikas traucējumi pašlaik/ sociālā fobija pašlaik	12	26
Post-traumatiskā stresa sindroma simptomi	Posttraumatisks stresa sindroms (Posttraumatic Stress Disorder, F43.10)	Postraumatiskā stresa sindroms pašlaik	17	43
Psihotisko traucējumu simptomi	Neprecizēta šizofrēnija (Schizophrenia, F20.9) Cita veida šizofrēnija (Schizophreniform Disorder, F20.81) Akūti un transitoriski psihotiski traucējumi (Brief Psychotic Disorder, F23)	Psihotiski traucējumi pašlaik	15	25
Ar alkohola lietošanu saistītās problēmas	Psihiski un uzvedības traucējumi alkohola lietošanas dēļ (Alcohol Use Disorder, F10.10; F10.20; F10.99)	Alkoholatkarība	11	16
Ar narkotiku lietošanu saistītās problēmas	Psihiski un uzvedības traucējumi, kas radušies narkotisku un citu psihoaktīvu vielu lietošanas dēļ (Unspecified Substance-Related Disorder, F19.9)	Augsti/zemi rādītāji	5	6
Somatiskie simptomi	Somatoformi traucējumi (Somatic Symptom Disorder; Illness Anxiety Disorder etc.; F45.0 – F45.9)	Augsti/zemi rādītāji	17	18
Ēšanas traucējumu simptomi	Ēšanas traucējumi (Anorexia Nervosa, 50.0); Bulimia Nervosa, F50.2; Binge-Eating Disorder (F50.8)	Augsti/zemi rādītāji	7	11

Piezīme. [a] Balstoties uz M.I.N.I. strukturētas klīniskās intervijas rezultātiem.
k_1 – pantu skaits no pirmās LKPT sākotnējo pantu kopas, kas tika iekļauti otrajā LKPT pilotversijā;
k_2 – kopējs pantu skaits attiecīgajā LKPT v.2.2. klīniskajā skalā.

Īpaša uzmanība tika pievērsta apgalvojumu saturiskajai daudzveidībai (katras skalas ietvaros)un atbilstībai attiecīgiem DSM-5un SSK-10 kritērijiem. Daudziem pantiem sākotnēji bija izstrādātas vairākās alternatīvās formulējuma versijas un dotajā pantu izskatīšanas fāze tika atlasīta labākāpanta formulējuma versija. Detalizēta informācija par LKPT otrās pilotversijas klīnisko skalu sākotnējo pantu kopā iekļauto pantu skaitu un par to izstrādes un atlases kritērijiem ir apkopota 1. tabulā.

Patoloģisko personības iezīmju skalu sākotnējo versiju izstrāde
Development of the preliminary versions of the LCPI pathological personality trait scales

LKPT pirmajā pilotversijā, balstoties uz DSM-5 II sekcijas kritērijiem un izmantojot kategoriālo pieeju, tika izstrādātas 10 personības traucējumu skalas. Tomēr psihometriskās analīzes rezultāti norādīja uz pārāk augstām starpskalu korelācijām (31 % no konstatētām korelācijām bija diapazonā no 0,50 līdz 0,69, un 16 % - bija virs 0,70; N = 518), kas liecina par samazināto šo skalu diverģento validitāti un apšaubāmo funkcionālo lietderību. Konstatētas problēmas bija sagaidāmas un tikai apstiprināja zinātniskajā literatūrā (piem., Clark, 2007; Trull & Durrett, 2005) minētās kategoriālās (angl. *categorical approach*) pieejas nepilnības un ierobežojumus attiecībā uz personības traucējumu diagnostiku. Tiek uzskatīts (piem., Samuel et al., 2012; Widiger & Simonsen, 2005), ka dimesionālās pieejas izmantošana var atrisināt šāda veida problēmas. Piemēram, patoloģisko iezīmju dimensionālās sistēmas izmantošana varētu mazināt problemātisko komorbiditāti starp personības traucējumiem un heterogenitāti personības traucējumu kritēriju ietvaros, jo ļaus iegūt tieši konkrētā indivīda unikālo personības iezīmju profilu (Widiger & Trull, 2007).

DSM-5 III sekcijā ir aprakstīta alternatīvā hibrīdpieeja personības traucējumu diagnostikai, kurā sevī apvieno kategoriālo un dimensionālo pieeju. Šīs alternatīvās pieejas ietvaros personības traucējumi tiek diagnosticēti balstoties uz kombinēto personības funkcionēšanas traucējumu smaguma pakāpes noteikšanu (izmantojot kategoriālo pieeju) un noteikto patoloģisko personības iezīmju kombināciju (izmantojot dimensionālo pieeju diagnostikā). Balstoties uz vairāku gadu darbu un empīriskajiem pētījumiem speciāli izveidotā DSM-5 Personības un Personības traucējumu darba grupa (DSM-5 Personality Disorders Work Group)ir izstrādājusi DSM-5 patoloģisko personības iezīmju modeli (DSM-5 Trait model), kurā ietilpst 25 personības iezīmes (APA-2013, Table 3, pp. 779-781). Minētā darba grupa sākotnēji bija izvirzījusi priekšlikumu par 37 iezīmju modeli, kas vēlāk, pēc ne visai skaidriem kritērijiem, tika reducēts uz 25 iezīmēm, izslēdzot vairākās būtiskās iezīmes, piemēram tādas, kā *agresivitāte*, *pazemināts pašvērtējums* utt., vai dažas atsevišķas iezīmes, piemēram, tādās, kā *pedantisms, rigiditāte* un *perfekcionisms* tika apvienotas vienā iezīmē: *rīgīds perfekcionisms* (angl. *rigid perfekcionisms)* utt. Rezultātā, piedāvātā iezīmju modeļa diagnostiskā kapacitāte tika samazināta, uz ko norāda arī šī modeļa kritiķi (piem., Samuel et al., 2012).

2.tab. **LKPT v2.2. patoloģisko iezīmju skalu nosaukumi un pantu skaits LKPT otrajā pilotversijā**
Table 2 ***Pathological personality trait scales from LCPI v2.2. and amout of items in them***

Skala / Scale	k	Skala / Scale	k
1. Emocionālā labilitāte (*Emotional Lability*[a,b])	9	21. Cietsirdība (*Callousness*[a,b])	13
2. Histēriskums (*Histrionism*[b])	12	22. Agresivitāte (*Aggression*[b])	8
3. Trauksmainība (*Anxiousness*[a,b])	17	23. Dusmas *(Anger*)	9
4. Separācijas trauksme (*Separation Insecurity*[a,b])	12	24. Bezatbildīgums (*Irresponsibility*[a,b])	13
5. Depresivitāte (*Depressivity*[a,b])	21	25. Impulsivitāte (*Impulsivity*[a,b])	19
6. Pesimisms (*Pessimism*[b])	5	26. Riskanta uzvedība (*Risk Taking*[a]/ *Recklessness*[b])	12
7. Pakļaujamība (*Submissiveness*[a,b])	14	27. Izvairīšanās no rika (*Risk Aversion*[b])	6
8. Ievainojamība (*Vulnerability*)	9	28. Uzmanības nenoturība (*Distractibility*[a,b])	8
9. Pazeminâts pašvērtējums (*Low Self-esteem*[b])	15	29. Neatlaidības un mērķtiecības trūkums (*Difficulty maintaining goalfocused behaviour*)	9
10. Sociālā izolēšanās (*Social Withdrawal*[a,b])	18	30. Perfekcionisms (*(Rigid)Perfectionism*[a,b])	14
11. Izvairīšanās no emocionāli tuvām attiecībām (*Social Detachment*[b]*)*	7	31. Rigiditāte (*Rigidity*[b])	9
12. Izvairīšanās no intimitātēs (*Intimacy Avoidance*[a,b])	6	32. Pedantisms (*Orderliness*[b])	16
13. Emocionāls vēsums (*Restricted Affectivity*[a,b])	15	33. Slimīga neatlaidība (*Perseveration*[a])	10
14. Anhedonija (*Anhedonia*[a,b])	15	34. Dīvainas pārliecības (*Unusual Beliefs*[a1,b])	7
15. Manipulatīvā uzvedība (*Manipulativeness*[a,b])	10	35. Dīvaina pieredze (*Unusual Experiences*[a1]/ *Unsusual Perceptions*[b])	5
16. Velme būt uzmanības centrā (*Attention Seeking*[a])	10	36. Uztveres un domāšanas traucējumi (*Cognitive (and Perceptual) Dysregulation*[a,b])	8
17. Melīgums (*Deceitfulness*[a,b])	11	37. Nosliece uz dissociāciju (*Dissociation Proneness*[b])	5
18. Grandiozitāte (*Grandiosity*[a])	12	38. Ekscentriskums (*Eccentricity*[a,b])	10
19. Varaskāre (*Will to Power*)	10	39. Aizdomīgums (*Suspiciousness*[a,b])	15
20. Naidīgums (*Hostility*[a,b])	15	40. Tīšs paškaitējums (*Self-harm*[b])	6

Piezīme. [a] Iezīme ir iekļauta DSM-5 patoloģisko iezīmju modelī (APA, 2013, Table 3, pp. 779-781); [a1] DSM-5 patoloģisko iezīmju modelī šī iezīme ir apvienot ar citu iezīmi; [b] Iezīme tika iekļauta sākotnējā 37 iezīmju sarakstā (pēc Samuel et al., 2012).

Jāatzīmē ka, balstoties uz piedāvāto patoloģisko iezīmju modeli, DSM-5 ir definēti personības iezīmju profili attiecībā tikai uz sešiem no 10 personības traucējumiem (antisociālie, izvairīgie, robežstāvokļa, narcistiskie, obsesīvikompulsīvie un šizotipiskie personības traucējumi) (APA, 2013, p. 761), ar komentāru, ka attiecībā uz četriem pārējiem personības traucējumiem (šizoīdie, atkarīgie, histeriskie un paranoīdie personības traucējumi) personības iezīmju skaits nav pietiekošs, lai tos varētu izmantot kā diagnostisko kritēriju, vai arī ekspertu viedokļi ir pārāk atšķirīgi un konsensus par attiecīgo traucējumu raksturojošām iezīmēm vēl nav panākts. Paša modeļa autori norāda, ka piedāvātais 25 iezīmju saraksts vēl nav galējs, un, šobrīd tas tiek empīriski aprobēts un validizēts. Turpinās diskusijas par to, kuras iezīmes būtu papildus jāiekļauj šajā modelī (piem., Samuel et al., 2012).

Ņemot vērā minētas nianses, tika nolemts, LKPT otrajā pilotversijā (LKPT v2.2.) sākotnējas 10 personības traucējumu skalas aizvietot ar patoloģisko personības iezīmju skalām. Šim nolūkam, sākotnēji tika veikta literatūras analīze, ar mērķi izvedot sarakstu ar svarīgākajām patoloģiskām personības iezīmēm, kuras potenciāli varētu būt nozīmīgas personības traucējumu diagnostikā (piem., DSM, 2013; Samuel et al., 2012; Wright et al., 2012). Tādā veidā tika izveidots saraksts ar 40 patoloģiskajām iezīmēm (sk. 2. tab.). Dotajā sarakstā ir iekļautas visas 25 DSM-5 patoloģisko personības iezīmju modelī iekļautās iezīmes, ieskaitot 34 no 37 sākotnēji piedāvātajām iezīmēm (izņemot trīs iezīmes: *Vaina/kauns* (angl. *Guilt/Shame*)[3]; *narcisms* (angl. *Narcissism*)[4]*;* un *opozicionalitāte*[5] (angl. *Oppositionality*)); papildus šīs saraksts tika papildināts ar iezīmēm: *ievainojamība, neatlaidības un mērķtiecības trūkums, varaskāre un "dusmas"*. Tādā veidā tika iegūts saraksts ar 40 patoloģiskām personības iezīmēm, kuras tika operacionalizētas LKPT v.2.2. (skat. 2. tab.). Patoloģisko iezīmju skalu panti tika izstrādāti balstoties uz attiecīgo patoloģisko personības iezīmju definīcijām minētām DSM-5 (APA-2013, Table 3, pp. 779-781) un citur.

Funkcionēšanas ierobežojumu, balstoties uz SFK kategorijām, novērtēšanas iespējas integrēšana LKPT v.2.2. pilotversijā
Integration of the possibility to perform the assessment of functioning impairment based on ICF categories by the means of LCPI

Lai nodrošinātu iespēju ar LKPT palīdzību veikt vairāku funkcionēšanas grūtību, kas bieži ir sastopamas indivīdiem ar psihiskiem traucējumiem, vispirms tika veikta SKF pilna kategoriju saraksta un saīsināto SFK kategoriju

[3]Nosliece bieži pārdzīvot kauna un vainas izjūtu tika operacionalizēta kā viena no depresivitātes iezīmes pazīmēm.
[4]Iezīme *narcisms* tika aizvietota ar trijām šaurākā līmeņa iezīmēm: *varaskāre*, *grandiozitāte* un *vēlme būt uzmanības centrā*.
[5] Opozicionalitāte tika izslēgta no saraksta, jo pēc pasaules ekspertu viedokļa (Samuel et al., 2012) šī iezīme nav tiešā viedā attiecināmā ne uz vienu no 10 personības traucējumiem.

(ICF Core sets) šizofrēnijai (ICF Research Branch, 2013c), bipolāriem traucējumiem (ICF Research Branch, 2013b) un depresijas epizodei (Cieza et al., 2004; ICF Research Branch, 2013a) saturiskā analīze un gala rezultātā tika atlasītas 66 SFK kategorijas, kuru definīcijas tika izmantotas par pamatu LKPT v2.2. funkcionēšanas skalu pantu formulēšanai. No atlasītājām 66 SFK kategorijām 42 bija no domēna "Ķermeņa funkcijas" (14 otrā līmeņa kategorijas un 28 trešā līmeņa kategorijas[6]), 20 kategorijas no domēna "Aktivitātes un dalība" (11 otrā līmeņa kategorijas un deviņas trešā līmeņa kategorijas[7]) un četras kategorijas no domēna "Vides faktori": e310, e315, e320, e325. Katrai no atlasītām kategorijām tika formulēts vismaz viens pants (vidēji 3-5 panti). Jāsaka, ka vairāki no šiem "funkcionēšanas sadaļas" pantiem, tika iekļauti arī citās klīniskajās un patoloģisko iezīmju skalās.

Nākotnē, būs nepieciešams izstrādāt pēc iespējas ērtāku funkcionēšanas ierobežojumu analīzes pieeju, izmantojot LKPT v2.2., bet šobrīd, deduktīvi ir izstrādātas 10 funkcionēšanas pamatskalas: Miega problēmas (b1341, b1343; k = 9), Uzmanības noturības problēmas (b1400; k = 5), Enerģijas līmenis/nogurums (b1300; k = 5); Psihomotoriska kavēšana (b1470, b1600; k = 4), Apetīte (b1302; k = 7), Sarunas uzsākšana un uzturēšana (d350, d7200; k = 5), Lēmumu pieņemšana un problēmu risināšana (d175, d177; k = 9), Intīmo attiecību veidošana un uzturēšana (d770), Saziņas problēmas (b1670, b1671; k = 4) un Sociālais atbalsts (e310, e315, e320; k = 4). Nākošajos testa izstrādes posmos šīs deduktīvi veidotās skalas tiks psihometriski pārbaudītas un iespējams, tiks izstrādās dažas papildus skalas.

Secinājumi
Conclusions

LKPT v2.2. sastāv no kritērijos balstītām deduktīvi veidotām deviņām klīniskajām skalām (jeb psihisko traucējumu simptomu skalām), 40 patoloģisko personības iezīmju skalām un 10 funkcionēšanas pamatskalām. LKPT v.2.2. funkcionēšanas skalu panti ir iekļauti vairākās citās (klīniskajās un personības iezīmju) skalās un otrādi, vairāki panti vai atsevišķu pantu apakškopas (angl. val. *parcels*) no citām skalām var būt attiecināti/-ās kopumā uz 66 SKF kategorijām (uz 42kategorijām no SFK domēna: "Ķermeņa funkcijas", 20 no

[6]SFK kategorijas no domēna "Ķermeņa funkcijas", kas tika atlasītās turpmākai operacionalizēšanai LKPT v2.2.: b126: b1260, b1261, b1262, b1263, b1264, b1265, b1266, b1267; b130: b1300, b1301, b1302, b1303; b1304; b134: b1341, b1342, b1343; b140: b1400; b144; b147: b1470; b152: b1520, b1521, b1522; b156; b160: b1600, b1602, b1603; b164: b1641, b1642; b180: b1800, b1802; b280; b330; b460.

[7]SFK kategorijas no domēna "Aktivitātes un dalība", kas tika atlasītās turpmākai operacionalizēšanai LKPT v2.2.: d160; d175; d177; d240: d2400, d2402; d310; d350; d710: d7100, d7102, d7103; d720: d7200, d7202, d7203; d730; d750; d760; d770; d920: d9205.

domēna: "Aktivitātes un dalība" un četras no domēna: "Vides faktori"). Apkopojot var secināt, ka LKPT v2.2. izstrādē tika izmantota trīs līmeņu integratīvā pieeja: pirmkārt, klīnisko skalu pantu izstrāde tika balstīta uz saskaņoto DSM-5 un SSK-10 diagnostisko kritēriju izmantošanu, lai, nepieciešamības gadījumā, psiholoģiskās testēšanas rezultātus būtu iespējams interpretēt šo abu slimību klasifikatoru ietvaros; otrkārt, DSM-5 reducētais patoloģisko personības iezīmju modelis tika paplašināts, integrējot tajā vēl 15 patoloģiskās personības iezīmes, kuras varētu būt nozīmīgas personības traucējumu diagnostikā dimensionālās pieejas ietvaros; un, treškārt, jau testa konstruēšanas posmā ir iestrādāta iespēja interpretēt testēšanas rezultātus no indivīda funkcionēšanas ierobežojumu skatu punkta un, balstoties uz SFK kodiem. Veiktā pētījuma rezultāti pamato LKPT v2.2. sākotnējas pantu kopas satura validitāti un atbilstību attiecīgajiem DSM-5, SSK-10 un SFK kritērijiem. LKPT gala versijas izveidē tiks izmantota kombinētā deduktīvi-induktīvā pieeja, kuras ietvaros, teorētiski veidotās, uz kritērijiem balstītas skalas tiks pārbaudītas psihometriski un, balstoties uz vairākām secīgi un paralēli pielietotām psihometriskās analīzes procedūrām tiks atlasīti labākie testa panti.

Summary

On the moment, there is a lack of available clinical personality assessment instruments in Latvia, so in the frame of the National Research Programme (2014-2017, project No. 5.8.2.) a new multi-item multi-scale self-report measure - the Latvian Clinical Personality Inventory (LCPI) is currently being developed. LCPI structure includes three parts: clinical scales, pathological personality scales and functioning scales and will provide a possibility to perform a combined analysis of mental disorders symptoms and functioning aspects using one clinical personality inventory. The main aim of this article to describe procedures and stages of the development of the preliminary version of the LCPI v2.2. item pool.

In the first stage of the development of the LCPI individual interviews with Latvian leading clinical psychologists (N = 4) and psychiatrists (N = 4) was conducted with the aim to find out what clinical scales will be useful and necessary to include in the emerging LCPI. Based on results of these interviews, it was decided to develop following nine clinical scales. In Table 1 information of the LCPI clinical scales and corresponding mental disorders (based on DSM-5 with ICD-10 codes) which criteria was used for further operationalization on the next stage of scales' item development.

In the initial version of the LCPI along with 9 clinical scales 10 Personality disorder (PDs) scales were developed based on DSM-5 criteria for the corresponding PDs (i.e., using categorical approach). But this PDs scales showed very poor discriminant validity. To overcome this deficiency, it was decided to develop a revised version of PDs scales. An alternative dimensional approach to personality pathology proposed in the DSM-5 Section III, was used as a theoretical frame for scale development in this case. A list of the 40 pathological personality traits – a combination of traits listed in DSM-5 Section III (APA, 2013), Samuel et al. (2012) and Wright et al. (2012) was prepared for further operationalization. Based on the definitions of these 40 pathological personality traits found in DSM-5 Section III (Table 3, pp. 779-781, APA-2013) and elsewhere including scientific

dictionaries a preliminary item pool comprising deductively derived 40 LCPI pathological personality trait scales (as operationalization of these traits) were prepared (Table 2).

Taking into account the latest tendencies in the assessment of mental disorders and personality in the context of functioning of individual and empirical evidence of usefulness and importance of such a complex approach, it was decided to use an integrative approach for the development of the LCPI, which will allow to analyse LCPI data not only in a context of symptoms of mental disorders and pathological personality traits, but also in the context of functioning. To make it possible, an analysis of ICF categories and especially categories included in the Comprehensive ICF Core Set for Depression (Cieza et al., 2004; ICF Research Branch, 2013a), for Bipolar Disorders (ICF Research Branch, 2013b) and for Schizophrenia (ICF Research Branch, 2013c) was performed with the aim to select appropriate ICF codes for further operationalization in LCPI items. Based on performed analysis followed by a formal decision-making process a set of 66 ICF categories at the second and third ICF levels with 42 categories from the component *body functions* (14 second ICF level categories and 28 third ICF level categories), 20 categories from the component *activities and participation* (14 second ICF level categories and six third ICF level categories), and one ICF first level and four second ICF level categories from the component *environmental factors* was prepared. These 66 ICF categories were further operationalized in preliminary version of LCPI items, which were combined in deductively derived functioning 10 Functioning scales: Sleep Problems, Concentration Problems, Fatigue/Energy Level, Psychomotor Disturbances, Appetite, Starting and Sustaining Conversation, Decision Making and Problem Solving, Intimate Relationships, Communication Problems, Social Support.

Integrative and complex approach to mental health and personality assessment is very promising and reflects up-to-date tendencies employed in the development of the Latvian Clinical Personality Inventory. In the next stage of LCPI development psychometrical analysis of deductively derived scales will be performed and final versions of LCPI clinical, pathological personality traits and functioning scales will be developed.

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RESEARCH OF SELF-ESTEEM OF YOUTH USING IMPLICIT ASSOCIATION TESTS AND SELF-REPORTED PROCEDURES

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Abstract. *Research aim is to investigate self-esteem of young people, using Single-Category Implicit Association Tests (SC-IAT) and self-reported procedures. Research questions: Are there differences between effects of implicit self-associations: performance, social, appearance and general? What factors can describe a set of measured implicit and explicit variables, characterizing self-esteem? Are the results of implicit and explicit measurements independent from each other? What are the features of the contribution of explicit global self-esteem, state self-esteem (performance, social, appearance) and implicit self-associations (performance, social, appearance) into the implicit general self-associations? Is there the compliance of measurement results of self-esteem obtained with SC-IAT and self-reported procedures? Method: Participants – 132, age 18-30 years (M=25.4, SD=4.0). Implicit measures: Modified versions of SC-IAT: SC-IAT_1 (Performance self-associations, D(P)), SC-IAT_2 (Social self-associations, D(S)), SC-IAT_3 (Appearance self-associations, D(A)), SC-IAT_4 (General self-associations, D(SA)), developed on the basis of SC-IAT. Explicit measures: Rosenberg Self-Esteem Scale and State Self-Esteem Scale by Heatherton and Polivy. Results: Partial correspondence of measurements' results using IAT and self-reported procedures was found. It was found that the main contribution to the General self-associations is made by the Social self-associations, Appearance self-associations and Rosenberg's Self-Esteem. The results of implicit and explicit measurements are independent from each other.*

Keywords: *attitude, appearance self-esteem, global self-esteem, SC-IAT, performance self-esteem, stateself-esteem, social self-esteem, self-associations.*

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Introduction

After all various studies of self-esteem, a lot of issues yet remain obscure. Should self-esteem be understood primarily as a state or a trait, as affectively or cognitively based, as a global construct or as a domain-specific one? Do people have two distinct forms of self- esteem: one explicit and the other implicit? The concept of self-esteem is rather important for a human being as it is related to various aspects of life: society challenges (unemployment, violence, academic underachievement), subjective outcomes (life satisfaction, relationship satisfaction), as well as important objective outcomes (academic achievement, relationship stability and physical health) (Zeigler-Hill & Jordan, 2010, 392). The study of such a psychological construct as self-esteem is necessary both to understand one's own behaviour, and to understand and predict the behaviour of others.

Understanding of the construct of self-esteem.

The term self-esteem is used in different ways by different researchers.

There are various approaches related to understanding of self-esteem, such as Global self-esteem, State self-esteemand Self-evaluations (Domain Specific self-esteem) (Brown & Marshall, 2006).

Global self-esteem or trait self-esteem is relatively enduring across time and situations. It refers to a personality variable that represents the way people generally feel about themselves. A cognitive approach assumes that global self-esteem is a decision an individual makes about his/her worth as a person. Other approach emphasizes emotional processes and defines global self-esteem as a feeling of affection for oneself that is not derived from rational, judgmental processes (Brown & Marshall, 2006, 2). However, it is defined that global self-esteem has been shown to be stable throughout adulthood, with a probable genetic component related to temperament and neuroticism (Neiss, Sedikides & Stevenson, 2002).

According to Rosenberg (1965) (RSE), self–esteem is an evaluation of oneself. It is the evaluative aspect of self-knowledge that reflects how much people like themselves. Global self-esteem is typically defined as one's overall sense of worthiness as a person. The RSE can give better picture of the person's state in relation to other people. The results also include a little bit more about the relationship between one's self esteem and life outcomes (Zeigler-Hill & Jordan, 2010, 392).

Self-esteem is also used to refer to self-evaluative emotion reactions to valenced events. Many researchers use the term state self-esteem to refer to the emotions we are calling feelings of self-worth, and trait self-esteem to refer to the way people generally feel about themselves (e.g., Heatherton & Polivy, 1991). Other researchers disagree, arguing that momentary emotional reactions to positive and negative events do not provide an appropriate analogue for how people generally feel about themselves (Brown & Marshall, 2006, 2).

According to subsequent views, however, self-esteem can be viewed as a "state," as well as a trait (Heatherton & Polivy, 1991). Around a stable baseline there are fluctuations; although we might generally feel good about ourselves, there are times when we may experience self-doubt and even dislike. Fluctuations in state self-esteem are associated with increased sensitivity to and reliance on social evaluations, increased concern about how one views the self, and even anger and hostility (Kernis, 1993). In general, those with a fragile sense of self-esteem respond extremely favourably to positive feedback and extremely defensively to negative feedback.

Self-evaluation (*Domain Specific Self-Esteem*) is used to refer to the way people evaluate their various abilities and attributes. Brown and Marshall (2006, 2) prefer to call these beliefs self-evaluations or self-appraisals, as they refer to the way people evaluate or appraise their physical attributes, abilities, and personality characteristics. Not everyone makes this distinction, however. In fact, many scales that assess self-esteem include subscales that measure self-evaluations in multiple domains.

Self-esteem is an evaluative aspect of self-concept. Self-esteem is an attitude towards the self and is related to personal beliefs about skills, abilities, social relationships, and future outcomes. Although influenced by the contents of the self-concept, self-esteem is not the same thing (Heatherton & Wyland, 2003, 220). Self-concept refers to the totality of cognitive beliefs that people have about themselves. By contrast, self-esteem is the emotional response that people experience as they contemplate and evaluate different things about themselves. There is common understanding of self-esteem according to APA Concise Dictionary of Psychology (2009, 454): "Self-esteem – the degree to which the qualities and characteristics contained in one's self-concept are perceived to be positive. It reflects a person's physical self-image, view of his or her accomplishments and capabilities, and values and perceived success in living up to them, as well as the ways in which others view and respond to that person."

The decision to use a trait or state measure of self-esteem, therefore, depends on whether one is interested in predicting long-term outcomes or in the immediate effects associated with feelings about the self (Heatherton & Wyland, 2003).

In addition to the existence of different definitions of the concept of self-esteem, various authors highlight such forms of self-evaluation asexplicit self-esteem and implicit self-esteem. *Explicit self-esteem* is defined as evaluation of oneself. It is the evaluative aspect of self-knowledge that reflects how much people like themselves. Explicit self-esteem is measured with explicit (direct) methods, when participants have introspective access to their self-esteem. Advantages of explicit measurements allow participants to rely on self-awareness that cannot be accessible to others. They are characterized by psychometric properties such as internal consistency, test-retest reliability, convergent validity and predictive validity (Zeigler-Hill & Jordan, 2010, 393). Among disadvantage of explicit measurements there is the effect of social desirability of participants, provoking to answer to the items of self-report scales so as to avoid hurting the feelings of self-worth. Also, people may not have introspective access to all aspects of their self-esteem.

Implicit self-esteem is defined as "introspectively unidentified (or inaccurately identified) effect of the self-attitude on evaluation of self-associated and self-dissociated objects" (Greenwald & Banaji, 1995, 11); "the strength of evaluative self-associations, which operate in a relatively automatic fashion, outside of conscious awareness" (Karpinski & Steinberg, 2006, 103); "implicit attitude towards the self" (Dijksterhuis, 2004, 353). Implicit self-esteem are evaluations that are cognitively associated with the self and activated in response to self-relevant stimuli but that are not necessarily endorsed as valid reflections of how one feels about oneself, while explicit self-esteem is propositional, self-evaluative judgment that people endorse as valid (Zeigler-Hill & Jordan, 2010, 394). The advantage of implicit measurements is that for individuals it is often difficult to control their answers, even if they understand what is being measured. Implicit measurements can be connected to such aspects of self that the person does not know or does not want to report during direct measurements.

Implicit self-esteem is measured using methods such as the Implicit Association Test (IAT or Self-other IAT) (Greenwald, McGhee & Schwartz, 1998), Single-Category IAT (SC-IAT or Self-SC-IAT) (Karpinski & Steinman 2006), name-letter task, as well as other implicit methods. Measurements on the base of associations directly assess one's own associations, so it possible to obtain implicit self-esteem in a relatively pure form.

An important research issue of self-esteem construct with implicit and explicit methods is the *independence* of the results. To explain the dynamics of the interaction between implicit and explicit self-esteem constructs the following hypothesis are being proposed nowadays (Jordan, Logel, Spencer, Zanna & Whitfield, 2012): the hypothesis of independence, hypothesis of equal relationships and hypothesis of hierarchy. Various details about the relationship between implicit and explicit self-esteem show a mixed picture. Explicit and implicit forms of self-esteem are independent constructs, since significant correlations between implicit and explicit self-esteem in some studies were found. In other studies significant correlations were found at least under certain experimental conditions, or on some samples. Two approaches to understanding and conceptualization of the construct of self-esteem can be defined. In the frameworks of the first approach self-esteem is considered as a multidimensional construct with relatively independent components. From this perspective, there are three major components of state self-esteem: performance self-esteem, socialself-esteem, and physical (appearance) self-esteem (Heatherton & Polivy, 1991). Another approach understands the self-esteem as a single global construct.

So far there is no clear answer how components of self-esteem are associated with global self-esteem. Therefore, it remains the main focus of most theories of self-esteem.

Based on the assumption that self-esteem may be defined as a multidimensional construct with relatively independent components, some authors have developed SC-IAT procedures for each component of self-esteem construct. A. Karpinski (2004) recently criticized IAT measures of self-esteem, arguing that their measurements of self-associations are compromised by their contrasting self with a putatively extremely negative second category, the nonspecific other. Karpinski (2004) implied that validity of the self-esteem IAT depends on the valence of the concept of nonspecific other. The Single Category IAT (SC-IAT) is a modification of the IAT that measures the strength of evaluative associations with a single attitude object (Karpinski & Steinman, 2006). It eliminates the need for the second contrast category. The self-SC-IAT scores are such that higher scores indicate greater positive than negative associations with the self.

For the adequate selection of assessment characteristics semantically related to one or another aspect of self-esteem the content of State Self-Esteem Scale (SSES) was used (Heatherton & Polivy, 1991).

The aim of research is to investigate self-esteem of young people with using SC-IAT and self-reported procedures.

Research questions:

1. Are there differences between effects of implicit self-associations for performance self-associations, social self-associations, appearance self-associations and general self-associations?
2. What factors can describe a set of measured implicit and explicit variables, characterizing self-esteem?
3. Are the results of implicit measurements (self-associations) and explicit measurements (global self-esteem, state self-esteem and its component) independent from each other?
4. What are the features of the contribution of explicit global self-esteem, state self-esteem scales (appearance, performance and social) and implicit self-associations, performance self-associations and

social self-associations into the general self-associations, measured with the SC-IAT?

5. Is there the compliance of measurement results of self-esteem obtained with SC-IAT and self-reported procedures?

Method

Participants –132 students, 17-male, 43-female, aged 18-30 years, (M=25.4, SD=4.0).

Explicit methods

Rosenberg Self-Esteem Scale (RSE) (Rosenberg, 1965, 1979). The RSE is the most widely used measure of global self-esteem. The scale ranges from 0 to 30 points. Results from 24 to 30 points show high self-esteem; results from 13 and 24 are within the normal range; scores below 13 points indicate low self-esteem and an opportunity to work at self-improvement and learn to believe in himself/herself.

State Self-Esteem Scale (SSES) (Heatherton & Polivy, 1991) was translated into Russian and Latvian (direct and reverse translation, two independent bilingual translators). Reliability of the Russian version of the scale has been checked on a sample of 155 students.

The *performance factor* of the SSES measures the extent to which subjects feel their performance is worthy; it would probably be most sensitive to laboratory manipulations that use bogus performance feedback or unsolvable tasks (Heatherton & Polivy, 1991, 907). It refers to a sense of general competence, which includes intellectual ability, academic performance, ability to self-regulation, confidence, efficiency, freedom of action. People with high levels of this component of self-esteem feel confident in their intelligence and abilities.

The *social factor* of the SSES was the most strongly related to public self-consciousness and social anxiety, which suggests that it measures the extent to which individuals feel self-conscious, foolish, or embarrassed about their public image. This factor should be most sensitive to situations in which self-presentational concerns are threatened (Heatherton & Polivy, 1991, 907). It indicates how, according to the person, others perceive him/her. It should be considered that it better reflects the perception than reality. If a person is sure that others, especially significant others appreciate and respect him/her the sense of social self-esteem is high. This will happen even if the others do not really feel respect for him/her. Persons with low self-esteem often experience social sense of social anxiety and embarrassment, shyness in public. Such people are very attentive to their image and are worried about how they are seen by the others.

The *appearance factor* of the SSES would probably be most sensitive to manipulations that make physical appearance salient (Heatherton & Polivy, 1991, 907). It refers to how the person sees his/her physical parameters, including athletic skills, physical attractiveness, body image, as well as physical disabilities and a sense of race and ethnicity (Heatherton & Polivy, 1991, p. 907).

Implicit methods:

Modified versions of Single-Category Implicit Association Tests (SC-IAT): IAT_1 (Performance self-association), SC-IAT_2 (Social self-association), SC-IAT_3 (Appearance self-association), developed on the basis of SC-IAT (Karpinski & Steinman, 2006). For each procedure the appropriate categories and attributes were identified. For correct selection of categories for measuring the self-esteem, the authors relied on the theoretical approaches of SSES (Heatherton & Polivy, 1991).

The categories of all SC-IAT were: *I, me, my, myself*. The attributes - the words with a strong affective meaning (positive or negative) were used. Positive and negative target words:

Performance self-associations - success, competence, knowledge, abilities, confidence, failure, incompetence, ignorance, futility, doubt;

Social self-associations – recognition, respect, openness, popularity, confidence, disregard, contempt, shyness, failure, anxiety;

Appearance self-associations – attractiveness, beauty, charm, grace, unattractiveness, ugliness, disgust, clumsiness.

Also SC-IAT_4 (*self-associations*) was designed with categories: I, me, my, myself, and positive and negative target words: love, joy, peace, happiness, good; anger, disgust, contempt, evil, hatred from modification of Schlosberg Scale (Woodworth, Schlosberg, 1955; Schlosberg, 1952). SC-IAT - measure of self-associations was accepted as a basic (Karpinski & Steinman, 2006, 19, 22).

Apparatus: Certified licensed software E-Prime 2®.

Procedure of the research. All the participants took part in the research voluntarily. The research was conducted individually. Participants completed the tasks in the same order: SC-IAT measure of Self-Esteem and explicit measures of Self-Esteem. At the conclusion of the session the participants were thanked and completely debriefed.

SC-IAT measure of Self-Esteem. The evaluative dimension was labelled "good" and "bad", and the object dimension was labelled "self". The SC-IAT consisted of two stages, which participants completed in the same order. Each stage consisted of 24 practice trials immediately followed by 72 test trials (three blocks of 24 trials each). Participants first completed the self - positive blocks, followed by the self – negative blocks. In the first stage ("I am good"), category words and good target words were categorized on the "Q" key, and bad target words were categorized on the “P” key. In the second stage (“I am bad”), good words were categorized on the “Q” key, and category words and bad words were categorized on the “P” key. Within each category, words were selected randomly without replacement. Each stage was preceded by a set of instructions concerning the dimensions of the categorization task and the appropriate key responses. Each target word appeared centred on the screen. All target and category words were presented in lowercase letters. Category reminder labels were appropriately positioned on the bottom fourth of the screen. The target word remained on the screen until the participants responded or for 1500 ms. If participants failed to respond within 1500 ms, a reminder to “Please respond more quickly!” appeared for 500 ms. Before the start of the experiment, on a computer monitor a participant was given general instructions and specific instructions before each of the blocks (tasks). Performance of the four versions of the implicit method took an average of 30 to 40 minutes. To ensure the internal validity of the experiment the main parameters were unchanged (the time of stimulus presentation, the intervals between stimuli, number of stimuli - the words, the font, chromatic background settings). The task of the participants was the differentiation of presented verbal stimuli. Stimulus word displayed on the screen without auditory accompaniment and remained on the screen until the response (pressing a key) of the participant. The reaction time (RT) for each trail was recorded as the time interval between the onset of stimulus presentation and pressing the correct key. The order of stimulus presentation was given at random.

Explicit measures of self-esteem. Participants next completed two explicit measures of self-esteem: Rosenberg RSE and SSES. For the Rosenberg scale, participants responded to each item on a 7-point scale ranging from 1 (disagree strongly) to 7 (agree strongly). The 10 items were averaged to compute a measure of self-esteem (α =.837). Cronbah-α for SSES: Performance Self-esteem (α = .725), Social Self-esteem (α = .807), Appearance Self-esteem (α = .721).

Results

Explicit measured variables

Variables “Rosenberg Self-Esteem Scale” – RSE and “State Self-Esteem Scale” - SSES (Heatherton & Polivy, 1991): total - SSEST, performance - SSESP, social - SSESS, appearance – SSESA were measured with explicit methods.

Implicit measured variables

As a result of SC-IAT the D-scores for implicitly measured variables “Performance self-associations” – D(P); “Social self-associations” – D(S);

"Appearance self-associations" – D(A); "General Self-associations" – D(SA) were calculated.

Statistical methods

With research of descriptive statistics, extreme values of variables and compliance of data distribution with normal distribution it was found that all variables can be researched by methods of parametric statistics, using t-tests for means, Pearson's correlation coefficients and Multiple Regression Analysis, Repeated Measures ANOVA and Factor Analysis.

To answer the first research question, the research of implicit self-associations, expressed in D-scores was conducted. To calculate the effect of implicit self-associations we used D-statistics (Rudman, 2011). The D-statistic is an effect size, based on each person's variance in response latencies. If $|D|\leq 0.15$ - no effect, if $0.15<|D| \leq 0.35$ – small effect size, if $0.35<|D|<0.60$ - medium effect size, if $|D|\geq 0.60$ – large effect size. The self-SC-IAT scores were such that higher scores indicated greater positive than negative associations with the self.

Both positive and negative effects for *implicit self-associations* were obtained (Table 1).

Table 1 **Percentages for implicit self-associations**

	D(A)	D(P)	D(S)	D(SA)
Negative	16.7	18.9	28.0	13.6
No preference	36.4	29.5	29.5	24.2
Positive	47.0	51.5	42.4	62.1

With the help of Fisher's Angle Transformations Test it was found that the number of positive self-associations exceeds the number of negative self-associations (for D(A): $\phi^*=5.43$, $p<.001$; for D(P): $\phi^*=5.70$, $p<.001$; for D(S): $\phi^*=2.43$, $p<.01$; for D(SA): $\phi^*=8.61$, $p<.001$).

Differences between mean values and 0.15 - the lower border of the zone of effect's beginning (*One-Sample t-test*) for variables D(S) and D(SA) are statistically significant: D(S): $t(131)= - 2.66$; $p<.01$, D(SA): $t(131)=2.93$; $p<.01$. Differences between mean values and zero for all variables are statistically significant: D(A): $t(131)=6.27$; $p<.001$, D(P): $t(131)=4.88$; $p<.001$), D(S): $t(131)=2.26$; $p<.05$, D(SA): $t(131)=8.06$; $p<.001$. Variables' D(S) and D(SA) means are above the lower border of the zone of effect's beginning (0.15).

By using Repeated Measures ANOVA the influence of the factor *self-associations* on D-scores was established: test between subject effects, $F(1,131) = 65.97$, $p<.001$, $\eta^2 = .335$. For comparison of mean values (Fig. 1) the Paired Samples t-test was used. It was found that D(A) was significantly higher than

D(S) (t (131) = 2.90, p<.01), D(SA) is higher than D(P) (t(131) = - 2.76, p<.01), D (SA) is higher than D(S) (t(131) = - 4.80, p<.001).

To answer the second research question, what factors can determine the set of measured implicit and explicit variables that characterize self-esteem, the authors held Factor Analysis with two factors (Kaiser criterion), method Maximum likelihood, rotation's method Varimax with Kaiser Normalization, Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy equals to 0.64 (satisfactory adequacy of the sample), Bartlett's test of Sphericity $\chi2(28)$ = 143.30, p <.001 (data are suitable for factor analysis), cumulative percent of total variance explained 31.4 %, goodness of fit test $\chi2(13)$ = 19.23, p=.116, ns (factor model adequately describes the relationships among the variables). As a result, it was found that Factor 1 only describes explicit variables (RSE, SSESA, SSESP, SSESS) and the second factor describes only implicit variables (D (A), D (P), D (S), D (SA)) (Fig. 2). These factors can be called the “Explicit self-esteem factor” and “Implicit self-associations factor”.

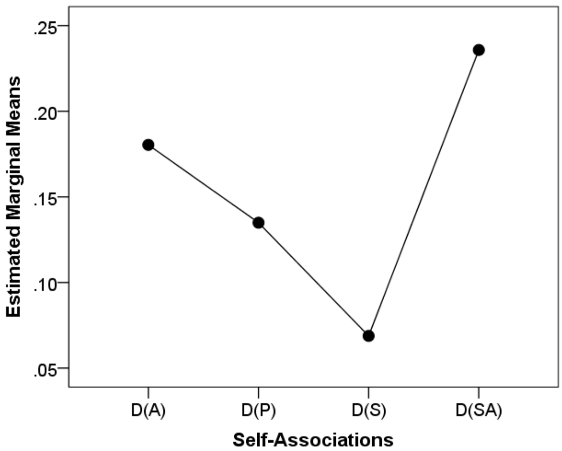

Fig. 1 **Estimated Marginal Means. M(A)=.18, SD(A)=.33; M(P)=.13, SD(P)=.32; M(S)=.07, SD(S)=.35; M(SA)=.26, SD(SA)=.34**

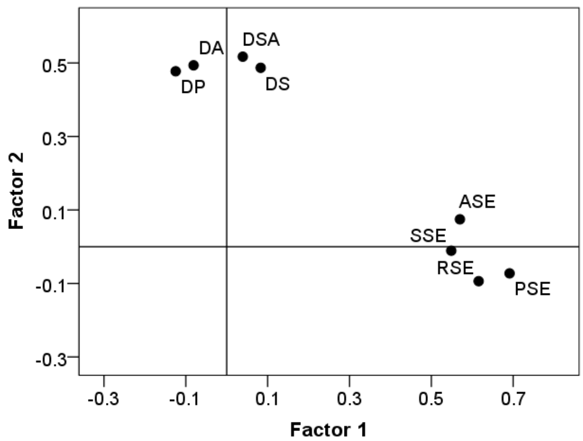

Fig. 2 **Factor Plot in Rotated Factor Space. Notations: DA=D(A), DP=D(P), DS=D(S), DSA=D(SA), SSE=SSESS, ASE=SSESA, PSE=SSESP.**

To answer the third research question Pearson correlation coefficients were calculated. *Correlation between explicit measurements* of self-esteem is positive, statistically significant. *Correlation between implicit measurements* of self-esteem is positive, statistically significant (Table 2). At the same time, all the coefficients of correlation between explicit and implicit measurements are statistically insignificant. The result of factor analysis is not unexpected.

Table 2 **Statistically significant Pearson correlation coefficients**

Variables	**Pearson Correlation**	**Variables**	**Pearson Correlation**
RSE-SSEST	r(132)=.489, p<.001	D(A)-D(P)	r(132)=.308, p<0.001
RSE-SSESP	r(132)=.405, p<.001	D(A)-D(S)	r(132)=.159, p=.068, ns
RSE-SSESS	r(132)=.348, p<.001	D(A)-D(SA)	r(132)=.240, p=.005<.01
RSE-SSESA	r(132)=.371, p<.001	D(P)-D(S)	r(132)=.242, p=.005<.01
SSEST-SSESP	r(132)=.754, p<.001	D(P)-D(SA)	r(132)=.177, p=.043<.05
SSEST-SSESS	r(132)=.802, p<.001	D(S)-D(SA)	r(132)=.324, p<.001
SSEST-SSESA	r(132)=.666, p<.001		
SSESP-SSESA	r(132)=.401, p<0.001		
SSESP-SSESS	r(132)=.402, p<0.001		
SSESA-SSESS	r(132)=.268, p=.002<.01		

To answer the fourth research question the Regression Analysis was applied.

To research the contribution of independent variables to the variable "D(SA)" the multiple regression analysis was used. Dependent Variable: D(SA). Independent Variables: D(A), D(P), D(S), SSESA, SSESP, SSESS, SSEST, RSE.

Method "*Backward*". Method's: criteria: probability-of-*F*-to-enter ≤0.050, probability-of-*F*-to-remove ≥0.101. The equation for estimations:

D(SA) (*estimate*)=0.167+0.298**D*(S)+0.190*D(A)-0.010*RSE+0.010*SSESS.

The impact of each independent variable is defined by "Beta-coefficients" (β). The Beta coefficients are the coefficients in standardized regression equation.

The greatest impact on "D(SA)" is made by the variable D(S) (β_1=.310, p<.001) then, by D(A) (β_2 = .187, p<.05), then by RSE (β_3 = - .179, p<.05) and then by SSESS (β_4 = .142, p=0.101). R-Square=.176 shows, that 17.6 % of variability of the dependent variable "D(SA)" is due to the influence of the independent variables D(S), D(A), RSE and SSESS. Adjusted R-square=.150. Standard error of estimate is 0.310. The result of ANOVA is: F(4,127)=6.763; p<.001.

Method "*Enter*". The equation for estimations:

D(SA) (*estimate*) = -0.025+0.293**D*(S)+0.191*D(A)-0.011*RSE+
+0.010*SSESP+0.008*SSESS+0.001*SSESA.

The greatest impact on “D(SA)” is made by the variable D(S) (β_1=.305, p<.001), then by RSE (β_2 = - .207, p=.031<.05), then, by D(A) (β_3 = .188, p=.035<.05), then by SSESS (β_4 = 0.112, ns), then by SSESP (β_5 = 0.096, ns), then by D(P) (β_6 = .031, ns) and then by SSESA (β_7 = .012, ns). R-Square=.184 shows, that 18.4 % of variability of the dependent variable “D(SA)” is due to the influence of the independent variables D(S), D(A), D(P), RSE, SSESA, SSESP and SSESS. Adjusted R-square=.138. Standard error of estimate 0.312. The result of ANOVA is: $F(7,124) = 3.995$; p<.001.

To answer the fifth research question the compliance of results of implicit and explicit measurements was verified.

The research of congruence of measurement results, obtained with experimental procedures of the SC-IAT (variables D(A), D(P), D(S)) and self-reported procedures (variables SSESA, SSESP, SSESS *accordingly*) was performed using Pearson’s correlation coefficients, as well as by calculating the percent of matching results. The relationship is not monotonic. Therefore, its research was conducted at areas with varying severity of explicit and implicit effects. The results of measurements X, obtained by the explicit methods, were divided by quartiles Q_1 and Q_3 into levels: $X \le Q_1$ - low, $Q_1 < X < Q_3$ - normal, $X \ge Q_3$ - high. The results of the measurements D-scores, obtained with the SC-IAT were divided into groups according to (Rudman, 2011): $|D| \le 0.15$ - no effect, D<-0.15 - negative effect, D>0.15 - positive effect.

Pearson’s correlation coefficients.

The results showed compliance of implicit and explicit measurements of researched constructs evaluated by the correlation coefficients, the values of which fall within the valid range from .12 to .72 (Rudman, 2011). In the entire range of variables variation the correlation coefficients are statistically insignificant and do not fall into the interval (.12; .72). The Pearson’s correlation coefficients from this interval are shown in Table 3.

Table 3 **Pearson correlation coefficients in the interval (.12; .72) for different levels of variables**

Variables	**Levels**		**Pearson Correlation**
D(A)-SSESA	D(A)	negative effect	r(22)=.326, p=.138
D(A)-SSESA	D(A)	positive effect	r(62)=.111, p=.391
D(P)-SSESP	D(P)	positive effect	r(68)=.162, p=.187
D(S)-SSESS	SSESS	low	r(37)=.196, p=.244
D(S)-SSESS	SSESS	high	r(40)=.278, p=.083

Calculation of percent.

To calculate percent match frequency analysis was used. Match will be the following results: (1) implicit variable „low” or „no effect” – explicit variable

„low”. (2) For implicit variable: „positive” - explicit variable „high”. Obtained percentage of matches - SSESA and D(A) - 33.3 %; D(P) and SSESP – 26.5 %; D(S) and SSESS – 26.5 %. Total – 28.8 %.

Conclusions and Discussion

As a result of the research its aim was achieved and main results were presented.

Theoretical understanding of the concept of self-esteem led to the conclusion that the explicit self-esteem refers to feelings of self-worth or the global evaluation of the self. Approaches related to the understanding of self-esteem ascertain the existence of such «faces» as global self-esteem, state self-esteem and self-evaluation. According to subsequent views, however, self-esteem can be viewed as a state, as well as a trait (Heatherton & Polivy, 1991). Researchers’ address to the concept of implicit self-esteem is due to the fact that implicit measurements can provide information about those aspects of self-esteem, which people either do not know or do not want to report during explicit measurements.

Implicit self-esteem is a valenced association that a person has towards himself/herself. Researchers differ in how they characterize this association. Some consensus has emerged regarding its nature and properties (Burmester, Blanton & Swann, 2011, p. 365). Valence of the association can be determined on the base of various markers (Rudman, 2011). In this work four procedures of SC-IAT have been developed. For the adequate selection of evaluation attributes in the first three experimental SC-IAT procedures the scales of the State Self-Esteem Scale (SSES) were chosen (Heatherton & Polivy, 1991): Performance self-esteem, Appearance self-esteem and Social self-esteem. For the fourth procedure of SC-IAT the words from the Schlosberg Scale were used as attributes (Schlosberg, 1952). With four designed SC-IAT procedures the values (D-scores) of the following variables were measured: performance self-associations, appearance self-associations, social self-associations and general self-associations. The term “global self-associations” was introduced by the authors to describe self-associations measured with the SC-IAT with attributes - words of the SchlosbergScale. It is possible that the poles of the fundamental concepts of good and evil may be called the markers for such associations.

With the help of SC-IAT both positive and negative implicit self-associations were obtained: performance, social, appearance and general. The number of positive self-associations exceeds the number of negative self-associations. The means of self-associations are positive. Social self-associations are less expressed than appearance and general self-associations. General self-associations are more expressed than performance self-associations.

The set of measured explicit and implicit variables (global self-esteem, state performance self-esteem, state appearance self-esteem, state social self-esteem, performance self-associations, appearance self-associations, social self-associations and general self-associations) is described with two factors: Explicit self-esteem factor which includes only explicit variables and Implicit self-associations factor which includes only implicit variables.

All explicitly measured self-esteems are positively associated with each other. All implicitly measured self-associations are also positively associated with each other. Explicitly measured variables are not associated with implicitly measured variables (in the whole range of variation). The result of factor analysis is not unexpected.

The main contribution to general self-associations with the sign „plus" is made by social self-esteem and appearance self-esteem, and with the sign „minus" –by global self-esteem.

The research of congruence of measurement results, obtained with experimental procedures of the SC-IAT (variables D(A), D(P), D(S)) and self-reported procedures (variables SSESA, SSESP, SSESS accordingly) was performed using Pearson's correlation coefficients, as well as by calculating the percent of matching results. The relationship is not monotonic. In the entire range of variables variation the correlation coefficients are statistically insignificant and do not fall into the interval (0.12; 0.72) (Rudman, 2011). There are intervals of variables variation, on which Pearson correlation coefficients are quite high. The total percentage of matches of the results is 28.8 %.

Various data about the relationship between implicit and explicit self-esteem show a mixed picture. Explicit and implicit forms of self-esteem are independent constructs, since significant correlations between implicit and explicit self-esteem in some researches were not found. Some other studies found significant correlation, at least under certain experimental conditions, or on some samples. Implicit and explicit self-esteem may be related in a predictable manner and so that they can reflect the two sides of the dual process (Dijksterhuis & Bongers, 2009, p. 233).

A limitation of this research is the absence of some other variables, by means of which it would be possible to study the validity of implicit measurements, as well as more fully describe the contributions of all variables in measured implicit associations. Another limitation to the research was that the research was conducted only on a sample of young people aged 18-30 years. Prospects for further research can be to attract participants of different age groups.

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RESEARCH OF IMPLICIT ATTITUDES TOWARDS GAMBLING FOR GAMBLERS AND NON-GAMBLERS

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Abstract. *The importance of studying attitudes towards gambling has been recently recognized in the field of gambling. Research aim is to examine whether non-gamblers and gamblers exhibit both positive and negative implicit attitudes towards gambling-related stimuli. Research questions: (I) What is the valence of implicit associations with gambling among gamblers and non-gamblers? (II) Are the differences in attitudes towards gambling revealed by explicit and implicit methods among gamblers and non–gamblers? (III) Is there a consistency between results obtained by implicit measures and explicit measures of attitude towards gambling? Methods: Participants - 98, age 18-58, Mdn=34 years. Groups: Social Gamblers – 24, Problem Gamblers – 25, Non-Gamblers – 49. Implicit measures: Modified version of Single-Category Implicit Association Test (SC-IAT). Explicit measures: "Gambling Attitudes and Beliefs (GABS)" and "Gamblers anonymous twenty questions (GA-20)". Results and Conclusions. (I) Both positive and negative implicit gambling associations were found in each of the groups. (II) Explicit attitudes towards gambling are most pronounced in social gamblers and most not pronounced in non-gamblers. Differences in implicit associations with gambling among the groups were not found. (III) In case of positive implicit associations, a negative correlation between the results of explicit and implicit measurements was found. It is possible that the use of negative implicit associations will contribute to the classification of gamblers with low, moderate and high risk.*
Keywords: *attitudes towards gambling, implicit attitudes, implicit association test, explicit measure, problem gamblers, social gamblers.*

Introduction

Numerous researches are aimed at better understanding the nature of gambling, as well as to develop effective intervention strategies to prevent the progress of problematic gambling.

Major study of problem gamblers, including their profile, attitudes and gambling behavior. There is no widely accepted causal explanation or single theoretical model that adequately accounts for the etiology of problem gambling. Learning theory, cognitive models, and neurophysiologic models all

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have some evidence base. Very little evidence supports personality or psycho-analytic explanations. Integrated models comprising biopsychosocial and pathways approaches are supported by emerging evidence, leading to a framework identifying at least three primary subgroups of gamblers: behaviorally conditioned, emotionally vulnerable, and biologically-based impulsive (Rickwood, Blaszczynski, Delfabbro, Dowling & Heading, 2010, p. 4).

The use of narrative literature reviews allowed the researchers to distinguish various self-report and indirect procedures to assess craving for gambling, including single-item rating scales, multi-item questionnaires, free-response verbalization tasks, physiological measures, and reaction time (RT) tasks (Ashrafiuon & Rosenberg, 2012, p. 538). There are various questionnaires aimed to determine the level of gambling involvement. The most commonly used are self-assessment procedures, such as Canadian Problem Gambling Index (CPGI) (Ferris & Wynne, 2001), the South Oaks Gambling Screen (SOGS) (Lesieur & Blume, 1987), Victorian Gambling Screen (VGS) (Ben-Tovim, Esterman, Tolchard & Battersby, 2001) or DSM-IV, which are sufficiently valid and reliable. For the purpose of the research the authors used the self-report questionnaire Gamblers Anonymous Twenty Questionnaire (GA-20). In terms of validity the GA-20 was highly correlated with the SOGS (r=0.94), both instruments have a number of items that are virtually identical. There are numerous self-assessment measures that can be used to assess attitudes towards gambling. Often used questionnaires are Gamblers Beliefs and Attitude Survey (GABS) (Breen & Zuckerman, 1999) and Attitude Towards Gambling Scale (ATGS) (Orford, Griffiths, Wardle, Sproston & Erens, 2009). In recent years, in connection with intensive development of implicit methodology the new models to explain addictive behavior have appeared. Assessment of implicit processes has been accompanied by new dual-process models of addictive behaviors (Wiers & Stacy, 2006). According to dual process models, addictive behaviors are determined by the dynamic interaction of two different qualitative processes: the fast, automatic "impulsive system" and the slow, deliberative "reflective system" (Strack & Deutsch, 2004). The reflective system is responsible for carrying out processes of rule-based reasoning and of symbolic representation. The impulsive system refers to "a network in which information is processed automatically through a fast and parallel spread of activation along the associative links between contents" (Strack & Deutsch, 2004, p. 208). Attitudes towards gambling have been mostly measured with explicit methods, although it has been stated that explicit attitude measures could have significant limitations due to the social desirability. Especially, when measuring such a socially sensitive topic as attitudes towards gambling, participants could be motivated not to report the true attitudes. Among the most increasingly popular there are implicit measurements, such as the Implicit Association Test and its variants, as well as the emotional unconscious priming. They may also reveal information that is not available to introspective access and that conflicts with reachable cognition (Nosek, Greenwald & Banaji, 2007), and this further makes them resistant to self-deception (Ackermann & Teichert, 2015). 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.

Explicit methods are direct, 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). A popular definition of implicit attitudes is "introspectively unidentified traces of past experience that mediate favorable or unfavorable feeling, thought, or action towards social objects" (Greenwald & Banaji, 1995). Even though this definition of implicit attitudes is often interpreted as implicit measures of attitudes that provide "unconscious" access to attitudes, recent studies show that individuals often realize that they possess the attitude that is being assessed by response time-based measures (De Houwer, 2006).

Achievements in implicit social cognition enable us to consider psychological constructs not only on the controlled, but also on the automatic level. Attitudes towards gambling are estimated with implicit measurement techniques as well. However, the investigation of automatic memory processes may be of huge relevance for the study of the psychology of gambling (Yi & Kanetkar, 2010).

There is a number of recent studies on automatic activation of gambling related non-evaluative associations (Ackermann & Teichert, 2015, Yi & Kanetkar, 2010). One of the reasons explaining this growing interest is the fact that implicit measures have been proven to overcome social desirability biases (Ackermann & Mathieu, 2015). In a gambling-specific Stroop task study Boyer and Dickerson (2003) reported that gamblers who suffer impaired control took significantly longer to name the color of the words related to gambling, whereas this finding was not observed among the gamblers of high control. These findings suggest that gamblers have a high activation potential of gambling-related associations in their memory due to frequent gambling (Yi & Kanetkar, 2010, p. 141). Zack & Poulos (2004, 2007) studied the priming effect of an amphetamine on automatic activation of the gambling concept. The priming of the amphetamine significantly increased problem gamblers' response to gambling words in the Lexical Salience Task (LST), but it inhibited their responses to neutral words. As expected, the amphetamine's selective activation of gambling words was not observed among non-problem gamblers. These different studies demonstrate that implicit measures, i.e. the Stroop task and priming tasks are a valid and valuable tool to tap gambling associations, and that the strength of gambling associations stored in memory vary among problem gamblers and non-problem gamblers (Ackermann & Teichert, 2015, Yi & Kanetkar, 2010, Ashrafioun & Rosenberg, 2012).

One of the studies on attitudes towards gambling using implicit measures has been conducted by Yi and Kanetkar (2010). It investigated weather individuals with a greater risk of gambling problems will have more positive implicit attitudes than those with lower gambling risk. It was found that SC-IAT procedure is a bipolar measure of attitudes in which participants are asked to map their attitudes towards gambling in the positive-negative bipolar dimension. In the Brevers' study (Brevers, et al., 2013) there were two forms (positive and negative) of modified ST-IATs used. The results of the study showed that in comparison to non-gamblers, problem gamblers exhibit positive, but not negative, implicit attitudes towards gambling. It can be assumed that a difference in the research results can be explained by different samples of research participants, as well as the specifics of various IAT measurements.

This paper presents a study using SC-IAT method to research attitudes towards gambling on the sample of problem gamblers, social gamblers and non-gamblers. In order to select the categories of gamblers the self-report questionnaire Gamblers Anonymous Twenty Questionnaire (GA-20) was used. As the self-assessment procedure which measures attitudes towards gambling the authors used Gambling Attitude and Beliefs Survey (GABS) (Breen & Zuckerman, 1999). The present research is a continuation of the research (Plotka, 2013) which involved only social gamblers and non-gamblers.

Research aim is to examine whether non-gamblers and gamblers exhibit both positive and negative implicit attitudes towards gambling-related stimuli.

The Research questions are:

(I) What is the valence of implicit associations with gambling among gamblers and non-gamblers?

(II) Are the differences in attitudes to gambling revealed by explicit and implicit methods among gamblers and non–gamblers?

(III) Is there a consistency between the results obtained by implicit measures and explicit measures of attitude towards gambling?

Method

Participants - 98, age 18-58, Mdn = 34 years. Groups: Social Gamblers – 24, Problem Gamblers – 25, Non-Gamblers – 49. The native language of all of the participants was Russian.

"Social gamblers" were selected from gamblers who visit casinos at least once a week. All of them belong to category of "non-problem social gamblers", who are employed or learning. Social gamblers consider gambling to be a valid form of recreational activity and maintain full control over the time, money and energy they expend on gambling. They consider the cost of gambling to be payment for entertainment (Davis, 2003). "Problem Gamblers" and "Non-Gamblers" groups were performed due to "GA-20". A problem gambler is a subject who has frequent repeated episodes of gambling that dominate the subject's life and leads to a decrease in social, occupational, material and family values, neglecting responsibilities in this sphere.

Explicit methods:

Breen and Zuckerman's Self-reported procedure Gambling Attitudes and Beliefs (GABS) (Breen & Zuckerman, 1999). The GABS is a 35-item, 4-point scale. GABS items were constructed to capture a wide range of positive evaluation of gambling, cognitive biases and irrational beliefs, attitudes, and characterizing behaviors. The GABS had undergone an initial adaptation process and was modified for Russian speaking audience. The translation of the method to Russian was performed using a reverse translation method: the GABS translation in Russian was translated further back to English by an independent translator. After this the original text of GABS was compared with the final translation in English and the differences between the translation and the original were discussed and adjustments were made for the final text of GABS Russian version. The GABS showed acceptable internal consistency (coefficient alpha = 0.70) (George & Mallery, 2003). The GABS is a 35-item, 4-point scale. GABS items were constructed to capture a wide range of positive evaluation of gambling, cognitive biases and irrational beliefs, attitudes, and characterizing behaviors. According to the authors, all the items of GABS could be loaded on one big factor, which can be represented as a general affinity to gambling. Therefore, the GABS can evaluate individuals who, at the moment, are not pathological gamblers, but who may have cognitive risk factors that indicate the possibility of becoming a problem-gambler (Breen & Zuckerman, 1999). The levels are: 0-35 – no dependence, 36-70 moderate desire to gambling, 71-105 – dependence, 106-140 – heavy dependence on gambling.

Gamblers anonymous twenty questions – GA-20 in a modified version of A.A. Karpov, V.V. Kozlov (2012), which allowed the researchers to classify the participants by categories „Problem Gamblers" and „Non-Gamblers". GA uses a set of 20 items, commonly referred to as the GA-20, for the purpose of indicating whether someone is a compulsive (problem) gambler. The questions include content such as remorse over gambling, gambling to forget problems, borrowing money to gamble, and difficulty sleeping. Endorsing seven or more questions indicates that the person is likely a compulsive gambler. The internal consistency of the GA-20 was Cronbach`s alpha =0.94, indicating high internal consistency. In terms of validity the GA-20 was highly correlated with the SOGS (r=0.94), and the authors noted that the both instruments have a number of items that are virtually identical.

Implicit method: A modified version of Single-Category Implicit Association Test (SC-IAT), developed on the basis of SC-IAT (Karpinski & Steinman, 2006, Yi & Kanetkar, 2010). SC-IAT procedure was adapted in order to assess the non-relative implicit attitude toward gambling.

The categories of all SC-IAT were: in verbal form – "*game for money*", in visual form – six pictures with a gambling theme, covering different types of gambling.

The attributes - the words with a strong affective meaning (positive or negative) were used.

"Unpleasant" attributes: Terrible, Bad, Humiliating, Calamitous, Hideous, Catastrophic, Abusive, Discouraging, Disappointing, Nasty, and Gloomy.

"Pleasant" attributes: Awesome, Excellent, Wonderful, Marvelous, Excellent, Pleasant, Grandiose, Attractive, Amazing, Fascinating, and Impressive.

Apparatus: Certified licensed software E-Prime 2®.

Research procedure. All the participants took part in the research voluntarily. The research was conducted individually. Participants completed the tasks in the same order: SC-IAT measure and explicit measures. At the conclusion of the session the participants were thanked and completely debriefed.

SC-IAT measure. The authors applied the experimental procedure SCIAT, using six trial blocks. Performance of the implicit method took an average of 10 to 20 minutes. Participants' reaction time (RT) was registered. Each stage was preceded by a set of instructions concerning the dimensions of the categorization task and the appropriate key responses. Instructions were written in black letters on a white background and located in the center of the monitor screen. Each sentence began with a new line. Each target word appeared centered on the screen. All target and category words were presented in lowercase letters. Before the start of the experiment, on a computer monitor a participant was given general instructions and specific instructions before each of the blocks (tasks). The task of the participants was the differentiation of presented stimuli. The gambling SC-IAT combined verbal and visual stimulus (6 pictures with gambling theme, covering different types of gambling). Stimulus word displayed on the screen without auditory accompaniment and remained on the screen until the pressing a key of the participant (Table 1). The RT for each trail was recorded as the time interval between the onset of stimulus presentation and pressing the correct key. Words were selected randomly without replacement.

Table 1 **Single-Category IAT for Gambling**

Block	Trials	Function	Left-key response „Q”	Right-key response „P”
1	30	Practice	Pleasant words + + gambling(w)	Unpleasant words
2	34	Test	Pleasant words + + gambling(v)	Unpleasant words
3	34	Test	Pleasant words + + gambling(v)	Unpleasant words
4	30	Practice	Pleasant words	Unpleasant words + + gambling(w)
5	34	Test	Pleasant words	Unpleasant words + +gambling(v)
6	34	Test	Pleasant words	Unpleasant words + +gambling(v)

Note. v – visual category, w – verbal category.

The target word remained on the screen until the participants responded.

To ensure the internal validity of the experiment the main parameters were unchanged (the time of stimulus presentation, the intervals between stimuli, number of stimuli - the words, the font, chromatic background settings).

Results

Explicit measured variable “GABS” was measured with Breen and Zuckerman’s Gambling Attitudes and Beliefs Scale.

Implicit measured variable. As a result of SC-IAT the D-scores (effect size) for implicitly measured variable “Gambling implicit associations” were calculated (Rudman, 2011):

$$D = \frac{1}{2}\left(\frac{M_5 - M_2}{SD_{52}} + \frac{M_6 - M_3}{SD_{63}}\right), \tag{1}$$

where M_i is the mean of RT in block “i”, SD_{ik} – is combined standard deviation for blocks “i” and “k”.

All trials with RT < 400 ms and RT> 10000 ms were deleted.

The D-statistic is an effect size, based on each person's variance in response latencies. If $|D| \leq 0.15$ - no effect, if $0.15 < |D| \leq 0.35$ – p, if $0.35 < |D| < 0.60$ - medium effect size, if $|D| \geq 0.60$ – large effect size.

Statistical methods. With research of descriptive statistics, extreme values of variables and compliance of data distribution with normal distribution it was found that variables can be researched by methods of parametric statistics, using t-tests for means, Pearson's correlation coefficients and ANOVA.

The first research question. The following statistical methods were used.

Frequencies analysis.

Both positive and negative implicit gambling associations were found in each of the groups (Fig. 1-6).

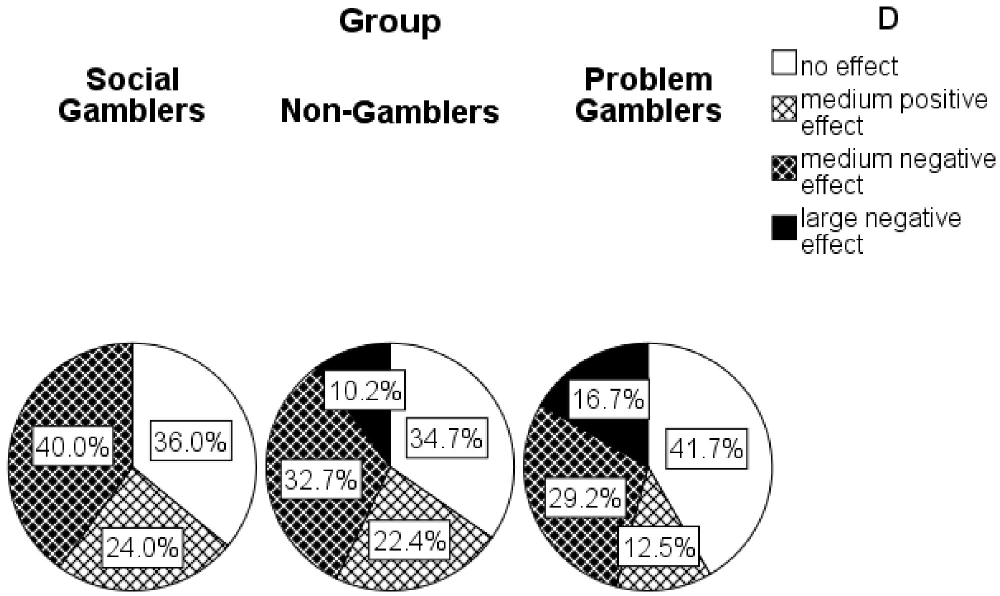

Figure 1 **Implicit associations toward gambling effects in percent for social gamblers, problem gamblers and non-gamblers**

The differences in the ratios between the percent of participants with positive and negative associations were tested using *Fisher's Angle Transformation* φ^*-test. *Social Gamblers*: Medium negative effect 40.0 %, medium positive effect 24.0 %, $\varphi^*=1.22$, ns; *Non-Gamblers*: Medium & high negative effect 42.9 %, medium positive effect 22.4 %, $\varphi^*=2.19$, $p<.05$; *Problem Gamblers*: Medium & high negative effect 45.9 %, medium positive effect 12.5 %, $\varphi^*=2.65$, $p<.01$. Both in the group of non-gamblers, and in the group of problem gamblers the percentage of participants with negative associations with gambling is significantly higher than the percentage of participants with positive associations. Among social gamblers the differences in percentage of players with positive and negative associations were not found.

Two - Samples t-test

The statistically significant difference between the mean of *positive* D ($M(D^+)$) in "Social Gamblers" and $M(D^+)$ in "Non-Gamblers" was not found, t(30) = -0.85, ns. The statistically significant difference between the mean of positive $M(D^+)$ in "Social Gamblers" and $M(D^+)$ in "Problem Gamblers" was not found, t(23) = 1.30, ns. The $M(D^+)$ in "Non-Gamblers" exceeds the $M(D^+)$ in "Problem Gamblers": t(30)=2.79, p<.01. Among problem gamblers the positive implicit effect is less than that of non-gamblers (Fig. 2).

The statistically significant difference between mean of *negative* D

($M(D^-)$) in "Social Gamblers" and $M(D^-)$ in "Non-Gamblers" was not found, t(39) = 0.53, ns. The $M(D^-)$ in "Non-Gamblers" exceeds the $M(D^-)$ in "Problem Gamblers": t(38)=2.16, p<.05. The $M(D^-)$ in "Social Gamblers" exceeds the $M(D^-)$ in "Problem Gamblers": t(14)=2.30, p<.05. Problem gamblers have the most pronounced negative effect (Fig. 2).

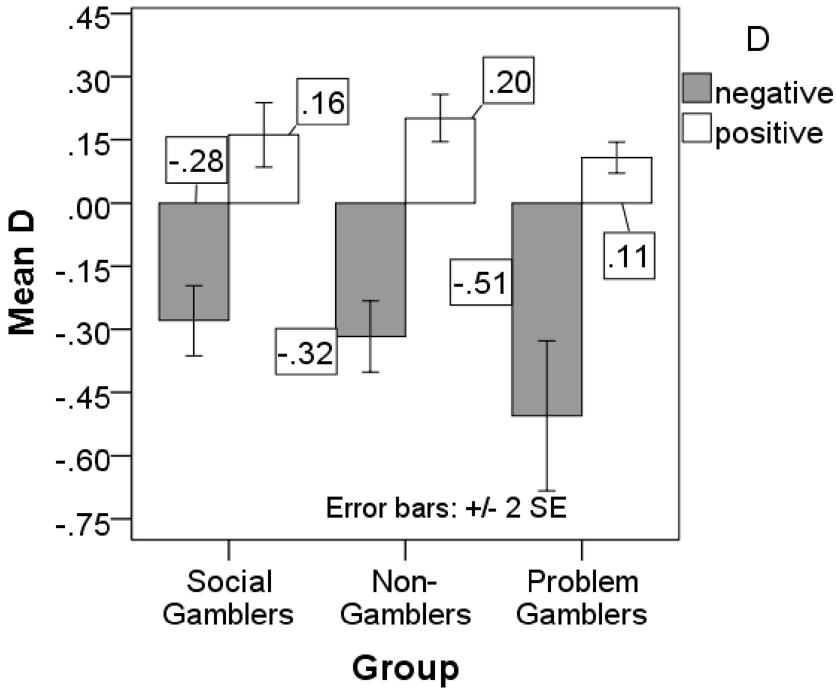

Figure 2 **Means of positive and negative D-scores for each of groups**

One-Sample t-test

Difference between mean of D and zero in "Social Gamblers" is not found: t(23)=-1.10, ns. Positive and negative effects are counterbalanced. In "Non-Gamblers" t(48)=-2.30, p<.05 and in "Problem Gamblers" t(23)=-2.29, p<.05 - outweighs the negative effect (Fig. 3).

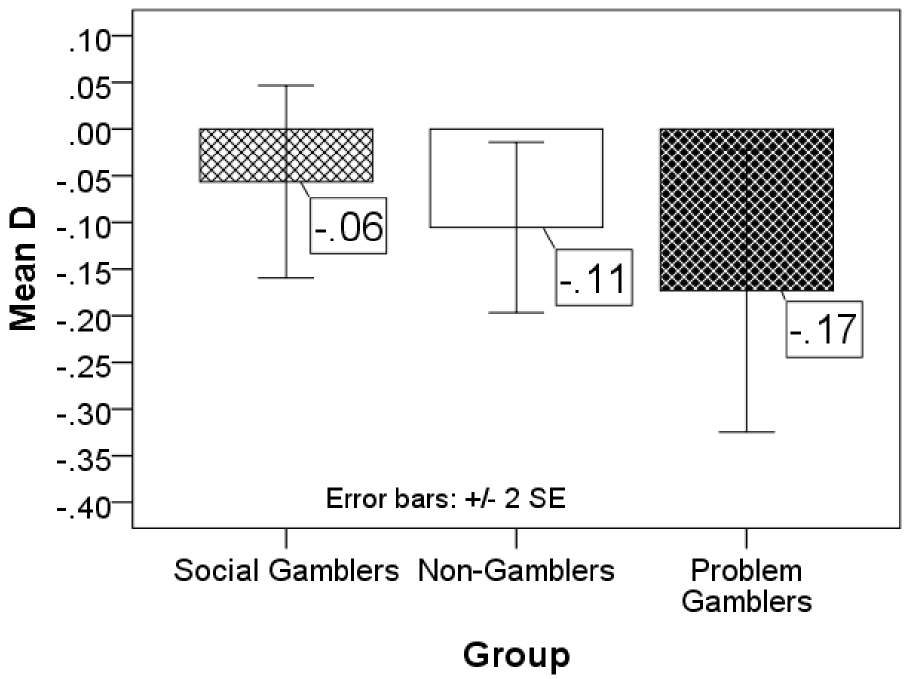

Figure 3 **Means of D for each group**

On the horizontal axis in Fig. 4-6 there are the codes of participants, on the vertical axis - implicitly measured associations with gambling (D) and the values of explicit measured variable GABS, divided by 200 (for visual clarity). The levels for GABS/200 are: 0-0.175 – no dependence, 0.18-35 moderate desire to gambling, 0.355-0.525 – dependence, 0.53-0.70 – heavy dependence on gambling.

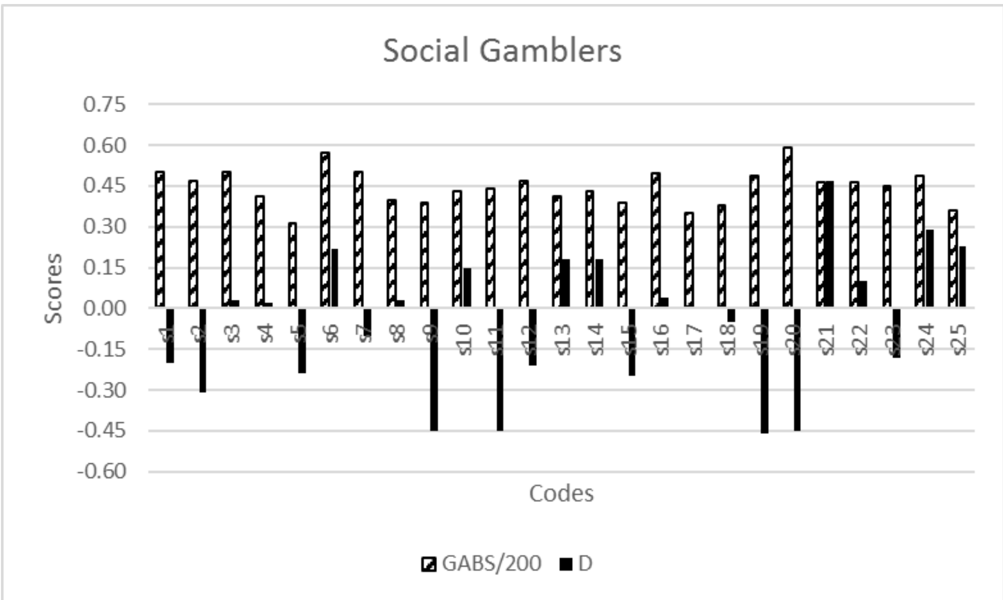

Figure 4 **Results of attitudes to gambling measures with explicit method GABS/200 and D. Group "Social gamblers"**

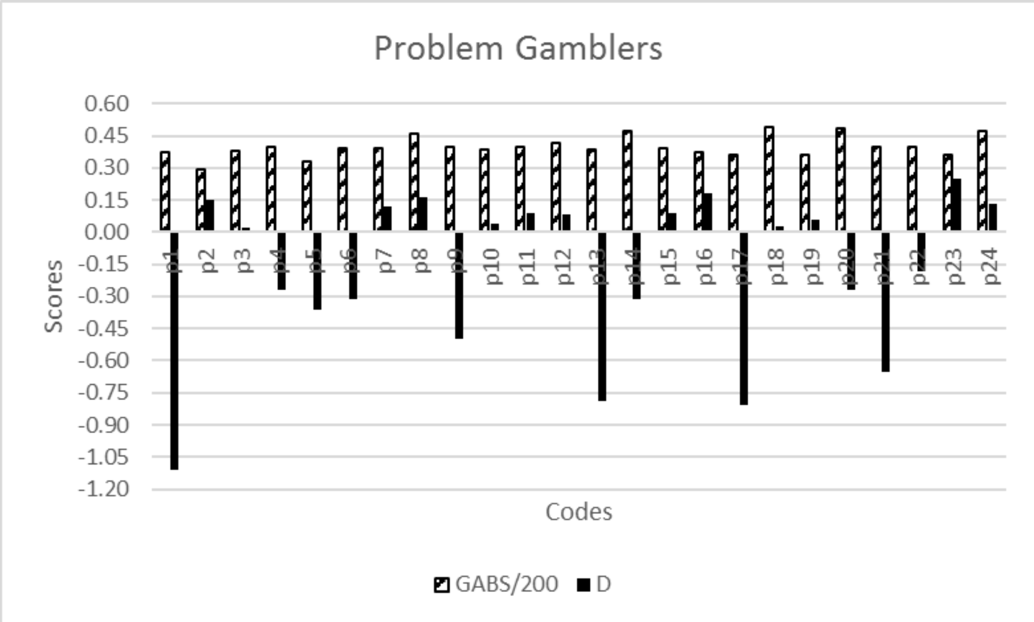

Figure 5 **Results of attitudes to gambling measures with explicit method GABS/200 and D. Group "Problem gamblers"**

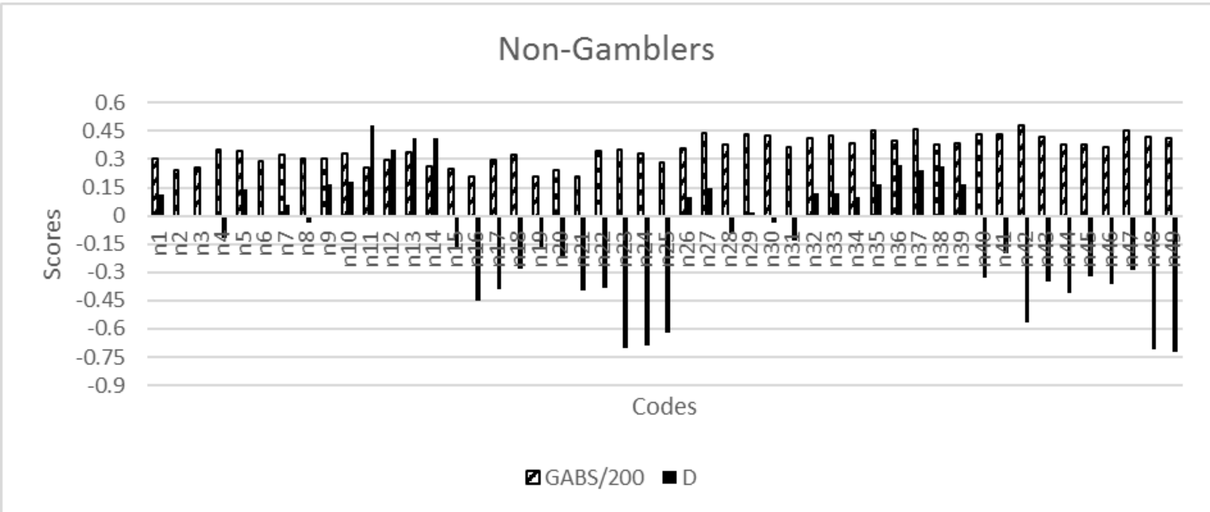

Figure 6 **Results of attitudes to gambling measures with explicit method GABS/200 and D. Group "Non-gamblers"**

The second research question.

For explicit variable GABS the following percent distribution was obtained.

Social Gamblers: moderate desire to gambling 8 %, dependence 84 %, heavy dependence on gambling 8 %.

Non-Gamblers: moderate desire to gambling 51 %, dependence 49 %.

Problem Gamblers: moderate desire to gambling 8 %, dependence 92 %.

One way ANOVA

Factor «Group» impacts on measured with GABS explicit attitude toward gambling: F(2,95) = 18.73, p <.001. The mean of GABS for Social Gamblers exceeds the mean of GABS for Problem Gamblers: LSD = 9.49, p=.014; the mean for GABS for Social Gamblers exceeds the mean of GABS for Non-Gamblers: LSD = 19.53, p<.001; and the mean of GABS for Problem Gamblers exceeds the mean of GABS for Non-Gamblers: LSD = 10.03, p<.003 (Fig. 7).

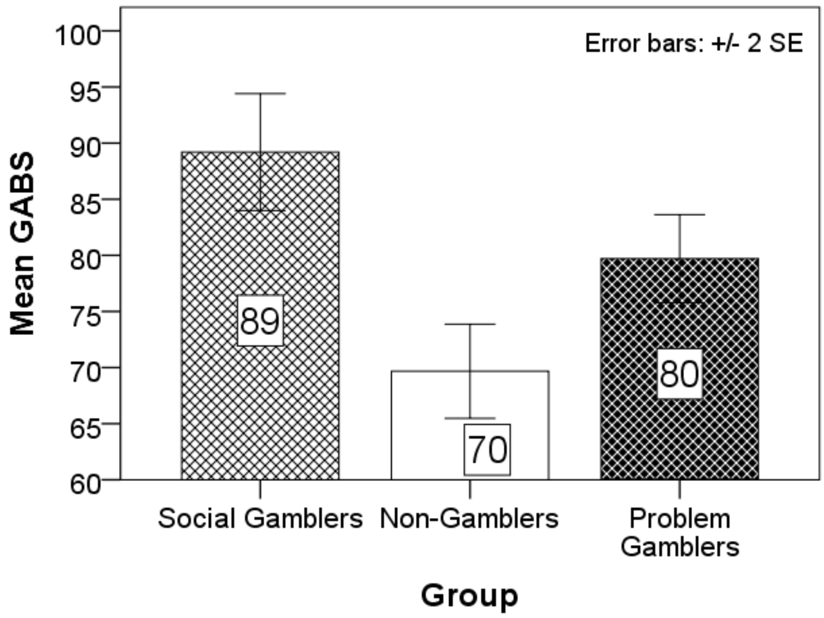

Figure 7 **Means of GABS for all groups**

The impact of the factor "Group" on the effective size of implicit measured association with gambling was not found: F(2,95) = 0.83, ns. The comparisons of means and levels of any two groups did not reveal the differences.

The third research question.

The research of congruence of measurement results, obtained with experimental procedures of the SC-IAT (variable D) and self-reported procedures (variable GABS) was performed using Pearson's correlation coefficients between GABS and positive values of D, as well as by calculating the percent of matching results.

Pearson's correlation coefficients.

The results showed compliance of implicit and explicit measurements of researched constructs evaluated by the correlation coefficients, the values of which fall within the valid range from .12 to .72 (Rudman, 2011). The correlation coefficients from this interval were not found.

Calculation of percent.

To calculate percent match the frequency analysis was used. The following results will match: (1) D "no effect" and GABS "low" or (2) D "medium & high positive effect size" and GABS "dependence & heavy dependence".

Obtained percentage of matches: in Social Gamblers: 24.0 %, n=25; in Non-Gamblers: 22.5 %, n=49; in Problem Gamblers: 12.5 %, n=24.

Correlation between D and GABS.

For positive values of D a negative correlation between implicit and explicit measures was found: r (45) = -.294, p<.05. The correlation is mostly pronounced among non-gamblers: r (20) = -.505, p<.05. Among problem gamblers r (13) = -.233, p = .444. When D≤-0.15 among non-gamblers r (12) = -.668, p<.05.

It is possible that this indicates a pursuit (mainly among non-gamblers and problem gamblers) to hide the internal propensity to gambling during explicit measures.

For negative associations with gambling the statistically significant association was not found.

With negative D in the group of social gamblers r (12) = -.242, p = .448, in non-gamblers r (29) = -.249, p = .192, in problem gamblers r (11) = .406, p = .215. The positive correlation may indicate that with the increase of negative associations with the game among problem gamblers the explicit scores of the GABS decrease. Negative correlations may suggest that with the increase of negative associations with the game among problem gamblers the explicit scores still increase.

Conclusions and Discussion

As a result of the research, its aim has been implemented and the main results are presented. The main provisions of the methodology of implicit social cognition give reasons to believe that the measurements with the use of implicit and explicit measures of attitudes towards gambling provide more deep understanding of psychological construct (gambling).

Similar results were received in Yi and Kanetkar (2010) research. In the study of Yi & Kanetkar (2010) a sample of students was selected. It has been found that all of them could have negative attitudes towards gambling, measured implicitly. Yi suggests that as individuals become more vulnerable to gambling severity, not only positive but also negative automatic gambling associations became stronger. In the study by Bravers et. al. (2013, p. 96, p. 94) in problem gamblers, who were cured in clinics, negative implicit attitudes towards gambling were not found. In our study the sample consisted of social (non-problem) and problematic gamblers and non-gamblers.

Inour research both positive and negative implicit gambling associations were found in each of the groups. Among social gamblers the positive and negative associations are equally pronounced. Both among non-gamblers and problem gamblers the negative associations are more pronounced than the positive. Problem gamblers have most expressed negative associations.

Explicit attitudes towards gambling are most pronounced among social gamblers and most not pronounced - among non-gamblers. Differences in implicit associations with gambling between the groups were not found.

The correlation coefficients between GABS and positive values of Dfrom interval (.12; .72) were not found. The least percentage of matches between the results of implicit and explicit measures is among problem gamblers.

For *participants with positive implicit associations with gambling* the following regularities were found. For the entire sample the negative correlation between the results of explicit and implicit measures was revealed. The correlation is most pronounced among non-gamblers. Among problem gamblers, with an increase in the effect's size of implicit associations to gambling the negative relationship becomes very close. It is possible that such a relation points out to a craving to hide the intrinsic propensity to gambling during explicit measurements. This result indirectly supports the conclusion that the results of explicit measurements among problem gamblers are less pronounced than that of the social gamblers.

For *participants with negative implicit associations with gambling* the statistically significant correlation between the results of explicit and implicit measures was not found.

For *participants with negative implicit associations with gambling* from the group of social gamblers the authors found a rather weak negative correlation between the results of explicit and implicit measures. Negative correlations may indicate that with an increase in negative associations with gambling among the participants the explicit scores still increase.

For *participants with negative implicit associations to gambling* from the group of problem gamblers the authors found a statistically non-significant, positive moderate relationship between the results of explicit and implicit measures. The positive correlation may indicate that with an increase in negative implicit associations with gambling the explicit scores by GABS among problem gamblers decreases. As a matter of fact, it is a manifestation of reluctance to play, which is found in the verbal self-report of participants who have strong negative implicit associations.

Despite the fact that gamblers have experienced adverse effects associated with gambling, the implicit associations with gambling may be negative, which gives hope for gambling cessation.

It is possible that the record of relationship between positive and negative implicit associations and severity of explicit attitudes will contribute to the classification of gamblers with low, moderate and high risk.

It is interesting to analyze individual cases of the participants. Often, on the explicit level a participant (problematic gambler) demonstrates a pronounced attitude towards gambling addiction, but on the implicit level – a negative attitude towards gambling. For example, the participant No. 1, who is a problematic gambler, has the pronounced negative attitude. This is a man of 38 years old, single, with secondary special education. The participant plays slot machines several times a week. Approximately for one year he has been attending the group of Gamblers Anonymous, who meet once a week, and is keen to stop gambling. The presence of the pronounced negative attitude may indicate that despite the existing gambling addiction, this participant has an intrinsic readiness to resist, get rid of gambling addiction.

Limitations. Insufficient samples of gamblers. Use of one-dimensional models.

In the long run, it appears interesting to study the influence of contextual factors on implicit and explicit measurements of attitudes towards gambling.

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PERCEPTION OF CRIMINALS: WHAT STEREOTYPES HOLD FUTURE LAW ENFORCEMENT OFFICERS?

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Abstract. *The main reasons for why stereotypes of police officers about criminals are dangerous and affecting the legal system are: firstly, having stereotypes and misconceptions about typical criminals is damaging witness's ability to correctly identify and/or remember the offender's features; secondly, stereotypes determine the peculiarities of interrogations; thirdly having stereotypes hinders the identification of individuals who actually commit crimes. 270 university students of Law and Police Activity program participated in the study and gave their opinion on the portrait and likely activities of a potential perpetrator. The Criminal Stereotype Questionnaire-Revised (Sparks & MacLin, 2011) was used to evaluate students' judgment concerning the potential perpetrator's socially desirable/undesirable personality traits, early years of family life history and childhood and adolescence activities. The results of this study revealed that future law and public security officers refer to delinquent activities during childhood and adolescence as well to adverse parental family life circumstances when predicting criminal behavior rather than personality traits. Furthermore, they have some preconceptions about gender, race and criminal behavior in advance.*
Keywords: *criminal stereotypes, law enforcement, students.*

Introduction

Stereotypes are mental representations that individuals have about groups of people (Gilbert & Hixon, 1991; Macrae et al., 1994; Beilock et al., 2007; Sherman, 2011). These representations usually are what helps people to understand surrounding world and to maximize differences between groups and minimize the differences within the same group (Schneider, 2004; MacLin & Herrera, 2006; Sekaquaptewa & Espinoza, 2004). Moreover, usually, group which is stereotyped is considered to be worse and with more negative features than the group to which a person identifies himself (Schaller & Conway, 2011, Schneider, 2004). Research has shown that people have many stereotypes considering gender, race, ethnicity and other factors that have apparently common features (Schneider, 2004; Beilock et al., 2006). Although stereotypes are inevitable and sometimes useful however they can reduce the possibility to judge about people and their actions objectively. Stereotypes impact all

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information processing and works so that people are looking for their beliefs approvals but not for objective reality (Sekaquaptewa & Espinoza, 2004; Schneider, 2005; Yarmey, 1993). The consequence of such categorization is perceptual biases: “We” are different individuals, “They” are more homogeneous. These images supported prejudicial feeling, discriminatory behaviour, and even wide scale violence directed against minority-group members or vice versa. While talking about criminal stereotypes it is important to stress that perceptual biases uphold by legal system representatives can negatively affect people’s lives and justice (e.g. wrongful convictions (Lewis & Sommervold, 2015)).

A criminal or perpetrator is a person who perpetrates or commits an illegal or criminal act (MacLin & Herrera, 2006). Although there are a large amount of literature about stereotypes in general but there is lack of research about criminal stereotypes especially about perceptions of criminals of law enforcement officers or students of this area. Researches in this field show that there are particular stereotypes about appearance, age, race and other similar features of typical potential perpetrator (MacLin & Herrera, 2006; Allison et al., 2013; Jones & Kaplan, 2003; Yarmey, 1993). Most studies of this area are conducted in Western countries, which have various race and ethnic minorities. These studies indicate that most likely that typical offender is considered to be Black or Hispanic or immigrants (Madriz, 1997). Researches on perpetrator stereotypes have shown that typical criminal is male, Black (40 %) or Hispanic (30 %) and White (20 %); age average 25 years old (MacLin & Herrera, 2006). To note studies concerning stereotypes about criminal age are very uncommon (Allison et al., 2013). Moreover, evidence has shown that Black offenders are more likely to be found guilty than White (Jones & Kaplan, 2003; Najdowsky, 2011; Correll et al., 2007; Welch, 2007). In terms of criminal personality or appearance and social demographic characteristics, most likely that men, who are non – educated, with specific appearance such as tattoos or short hair – cut are found as typical features of perpetrator (MacLin & Herrera, 2006; Allison et al., 2013; Jones & Kaplan, 2003; Najdowsky, 2011). Furthermore, stereotypes about sexual abusers and victims most likely are influenced by factors such as perpetrator age, gender, socialization (Denov, 2003; Willis et al., 2013), and ethnic identity (Maxwell et al., 2003). In addition, attitudes about what intervention or penalties should be applied for abusers are connected to the race of respondent (Sahlstrom & Jeglic, 2009). One study found that if abuser and respondent are different race, than more harsh punishments should be applied for perpetrators (Maxwell et al., 2003); however, this was not supported by the other studies (Sahlstrom & Jeglic, 2009).

Perception of perpetrators is most likely to be affected by past experience, culture, and the media (Schneider, 2004; Allison et al., 2013). Media is very important source for judgment about criminals' features. Specifically, Black criminal stereotype is considered to be associated with how Blacks are portrayed in media (Welch, 2007; Madriz, 1997). Unfortunately, media representations of offenders, especially, child sexual abuses, rarely correspond to reality (Gallagher, 1998). Another factor affecting perceptions of perpetrators is persons own experience or contact with perpetrator. Researchers suggested that absence of contacts with offenders can strengthen stereotypes portrayed in the media (Sahlstrom & Jeglic, 2009; Kjelsberg & Loos, 2008). Studies showed that those who have contacts with offenders such as experienced group of professionals uphold less stereotypes about child sexual offenders than the inexperienced professionals or public (Sanghara & Wilson, 2006; Gakhal & Brown, 2011).

Although information about objective features of criminals and harmfulness of stereotypes of criminals is more and more available and efforts to overcome stigmatization in recent decades are made, viewing the world as stereotyped reality is very vital. It is important to note, that objective evaluation of reality and people‘s actions is one of the key features of law enforcement officers (Colwell et al., 2006; Correll et al., 2007; Gakhal & Brown, 2011). The main reasons for why stereotypes of police officers about criminals are dangerous and affecting the legal system are: firstly, having stereotypes and misconceptions about typical criminals is damaging witness's ability to correctly identify and/or remember the offender's features; secondly, stereotypes determine the peculiarities of interrogations (what questions are given and how witness, offender or victim is interviewed, what tactics is used in the interrogations) (Najdowsky, 2011). Ultimately, having stereotypes hinders the identification of individuals who actually commit crimes. Researches confirm that it is crucial in such crimes as sexual abuse (Harper & Hogue, 2015; Church et al., 2008; Flowe et al., 2011). That is why it is so important to train the future police officers, so that they have fewer stereotypes of offenders. University students with law enforcement and other criminal justice aspirations embody the future generation primarily responsible for the effects of stereotyping victims and offenders. It is important that these students be assessed and to know if and how education programs could prevent the wrongful stereotypes.

To our knowledge, the current study is the first to use a sample of future law enforcement officers of Lithuania. Comparing to Western countries Lithuania represents very homogenous society concerning the race, ethnicity (Lithuanian Department of Statistics, 2013.), and studies like this provide possibility to examine the stereotypes (on race, ethnicity bases) held by members of such society. Police officers as part of society who confront much more with criminals and have to make fair judgments despite their preconceptions should know and be aware of those stereotypes, so this could prevent law enforcement representatives from wrongful decisions and actions. In this paper we try to find out whether future law enforcement students hold some kind of stereotypical attitudes toward criminals – their personality traits, race, early family life circumstances, childhood and adolescence activities. The study employed psychologically valid instruments to measure the person's opinion concerning different personal and social characteristics of potential perpetrator and complement empirical researches data on criminal stereotypes.

Methodology

Participants

270 students of Mykolas Romeris University Public security Faculty from Law and PoliceActivity program participated in the study, 111 (41,1 %) of them are male. The age range of the students is 18 to 39 years with mean M=20,7 (SD=2,7) years. 81,5 % of students spent their childhood and adolescence years living with both parents, 8,5 % with single parent, and 10,0 % participants lived with single/divorced parent however had an opportunity to interact and spend time with both of them. 88,1 % of students have siblings, other 11,8 % are the only child in a family.

Measures

The Criminal Stereotype Questionnaire-Revised (CSQ-R, Sparks & MacLin, 2011) was used in the study. CSQ-R is a self-report Likert scale type questionnaire which assesses person’s opinion concerning potential perpetrator ethnicity, look, activities, personality traits, family status, also probable crime place and circumstances.

Three factors related to potential perpetrator portrait were evaluated. Criminal’s personality traits factor consisted of 32 polar traits (e.g. “insecure – confident”, “mean – kind“, „deceitful–honest, trustworthy“, „passive–aggressive“, etc.), with a response scale 1 to 7. Higher score on this domain represents more socially positive characteristics. Cronbach alpha for this domain is 0,83.

Early family life circumstances factor consisted of 8 items (e.g. how likely the potential perpetrator was raised by single mother or father, stepparents, group home living as because of orphanage, etc.). The higher score is for this domain, the more positive environment was in early family life. Cronbach alpha for this factor is 0,81.

Childhood and adolescence activities factor has 14 items that evaluate whether respondents believe that the potential criminal could be involved in activities like bullying, pranks, vandalism, school clubs, etc.). Higher score on this domain represents more positive and socially acceptable activities in childhood or adolescence. Internal consistency for this factor is alpha 0,82.

Also, students were asked about their sociodemographic: gender, age, family status in yearly years (lived with both patents, with single parent but was interacting with both of them, single parent), siblings (no/yes), living place in early years (1 – city, 4 – countryside), financial strain of parental family during early years of live and personal financial situation during studies (1 – sufficient, 4 – lack).

Procedure

The questionnaires for participants were anonymous.

SPSS 22.0 package was used for statistical analysis and empirical data. Each domain score range was divided into the categories: up to 20th percentile, 21-79 percentiles and above 80th percentile. Results presented in Table 1 reveal the prevalence for each category.

Results

According to results (Table 1) participants who study law and public security have no criminal stereotypic attributions concerning potential perpetrator's personality traits in advance (only one student reported that the potential criminal may be characterized by exceptionally undesirable character elements and none of the participants thought this person may be described by particularly socially positive characteristics). However, most of the students have attributions related to potential perpetrator's early family life circumstances and early life social activities. 19,3 % of the participants considered the potential perpetrator having inauspicious early family life circumstances (single parent, adoption, custody history). 36,3 % of the participants believed that potential perpetrator has a history of delinquent activities in early years.

Table 1 **Prevalence of potential perpetrator's characteristics range groups**

Domains/ characteristics	**Characteristics range (N, %)**		
	Up to 20th percentile (exceptionally undesirable elements, circumstances)	***21-79 percentile (no stereotypic criminal attribution)***	***Above 80th percentile (exceptionally positive elements, circumstances)***
Criminal's personality traits	1 (0,4%)	269 (99,6%)	0
Early family life circumstances	**52 (19,3%)**	216 (80,0%)	2 (0,7%)
Childhood and adolescence activities	**98 (36,3%)**	171 (63,3%)	1 (0,4%)

The second question of the study was to evaluate which students' demographic characteristics may predict such negative exceptionally socially undesirable early life activities and living circumstances of potential criminal. Two logistic regressions were performed and dependent variable was 2 groups of students who have no stereotypic criminal attributions and who have particularly socially undesirable attributions related to potential criminal's social activities or family life circumstances. Participant's gender, age, family status in yearly years, siblings, living place in early years, financial strain of parental family during early years of live and personal financial situation during studies were included in regression model as independent variables.

Results revealed that none of independent variables predict attributions related to potential perpetrator's early family life circumstances (χ^2=8,623, df=14, p=0,854; all odds ratios (Exp(B)) are statistically insignificant).

According to results there is statistical tendency that regression model that predicts predict negative stereotypic attributions related to potential perpetrator's early life activities may be appropriate – χ^2=21,372, df=14, p=0,092. The only independent variable may predict exceptionally undesirable social attributions – growing up without siblings (Exp(B)=0,338, p=0,009, other odds ratios are statistically insignificant). Being a single child in a family predicts that participant's position**.**

The third question of the study was to evaluate which elements of potential criminal appearance, looking, social activities, family life circumstances, and personality traits gained extreme points – these elements may be assumed being an attributions or stereotypes. As each element could be rated 1 to 7, we have excluded elements that both mode and median were less than 3 or greater than 5.

Results revealed that students assume that potential criminal may wear dark and baggy clothes, color of his hair is dark, having tattoos on body, and very unlikely having body piercings. According to students is it very unlikely that potential criminal participated in scouts, religious activities, student government or school clubs, by contrast it is very likely that potential perpetrator participated in teasing others, bullying, animal torture, stealing, pranks and vandalism acts, was living in foster home. Most participants agreed that it is very likely that this person is aggressive, deceitful, mean and irritable, has alcohol and substance abuse problems. 77,4 percent of students believe that probability that potential criminal is male is greater than 0,7.

Considering the perpetrator's race, most participants stated that white and Roma people were more likely to perform a crime compared to Asian and black people.

Discussion

Analyses of results show that future law enforcement students do not hold strong preconceptions concerning potential perpetrator's appearance although some components of stereotype could be mentioned. Some elements of potential criminal appearance (e.g. wearing dark and baggy clothes, dark color hair, having tattoos on body, and very unlikely having body piercing) were associated with perpetrator. In MacLin & Herrera study there are considerably more features attributed to criminal - wearing baggy, dirty and/or black clothing, being tall with long or shaggy dark hair; the stereotypical criminal have some form of facial hair, and beady eyes, tattoos, scars and pock marks, accessories like gloves, hats, and bandanas (MacLin & Herrera, 2006).

The believe of participant that potential criminal is male correspondent with findings in another similar studies (MacLin & Herrera, 2006; Allison et al., 2013) and this notion reflect real situation of male in the offender population (http://law.jrank.org/pages/1250/Gender-Crime-Differences-between-male-female-offending-patterns.html).

The most students stated that Roma people were more likely to perform a crime than other ethnicities and this may reflect stereotypical view formed by massive media information about criminal acts (usually drug sales) happen in Roma residence (tabor). 2,000 Roma people constitute only 0,1 percent of total population in Lithuania therefore such notion are highly stereotypical.

Future law enforcement students have strong believe that being criminal associated with exceptionally negative socially disadvantageous early life activities and living circumstances, like single parent, adoption, custody history, history of delinquent activities in early years. Most participants agreed that it is very likely that this person is aggressive, deceitful, mean and irritable, has alcohol and substance abuse problems, participated in teasing others, bullying, animal torture, stealing, pranks and vandalism acts, was living in foster home. It can be viewed as quite harsh schema of potential criminal even though it corresponds to a large extent the characteristics of the real criminals but not every.

Some differences from results of previous studies (MacLin & Herrera, 2006; Allison et al., 2013; Jones & Kaplan, 2003) could be explained by fact that participants in our study was more educated in the field of criminal justice and criminology. As results revealed none of independent variables predicted attributions related to potential perpetrator's yearly family life circumstances and childhood and adolescence activities so we could hypothesized that knowledge about criminals gained in lectures could form such preconceptions toward criminals. The question what factor (e.g. media, education, experience and direct confrontation) and how it could shape the schemas of potential perpetrator should be explored in future researches. Aware of criminal stereotypes and understanding how they are formed has important implications for the education of law enforcement professionals and the criminal justice system in general.

Conclusions

Students of law and public security have no criminal stereotypic attributions concerning potential perpetrator's personality traits in advance, however they considered the potential perpetrator having inauspicious early family life circumstances and a history of delinquent activities in early years. Most of the participants believed that perpetrators are normally male, also white and Roma people were more likely to perform a crime compared to Asian and black people. Some elements of potential criminal appearance, looking, social activities, family life circumstances, personality traits were excluded that may be attributed to criminals.

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CONFLICTOLOGICAL CULTURE OF PERSONALITY IN A PROFESSIONAL ENVIRONMENT (BY THE EXAMPLE OF PEDAGOGUES AND ENGINEERS)

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Abstract. *The levels of conflictological culture of pedagogues and engineers, the peculiarities of its formation as well as the comparison of the conflictological culture's levels among representatives of these specialties on the base of their gender and work experience are analyzed in the proposed research. Each specialist owns a certain level of the conflictological culture's development and he/she expresses it in a professional environment. The relevance of the research's theme is caused by the necessity to improve conflictological culture of specialists for their further successful activities. The Aim of the research is the identification of differences in the levels' formation of specialists' conflictological culture by the example of pedagogues and engineers and the influence of such a characteristic as a gender and work experience on it. The Object of the research is the process of forming conflictological culture of pedagogues and engineers. The Methods of the research are the following: 1. the theoretical analysis of scientific literature on the given problem; 2. the empirical analysis of obtained data reflected the level's formation of pedagogues and engineers.*
Keywords: *avoidance, behaviour, communication, conflict, culture, engineer, experience, pedagogue, perception, personality, problem, responsibility, sense, solving, specialist.*

Introduction

The Novelty of the proposed research is in the fact that the authors of the proposed research investigate the conflictological culture's level of specialists (pedagogues and engineers) who already work, but the authors of the previous research investigated only future specialists, students.

The Hypothesis of the research is the following; the significant differences exist in the conflictological culture's formation of representatives of different specialties, exactly of pedagogues and engineers. The additional Hypothesis is that the gender factor influences on the development level of conflictological culture's components.

Conflictological culture of personality is the complex integrative substance included culture of value-semantic sphere of personality, thinking culture,

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culture of senses, communication culture, behavioural culture ensured constructive problem-solving under a conflict (Scherbakova & Verbicky, 2016).

Culture of value-semantic sphere of personality is a set of existenial and humanistic values of personalities stipulated a personal sense of constructive behaviour of personality under a conflict, positive perception of Self and others (Burton & Dukes, 1990) which is based on such values as responsibility, freedom, autonomous thinking, and each person takes responsibility for his life and all events in it.

Thinking culture is the ability to analyze rationally a conflict situation on the base of obtained certain knowledge and skills, define the essence of a problem, separate the important things from the secondary ones, come to conclusions, use them in own behaviour (Zaida, 2011). Culture of senses is the ability to realize a constructive and desstructive characters of own experiences, emotions and control them (Coser, 1993). Behavioral conflictological culture is the ability to act and solve problems in such a way that can allow to avoid a conflict or to control it at all stages (Burton & Dukes, 1990). Communicative culture is the ability to express own feelings and emotions adequately and implement willingness to a dialogue (Самсонова, 2002)).

The Method of the Empirical Stage of the Research

Participants. The sample of the empirical stage of the research was the following: 60 pedagogues (there were 45 women and 15 men) and 60 engineers (there were 10 women and 50 men) were selected for the given investigation.

Their work experience was in the range from 1 year to 15 years. The age of the respondents was in the range from 23 till 68. **Instruments.** In order to determine the level of conflictological culture formation of pedagogues and engineers the authors of the research conducted the empirical research on the base of the **Procedure** „The method of personality's conflictological culture investigation" elaborated by Scherbakova (Scherbakova & Chaikina, 2009). The level of conflictological culture formation can be determined only by taking into account the level of the development of all components of conflictological culture of personality. Each level of development was defined according to the following criteria:

Table 1 **The determination of the component development level of conflictological culture of personality according to the sum of points (score) in a scale**

Score on a scale	The level on a scale
[3 - 11]	low
[12 - 17]	average
[18 - 21]	high

According to Scherbakova (2011) conflictological culture of a specialist has been formed if it is on the high level of development, and it has not been formed if it is on the average or low level of development.

Results

The results of the investigation of the conflictological culture level formation of all participants of the research (pedagogues anf ingeneers) are shown in the Figure 1.

Figure 1 **The formation levels of respondents' conflictological culture**

As it isseen from the Figure 1, 73 % of respondents have the low level of conflictological culture formation; 23 % of respondents have the average level of conflictological culture formation; and only 4 % of respondents have the high level of conflictological level formation.

The next Figure 2 reflects the level of conflictological culture formation of specialists in both samples.

As it is seen from the Figure 2, the level of conflictological culture is formed only of 27 % of respondents inboth groups (pedagogues and engineers), and not formed at all of 73 % of them. The authors conducted the empirical analysis of the obtained data of specialists' conflictological culture's components.

The authors used the following abbreviations: the abbreviation CC- means communicative culture; TC - means thinking culture, BC-means behavioural culture; CS-means culture of senses.

The percentage of conflictological culture formation level

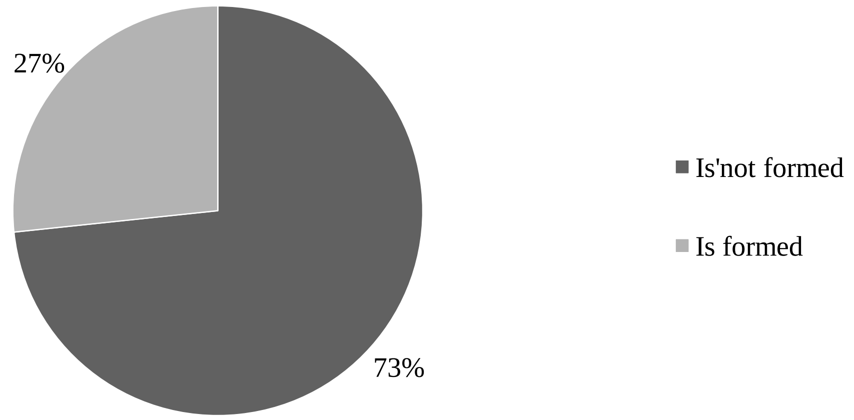

Figure 2 **The level of conflictological culture formation of specialists in both samples (pedagogues and engineers)**

Table 2 **The research results of two independent samples (pedagogues and engineers)by the help of the Student's t-test and the Levene'st-test)**

		The Levene's t-criterion of dispersions 'equality	The Levene's t-criterion for equality of means					
		Significance	t	st.sv	Meanings	The average difference	The confidence interval for differences is 95%	
							low	high
CC	Equal dispersion are supposed	0,026	-2,5	118	0,012	-1,95	-3,47	-0,43
	Equal dispersions are not supposed		-2,5	107,189	0,013	-1,95	-3,472	-0,428
TC	Equal dispersions are supposed	0,663	-2,2	118	0,03	-1,383	-2,632	-0,134
	Equal dispersions are not supposed		-2,2	116,801	0,03	-1,383	-2,633	-0,134
BC	Equaldispersions are supposed	0,306	-1,8	118	0,076	-1,45	-3,057	0,157
	Equal dispersions are supposed		-1,8	115,761	0,077	-1,45	-3,057	0,157
CS	Equal dispersions are supposed	0,176	-0,7	118	0,492	-0,533	-2,066	0,999
	Equal dispersions are not supposed		-0,7	114,279	0,492	-0,533	-2,067	1

As the significance of the Leven criterion of dispersions'equality on the scale CC is less than. 05 (it means that dispersions differ) the usage of the Student's t-test for the analysis of this scale is illegitimately. That is why the authors of the research used the U-criterion of Mann-Whitney test for the analysis of the samples' difference on the scale CC. Thus, according to the analysis results of the given samples (pedagogues and engineers) by the help of the Student's t-test used for the scales TC, BC, CS, and the U-criterion Mann-Whitney test used for the scale CC the authors can conclude the following: engineers and pedagogues have significant differences in such components of personality's conflictological culture as thinking culture (the level of significance is equal to .030) and communicative culture (the level of significance is equal to .032). Pedagogues have the higher level of these components than engineers have.

The authors of the research also analyzed the differences in personality's conflictological culture according to respondents' gender. That was done by using the Pearson's criterion. Men have the majority in the profession of an engineer, but women predominate in a teacher's profession. The Figure 4 shows the differences in scales CC, TC, KP, CS according to respondents' genders.

The score-gender based in scales CC, TC, BC, CS

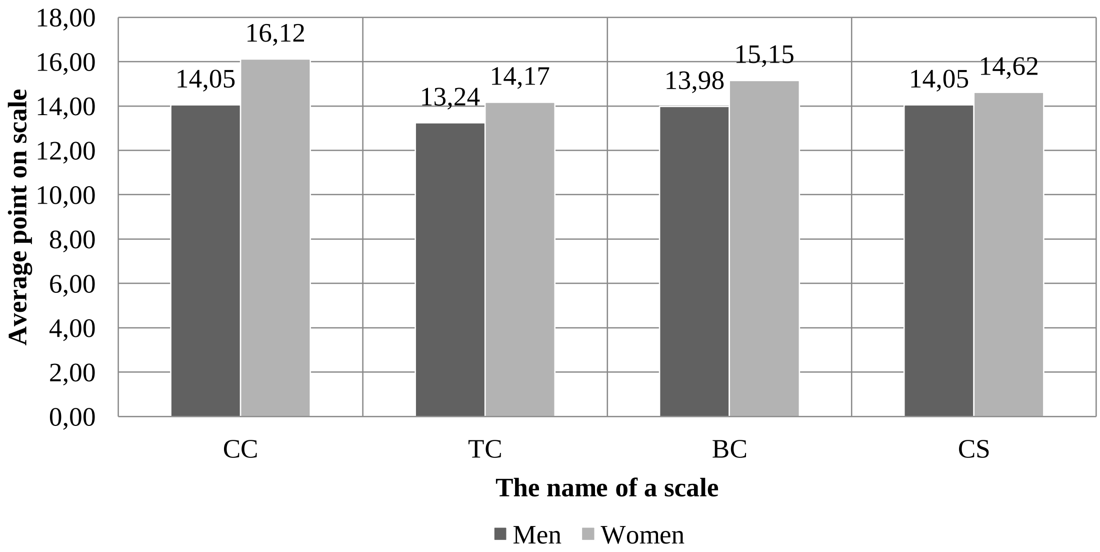

Figure 4 **The comparison of the average score between men and women in scales CC, TC, BC, CS**

The obtained data show that there are significant differences between men and women in the components' formation level of personality's conflictological culture only in the component of communicative culture (CC), the level of significance is equal to .011. The formation level of women is higher than men.

The authors of the research believe that revealed statistically significant differences in the formation level of such components of personality's conflictological culture as communicative culture and thinking culture between engineers and pedagogues could be explained by the specific of pedagogical profession, the necessity to determine clearly a thought, to communicate with students, solve different problems, avoid conflicts.

The results of the interrelations among the age and work experience with the development level of conflictological culture of a specialist is represented in the

The representation of conflictological culture components' correlation

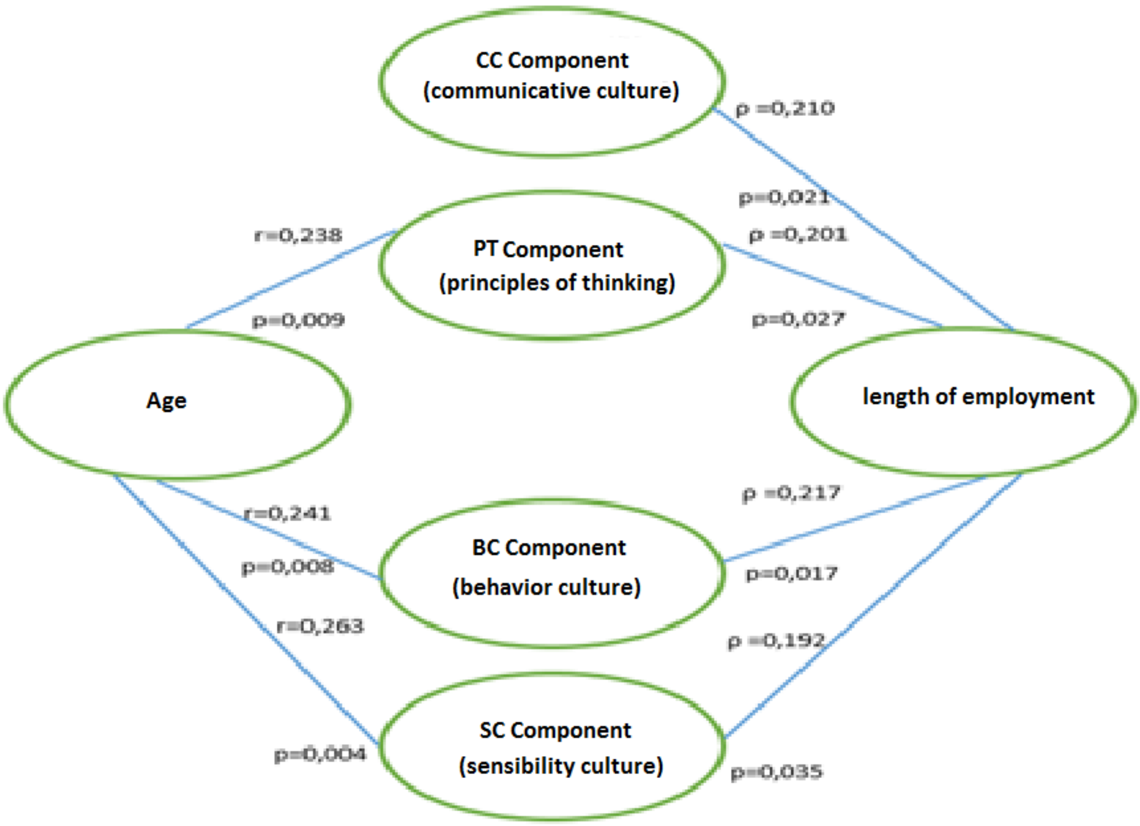

Figure 5 **The correlation among components of a specialist's conflictological culture and his/her age; as well as the correlation among components of conflictological culture and a specialist's work experience in a specialty**

A very weak correlation among each of the conflictological culture's components with the age of respondents and their work experience allows the authors to conclude that the development level of conflictological culture does not depend on age as well as on work experience of a specialist.

Conclusion

The authors of the proposed research conclude that:

1) the hypothesis that a chosen profession of respondents influences on the formation level of conflictological culture was confirmed, but the additional hypothesis that a respondent's gender influences on the components of conflictological culture was partly confirmed;
2) as the formation level of conflictological culture is not formed of the majority pedagogues and engineers, they should develop further their conflictological culture for their professional productive activities for avoiding or solving problems in conflicts.

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THE IMPACT OF CHILDHOOD FAMILY EXPERIENCE ON PARTNERSHIP PROBLEMS AND BIRTH-RATE IN ADULTHOOD

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Abstract. *The causes for the partnership problems and low birth-rate can be looked upon not only through an economical discourse, but also via the thorough exploration of psychological determinants of sustainable family relationships. The skills and abilities for the development of such relationships significantly depend on the characteristics of childhood family experience. Exploring the factors that influence partnership quality and birth-rate in Latvia 221 respondents were surveyed (185 women and 36 men) aged from 20 to 40. Majority of the sample indicated to their negative childhood experience (mostly parents' conflicts, divorce, neglect, alcohol abuse) and admitted an impact of this experience on their partnership in adulthood. The respondents with negative childhood family experience reported conflicts in their current relationships more often than their counterparts with supportive childhood experience. The most frequent partnership problems appeared to be emotional violence and computer addiction, at much less rate – alcohol abuse. Though, the statistically significant correlations between the childhood family experience and the partnership problems as well as between the childhood family experience and number of children in family were not found in the given sample. The problem of drug addiction had a statistically significant negative correlation with the number of children in family. Future research could focus on the ways in which positive and adverse childhood experiences interact to influence partnership quality and birth-rate.*
Keywords: *adulthood, birth-rate, childhood family experience, family, partnership problems.*

Introduction

The demographical-economic paradox suggests – although the level of economical well-being in the developed countries is very high, the birth rate is still low (i.e., Livingston, 2011; Yashiro, 1998). Therefore, the causes of low birth-rate could be searched for not only in the economical conditions but also, possibly, in such psychological determinants of family formation and wish to have children as skills and abilities of partners to create and sustain healthy, emotionally stable relationships based on mutual respect, trust and equality. Among other factors, such skills and abilities can be determined by the characteristics of childhood family experience. Since each society has its own

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unique economical, social, cultural and environmental conditions, study was conducted in Latvia (2012–2013) aiming to explore the possible psychological causes of low birth-rate and focusing both on individual issues and relationship problems. Considering the volume of present paper, only those data from this study will be analysed that relate to following research questions:

1) How common is positive or negative childhood family experience among the studied sample?
2) What are the views of respondents about the impact of their own childhood family experience on the quality of their partnership in adulthood?
3) What is the difference between the groups of respondents with negative and positive childhood family experience in terms of the quality of their partnership in adulthood?
4) How common are disfunctional partnership and what are the relationships between the childhood family experience and disfunctional partnership in adulthood and between the childhood family experience and number of children in adulthood?
5) What kind of relationships exist between the disfunctional partnership and number of children in family?

Theoretical background

The recent studies have shown that the childhood experience can have a permanent influence on an individual's life (e.g., Rutter, Kim-Cohen & Maughan, 2006; Whitfield et al., 2003). Supportive childhood family experiences are related to positive adult outcomes, while negative or traumatic childhood family experiences are associated with an array of lasting psychosocial problems in later life (Anda et al., 2006; Felitti et al., 1998). The Adverse Childhood Experience (ACE) Study suggests ten categories of negative childhood family experience: emotional/physical/sexual violence, emotional/physical neglect, substance abuse, mental conditions within the family, violence against a mother or step mother, divorced or parents living separately and the prison record of a family member (Felitti, 2003).

Considering the impact of both positive and negative childhood family experience on partnership quality in adulthood, secure attachment in childhood is associated with satisfying and secure personal relationships in adulthood (Feeney, 2008). Positive familial experiences are also connected with pronounced social competence, civic engagement, and trust and tolerance in social groups and institutions (Fukuyama, 1999; Putnam, 1995). Supportive parent-child relationships were related to such positive qualities as planfulness, independence, social skills, and trusting and tolerant attitudes (Price-Robertson et al., 2010). According to the data from ACE Project, adverse childhood experience among other problems underlies reproductive health, sexual behavior, alcohol and drug abuse, instability of relationships that are strongly connected with the quality or partnership and birth-rate (Anda et al., 2006). The study also show the indirect effect of adverse childhood experience on partner aggression via posttraumatic stress disorder (Swopes et al., 2014). Among women, there was a strong graded relationship between the number of adverse childhood experiences and the risk of being a victim of intimate partner violence (Whitfield et al., 2003). Noteworthy also were the connections between adverse childhood family experiences and lower wellbeing in early adulthood (Price-Robertson et al., 2010).

Constructing a study involving the problem outcomes of adverse childhood experience, several types of problems, mostly overlapping those encountered in childhood, need to be considered. For instance, in the large-scale Australian study, measures of long-term health problems, depression, anxiety, antisocial behaviour and substance use were used as indicators of problem outcomes of adverse childhood experience in early adulthood (Price-Robertson et al., 2010). However, the dysfunctional partnership can suffer also from emotional and physical violence, different types of addiction etc. (Kaslow, 1996).

Although, the search of available literature showed that exploration of connections between the quality of partnership and number of children in family has not been among the burgeoning topics, the study in Latvia's context has found that respondents would like to have more children if they would have good financial situation, adequate possibilities for child-care and good interpersonal relationships in family (Berga et al., 2005).

Following several other studies, the respondents of current study reported their childhood family experiences in a retrospective way. Although, the accuracy of such reports can be impeded by memory loss and recall bias, some studies show that retrospective reports can match other sources of data (i.e., Smart et al., 2005) thus providing useful and reliable information.

Methodology

Method and procedure. The data have been collected by the survey „The birth-rate in Latvia: Influencing factors" (Pipere & Tretjakova, 2013) consisting of socio-demographical part to detect the age, gender, family situation, place of living, education, financial situation, number of children, and main part of survey to find out the features related to partnership, childhood family experience, pregnancy and health, parent-child relationships, values and wish to have children, etc. The survey included 28 questions that permitted to obtain both quantitative and qualitative data. The questions were designed, based on the studies mentioned above, and were improved in a pilot-study. For this purpose, 100 respondents were questioned about the main reasons of their partnership problems, causes of family sustainability as well as their choice to have children. In the given study only those questions that are associated with partnership problems, childhood family experience and number of children in family will be analysed. The survey was disseminated electronically (by e-mail/uploading in social networks). The aim of the study and principles of research ethics ensuring the anonymity and confidentiality were provided at the introduction of survey.

Sample. The sample consisted of 185 women (average age – 30.6 years) and 36 men (average age – 32 years). The range of age in the sample was from 20 to 40 years. From the whole sample, 59 % of respondents were parents (42 % - 1 child, 40 % - 2 children, 18 % - 3 children), the rest of the sample (41 %) did not have children. Each respondent represented one family. Majority of sample were satisfied (29 %) or partly satisfied (44 %) with their current economic situation. From the whole sample, 78 % of respondents had higher education, 7 % of respondents at the time of survey were still studying, while 15 % had secondary education.

Results

Childhood family experience. Based on the several studies about the negative childhood experience and the results of pilot-study, the survey included questions containing following factors of negative childhood experience: conflicts of parents, divorce, child neglect, alcohol abuse in family, emotional and physical violence. Fig. 1 reflects the distribution of main childhood family experience factors in the studied sample.

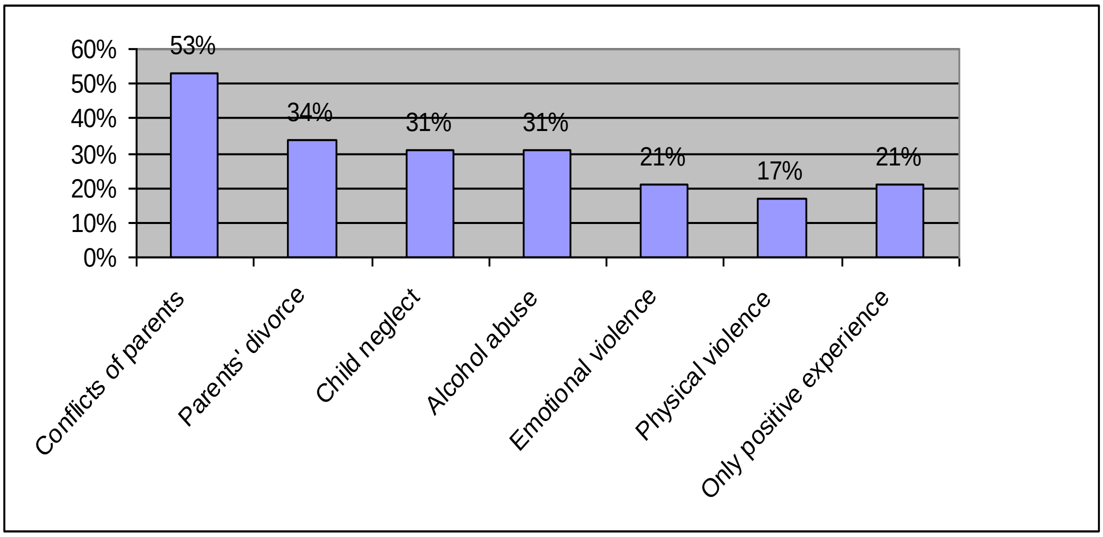

Fig. 1 **Percentage of childhood family experience factors (*N* = 221)**

According to Fig. 1, negative childhood family experience have been recognized by the majority of respondents (79 %), mere 21 % of respondents have reported only the positive childhood experience. The most frequent negative childhood family experience in this sample were conflicts of parents (53 %), experience of partners' divorce (34 %), child neglect (31 %) and alcohol abuse (31 %). As the numbers show, large proportion of respondents has experienced several factors of negative childhood family experience.

Views about the impact of childhood family experience on the partnership. Question about the impact of respondents' childhood family experience on the quality of their partnership in adulthood received 67.1 % of positive answers and 17.6 % of negative answers, while 15.3 % of respondents could not provide certain answer to this question. Thus, the personal opinion of the majority of respondents leans toward the recognition of links between their childhood family experience and the quality of their partnership later in adulthood.

Impact of negative and positive childhood family experience in terms of partnership quality. The statistical analysis of impact of negative and positive childhood family experience in terms of partnership quality indicated that conflicts in partnership are observed more frequently for respondents with negative childhood family experience than for those with exclusively positive childhood family experience (F = 3.80; p = .049) (see Table 1).

Table 1 **Difference in partnership aspects for groups with positive and negative childhood family experience (N = 221)**

Partnership Aspects	**Evaluation of Childhood Experience**		***p***
	Negative	***Positive***	
Feels safe	3.18	3.17	.987
Mutual trust	3.34	3.37	.846
Mutual respect	3.34	3.30	.761
Sharing experience, beliefs, feelings	3.21	3.17	.793
Constructive discussion of cohabitation issues	2.93	3.00	.652
Conflicts in relationships	**1.45**	**1.21**	**.049**
Emotional comfort	2.80	2.89	.572
Emotional separation and loneliness	1.07	.95	.453
Satisfaction with partnership	2.99	2.98	.988

However, it is interesting to observe, that those with negative childhood experience have evaluated several partnership aspects (feels safe, mutual respect, shared experience and satisfaction with partnership) even slightly higher than respondents with positive childhood experience. Although these differences are very small and statistically insignificant, they ask for further investigation.

Partnership problems, the relationships between the childhood family experience, partnership problems and number of children. To obtain information about the partnership problems, the respondents were asked to evaluate their current partnership with regard to the following problems: emotional/physical violence, alcohol abuse, drug addiction, and computer addiction (see Table 2). According to Table 2, the most frequent partnership problems appeared to be emotional violence and computer addiction, at much less rate – alcohol abuse. Physical violence and drug addition were almost nonexistent in given sample. Yet, the statistically significant relationships were not found neither between the childhood family experience and partnership problems in adulthood nor between the childhood family experience and number of children in family.

Table 2 **Distribution of answers regarding the partnership problems (*N* = 221)**

Partnership Problems	**Distribution of Answers**				
	All the time (%)	***Frequently (%)***	***Sometimes (%)***	***Seldom (%)***	***Never (%)***
Emotional violence	1.40	5.40	16.7	22.5	54.1
Physical violence	.00	.50	1.40	5.00	93.2
Alcohol abuse	1.40	4.10	5.90	15.8	72.9
Drug addiction	.00	.90	.50	2.70	95.9
Computer addiction	1.80	5.00	14.1	23.6	55.5

Relationship between the partnership problems and number of children in family. Focusing on the relationship between the partnership problems and number of children in family, the data show that only the problem of drug addiction has a statistically significant correlation with the number of children in family (r = -.16; p = .025).

Discussion and conclusions

In the sample consisting mostly of highly educated and financially secure women, similarly as in the study in Australia (Price-Robertson et al., 2010) the respondents have not reported pronouncedly negative childhood experience. However, it is indicative that very large proportion of respondents mentioned at least one category of negative childhood experience. Adverse childhood experiences are surprisingly common, although typically concealed and unrecognized (Felitti, 2003). The large study in Latvian context shows that only 16.9 % of respondents in total had not had any adverse experiences before they had turned 18. More women than men scored higher on an ACE score, as did ethnic Russians and respondents with other ethnicity and also respondents with a low socioeconomic status (Velika et al., 2012). Majority of respondents in presented study has admitted that their childhood family experience has an influence on the quality of their partnership, that illustrate the self-awareness skills of the sample and also provides certain justification for the empirical study on the relationships between these variables. The analysis of the impact of negative and positive childhood family experience in terms of partnership quality shows that the most frequent childhood family problem – parents conflicts have been transferred also to the later life of adults – those who have negative childhood family experience encounter conflicts in their partnership more often than their counterparts with supportive childhood experience. Several other studies also have shown the possibility of intergenerational transmission of violence in interpersonal setting (Black et al., 2010; Egeland, 1993). In terms of dysfunctional partnership, it seems that high socially economical status and gender determined the most frequent problem – emotional violence. Only about a half of sample has never experienced emotional violence in their partnership, suggesting to the perpetuating cycle of violence also for the children growing up in the families of respondents. Similary as in Australian study (Price-Robertson et al., 2010), relationships between the childhood experience and dysfunctional partnership were not common. Also, the relationships were not found between the childhood experience and number of children in family that could be possibly explained with high educational and economical status of studied sample. One could also assume that the lack of these relationships could be caused by the scarcity of distinctively negative childhood experience, i. e. the predomination of very common and variously perceived and interpreted negative childhood experience like the conflicts of parents. Since drug addiction can be viewed as the most dangerous partnership problem measured in this survey, it seems natural that significant links were found between this problem and number of children in family.

Several limitations were noticed for this study. One of them is the under-representation of respondents with low socio-economic status that likely to have led to lower estimates of the adverse childhood experiences and partnership problems as well as lack of relationships between the childhood family experience and family situation (partnership and birth-rate) in adulthood. More narrowly focused studies would be able to include more in-depth measures of targeted variables. Also,childhood family experiences were retrospectively reported, although, it seems that such reports also can provide reliable information (Smart et al., 2005). The implications of this small study would suggest to routinely seek a history of adverse childhood experiences from the clients of psychological consultation and family therapy dealing with partnership problems. Future research could build on the current findings by identifying the ways in which positive and adverse childhood experiences interact to influence partnership quality and birth-rate. Also, the gender differences in terms of the studied questions would be an appropriate target for the further exploration.

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PSIHOLOĢIJAS STUDENTU PERSONĪBAS IEZĪMES UN PROFESIJAS IZVĒLI NOTEICOŠIE FAKTORI

Psychology Students Personality Traits and Motivation to Choose Studies

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Abstract. *The sample consisted of 83 first course academic and professional psychology program students aged 18-43 years. Research instruments: 1) Demographic survey; 2) BFI (Big Five Inventory, Benet – Martinez & John, 1998), adapted version in Latvian (Austers, 2007); 3) The assessment of psychology studies motivation.*
Key findings: The most important motivating factors for psychology studies in this sample are interest in psychology and the desire to help. Personality traits are related to the choice of profession motives: Agreeableness and Conscientiousness are positively correlated with the desire to help, Extroversion with a sense of capability for the profession, Neuroticism - with a uncertainity about the right profession choice.
Keywords: *psychology studies motivation, professional identity, personality traits.*

Ievads
Introduction

Latvijā pēdējos gados strauji ir attīstījušies daudzi psiholoģijas un psihoterapijas virzieni, psihologi strādā izglītības iestādēs, slimnīcās, privātpraksēs, organizācijās un citur. Lai arī psiholoģijas joma nav no labāk apmaksātajām nozarēm, tomēr par psihologa profesijas iegūšanu ir vērojama noturīga interese. Lai kļūtu par psihologu ir jāiegulda liels darbs - šobrīd ir jāstudē 3 gadi bakalaura programmā vai 4 gadi profesionālā bakalaura programmā un tālāk attiecīgi 2 vai 3 gadi maģistrantūras programmā. Kopumā Latvijā psihologa profesiju var iegūt vismaz 5 augstskolās, 10 dažāda līmeņa studiju programmās.

Lai arī šī interese ir stabila, tomēr ir salīdzinoši ļoti maz pētījumu par psiholoģijas studiju izvēles motivatoriem (Apat et al., 2011). Novērojumi rāda, ka daļa studentu studijas šajā jomā uzsāk, bet šajā profesijā vēlāk nestrādā. Tāpēc ir svarīgi izprast studiju izvēles motivāciju, ko var ietekmēt ļoti dažādi

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faktori - gan ārēji ekonomiski apstākļi (cik profesija ir pieprasīta mūsdienu darba tirgū, kādu iespējamo atalgojumu šajā jomā varētu pelnīt), gan profesijas prestižs un statuss sabiedrībā, gan arī tas, cik labi jaunietis izprot sevi, apzinās savas spējas, talantus un ir izkopis interesi par kādu noteiktu profesionālu jomu. Pētījumi rāda, ka studenti, kuru studiju motivācija, uzsākot studijas, ir zemāka, biežāk apsver iespēju studijas pamest, un, jo vairāk ārēju motīvu vadīta ir studiju izvēle, jo vājāka ir profesionālās identitātes izjūta (Smitina, 2010). Būtisks faktors, lai veiksmīgi darbotos izvēlētajā profesionālajā jomā un nostiprinātu profesionālās identitātes izjūtu, ir arī indivīda personības atbilstība konkrētās profesijas kritērijiem, taču joprojām ir maz šādu pētījumu saistībā tieši ar psiholoģiju studējošajiem.

Pētījuma mērķis: Noteikt psiholoģijas studentu studiju izvēles motīvus un izpētīt, kā tie ir saistīti ar psiholoģijas studentu personības iezīmēm.

Pētījuma jautājumi: Kādi ir psiholoģijas studentu studiju izvēles motīvi? Kā psiholoģijas studentu personības iezīmes ir saistītas ar studiju izvēli nosakošajiem faktoriem?

Studiju izvēles motivācija un tās saistība ar profesionālo identitāti *Study Choice Motivation and Professional Identity*

Tālākās profesijas izvēle, kas visbiežāk saistīta arī ar tālākās izglītības izvēli, ir jauniešu aktuālākais jautājums pēc vidējās izglītības pabeigšanas. Karjeras un profesionālās attīstības teorijās studiju uzsākšanas vecums tiek minēts kā laiks, kad indivīds uzsāk profesijas izvēli, neatkarīgu lēmumu pieņemšanu, sāk apzināties savu profesionālo identitāti un spēj noteikt savus profesionālos mērķus. Jaunībā tiek attīstītas personības profesionālās intereses, pieņemti galvenie karjeras lēmumi attiecībā uz nākotnes profesiju (Šmitiņa, 2011). Karjeras pētnieki izglītības izvēles procesu saista ar profesionālo pašnoteikšanos, kas ietver pilnvērtīgu jaunieša psihisko un personības attīstību, motivācijas sfēras veidošanos, attīstītas intereses, noslieces un spējas, kā arī augstu pašcieņas līmeni, un uzsver, ka jauniešiem šajā vecumā būtu jāvar adekvāti izvēlēties nākotnes profesiju, kā arī to studiju virzienu, kas būtu visatbilstošākais viņu spējām, prasmēm, interesēm un nākotnes nodomiem (Holland, 1980; Klimov, 1988).

Motivācija dažādi tiek skaidrota dažādās psiholoģijas un izglītības teorijās, bet tradicionāli tā tiek skaidrota kā iekšējs stāvoklis, kas izraisa tiešu un mērķtiecīgu indivīda uzvedību. Deci un Rajana (Deci & Ryan, 2000) pašnoteikšanās teorijā attiecībā uz studijām un darbu tika uzsvērti iekšējās (angl. val. *intrinsic*) un ārējās (angl. val. *extrinsic*) motivācijas veidi. Iekšējas motivācijas gadījumā uzvedību nosaka personas interese par noteikto darbību un iekšēja vēlme sasniegt izvirzītos mērķus. Tā ļauj studentam daudz vairāk iesaistīties, kā arī balstīt savu mācību procesu uz iekšēju interesi, zinātkāri un vēlmi apgūt jauno un iegūt jaunu informāciju (Schapiro & Livingston, 2000). Savukārt, ārēji motivēta uzvedība tiek virzīta, lai apmierinātu ārējas prasības, tā balstās uz ārējiem pamudinājumiem, konkrētu atalgojumu, uzslavu vai atzinību un var atspoguļot arī identificēšanos ar ārējiem mērķiem (Deci & Ryan, 2000).

Pētījumi rāda, ka studentus izvēlēties psiholoģijas studiju programmas motivē iekšējo un ārējo motivatoru kombinācija - iespēja uzkrāt zināšanas sev interesējošā jomā, iespēja izzināt cilvēku uzvedību, personīgā izaugsme, vēlme palīdzēt citiem, tas, ka rodas jaunas karjeras iespējas psiholoģijā (Apat et al., 2011). Tādējādi var teikt, ka primārā motivācija ir pašattīstība un vēlme palīdzēt citiem, kā arī profesionāla interese.

Savukārt, Vallerands (Vallerand, 1992), attiecībā uz motivāciju veidiem, to papildinājis ar t.s. a-motivāciju (angl. val. *a-motivation*), jeb ne-motivāciju, kas nozīmē, ka students nevar nosaukt motīvus, kāpēc studē, vai arī šie motīvi ir neskaidri un difūzi. Vairāki pētnieki gan norāda, ka ļoti grūti ārēji ir izšķirt, kura motivācija studentu virza, jebkura izvēle ir motivatoru kombinācijas rezultāts (Pervin, 2001), taču svarīgākā atšķirība var būt iekšējā vai ārējā motivācijas lokusā (ja motivators ir ārējs, tad tā vairāk būs ārēja motivācija) (Ralph, 1998),

Studiju izvēles motivācijas tēma ir bijusi saistoša arī Latvijas psihologiem un pētniekiem, kas pēc atkārtotiem pētījumiem izvirzīja šādus studiju izvēles motīvus: 1) ārējā motivācija (ieteikumi, rekomendācijas, ģimenes vērtības); 2) prestiža faktors (profesijas prestižs, akadēmiskās karjeras iespējas); 3) karjeras motivācija (karjeras iespējas, labi apmaksāts darbs, pieprasījums darba tirgū (Vanags, Voitkāne, Raščevska, 2008), tomēr, izvērtējot šos motīvus, nevienu no tiem nevar klasificēt kā iekšēju indivīda motivāciju. Šmitiņa, balstoties uz pašnoteikšanās teoriju, uz šo pētījumu bāzes izveidoja studiju izvēles anketu ar 5 studiju izvēles faktoriem: 1) Interese izvēlētajā jomā; 2) Iespējas (darba, algas) un prestižs; 3) Ne-motivācija; 4) Atsauksmes un ieteikumi; 5) Ekonomiskie apsvērumi (reģiona un budžeta vietu pieejamība) (Smitiņa, 2010), tomēr ticis atzīmēts, ka ir nepieciešami tālāki pētījumi. Savukārt, pētnieki RTU un LU veiktajā pētījumā apkopojuši šādus aktuālos studiju uzsākšanas ārējos iemeslus - ģimenes tradīciju turpināšana; vecāku sapņu un cerību piepildīšana, pakļaujoties viņu spiedienam par obligātu studēšanu; sekošana tuvam draugam un iestāšanās, lai studētu kopā ar viņu. Kā iekšējas motivācijas iemesli izdalīti: vēlme kļūt par studentu, interese par attiecīgo darbības jomu, profesiju, vēlme kļūt patstāvīgam un aizbraukt prom no vecāku mājām (Baldiņš & Raževa, 2013).

Analizējot profesionālās jomas izvēles motivāciju, Orska (Orska, 2007) uzsver, ka nepiemērotai profesijas izvēlei pamatā ir 3 iemesli: nepietiekamas zināšanas par profesiju pasauli, nepietiekoša savu spēju un psiholoģisko īpatnību apzināšanās, kā arī zināšanu nepietiekamība par profesionālo piederību, jeb identitāti. Profesionālā identitāte tiek raksturota kā skaidrs un stabils viedoklis par saviem mērķiem, interesēm, personību un talantiem (Holland, 1980), norādot, ka tieši stabila profesionālā identitāte ved uz piemērotu karjeras lēmumu veikšanu un pārliecību par savām spējām šos lēmumus izdarīt. Profesionālās identitātes jēdzienu, pēc Holanda uzskatiem, var attiecināt jau uz vidusskolēniem, koledžu un augstskolu studentiem. Profesionālā identitāte indivīdam dod pārliecību par sevi, darbošanos noteiktā veidā, kā arī liek viņam apzināties savas iespējas, potenciālu, resursus un ierobežojumus (Reybold, 2003, kā minēts Krabi, 2008).

Pētījumi par profesionālās identitātes un studiju izvēles motivācijas saistību pierāda, ka jauniešiem ar augstāku profesionālās identitātes līmeni biežāk ir raksturīgi studiju programmu izvēlēties, balstoties uz iekšējo motivāciju - noteicoša izvēlē ir bijusi interese par izvēlēto studiju jomu un vēlme šajā jomā darboties. Savukārt, jaunieši ar zemāku profesionālās identitātes līmeni, savus motīvus par studiju izvēli biežāk nevar nosaukt, viņiem raksturīga vairāk ne-motivācija un viņiem arī biežāk raksturīgas grūtības izglītības ceļa turpināšanā (Smitina 2010, Šmitiņa, 2011).

Personības iezīmes
Personality traits

Lai pētītu personības iezīmes, šajā pētījumā tika izmantota Lielā Piecinieka (BigFive) aptauja (Benet – Martinez & John, 1998), kas balstīta uz Makreja un Kostas izstrādāto piecu faktoru modeli par piecām personības dimensijām: neirotisms (*N-Neuroticism*), ekstraversija (*E-Extraversion*), labvēlīgums (*A-Agreeableness*), apzinīgums (*C-Conscientiousness*) un atvērtība pieredzei (*O-Openness*). Personības iezīmju faktori ir bipolāri, tātad, katrs faktors apkopo sevī abu polaritāšu iezīmes. Augsti neirotisma (N) rādītāji norāda uz nedrošību, naidīgumu, trauksmi, depresiju, kautrīgumu, impulsivitāti, norūpēšanos; zemi – uz emocionālu noturību, mierīgumu, nesatricināmību. Augsti ekstraversijas (E) rādītāji liecina par aktivitāti, atvērtību, neatlaidību, sabiedriskumu, runīgumu, bet zemi (introversija) – par līdzsvarotību, rezervētību, neatkarību, arī vientulību. Augsti labvēlīguma (A) rādītāji norāda uz izpalīdzību, nesavtību, sirsnību, pieticību, piekāpību, sabiedriskumu; zemi - uz kritiskumu, nelaipnību, aizdomīgumu, naidīgumu, skeptiskumu. Augsts apzinīgums (C) raksturo indivīdu, kurš ir apzinīgs, kompetents, pašdisciplinēts, organizēts, bet zems apzinīgums norāda uz bezrūpību, bezatbildību, slinkumu, impulsivitāti. Indivīds ar augstu atvērtību pieredzei (O) ir neatkarīgs savos spriedumos, pievērš uzmanību iekšējām izjūtām, viņam ir dzīva iztēle, zinātkāre, bet, ja atvērtība pieredzei ir zema, tad indivīds ir konservatīvs, konvencionāls (McCrae & Costa, 1987; Costa & McCrae, 1992; McCrae et al., 2000).

Personības iezīmes būtiski ietekmē (lai gan nenosaka) praktiski visus dzīves aspektus: tādus kā garīgā veselība (Widiger & Trull, 1992), seksualitāte (Costa et al., 1992), reliģiozitāte (McCrae, 1999) un citas jomas. Pētījumi rāda, ka trīs no šiem faktoriem: neirotisms, ekstraversija un apzinīgums ir īpaši saistīti ar darba pieredzi un karjeras panākumiem (Barrick & Mount, 1991; Barrick & Ryan, 2003, kā minēts Burke et al., 2006).

Personības iezīmes, kuras veido personības faktorus, tiek uzskatītas par stabilām visas dzīves garumā (Costa & McCrae, 1997) kā endogēnas dispozīcijas, kuras attīstās neatkarīgi no vides ietekmēm, pēc saviem iekšējiem likumiem (McCrae et al., 2000). Tomēr ir arī pētījumi, kas pauž viedokli, ka jaunībā personības iezīmes ir mazāk stabilas (Lee & Hotopf, 2005). Un viens no faktoriem, kas var ietekmēt iezīmju stabilitāti ir lomas, kuras indivīds pilda savas dzīves laikā un situācijas, kurās indivīds nonāk (Sheldon et al., 1997).

Latvijā pētījumi par psihologiem un psihoterapeitiem ir pašos pirmsākumos. Personības iezīmes psiholoģijas studentiem salīdzinājumā ar citu (ekonomikas un mākslas) specialitāšu studentiem tika apskatītas V. Perepjolkinas promocijas darba pētījumā (Perepjolkina, 2014). Izmantojot Latvijas personības aptauju, tika secināts, ka psiholoģijas studenti uzrāda augstākus ekstraversijas rādītājus kā ekonomikas studenti. Lai arī psihologu grupā visaugstākie rādītāji bija atvērtības pieredzei skalā, tomēr tie psiholoģijas studentiem bija zemāki kā mākslas programmu studentiem, bet augstāki kā ekonomikas studentiem. Apzinīguma rādītāji psiholoģijas studentu grupā bija augstāki kā mākslas studentu grupā, bet zemāki kā ekonomikas studentu grupā. Savukārt godīguma-pieticības skalas rādītāji psiholoģijas studentiem bija zemāki kā mākslas un ekonomikas studentiem.

Lai arī psihologa un psihoterapeita profesijas ir atšķirīgas profesijas, tomēr to darbības jomas un izglītība savos pamatos ir līdzīga, abas ir uzskatāmas par palīdzošajām profesijām, kas vērstas uz personisku sadarbību ar klientu, balstoties psiholoģiskās zināšanās un mijiedarbības kompetencēs. Tāpēc var pieņemt, ka šo profesiju pārstāvju personības iezīmes un profesionālā motivācija varētu būt līdzīgas. Līdz ar to būtiski ir atzīmēt vēl vienu doktora disertācijas ietvaros veikto pētījumu 2014. gadā (Čukurs, 2014), kur tika salīdzinātas psihoterapeitu un citu profesiju pārstāvju personības iezīmes un kreativitāte. Tika secināts, ka psihoterapeitiem ir augstāki kreativitātes rādītāji, augstāka atvērtība pieredzei un zemāka neirotisma iezīme kā citu profesiju pārstāvjiem, bet pārējās personības iezīmēs nozīmīgas atšķirības netika konstatētas. Tas sakrīt arī ar citiem pētījumiem (Chapman et al., 2009).

Metode
Method

Pētījuma dalībnieki

Pētījumā piedalījās 83 Latvijas Universitātes pirmā kursa studenti vecumā no 18-43 gadiem (*M* = 23,8, *SD* = 6,83). No tiem 60 sievietes un 23 vīrieši. Vīriešu grupa ir proporcionāli mazāka, bet šāds dzimumu sadalījums psiholoģijas studentu vidū ir tipisks; 63 respondenti izvēlējušies studijas profesionālā bakalaura studiju programmā, bet 20 bakalaura studiju programmā; 53 respondenti vidusskolu ir beiguši pēdējo 3 gadu laikā, 30 – pirms 5-20 gadiem.

Instrumenti

Demogrāfisko datu aptauja, kur tika noskaidrots studentu dzimums, vecums, laiks kopš vidusskolas pabeigšanas, izvēlētā studiju programma.

BFI (Big Five Inventory, Benet – Martinez & John, 1998). I. Austera adaptētā versija latviešu valodā (Schmitt et al., 2007). Aptauja sastāv no 44 apgalvojumiem, kuri tiek vērtēti 5 punktu Likerta skalā gradācijā no "nemaz nepiekrītu" līdz "pilnībā piekrītu".

Psiholoģijas studiju izvēles aptauja: veidota uz vairāku aptauju bāzes – *Career Commitment Measure* (Carson & Bedeiean, 1994), Studiju izvēles motivācijas aptauja (Šmitiņa, 2011). Aptaujai ir vairākas apakšskalas, kas raksturo studiju izvēles motīvus, apmierinātību ar izvēlēto studiju jomu un paša respondenta vērtējumu par savu piemērotību profesijai un vēlēšanos nākotnē tajā strādāt. Atbildes tiek sniegtas skalā no 1-5 vai 1-10, kur augstāks vērtējums norāda uz augstāku motīva nozīmīgumu un apmierinātību ar savu izvēli. Aptaujai ir šādas apakšskalas:

- *Studiju izvēles motīvi:* Prestižs (karjeras, algas iespējas, profesijas prestižs); Interese (nopietna, ilgstoša interese, interesanti priekšmeti); Ieteikumi (vecāku, draugu, skolotāju ieteikumi); Vēlme palīdzēt (palīdzēt citiem, izprast citus); "Nemotivācija" (nevar pateikt, kāpēc grib mācīties, nav svarīgi, ko mācīties, nevēlēšanās strādāt pēc skolas);
- *Apmierinātība ar izvēlēto studiju jomu*: pārliecība par izvēli (apmierināts ar izvēli, izvēle atbilst interesēm, spējām, saredz savu tālāko karjeru). Bažas par profesiju (nezina, vai nebūs par grūtu, vai pareizā izvēle, vai piemērots).

Respondenta novērtējums (skalā no 1-10) par savu piemērotību profesijai un vēlēšanos nākotnē strādāt izvēlētajā profesijā.

Rezultāti
Results

Izmantotās aptaujas uzrāda labu un pieņemamu iekšējo saskaņotību lielākajā daļā apakšskalu, tomēr skalās, kur Kronbaha alfa ir zem 0,70, iegūtie rezultāti jāinterpretē piesardzīgi (skat. 1. tabulu).

1.tab. **Psiholoģijas studiju izvēli nosakošo faktoru un personības iezīmju aprakstošās statistikas rādītāji (*N* = 83)**
Table 1 ***Descriptive statistics of psychology student's study choice motivations and personality traits***

		M	*SD*	*Kronbaha alfa*	*Atbilstība normālsadalījumam***
Motivējošie faktori	Prestižs	2,65	0,76	0,64	1,10*
	Interese	4,38	0,61	0,57	1,94
	Ieteikumi	2,43	0,98	0,51	1,12*
	Vēlme palīdzēt	4,29	0,68	0,62	1,40
	„Nemotivācija”	1,79	0,77	0,70	1,72
Izvēle	Pārliecība par izvēli	4,15	0,56	0,87	1,25*
	Bažas par profesiju	2,21	0,59	0,58	0.99*
Vērtējums par	Piemērotību profesijai	8,05	1,41	--	2,01
	Vēlēšanos strādāt profesijā	8,12	1,72	--	1,94
Personības iezīmes	Atvērtība	3,66	0,42	0,69	0,99*
	Apzinīgums	3,48	0,52	0,83	0,61*
	Ekstraversija	3,30	0,68	0,88	1,09*
	Labvēlīgums	3,66	0,54	0,72	0,70*
	Neirotisms	2,92	0,75	0,85	0,81*

*p>0,05
**Kolmogorova- Smirnova tests

Kā būtiskākie psiholoģijas studiju uzsākšanu motivējošie faktori ir interese par psiholoģiju un vēlme palīdzēt (skat. 1. tabulu). Respondenti uzrāda arī samērā augstus rezultātus pārliecinātībā par savu personisko piemērotību profesijai un vēlmi strādāt psihologa profesijā. No personības iezīmēm psiholoģijas studentiem visvairāk ir izteiktas atvērtība un labvēlīgums, bet vismazāk - neirotisms.

Atbildot uz pētījuma jautājumu par personības iezīmju saistību ar profesijas izvēli nosakošajiem faktoriem (skat. 2.tabulu) pēc Spīrmena korelāciju analīzes (jo daļā skalu rezultāti neatbilst normālsadalījumam), var secināt, ka, jo augstāka atvērtība pieredzei, jo vairāk studiju izvēli nosaka interese (r = 0,29, p < 0,05) un jaunieši ir pārliecinātāki par to, ka ir izvēlējušies pareizo profesiju (r = 0,32, p < 0,01). Personības iezīme apzinīgums ir pozitīvi saistīta ar vēlmi palīdzēt (r = 0,26, p < 0,05) kā studiju izvēli nosakošu faktoru. Jo augstāki ekstraversijas rādītāji, jo studenti ir pārliecinātāki par profesijas izvēli (r = 0,25, p < 0,05) un uzskata sevi par piemērotākiem profesijai (r = 0,28, p < 0,05). Jo augstāki ir labvēlīguma rādītāji, jo vairāk vēlme palīdzēt (r = 0,25, p < 0,05) studentus motivē studēt psiholoģiju. Studenti ar augstākiem neirotisma rādītājiem ir arī vairāk nobažījušies par profesijas izvēli (r = 0,31, p < 0,01).

2.tab. **Psiholoģijas studentu personības iezīmju saistība ar profesijas izvēli nosakošajiem faktoriem (Spīrmena korelācijas koeficients, *N* = 83)**
Table 2 ***Correlations between psychology student's personality traits and their study choice motivations (Spearman correlation)***

	Atvēr-tība	Apzinī-gums	Ekstrave r-sija	Labvēlī-gums	Neiro-tisms
Prestižs	0,10	-0,03	0,03	0,07	0,03
Interese	0,29**	0,10	0,14	0,19	0,04
Ieteikumi	-0,17	0,01	-0,07	0,05	0,06
Vēlme palīdzēt	0,16	0,26*	0,03	0,25*	0,17
"Nemotivācija"	-0,07	-0,08	-0,14	-0,03	0,18
Pārliecība par profesijas izvēli	0,32**	0,21	0,25*	0,11	-0,10
Bažas par profesijas izvēli	-0,03	-0,04	-0,07	-0,09	0,31**
Priekšstats par piemērotību profesijai	0,16	0,17	0,28*	0,07	-0,19
Vēlēšanās strādāt profesijā	0,00	-0,17	0,10	-0,01	-0,07

*p < 0,05 **p < 0,01

Lai izprastu studiju izvēles motivāciju, svarīgi ir apskatīt arī atšķirības (ar t-Stjūdenta testa palīdzību, jo viena grupa ir neliela) tiem studentiem, kas izvēlas profesionālā vai akadēmiskā bakalaura studijas (skat. 3. tabulu). Profesionālās programmas studenti, salīdzinājumā ar akadēmiskās programmas studentiem, izvēloties psiholoģijas studijas vairāk vadās pēc prestiža apsvērumiem (t = 2,14, p < 0,05), vēlmes palīdzēt (t = 2,13, p < 0,05), ir pārliecinātāki par savu profesijas izvēli (t = 3,82, p < 0,05). Profesionālās programmas studenti arī novērtē savu profesionālo piemērotību profesijai (t = 2,42, p < 0,05) un vēlmi strādāt profesijā (t = 4,15, p < 0,05) nozīmīgi augstāk kā akadēmiskās programmas studenti.

3.tab. **Studiju izvēli nosakošo faktoru atšķirības profesionālās un akadēmiskās programmas studentiem**
Table 3 ***Differences in study choice motivation of academic and professional psychology study programmes students***

		Prof. (n = 63)		**Akad. (n = 20)**		
		M	*SD*	*M*	*SD*	*t*
Motivējošie faktori	Prestižs	2,75	0,72	2,34	0,82	2,14*
	Interese	4,39	0,60	4,33	0,65	0,37
	Ieteikumi	2,52	0,99	2,13	0,90	1,60
	Vēlme palīdzēt	4,38	0,54	4,02	0,98	2,13*
	"Nemotivācija"	1,72	0,67	2,03	1,03	-1,55
Izvēle	Pārliecība par izvēli	4,27	0,45	3,76	0,70	3,82*
	Bažas par profesijas izvēli	2,26	0,58	2,06	0,61	1,31
Vērtējums par	Piemērotību profesijai	8,25	1,16	7,40	1,90	2,42*
	Vēlēšanos strādāt profesijā	8,52	1,32	6,85	2,21	4,15*

*$p < 0,05$

Diskusija
Discusion

Pētījuma ietvaros bija svarīgi noskaidrot, kas motivē jauniešus izvēlēties psiholoģijas studijas. Iegūtie rezultāti ļauj secināt, ka būtiskākie jauniešu psiholoģijas studiju izvēli motivējošie faktori ir nopietna interese par šo profesiju un vēlme palīdzēt. Jaunie psiholoģijas studenti ir pārliecināti, ka ir piemēroti psihologa profesijai un vēlas nākotnē tajā strādāt. Profesijas prestižs vai citu ieteikumi kā motivējoši faktori tiek minēti salīdzinoši mazāk, arī bažas par profesijas izvēli uzrāda tikai daži respondenti. Līdz ar to var secināt, ka šo izvēli vairāk nosaka iekšēji, nevis ārēji motīvi. Var pieņemt, ka šiem jauniešiem ir jau izveidojusies sava profesionālā identitāte, jo, kā min Holands (Holland, 1980), tad tieši stabila profesionālā identitāte, kas attīstās jau vidusskolas vecumā, ir pamats labiem karjeras lēmumiem. Tas sasaucas ar citiem Latvijā veiktiem pētījumiem par to, ka jauniešiem ar augstāku profesionālās identitātes līmeni biežāk ir raksturīgi studiju programmu izvēlēties, balstoties uz iekšējo motivāciju (Smitiņa, 2010, Šmitiņa, 2011).

Salīdzinot studentus, kas ir izvēlējušies profesionālo vai akadēmisko programmu, arī var izdarīt pieņēmumu par to, ka profesionālās programmas studentiem ir spēcīgāka profesionālā identitāte, kas izpaužas kā lielāka pārliecinātība par to, ka izdarītā izvēle ir bijusi pareiza, ka jaunietis ir piemērots psihologa profesijai un vēlas tajā strādāt. Akadēmiskās programmas studenti, iespējams, vēl nav izdarījuši tik skaidru izvēli par to, vai psihologa profesija būs viņu aicinājums un vai viņi vēlēsies tajā attīstīt savu karjeru. Iespēja jauniešiem izvēlēties starp divām studiju programmām ar akadēmisku un profesionālu ievirzi (un arī tās mainīt studiju procesā) ir pierādījusi sevi kā lietderīgu gan tiem, kas jau ir izveidojuši savu kā topošā psihologa identitāti, gan tiem, kas joprojām ir savas profesionālās identitātes meklējumos.

Apskatot to, kā jauniešu personības iezīmes ir saistītas ar psiholoģijas studiju izvēles motīviem, redzam, ka tiem jauniešiem, kas ir pārliecinātāki par savu profesijas izvēli un uzrāda noturīgu interesi par psiholoģiju, ir augstāki atvērtības kā personības iezīmes rādītāji un otrādi. Atvērtība, savukārt, norāda uz to, ka indivīds vairāk vadās pēc savām iekšējām izjūtām, ir zinātkārs. Šī personības iezīme kā psihologa (arī psihoterapeita) profesiju raksturojoša tiek minēta arī citos pētījumos (Perepjolkina, 2014, Čukurs, 2014; Chapman et al., 2009). Kā būtisku studiju izvēles nosacījumu jāmin jauniešu izteiktā vēlme palīdzēt, kas ir cieši saistīta ar tādām personības iezīmēm kā apzinīgums (organizēts, apzinīgs, atbildīgs) un labvēlīgums (izpalīdzīgs, nesavtīgs, sirsnīgs) kas abas ir ļoti nozīmīgas psihologa profesijas raksturojumam. Lai arī vēlme palīdzēt ir uzskatāma par savā ziņā stereotipisku pieņēmumu par psihologa profesijas būtību, tā ir apzinīgus un labvēlīgus jauniešus motivējoša izvēlēties šo profesiju.

Jo studenti uzrāda augstāku pārliecinātību par to, ka ir izdarījuši pareizu profesijas izvēli un uzskata sevi par piemērotākiem profesijai, jo augstāki ekstraversijas kā personības iezīmes rādītāji un otrādi. Var pieņemt, ka ekstraversija palīdz būt pārliecinātākam par sevi kopumā un šī pārliecība izpaužas arī profesijas izvēlē.

No visām personības iezīmēm neirotismam ir viszemākie rādītāji, un arī citos pētījumos tiek atzīmēts, ka psihologiem, psihoterapeitiem ir zemāki neirotisma rādītāji kā citu profesiju pārstāvjiem (Čukurs, 2014; Chapman et al., 2009). Tie studenti, kam ir augstāki neirotisma rādītāji, ir arī vairāk nobažījušies par profesijas izvēli un otrādi. Šajā gadījumā ir grūti spriest, vai bažas ir daļa no neirotismam raksturīgas uzvedības vai arī studenti apzinās tās grūtības, ko neirotisms kā iezīme varētu radīt šajā profesijā.

Šis pētījums sniedz tikai nelielu ieskatu psihologa profesijas izvēles motivācijā un ir uzskatāms par pilotpētījumu tālākiem pētījumiem. Par šī pētījuma ierobežojumiem var uzskatīt vēl nepilnīgi izveidotu studiju motivācijas noteikšanas aptauju, ir nepieciešams uzlabot vairāku apgalvojumu formulējumus, lai paaugstinātu aptaujas iekšējo saskaņotību. Tas arī ir viens no tālākajiem uzdevumiem šī pētījuma turpināšanai. Pētāmā izlase ir tikai vienas augstskolas studenti, noteikti nākotnē būtu vērtīgi šādu pētījumu veikt, aptverot visas augstskolas Latvijā, kas sagatavo psihologus.

Turpinot pētījumus šajā jomā, būtu svarīgi veikt gan salīdzinošus pētījumus ar citām profesiju grupām, gan arī plašas iespējas analīzei pavērtu longitudināli pētījumi studiju laikā un pēc studijām. Šādi pētījumi palīdzētu kliedēt sabiedrībā pastāvošos mītus par psihologa profesiju, dotu iespēju veidot profesionālās piemērotības noteikšanas instrumentus, kā arī mērķtiecīgāk strādāt pie studentu atlases profesionālajās programmās.

Secinājumi
Conclusions

1. Būtiskākie motivējošie faktori psiholoģijas jomā studēt uzsākošajiem ir interese par psiholoģiju un vēlme palīdzēt, kas ir saistāmi ar iekšējiem izvēles motivatoriem.
2. Pētījuma respondenti uzrāda samērā augstus rezultātus pārliecinātībā par savu personisko piemērotību un vēlmi strādāt psihologa profesijā. Tas ir nozīmīgāk profesionālajā programmā studējošajiem.
3. Personības iezīmes ir loģiski saistītas ar profesijas izvēles motīviem, piemēram, labvēlīgums, apzinīgums ir pozitīvi saistīts ar vēlmi palīdzēt, ekstraversija - ar izjūtu par piemērotību profesijai, neirotisms – ar bažām par profesijas izvēli.
4. Profesionālajā grupā studējošajiem (salīdzinājumā ar akadēmisko grupu) ir svarīgāka vēlme palīdzēt un prestiža apsvērumi, viņi ir pārliecinātāki par savu izvēli, jūtas piemērotāki profesijai un uzrāda lielāku vēlēšanos tajā strādāt.

Summary

Interest in psychology studies in Latvia is high, students are able to choose psychology studies from five higher education institutions in Latvia. Although this interest is stable, there is relatively little research on the motivators of psychology as a major choice available (Apati, et al., 2011). Many students are starting their studies, but do not work as psychologists or in psychology field later. And many students start but do not finish their studies. Previous research shows that students with low study motivation leave studies more often. The more students are choosing studies considering external motives (like recommendations from parents) the weaker their later professional sense of identity (Šmitiņa, 2010).

An important factor for a successful run in the chosen profession is also individual's personality compliance with the specific criteria for the profession.

Research in Latvia shows that psychology students has higher Extraversion rates than economic students and higher Conscientiousness than art students (Perepjolkina, 2014).

Therefore, it is important to understand the psychology studies motivation which can be affected both by economical (need for profession in labor market, prospective salaries etc.) and personal (skills, talents, interest, personality traits) factors.

The sample consisted of 83 first course academic and professional psychology program students from University of Latvia, aged 18-43. Research instruments: 1) Demographic survey; 2) BFI (*Big Five Inventory*, Benet – Martinez & John, 1998), adapted version in Latvian (Austers, 2007); 3) The assessment of psychology studies motivation (questionnaire).

Research showed that the most important motivating factors for psychology studies in this sample was interest in psychology and the desire to help. These could be related to internal motivators. Psychology students in professional program showed higher willingness to work in profession and was surer this profession is suitable to them than students in academic program. Personality traits were logically related to the choice of profession motives: Agreeableness and Conscientiousness were positively correlated with the desire to help, Extroversion with a sense of capability for the profession, Neuroticism - with an uncertainty about the right profession choice. It would be important to continue this research by comparing psychology students with other profession groups and longitudinal research during and after studies could also offer ample opportunities for the analysis.

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MATERNAL DEPRESSION AND NONVERBAL ATTUNEMENT

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Abstract. *Nonverbal attunement is when mother attunes with emotional state of the child by changing her nonverbal behaviour (posture, facial expressions, movement rhythm, speed, etc.) instead of using verbal means of expression such as naming child's activity, verbal reflection or interpretation. Mother's difficulty to attune with a child is associated with high rates of the psychopathology in children (Allen, Fonagy & Baterman, 2008). The research aimed to determine whether and what are the correlations between mother's depression symptoms and to her ability nonverbally attune to her child. 30 mothers and their children participated in this part of the research by performed creative tasks. Maternal nonverbal attunement with a child was determined using the Nonverbal Attunement Scale (Vende & Čukurs, 2011). Mothers also filled in the Beck Depression Inventory (BDI II Beck Depression Inventory; Beck, Steer & Brown, 1996).*
Research findings indicate that maternal depression symptoms are not correlated to maternal nonverbal attunement with a child, and that is inconsistent with existing research. There was additionally examined child's ability to attune nonverbally to the mother in relation with maternal depression symptoms. These results show that maternal depression symptoms are negatively correlated to child's ability to mirror the mother nonverbally.
Keywords: *nonverbal attunement, mother depression symptoms.*

Introduction

Nonverbal attunement, which has been researched in this thesis, is a similar notion to affect attunement, which is defined as the maternal ability to emotionally attune with her child's emotional state and to mirror it back to the child, thus causing him to feel that he and his needs are understood. Affect attunement is a key factor in ensuring the child's psycho-emotional and cognitive development, (Stern, 1985), and it includes both verbal and nonverbal aspects. Research shows that the mother's ability to attune with the child is significantly correlated to the development of secure attachment in a child (Atkinson et al, 2000; Bigelow et al., 2010; Laranjoa, Berniera & Meins, 2008; Legerstee, Markova & Fisher, 2007; Legerstee & Varghese, 2001; Meins, Fernyhough, Fradley & Tuckey, 2001; Slade, 2005; Ward & Carlson, 1995), self-regulation skills (Eiden, Colder, Edwards & Leonard, 2009), and mutual communication between the mother and the child (Grienenbeger, Kelly & Slade, 2005). This attunement can be affected by factors such as mothers' own

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attachment style and alcoholism (Eiden, Colder, Edwards & Leonard, 2009), mother's prejudices about the child's upbringing, her self-efficacy and child's temperament (Kiang, Moreno & Robinson, 2004), maternal depression (Vliegen, Luyten & Biringen, 2009), and activity of mirror neurons (Iacoboni & Dapretto, 2006).

Nonverbal attunement is different from affect attunement in terms of special attention that is paid to ways the mother attunes with emotional state of the child by changing her nonverbal behaviour (posture, facial expressions, movement rhythm, speed, etc.). Kestenberg has expressed the view that, in order to understand how the child feels, the parent of the child has to align to the child's movement patterns and has to interact with them empathetically (Kestenberg, Lomani, Lewis & Sossin, 1999). Kestenberg has also expressed the view that, in a relationship, there can be too much of alignment and certain amount of clashing in movements is necessary. This clashing is necessary at certain phases of child development, in order to promote the child's development (Lumsden, 2006; Loman & Sossin, 2009). Nowadays, based on the ideas of Kestenberg and other practitioners, Meekums argues that promotion of nonverbal communication may contribute to an emotionally close relationship between parents and children, as well as facilitate child's secure attachment (Meekums, 1992).

Looking at the nonverbal attunement at early age, Tortora (Tortora, 2010) points that communication between mother and infant primarily takes place through facial expressions, posture, tone of voice, gestures and other activities which are complementary. This interaction creates shared framework of meaning between mother and child, helping the infant to organize an understanding about what is happening and what is to be expected. The understanding of the sequence of events helps the infant to form perception of oneself and the others, and, as a result, there develops an emotional relationship between mother and child. Looking at the nonverbal attunement, attention must be paid to such notion of psychology as joint attention. It is described as an individual's ability to attune shared attentiveness with other parties, and to realize that both parties are attuning jointly. Joint attention is essential for the overall development of the child, because it is an important basis for the formation of the communication process between mother and child (van Hecke et al., 2007).

Maternal depression, which is described as an individual's low mood and loss of interest, may negatively affect mother's ability to attune to the child. Maternal depression can be one of the aspects that influence the formation of disorganized attachment in child (Bakermans-Kranenburg, van Ijzendoorn & Juffer, 2005). Children whose mothers are depressed tend to express more aggression interacting with friends. At pre-school age, these children are more often excluded from peers. In later years, interpersonal conflicts are formed more often (Mendes, Loureiro, Crippa, Gaya, García-Esteve & Martín-Santos, 2012). Depressed mothers, being, on one hand, inaccessible, but on the other hand, irritable and, occasionally, overly involved in the child's life, cause stress in children, which may contribute to development of increased anxiety / depression and aggression (Gelfand & Teti, 1990; Jaser et al., 2005; Palez, Field, Pickens & Hart, 2008). Maternal depression is associated with less developed child's communication skills, increase of the likelihood that the child will also have a depression, increased levels of anxiety and the likelihood of internalizing and externalizing behavioral problems (Campbell, Matestic, von Stauffenberg, Mohan & Kirchner, 2007, Institute of Medicine and National Research Council, 2009).

Novelty is that no research had been conducted on maternal nonverbal ability to attune with a child in relation to level of maternal depression features. Previous research has been conducted on mothers who have children in infancy, rather than primary school age, looking at general maternal sensitization but not at her ability to attune with a child nonverbally (Campbell, Matestic, von Stauffenberg, Mohan & Kirchner, 2007; Donavan, Taylor & Leavitt, 2007). The aim of the research is to determine whether and what are the correlations between maternal nonverbal attunement with a child and maternal depression symptoms.

Method

Participants

To achieve this objective 30 mothers took part at the research. Mothers performed creative tasks together with their children (50 % boys and 50 % girls in age from 7 till 11 years, average child age 8,56 gadi, SD = 1,16). They agreed to take part in video filming, which included performing of the creative tasks, identifying skills of nonverbal attunement and ability to mirror nonverbally. Of all participants in the second phase, 65,6 % had higher education, 12,5 % had 1st level professional higher education / vocational training, 18,8 % had unfinished higher education, 3,1 % had secondary education. In its turn, from all fathers of participants, 53,1 % had 1st level professional higher education / vocational training, 31,1 % had higher education, 6,3 % had basic education, 6,3 % had secondary education, 3,1 % (1 father) had unfinished higher education.

Instruments

Beck Depression Inventory (BDA II) (BDI – *II Beck Depression Inventory*, Beck, Steer & Brown, 1996). There are 21 statements altogether by which person’s emotional and physical states during the past two weeks are measured. Each statement has a set of at four possible answer choices (0–3), from which the respondent must choose the one that best describes the way he has been feeling in last two weeks. By adding up all answers, the total score can be calculated for assessing the depression's severity. Is considered that summary rate 5-9 is related to the normal mood changes, 10-18 indicates features of depression, 19-29 indicates moderate depression, and 30-63 indicates severe depression. The sum over 40 is too big for even the very depressed person, but the sum below 4 may be a sign of depression denial. Cronbach alpha coefficient of the research sample is 0,87. The Inventory in Latvia has been adapted by S. Voitkane and S. Miezite (Voitkane & Miezite, 2001).

Nonverbal Attunement Scale (NAS) also was created for this research. Originally it was planned to use Kestenberg's motion profile because it is an instrument that looks at the movement and its qualities in great detail, and taking certain steps, it is possible to draw up a schematic motion profile for the individual. Also, historically, this profile has been used to analyze mother's and child's nonverbal interaction. However, in a first pilot study, it was concluded that this instrument does not allow to assess maternal nonverbal attunement in a given moment, it only allows to compare whether mothers within a specified time period use movement qualities as much or as little as their children. For these reasons, based on views of Kestenberg, Stern and other authors mentioned in this dissertation, there was created the *Nonverbal Attunement Scale* (Vende & Čukurs, 2011).

Thus, the mother's ability to attune nonverbally was evaluated in the first task, „Egg salvage”, on 5-point scale, where „Egg salvage” video recording was evaluated in relation to the dimensions „joint attention” and „bodily coherence”. „Egg salvage” video recording was evaluated by rating each minute from 1–5 and then calculating averages of these ratings corresponding to each subscale „joint attention” and „bodily coherence”. In turn, in the task „The mirror” the mother and the child had to reflect each other movements on 3-point scale according to certain criteria. Standardized t values were calculated from the data obtained during each task. The combined rate of the mother's skill to attune with the child nonverbally was obtained by adding up points from three subscales: „joint attention”, “bodily coherence” and „mother's ability to mirror the child nonverbally”.

In order to determine the credibility of the assessment, two experts rated 7 pairs of data and coherence of ratings was calculated using the Pearson correlation coefficient between the ratings given by both evaluators. Obtained correlation coefficient was $r = 0{,}96$; $p < 0{,}01$, which confirms high reliability, therefore obtained observation data are usable in the research.

Procedure

Mothers who in the Demographic Profile Questionnaire had given their contact information, were contacted, and agreement was reached on a mutually beneficial time of meeting. Meetings took place at the premises of Faculty of Education, Psychology and Art, University of Latvia, or at the premises of author's place of work. At a meeting with participants of the research, mother's and child's consent to be filmed was confirmed. Participants of the research were informed about the principles of confidentiality and the fact that no one outside the research team without the consent of the participants will be able to see the videos. As the meeting went on, participants were introduced to the first creative task.

Creative task „Egg salvage".

Materials: boiled egg, wide and narrow adhesive tape, 6 crochet thread spools, 2 scissors, 6-8 plastic cups, paper clips, rubber, A4 or larger sheets of paper, 90 cm cotton wool pieces, stapler, staples, 4 garden stick, box of 90 cm long cocktail straws, cardboard box, box of snack sticks, video camera and tripod for filming the task. The egg was tied to the ceiling at a height of an adult's face.

Instruction: *Using the given materials, create a system that will prevent the egg break when the thread, with which the egg is attached to the ceiling, will be cut. During the task nothing is allowed to do with the egg or the thread. Everything else is allowed. Time: 15 minutes. You will be informed when the last 5 and 3 minutes before the end of task time remain.*

Creative task „The mirror".

Materials: video camera, tripod, 2 scarves (optional).

Instruction: *the next task will give you the chance to move, and its name is „the mirror". During the task, one of you will be the A, and you will be able to choose slow or fast music and to move while it plays. As an A, you can exercise, dance, stretch or do whatever you do every morning in front of the mirror. You may do whatever you wish to do at the moment, remembering that there is no „right" or „wrong" in this task. In turn, the B will play a mirror and will try to reflect what the A is doing.*

The A needs to move in such a way that the B can repeat the motion, and so that it respects the dignity. You are not allowed to talk during the task. Please choose who will be the A and who will be the B the first.

The data of the research were collected from late May, 2012, to middle of November, 2013. Participants took part in the research on an optional basis.

Results

Results in 1st table shows that m*aternal depression symptoms* are negatively correlated to *child's ability to mirror the mother nonverbally* (r = -0,45, p < 0,5). These results show: the more mothers indicate *depression symptoms*, the less *children mirror* their mother.

Maternal depression symptoms are not correlated to *maternal nonverbal attunement with a child*, and that is inconsistent with existing research.

1.tab. **Correlation coefficients between maternal depression symptoms and total rates of maternal nonverbal attunement, and rates in dimensions 'joint attention', 'bodily coherence' and 'maternal nonverbal mirroring' (n=30)**

	M	SD	Maternal nonverbal attunement index	Joint attention	Bodily coherence	Maternal nonverbal mirroring	Child's ability to mirror the mother
Maternal depression	8,87	6,74	0,03	0,12	0,08	-0,23	-0,45*

*p< 0,05

Discussion

Maternal depression symptoms are not correlated to maternal nonverbal attunement. Admittedly, other studies have shown that maternal depression affects her ability to create an emotional bond with the child and, if the mother is depressed, it can have a negative impact on her ability to create a bond (Vliegen, Luyten & Biringern, 2009; Tarabulsy et al., 2005; Jacobvitz, Leon & Hazen, 2006). However, it is important to note that the majority of previous research has been conducted with mothers who interacted with infants or children of preschool age. Perhaps the results of this study could be explained by the fact that mutual correlation between maternal attunement and maternal depression symptoms is more expressed at the child's early age and may apply less in middle school age, and also, in previous research, nonverbal aspect of attunement was not examined in particular. Child's ability to mirror the mother nonverbally is negatively correlated to maternal depression symptoms. That is, the more mother indicate depression symptoms, the less the child mirrors a mother. So far, there are no studies on how child mirrors mother nonverbally in relation to mother's depression, and there is no theoretical overview of the subject. However, given the previous results and observations from the qualitative part of the research[1], in my opinion, mother's depression symptoms make it difficult for her to build an emotional bond with the child. Consequently, the child does not interact with the mother at a level required to be able to mirror the mother. In my opinion, these results in a way are explained

[1]This article and the results presented here are part of the docotral theses "Maternal Nonverbal Attunement, Depression Symptoms, Emotion Regulation Strategies And Child's Behaviour Problems" (Vende, 2014)

by the other findings of the research[2]. That is to say, a child's ability to mirror the mother nonverbally statistically significantly correlated with subscales *rule-breaking behaviour*, and this means that, the more the child is characterized by a rule-breaking behaviour, the less he tends to mirror his mother. As noted in the literature, depressed mothers, on the one hand, are inaccessible, on the other hand, they often are too anxious and irritable. Thus, their children are experiencing stress, which can raise the anxiety and to encourage the development of aggression (Gelfand & Teti, 1990; Palez, Field, Pickens & Hart, 2008). Probably, just described behaviour of mother and the child's reaction to it determines that a child may not only feel anxiety and aggression, but also want to distance himself from the mother. Another explanation for this research finding could be the so called „child effect". Namely, the behaviour of the child and his ability to build a social relationship is also influenced by genetic factors, such as the child's temperament (Phillips et al., 2012), that was not addressed in this study, but could have affected the results of the research. In any case, this topic would need to be explored in future research. In my opinion, these results in a way are explained by the other findings of this research. Namely, there is a tendency to negative correlation between child's ability to mirror mother nonverbally and subscale *rule-breaking behaviour*, which shows: the more child tends to violate the rules, the less he is able or willing to mirror actions of his mother.

Practical application of the research

Practical application of this research is that the presentation of the findings of research to the general public can contribute to the understanding of correlation between the emotional state of the mother (in the context of this study, her depression) and child's behavior, as well as the impact of emotion regulation strategies on human well-being. Also the practical application of this study I see in regards to the development of Nonverbal Attunement Scale, which allows assessing mother's ability to attune nonverbally to a child, based on developed criteria, rather than subjective and general observations; this tool is available for the professionals to use in their research or practical work. For practicing psychologists, this tool would allow assessing the interaction between mother and child, and, based on observation, to provide specific and clear recommendations. In turn, adapting this method in the research, it could also be used to observe children of different age and to observe not only their interactions with mothers but also with other adults and peers.

[2]This article and the results presented here are part of the docotral theses "Maternal Nonverbal Attunement, Depression Symptoms, Emotion Regulation Strategies And Child's Behaviour Problems" (Vende, 2014)

The main limitations of this research: the relatively small number of subjects in the second phase of the research, as well as the fact that mothers, who took part in second phase, came from relatively privileged backgrounds, they were working, and only some of their children had expressed externalizing behavioral problems. It would be desirable to have a larger number of participants. It would be desirable to have Child Behaviour Checklist filled in also by a child's teacher. Directions of further researches: longitudinal research, which would allow exploring correlations between variables over the time. During the follow-up research it might be required to review the chosen methods and to reassess, which questionnaires would be best for future research. In my opinion, further research should be developed in this direction: to assess children's emotion regulation skills with the aim of understanding children's emotion regulation skills in correlation to maternal emotion regulation strategies, maternal depression and rates of child's externalizing and internalizing behaviour. So far, there is no research on whether and how the child's emotion regulation skills are related to the mother's ability to attune nonverbally and to mirror the child. Also, it would be important to explore whether and how the child's emotion regulation skills are related to the child's overall ability to mirror the other human being.

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