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Education

Section 1. Education in business and economics

Velez Osorio Iris Maria,
Universidad Cooperativa de Colombia,
Master in Organization´s Science, Faculty of Business
E-mail: irisvelez17@hotmail.com

A framework for understanding motivation in students

Abstract: The main goal of this article is to establish how for understanding student´s behavior — especially motivation — is required different theories where each one has a complement in another. It is developed a further analysis about the different theories about motivation and their impact in the education student environment, proposing at the end a model for evaluate the motivation process in students.

Keywords: Motivation, attitudes, learning, education.

Introduction

The report of Unesco in 2009 [1] called: "Trends in Global Higher Education: Tracking an Academic Revolution" affirm: "The expansion of student numbers has presented a major challenge for systems where the tradition has been to provide access to free or highly subsidized tertiary education. In financial terms, this has become an unsustainable model, placing pressure on systems to fundamentally restructure the 'social contract' between higher education and society at large. Parents and/or students are increasingly responsible for tuition and other fees. Tuition fees are emerging even in Europe, long the bastion of free public higher education" [1].

One of the big problems for higher education is the absorption of all the students that are prepared for entering to higher education and do not have the financial resources, "The worldwide surge in private higher education and the financing models for this sector have important implications for students and society. These trends have generally led to increasing austerity in universities and other postsecondary institutions (overcrowded lecture halls; outdated library holdings, less support for faculty research, deterioration of buildings, loss of secure faculty positions, faculty brain drain as the most talented faculty move abroad). The austerity has been most crippling in Sub-Saharan Africa but it is serious throughout developing countries and in countries in transition. In response to these financial pressures, universities and national systems have sought solutions on the cost and demand side. The first — increasing class sizes and teaching loads, substituting lower cost part-time faculty for higher cost full-time academic staff — are difficult, academically problematic and heavily contested. Policy solutions on the revenue side include cost-sharing — generally associated with tuition fees and 'user charges' for room and board. Tuition fees have been introduced in countries where higher education was formerly free or nearly so (China in 1997, United Kingdom in 1998, Austria in 2001)" [1].

In this case, students with resources will be more motivated to continue their studies because they do not get pressure about scarcity of resources they are thinking more about grades than about financial problems, while students with scholarships are all the time thinking about grades that allow them to maintain the scholarship while they have big financial problems even with a full or partial scholarship.

In this way, motivation to hold students that already have access to education, and that want to stay in the University, became in an important subject for the educational sector, theories about motivation had revealed as the issue most studied in Organizational behavior, for example, Locke and Latham [4].

Motivation had been study particularly in job environment, but nowadays in education, has become in an important issue to understand how some particular conditions external and internal can impact student behavior, very similar to what had been studied in work environment.

Studies in Locke and Latham [4] insist "Work motivation has been of interest to industrial/organizational

(I/O) psychologists at least since the 1930s, stimulated in large part by the famous Hawthorne studies [2], which focused mainly on the effects of supervision, incentives, and working conditions. However, it was not until 1964 that Vroom made the first attempt to formulate an overarching theory — namely, a hedonistic calculus called the "valence-instrumentality expectancy model." Theory building in the field of work motivation, however, has typically been more specialized than Vroom's overarching model. Argyris (1957), for example, focused on the congruence between the individual's needs and organizational demands. Herzberg and colleagues [3] focused primarily on sources of work satisfaction and, within that domain, mainly on ways in which the job could be designed to make the work itself enriching and challenging. Later, Hackman and Oldham (1980) extended Herzberg's" [4].

Locke and Latham [4] had tried to integrated all different theories in order to propose recommendations who build motivation theories, the model proposed by Locke (1997) where different motivation theories are incorporated is very useful to understand how motivation is possible through different elements, "Locke (1997) made a preliminary attempt at integrating theories of motivation in the workplace. The model, begins with an employee's needs, moves to acquired values and motives (including personality), then to goal choice, and thence to goals and self efficacy. The latter two variables constitute a "motivation hub" in that they are often the most direct, conscious, motivational determinants of performance. Performance is followed by outcomes, and outcomes by emotional appraisals, such as employee satisfaction and involvement, that lead to a variety of possible subsequent actions. (Job satisfaction, of course, may also affect performance; the precise causal relationship between them is not fully known [see Judge, Thoreson, Bono, & Patton, 2001].) Job characteristics are shown as affecting satisfaction. The place where a specific theory applies is shown by the dotted boxes. This is not a speculative model. Every connection but one — namely, the link from needs to values — is based on empirical research" [4].

The authors proposed "six recommendations for building theories of work motivation that are more valid, more complete, broader in scope, and more useful to practitioners than existing theories. 1) Integrate extant theories by using existing meta-analyses to build a megatheory of work motivation. 2) Create a boundaryless science of work motivation. 3) Study the various types of relationships that could hold between general (trait) and situationally specific motivation. 4) Study subconscious as well as conscious motivation. 5) Use introspection explicitly in theory building. 6) Acknowledge the role of volition in human action when formulating theories" [4].

In this order of ideas, it is pretend to recognize what will be the theories that fits to understand what motivated students, how to retain them into the university, how to play with external and internal motivation in order to develop guidelines to stimulus students to learn and stay at the university.

Theories Required to Understand Motivation in Students

Authors as Atkinson and Birch (1978), Pinder (2008) considered that all behavior is at list partially determined by individual motivation, it is really essential to recognized that motivation is a particular subject related to Organizational Behavior, which inside the discipline has develop its own place "the central importance of motivation to the field of I/O Psychology is reflected by the fact that theory and research on nearly every topic directly or indirectly invokes the concept of motivation as an antecedent, correlate, or consequence (Pinder, 2008)." [5].

Motivation is traditional studied in two categories: intrinsic and extrinsic, both play an important role for understanding motivation and the huge possibilities if it is understand the motivation as a tool for improving performance:

Intrinsic Motivations, correspond to the individual interest to make an action, without external characteristics that conducted the behavior, it means is not a reward for the behavior is the pure idea of making an activity, the intrinsic motivation is the most study issue in educational sector because, in general, the intrinsic motivation get lost in professors and students to teach and to learn. This kind of motivation depends of:

- Personality
- Desires
- Ethical perspective
- Needs
- Self-esteem
- Personal goals

Extrinsic Motivation, depends on external goals and forces, it is the motivation that could be controlled in order to get a specific behavior and performance, the extrinsic motivation have a high impact in productivity, depends in general of social, economic and political factors.

There are different theories that try to understand the main topic of motivation: what is atractive (goal) for a person and how this person develop strategies for reach this goal, these theories are divided in content theories and process theories (see Table No. 1 below) Gibson et al. (2011) [6].

Table 1. — Administrative Perspective of Content and Process Theories

Theoretical Base	Theoretical Explanation	Authors	Administrative Application
Content	It is focus on personal internal factors that activate, manage, support and stop the behavior.	**Maslow:** hierarchy of needs in five levels. **Alderfer:** hierarchy of three levels (ERG). **Herzberg:** two important factors called motivators of hygiene. **McClelland:** three needs learned acquire of culture: achievement, affiliation and power.	The managers must to be aware of different needs, desires and goals because each individual is unique in a lot of ways.
Process	It describe, explain and analyze how is activated, manage, support and its stop the behavior.	**Vroom:** theory of expectations of options. **Adams:** theory of equity based on comparisons that make the individuals. **Skinner:** theory of reinforcement which is about learning as consequence of behavior. **Locke:** Goal Setting Theory that affirm which determined the behavior are the goals and aware intentions.	The managers must to understand the process of motivation and how the individuals choose agree with their preferences, rewards and goals.

Source: Gibson, Ivancevich, Donnelly, Konopaske (2011, 129).

The theories chosen for this study correspond to: Maslow (theory of content: Hierarchy of needs) [7], Locke (theory of process: Goal Setting Theory) [8], and Bandura (Social Cognitive Theory) [9].

Theory of Hierarchy of Needs (Maslow): The Unsatisfied Needs

Maslow exposed that the motivation is caused by unsatisfied needs where the individual try to satisfied two different needs, in a low level and high level. Maslow classified the human needs in 5 different categories:

- Physiological: Needs of food and pain relief;
- Safety: Feeling free of hostile environment and danger;
- Belongingness and love: Need of social interaction and join to a group;
- Self esteem: Need of being recognized and respect by others;
- Self fulfilled: reaching the own goals, using all the potential.

For Maslow the basic needs or low needs are going to be satisfied first or at list — are the needs that human being try to satisfied first — then is going to search for higher needs, for example, Self fulfilled; at that point once satisfied needs the motivation stop.

Figure 1. Maslow´s Hierarchy of Needs

Source: The author based on Maslow´s Hierarchy of Needs

In own research it is notice how students should be motivate for unsatisfied needs; it is possible that a student who has physiological needs and safety needs complete by its home, could be more interesting in belonging to a group and reinforce its self-esteem then this student will be interested in complete their studies even with a scholarship or by the own possibilities of paying a undergraduate program, in other case, a student who has physiological needs and safety needs incomplete at home, could be more interesting in finding a scholarship in order to cover part of these incomplete needs, and after satisfied the higher needs: belonging to a group, self esteem, self fulfilled but also could be interesting in getting a job more than studying in order to reach the physiological needs first, then try to reach the self fulfilled needs.

This behavior in students, can be explain in Shantz and Latham (2009) who considered that "Arguments for induction and against premature theorizing have been advanced by Locke (2007). Nevertheless, a theory in social psychology that may further explain this phenomenon is McClelland's (1989) theory of implicit motives. McClelland labeled motivational constructs that are assessed by projective techniques as implicit motives, and those assessed by self reports as explicit motives. The former operate outside a person's awareness. They are motivational dispositions aimed at the attainment of a specific goal" [10]. This means that students in general, has already an specific goal for example, finishing their studies but the conditions under they set this goal are going to recreate motivational dispositions to accomplish this goal, each subject will report different levels of motivation depending the complete needs satisfied or not, and also depending how important is the need of self-fulfilled as the last need in the scale. To explain in detail this phenomena is required to understand the Goal Setting Theory defined by Locke (1968).

Goal Setting Theory (Locke)

Locke and Latham [4] exposed motivation as: "internal factors that impel action and to external factors that can act as inducements to action. The three aspects of action that motivation can affect are direction (choice), intensity (effort), and duration (persistence). Motivation can affect not only the acquisition of people's skills and abilities but also how and to what extent they utilize their skills and abilities" [4].

Locke (1968) proposed the Goal Setting Theory where he proposed the existence of conscious goals which were determinants of conduct; the individual has the intention of reaching a goal its behavior was consequence of this intention, in order to understand this theory is important analyze four specific concepts:

- Specificity of goal: it corresponds to the clarity of the goal.
- Difficulty of goal: Level of performance that is search.
- Intense of goal: define how to reach the goal.
- Commitment with the goal: it is the effort for accomplish the goal

Locke and Latham (2006) "Goal-setting theory has high internal and external validity. As of 1990, support for goal-setting effects had been found on more than 88 different tasks, involving more than 40,000 male and female participants in Asia, Australia, Europe, and North America (Locke & Latham, 1990). Goal effects have been found in both laboratory and field settings, using both correlational and experimental designs and numerous dependent variables. Time spans have ranged from 1 minute to 25 years and effects have been obtained at the individual, group, and organizational-unit levels. Goals are effective even when they come from different sources; they can be assigned by others, they can be set jointly through participation, and they can be self-set" [8]. Locke exposed that a goal has the following characteristics:

- Clarity
- Challenge
- Commitment
- Feedback
- Task Complexity

For Locke and Latham [8] "There are four mechanisms or mediators of the relationship between goals and performance. High goals lead to greater effort and/or persistence than do moderately difficult, easy, or vague goals. Goals direct attention, effort, and action toward goal-relevant actions at the expense of nonrelevant actions. Because performance is a function of both ability and motivation, goal effects also depend upon having the requisite task knowledge and skills. Goals may simply motivate one to use one's existing ability, may automatically ''pull'' stored task-relevant knowledge into awareness, and/or may motivate people to search for new knowledge. The latter is most common when people are confronted by new, complex tasks. As we will show, such searches may or may not be successful. Goals, in conjunction with self-efficacy (task-specific confidence; Bandura, 1997), often mediate or partially mediate the effects of other potentially motivating variables, such as personality traits, feedback, participation in decision making, job autonomy, and monetary incentives" [8].

Agree with the kind of goals set by students themselves or by the university as institution, the behavior of students will change, more higher the goal more pressure to accomplish at list a level to almost reach the goal or reach it at all. For students the extrinsic motivation became more important when they are behaving in groups, if we make the experiment between two different groups where the grades are public and in other group the grades are secret and never publish for all the students, the punishing of the group for a particular student which grades are low will be so extreme that all the students will prefer to try to get better grades, studying more, cheating, memorizing or doing more homework to be able to improve their grades. Nevertheless, students also are limited to intrinsic motivation, in this particular experiment, students will be motivated if for example, they know that for a better grades they will obtain a scholarship which will positive impact their career to get a better job because a better curriculum.

With the goal setting theory is possible to understand how students set particular goals and behave in consequence, but something interesting appears when some goals are more complex than others, these will make that students behave completely different some of the students that are very competitive will be discourage by simple objectives, they considered this as an insult to their intelligence and some of them became angry and upset and performance starts to go down, but when they have very complex and challenging goals are more focus and earnest. This is the reason why in the classroom when we have students that are above the mean of other students, they will help the others to compete and get the mean of the group higher in comparison with the group without "the best students", this behavior is what I called in the model the "motivation for the best" people tend to compare with the best or they idea about what is the higher score and work and behave in consequence, more complex and challenging the goal more hard work can be seen in students groups.

Now this students that are considered the "best students" for higher grades will impact the behavior of the group and professor should design the class in consequence, this means students are impacted by external characteristics and internal but the conjunction between them internal and external plus the individualities of students will create a particular behavior, that is motivated for the coincidence of all these factors.

Social Cognitive Theory (Bandura)

Bandura proposed the social cognitive theory in 1986, which considered that the individual behavior is caused by the environment but at the same time the individual behavior caused the environment, the Bandura (1986) added the psychological process. "In this model of reciprocal causation, behavior, cognition and other personal factors, and environmental influences all operate as interacting determinants that influence each other bidirectionally.

Bandura [11] in the social learning theory affirm that "a social-learning theory of observational learning is not confined to imitation of models to whom the observer has cathectic attachment, but is designed to encompass a diversity of modeling outcomes based upon direct and vicarious experiences with actual and symbolic models. In this formulation the incentive conditions impinging upon the model and imitative response feedback variables, as well as the model´s competence, rewarding quality, and social power, are regarded as important determinants of overt expression of identificatory responses" [11]. "Reciprocal causation does not mean that the different sources of influence are of equal strength" [12]. For Bandura there are steps in the process of modeling:

• Attention: for learning is required to be focus in what you are learning if not there is going to be a difficult process.

• Withholding: the ability of trying to remember what we learn, it works as a file in the brain with all the information learned.

• Playback: the possibility of repeating behaviors, the imitation of behaviors improves with practice.

• Motivation: last it is necessary to want imitate a behavior, it means have the interest in the activity, the most clear example, is the Bandura´s doll study when a group of child to who is presented a show where a doll was beaten, after children are given a doll and they repeated the behavior, Bandura [9] called this learning for modeling where is possible to find reinforcement and punishment.

The behavior is learned by imitation in the childhood but when the reinforcement or punishment is applied, it will be transform in continuous behavior further the childhood, this will be dangerous for kids that are learning violent behavior from other kids in the school for example, the became violent behavior as normal and will reply to others, creating social models that in the long term will transform in accepted behaviors for all community members.

Bandura affirm "the provision of social models is also an indispensible means of transmitting and modifying behavior in situations where errors are likely to produce costly or fatal consequences. Indeed, if social learning proceeded exclusively on the basis of rewarding and punishing consequences, most people would never survive the socialization process. Even in cases where nonsocial stimuli can be relied upon to elicit some approximation of the desired behavior, and errors do not result in perilous outcomes, people are customarily spared exceedingly tedious and often haphazard trial-and-error experimentation by emulating the behavior of socially competent models. In fact, it would be difficult to imagine a socialization process in which the language, mores, vocational and avocational patterns, the familial customs of a culture, and its educational, social, and political practices were shaped in each new member by selective reinforcement without the response guidance of models who exhibit the accumulated cultural repertoires in their own behavior. To the extent that people successfully match the behavior of appropriate societal models, the social-learning process can be greatly accelerated and the development of response patterns by differential reinforcement can be short-circuited" [11].

Students therefore will connect the behavior that is seen by other students, professors and academic community as acceptable, they will act at the university expecting a positive consequence for their behavior and the educational system will change agree with the particular behavior, in order to understand, this interactive cycle the "social cognitive theory subscribes to a model of emergent interactive agency (Bandura, 1986). Persons are neither autonomous agents nor simply mechanical conveyers of animating environmental influences. Rather, they make causal contribution to their own motivation and action within a system of triadic reciprocal causation. In this model of reciprocal causation, action, cognitive, affective, and other personal factors, and environmental events all operate as interacting determinants. Any account of the determinants of human action must, therefore, include self-generated influences as a contributing factor" [12].

Kind of Experiences and Motivation: A New Meaning

Other theories had studied how motivation explain how the internal and external issues affect the motivation and is define that both are required; agree with Harder [13]. "A number of theories have been proposed to explain individual motivation to perform in organizations. Equity theory and expectancy theory are two approaches that have generated a considerable amount of research, but under some conditions, these two theories produce opposite predictions. One such set of conditions was explored in the current field study, which was designed to test alternative equity and expectancy theory predictions. According to equity theory (Adams, 1963, 1965; Walster, Walster, & Berscheid, 1978), outcomes will be perceived as fair when the ratio of outcomes to inputs is equal across individuals. According to expectancy theory (Mitchell & Biglan, 1971; Nadler & Lawler, 1977; Porter & Lawler, 1968; Vroom, 1964), individuals will be motivated to perform by two expectancies. The first expectancy is the probability that a given performance will lead to certain desired outcomes. The second expectancy is the probability that effort exerted will lead to the desired performance. These two expectancies interact with each other and with the valence (attractiveness) of outcomes to determine the overall level of motivation." *Then the author proposed agree with his study that* "Equity performance effects depend on the strength of the performance-outcome expectancy" [13].

Agree with the previously analysis students will be motivated for the interaction between intrinsic motivation with the particular needs, extrinsic motivation that came with the environment, particularly with the goals that are set in the university and the interaction between these two plus a social cognitive behavior will impact their motivation and in consequence behavior at the University (See Figure 2 below), these theories social, content and process allows to have an integrate view about motivation in students and design strategies to teach the students from a very different generation in a very technological environment.

In consequence is possible to affirm that students will be motivated since different perspectives, which make the motivation process more complexed than is believed, it is not just about the reward or punishment, it is required to included specific needs with particular ways to satisfy them, also the context where the student is involved, and particular behavior from others and what they received in the academic environment (See Figure No. 3 below). All the motivation theories had involved key elements to understand how student´s behavior includes: goals, needs, relations, expectations, and most important cognitive elements that determine how each student will react different to certain stimulus.

Starting the process in the particular needs that each student possibly has, the model begins with the search of fulfilled the unsatisfied needs, these needs can be basic or in the high level, while they search for accomplish how to satisfy this needs, their behavior will be impact for external conditions, where it will be particular goals that are set by the University and will be evaluate in the next step that is evaluation of achievement, depending if they made it or not will be reward or punishment, but the problem appears when this reward or punishment will make the student create a new need that will be fulfilled or not depending of particular intrinsic and external factors, for example, a student that fail a subject will try the next time to pass the subject with less effort thanks to he or she already studied before for the subject, nevertheless, the particular characteristics of the class, professor, partners at the classroom can change their perspective about the subject, then, the behavior will be never the same, the first time the student can have a need for recognition and self-esteem showing that he/she cannot study and win the subject to mockery about the subject, but the next time the student will determine that he/she prefers to pass the subject to not be punish by friend´s group about his/her ability in a particular area; the combination of these different factors make that each time the cycle of motivation will be different agree with the conditions, partners and extrinsic factor that professors can implement to help or punish the student. The intrinsic motivation in consequence is transform for the external issues, the intrinsic motivation will depend of how the individual get transform by the context, their own experience and their resilience and adaptation to the situation, where other people became the most important, because creates a support system and also a comparison system where the ideal of the student is became as a referent, surpass.

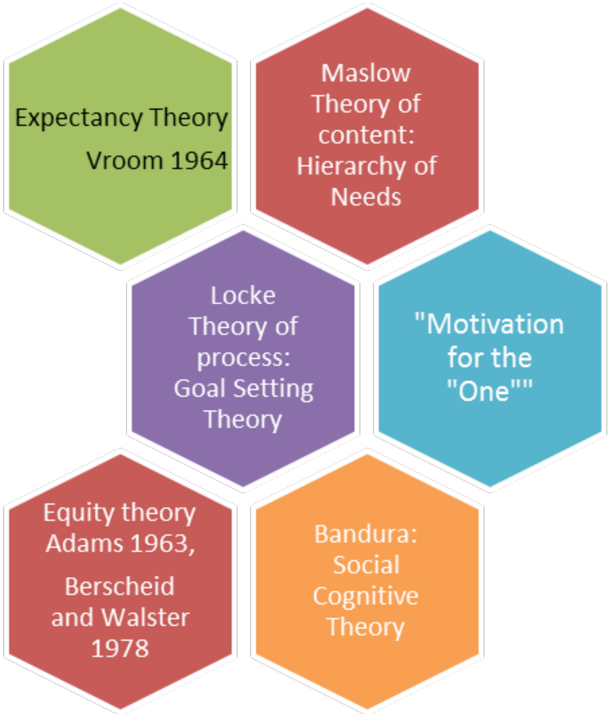

Figure 2. Theories in Student´s Motivation

Source: The Author

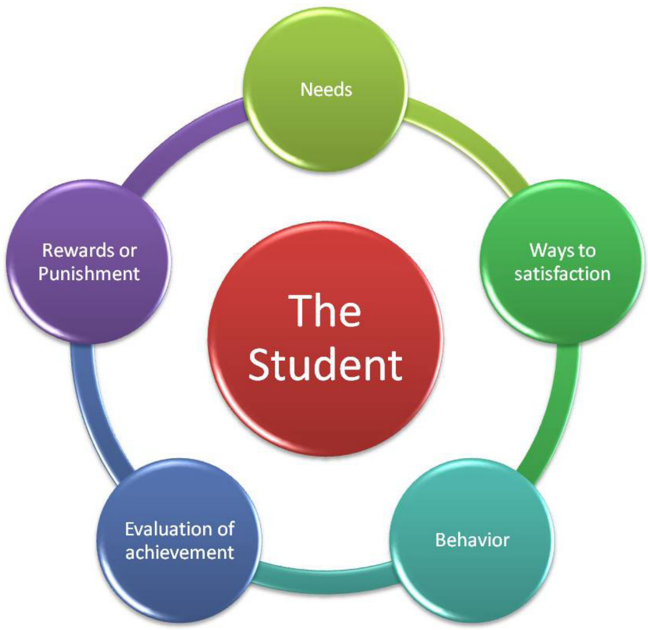

Figure 3. Motivation process

Source: Adaptation of Gibson (2011, 128)

Agree with Kusurkar et. al [14]. "Many studies have combined intrinsic motivation, integrated and identified regulation as autonomous motivation and introjected and external regulation as controlled motivation (Ryan & Deci 2000b). A motivation signifies the state in which a person lacks the intention to act (Deci et al. 1991; Ryan & Deci 2000 a, b). Intrinsic motivation is built on the inherent needs for 'autonomy', 'competence' and 'relatedness'. The need for autonomy or self-determination is related to the feeling of volition in one's actions. The need for competence is related to one's feelings of capability in achieving the target. The need for relatedness concerns the desire to relate to the significant others in one's life through work and achievement. Significant others could be parents, teachers, colleagues, peers or others; in medical education and practice, it could even mean patients. Fulfillment of these three basic psychological needs makes a person intrinsically motivated for a particular activity" [14].

Conclusions: A Resources Problem?

The motivation in students is one of the more problematic issues in our technological era, the majority of students are less interested about learning in class, they are learning all the time through electronic devices what make students more conscious about what is real knowledge and what is just information, motivation is a concept that never change, authors as Gardner (1985) suggest that motivation is "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" [15]. Nevertheless how to motivate to learn, to be attached in class and develop knowledge transfer between professors and students, and between them is the most difficult matter. The possibility to enter into education is limited for many students, when they finally get financial aid, the context of universities and partners are not always a paradise, they found violence, bullying because economic and racial conditions several times, and problems adapting to the academic environment.

The context for students that have scholarships is a new common environment where they have to fit for getting involve and finish completely their studies, the context is new and give them opportunities and at the same time give them some challenges which had to take advantage, had to struggle with this environment and being motivated all in the same time. The behavior is too different between the students who have the resources for study with not scholarship that the students with scholarships, the family, economic, social and including technological tools becomes in characteristics that could change the performance of a student in its degree. But also, it is important to notice that the university structure and the financial support is changing, some universities are receiving less students and give less support to study, while others are unable to retain students for different situations.

(Unesco, 2009, XVII –XVIII) [1] exposed the problematic about education and main characteristics, "We live today in the midst of a profound economic crisis that will have repercussions in society at large and within higher education in ways that are not yet clear. Many countries and universities will experience financial problems with serious consequences in the short and perhaps the medium term, although the impact will vary worldwide, with some countries less affected than others. Current estimates indicate that certain of the least developed countries will be most affected. The crisis is likely to have the following implications:

• Research universities are likely to see significant constraints on their budgets as governments will be unable to provide the resources needed for their continued improvement. In many cases, the priority will be to allocate funds to ensure that access to the higher education system is not dramatically cut.

• In countries where student loan programs exist, either in the public or private sectors, severe constraints on their availability to students may be implemented along with increased interest rates.

• The system will face pressure to establish or increase tuition fees for students.

• Cost-cutting practices at many universities will result in a deterioration of quality.

• More part-time faculty are likely to be hired, class sizes increased, and additional actions taken.

• "Freezes" on hiring, construction of new facilities, improving information technology, and purchasing books and journals are likely developments" (Unesco, 2009, XVII –XVIII) [1].

Some studies from students in school, exposed that "the riches of the student´s context (economic status) has positive effects on academic performance itself. This result confirms that a sociocultural context riches (correlated with social and economic status, either limitated to it) has positive impact over the scholar performance for students. This confirms the important of shared responsibility between family, community and school in the educative process" [16].

Agree with Unesco (2009, XVIII) [1] "The multiple and diverse responsibilities of higher education are ultimately key to the well-being of modern society, but this expanded role adds considerable complexity and many new challenges. Understanding the broader role of higher education in a globalized world is the first step to dealing constructively with the challenges that will inevitably loom on the horizon. The enormous challenge ahead is the uneven distribution of human capital and funds that will allow some nations to take full advantage of new opportunities while other nations risk drifting further behind" [1].

In consequence the motivation in students will be more than just a resources problem [17], it is a problem of a context that is motivating the student to accomplish a degree, universities that make feel them safe and fulfill in their needs for attachment, belonging and identity [20] will have students with higher performance and better social interchanges. It will be required programs that develop strong incentives in developing countries for potential students to go school and university instead going to commit robbery and crime [19]. The challenge is very high, nowadays, a generation of smarter, easygoing, and relax kids, need to fit in a global world but sometimes they do not know how to do it, and get involve in terrible activities because they do not discern what they really want, this continuous search for "fit" in social [20] groups including friends, family, school, jobs, extracurricular activities, requires a different environment to learn; technologies advance so fast that every day is demanded a life-long learning, institutions, universities, schools must change in order to captivate this new generation that is learning by their own.

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Section 2. Higher Education

Khoma Olga Mikhailovna,
Mukacheve State University,
Candidate of pedagogical sciences,
Associate Professor, Ukraine

Khoma Tatyana Vasilyevna,
Mukacheve cooperative trade-economic college,
Candidate of pedagogical sciences,
Teacher of Ukrainian,
E-mail: tatyanahoma@mail.ru

Exercise as one of the practical methods of formation of communicative skills

Abstract: The kinds of exercises in didactics are analyzed; some of them, which are used in the process of teaching Ukrainian language as mother tongue in a higher education institution, are proposed. The method of performance of exercises for the formation of language and speech competence is described. The emphasis is made on communicative tasks.

Keywords: Ukrainian language, didactics, lingua-didactics, language and speech competence, exercise, tasks.

Ukraine is a multinational country with a certain status of Ukrainian language as official language. Mastering of Ukrainian language is an important component of socio-cultural activity of a personality and its entry into inter-cultural communication. In the process of assimilation of Ukrainian language, special significance is given to practical methods of teaching, the important place among which is taken by tasks.

The method of exercises was developed by scientists throughout all stages of development of didactics (S. Goncharenko, V. Sukhomlinsky, K. Ushinsky, M. Fitsula, V. Yagupov and others) and method of teaching the language (A. Bogush, O. Belyaev, L. Varzatskaya, M. Vashulenko, O. Karaman, L. Simonenkova, O. Khoroshkovskaya and others). The scientists express an opinion that profound and strong knowledge of Ukrainian language is the result of well-considered system of exercises.

V. Doroz, the author of the method of teaching Ukrainian language in general education institutions [1] and method of teaching Ukrainian language in higher education institutions [2] draws attention to the important questions of content and principles of language teaching, system-based approach to assimilation of language knowledge and formation of speech skills.

European integration processes in the sphere of education require new approaches to content of exercises and their focus in the course of teaching Ukrainian language, which determines the relevancy of this topic of research.

The goal of the article is to characterize separate kinds of exercises aimed at the formation of communicative abilities in the process of teaching Ukrainian language in a higher education institution.

From the point of didactics, exercises are smoothly organized, consciously comprehended multiple repetition of certain actions and methods, which become more complicated in order to form, solidify and improve practical skills and abilities of students [3, 340].

M. Fitsula defines exercises as multiple repetition of certain actions or kinds of activity for the purpose of their assimilation, which rely upon understanding and are accompanied by conscious control and correction [4, 140]. V. Yagupov, based on the research of M. Fitsula, classifies exercises as follows:

– preparatory (designed for preparation of students for comprehension of new knowledge and ways of its application in practice);

– introductory (contribute to assimilation of new material on the basis of distinction of notions and actions);

– trial (first application of newly assimilated knowledge);

– training (contribute to the acquisition of skills by the students in standard conditions);

– creative (contribute to the formation of skills of application of obtained knowledge in real life situations);

– control [3, 340–341].

In lingua-didactics, the exercises are multiple repetition by the students of certain actions in order to develop and improve practical abilities and skills [5, 94]. O. Belyaev calls them training exercises used for practical assimilation of comparatively narrow questions, which include the composition of a word, gender of nouns, spelling of adjectives etc. Moreover, exercises may contain one or two additional tasks (find synonyms and antonyms to highlighted words, find phraseological units and explain their meaning etc.).

Modern method distinguishes between reproductive exercises (reproduction of the learnt material as per example), constructive exercises (replacement of one language model with another) and creative exercises related to creative imagination, which are designed for variability and individuality of performance (forming a sentence, editing of a text, translation of a text, composition etc.) [5, 13].

Since the Zakarpattia oblast is a multinational region and border territory, according to our observation, the speech of the students has most number of lexical mistakes. In the process of research, our task was to select exercises involving the adherence to the norms of literature word usage, lexical compatibility of words and ability to choose a word depending on the speech situation. At the same time, the attention was drawn to orthoepical, morphological and syntax norms of Ukrainian language. We defined general requirements to the selection and application of exercises:

– socio-cultural focus;

– professionally oriented content;

– advantage of text exercises;

– gradual complication and systemacity of performance;

– control of performance, error correction.

In our opinion, in higher education institution, the use of language, speech and communicative exercises and tasks is effective in Ukrainian language classes with lecture-practice form of study.

Speech exercises (non-communicative) are designed for the performance of actions with language material outside speech situation, where the attention is concentrated only on orthepical or grammatical forms. Speech (communicative) exercises and tasks are aimed at the formation of partially speech and communicative abilities. Among speech exercises, the scientists (I. Gudzik, O. Khoroshkovskaya, relying on the studies of B. Lapidus, Yu. Passov) distinguish nominally speech exercises involving speech actions during specially created situations of communication and peculiarly speech (communicative) exercises, when students analyze the act of speech activity depending on the need of communication.

In the process of formation of lexical, phonetical-orthoepical and grammatical abilities, language exercises on the analysis, construction of word combinations and sentences are used. For instance, at the stage of assimilation of the norm of word usage after obtaining respective knowledge, the students were offered analytical exercises.

Analytical-constructive and constructive exercises that covered building of word combinations and sentences took place in practical classes. They are transitional between exercises aimed at assimilation of knowledge and exercises on the formation of partially speech abilities and skills. Among constructive exercises, substitutional and transformational exercises are separately emphasized in the method of teaching Ukrainian language [6]. Substitutional exercises required replacement of separate words and word combinations in a phrase proposed by the teacher.

Transformational exercises imply a certain transformation (rebuilding) of the proposed phrase, change of its structure by way of changing a grammatical form, replacement of words or word combinations etc. Such exercises are required in the process of formation of dialogical speech abilities.

Substitutional and transformational exercises were aimed at the formation of partially speech abilities in order to develop communicative speech. We used nominally speech exercises and tasks of academic character and communicative tasks involving independent speaking depending on the goal and orientation to the audience or communicant. Such exercises and tasks are based on a motive, i. e. a desire to express an opinion to inform, ask, convince and rouse to action. Using nominally speech exercises, the teacher relied on modelling of artificially created situations based on word picture of an imaginary situation of reality.

Monological speech was formed in the process of building coherent statements (translations, writings and different messages) of professional focus.

Thus, we proposed separate kinds of exercises, which, according to our opinion, are effective for the formation of communicative abilities.

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Section 3. Other fields of Education

Korshevnyuk Tatyana,
Institute of Pedagogy of the National Academy
Of Pedagogical Sciences of Ukraine,
senior researcher, PhD,
E-mail: korshik@meta.ua

Features of the content of biological education: ukrainian experience

Abstract: The article describes an approach for the design of contemporary biological school education in Ukraine. Its special feature is the unity and interaction of cognitive, creative and value-semantic components, and also in the differentiated education process of biology of high school students at three levels — standard, academic, and profile.

Keywords: the content of biological education, components of education, differentiated education, levels of education.

Коршевнюк Татьяна Валерьевна,
Институт педагогики Национальной академии
педагогических наук Украины,
старший научный сотрудник
E-mail: korshik@meta.ua

Особенности содержания биологического образования: украинский опыт

Аннотация: Статья посвящена раскрытию подхода к конструированию современного биологического образования украинских школьников. Его особенность состоит в единстве и взаимосвязи когнитивного, деятельностно-творческого и ценностно-смыслового компонентов, а также в дифференцированном обучении биологии старшеклассников на трех уровнях — стандартном, академическом и профильном.

Ключевые слова: содержание биологического образования, компоненты образования, дифференцированное обучение, уровни обучения

Содержание современного биологического образования украинских школьников пребывает на этапе обновления в условиях внедрения Государственного стандарта базового и полного общего среднего образования. Согласно этому документу учебный предмет «Биология» обеспечивает усвоение учащимися знаний о закономерностях функционирования живых систем, их развитии и взаимодействии, овладение основными методами познания живой природы, понимание биологической картины мира, перспектив развития биологии как науки и ее значение в обеспечении существования биосферы, формирование сознательного отношения к экологическим проблемам, применение биологических знаний в повседневной жизни [3].

Современное содержание школьного биологического образования многоаспектно. В процессе его исследования мы пришли к выводу, что в нем во взаимосвязи и взаимообусловленности представлены когнитивный, деятельностно-творческий и ценностно-смысловой компоненты.

Когнитивный компонент включает различные формы знаний о живой природе (факты, понятия, закономерности, законы, теории, идеи [4].

В нем сохранено традиционное когнитивное ядро — фундаментальные знания биологических систем разных уровней организации живой природы и подходы к их изучению, а также впервые в украинской практике в основной школе (9 класс) предусмотрено изучение общебиологических закономерностей на основе полученных в 6–8 классах знаний. Данная инновация призвана обеспечить качественную базовую биологическую подготовку выпускников основной школы (5–9 классы), интеграцию и обобщение биологических знаний, что позволит ее выпускникам сознательно подойти к выбору профиля обучения в старшей школе (10–11 классы) [8, 20].

Инновационным в содержании школьного биологического образования является расширение программных требований к практической подготовке учащихся. Помимо традиционных лабораторных и практических работ, которые на протяжении нескольких последних десятилетий были стабильными компонентами программы, предусмотрено выполнение школьниками лабораторных исследований, исследовательских практикумов и проектов [8].

Такие нововведения усиливают деятельностно-творческий компонент содержания школьного биологического образования способствуют привлечению учащихся к активной работе с различными источниками знаний (справочными изданиями разных типов, научной литературой, Интернет-ресурсами и т. д.), натуральными биологическими объектами и моделями. В этих условиях активизируется творческая деятельность учащихся, формируются умения планировать и воплощать свои действия, взаимодействовать с другими людьми, развиваются навыки генерирования новых идей, формируется ответственность за результаты своей учебной работы. Однако приходится констатировать доминирование познавательных действий в урочное время и недооценка исследований школьников в природе, что значительно ослабляет контакты учащихся с окружающим миром живого. Важность исследовательской работы в естественных условиях объясняется рядом фактов: создаются оптимальные условия для воспитания подрастающего поколения в единстве и согласии с природой, осознания школьниками ответственности за ее охрану и решение экологических проблем.

На современном этапе в содержание биологического компонента школьного естественнонаучного образования входят не только предметные знания, но и соответствующие целям развития личности различные виды деятельности, в которых раскрываются ценности и практическое значение биологических знаний. При этом методология биологии становится и объектом изучения, и способом познания. Этим объясняем особое внимание к методологической составляющей содержания биологического образования школьников.

Если цели формирования знаний и умений достигаются за счет вербальных и операционных методов, то в формировании эмоционально- ценностных отношений их необходимо дополнить исследовательскими и практическими методами. Поэтому деятельностно-творческий компонент содержания ориентирован на овладение методами научного познания живой природы, применение биологических знаний в повседневной жизни и будущей профессиональной деятельности, а также для решения учебных задач. В целом, компонент предусматривает различные способы деятельности, в том числе и творческой, овладение которыми обеспечивает формирование у учащихся широкого спектра умений (интеллектуальных, практических, информационно-коммуникативных и других), навыков (технологий) и опыта (стратегий) взаимодействия с природой.

Кроме традиционных предметных умений (например, умений сравнивать строение цветков ветро- и насекомоопыляемых растений, характеризовать формы поведения животных, наблюдать за движением цитоплазмы) в содержании биологического образования находят отражение общеучебные умения, которые «формируются на протяжении всего обучения в школе и имеют межпредметный характер» [9, 170].

В содержании биологического образования в эту группу входят умения работать с текстом учебника, различными источниками информации биологического содержания (научно-популярными изданиями, Интернет-ресурсами и т. д.), наглядными пособиями, рабочими тетрадями по предмету, а также умения составлять план, использовать свои знания в суждениях, делать выводы на основе анализа одного или нескольких фактов.

Вектор школьного биологического образования, направленный на личностное развитие школьника как высшую ценность, обуславливает обновление содержания биологического образования включением общечеловеческих ценностей. Поэтому одним из приоритетов современного образования является отражение в его содержании общечеловеческих ценностей путем включения в содержание тех объектов, к которым целесообразно формировать ценностное отношение и которые в перспективе составят ядро личности учащихся. Действующим Госстандартом предусмотрено обеспечение биологическим компонентом понимания учащимися ценности категорий знания, жизнь, природа, здоровье [3].

Важным программным требованием является развитие умений «устанавливать гармоничные отношения с природой на основе уважения к жизни як наивысшей ценности и всего живого как уникальной части биосферы» [1, 11].

Под ценностью понимаем предмет, процесс, явление, имеющие положительную значимость для личности, то есть удовлетворяющие ее потребности и вызывающие положительные эмоции. Значимость ценностей определяется их педагогическими функциями, прежде всего ценности определяют смысловую позицию личности и направление ее поступков и поведения, оказывают влияние на миропонимание человека.

В рамках темы «Биология как основа биотехнологии и медицины», в которой рассматриваются методы классической селекции и современной биотехнологии, уделено внимание преимуществам и возможным рискам использования генетически модифицированных продуктов. К результатам освоения содержания темы, подчиненных задаче формирования ценностных установок личности, принадлежат оценивание «возможных положительных и отрицательных последствий применения современных биотехнологий», высказывание суждений «о моральных и социальных аспектах биологических исследований» [8, 62].

Анализ действующих школьных учебников по биологии показал, что средствами формирования у школьников ценностного отношения к живому выступают преимущественно примеры практического использования живых объектов человеком и обществом. Обделены вниманием познавательные и эстетические аспекты жизни как ценности. Для ориентации учащихся на осознание и осуществление природоохранной деятельности используются, как правило, негативные примеры отношения человека к природе или номенклатура правил (например, «Правила поведения в лесу»). Такой подход, по нашему мнению, неэффективен по нескольким причинам. Во-первых, о нецелесообразности воспитания школьников на отрицательном опыте свидетельствуют исследования психологов: «Наихудшим педагогическим приемом является усиленное и настойчивое введение в сознание воспитанника тех поступков, которые он не должен совершать. Заповедь «не делай чего-нибудь» есть уже толчок к совершению этого поступка в силу того, что она вводит в сознание мысль о подобном поступке, а, следовательно, тенденцию к его осуществлению» [2, 87], а учебной программой — формирование «эмоционально-ценностного отношения к живой природе» [8, 18].

Исходя из этого, в создаваемых нами учебниках и учебных пособиях по природоведению в биологическом компоненте мы усилили содержание позитивным, конструктивным опытом отношения личности к природе [5; 6; 10].

Таким образом, формирование ценностного компонента школьного курса биологии детерминировано необходимостью осознания учащимися высшей ценностью всего живого как уникальной части биосферы и на этой основе формирования экологически ответственного поведения.

В программу по биологии для основной школы введена новая тема «Биология как основа биотехнологии и медицины» (9 класс), содержанием которой предусмотрен обзор традиционных биотехнологий, основы генной и клеточной инженерии, роль генной инженерии в современном мире.

Отметим, что в основной школе обучение биологии происходит по одной учебной программе и, следовательно, общегосударственные требования к общеобразовательной подготовке школьников единые.

Старшая школа функционирует как профильная, поэтому обучение биологии старшеклассников осуществляется по трем разноуровневым программам: для уровня стандарта, академического и профильного уровня. Рассмотренные компоненты содержания биологического образования составляют основное содержание этих программ, однако они существенно отличаются по широте и глубине изучаемого материала, общегосударственных требований к общеобразовательной подготовке старшеклассников.

В процессе исследования мы пришли к выводу, что свете новой образовательной парадигмы школа должна дать учащемуся инструмент познания, который позволит ее выпускнику включиться во все сферы жизни, то есть подготовиться к самостоятельному интеллектуальному труду в будущем, независимо от его содержания. Сказанное объясняет расширение деятельностного компонента и включение ценностных элементов, регламентируемых нормативными документами. Вместе с тем, требует решения проблема создания критериально-диагностического инструментария качества биологической подготовки с учетом инновационных элементов содержания.

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Section 4. History of Education

Lichman Lada,
Shupyk National Medical Academy
of Postgraduate Education, Ukraine,
PhD in Pedagogics, Associate Professor,
E-mail: lichman1967@mail.ru

Authenticity Frame as Innovative Resource to Build Up Foreign Linguistic Competence

Abstract: The paper deals with the issues of improving scientific and pedagogical technologies for building foreign linguistic competence.There are pointed out subjects pertaining to searching innovative educational resources, in particular, cognitive linguistics. The cognitive language education research tools and technologies are noted to considerably influence the further development of a competence-based foreign language training.

Keywords: frame, authenticity, foreign linguistic competence, cognitive map, epistemophilia, competence-centered educational paradigm.

Introduction. The concept of foreign language competence is instrumental in the competence approach terminological system. Meanwhile, numerous research works in this sphere (R. Barthes [1], J. D. Culler [3], J. Ortega y Gasset [8] and others) reveal that the semantic content of a core concept in the competence-based pedagogy is rather notional; since the monograph "The Common European Framework of Reference for Languages: Learning, Teaching, Assessment" [2] has been published, the range of polar interpretations significantly expands, respectively, it is accumulated a contradictory experience based on the learning to use competence model in foreign language pedagogy. Terminological diffusion and practices manifold are trends vitiating the foreign language competence ideologeme. To be sure, a competence-based approach to mastering foreign languages does not rise to the cultural and economic needs for the growth of a bilingual/multilingual area.

The preliminary analysis suggests that the competence-based approach, aimed at modeling the West European pedagogy of the 21st century, is contradictory, and some of the contradictions are the essential ones. There are: 1) terminological amorphousness causing difficulties in identifying the key objects; 2) the heterogeneity of self-contained practices of learning, teaching and assessment; 3) an internal conceptual, structuring and pedagogical discontinuity, which certainly dilutes the crux of the competence-oriented paradigm; 4) the competence-based approach ideologists' under-estimation of the civilizational gap value while implementing the competence ideology in a particular socio-cultural environment (for example, in the countries of Eastern and Western Europe); 5) the unjustified ignorance of proto-competence sources, the experience determining the appearance and formation of a great number of pedagogical innovations, in particular, a competency model; 6) the limited conceptosphere of "human competence"; 7) as the result, there is an incomplete picture concerning the tools and mechanisms revealing the authenticity of the person within the scope of foreign language competence components.

The designated aspects require to resolve the totality of the problems as well as overcome complex conflicts associated with the study and revitalization of the genetically predetermined, in a point of fact, exclusive, cognitive resources with the view of intensifying the foreign language teaching.

Objective. The article deals with a model for determining the basic cognitive elements, considered as an innovative resource for building foreign linguistic competence.

Theoretical framework and research methods. The methodological framework of the study is comprised by writings in cognitive psychology, didactics and discourse theory, that refers to applying the methods of discourse analysis, the dialogue of cultures, genetic and anthropological methods.

According to the cognitive linguistics and psychology traditions, mental structures maintaining the integrity of practices [6], which schematize experience [5, P. 20–32], but which cannot be directly realized are called frames. In T. van Dijk's view, a frame is out of the context, i. e, it is the element of individual social memory, which characterizes the type of thinking and modifies information perception [4].

It must be assumed that the frame is not so much the "analytic forests" of personality [6], as, according to R. Barthes, "the anagram of the body" [1]. It is physicality, broadly defined (the person as a text), that should be regarded as the web of meanings, knowledge, concepts which are experience categorization. In this context, "the anagram of the body", or a set of frames as human conceptual pillars, is commonly referred to as the individual's cognitive map. Such an interpretation of the frame nature is the key to understanding the goals and objectives of cognitive pedagogy.

Results. While substantiating the concepts of authenticity frames we consider the categories of "frame" and "authenticity" to be seamlessly correlated. Frame, as a repository of genetic, social, historical and cultural memory (man as a repository of culture — R. Barthes) [9, P. 220], represents the uniqueness of human authenticity.

In view of the above we think of the authenticity concept, taken in close proximity to the category of the frame, as being one of the high-potential terminological system of cognitive pedagogy, in particular, with regard to foreign languages teaching. The cognitive pedagogy origin is associated with the traditions of existential psychology and philosophy. In addition, the ideas of cognitive psychology and cognitive pedagogy are relevant to the core competences, presented by the Council of Europe. The monograph "Common European Framework of Reference for Languages: Learning, Teaching, Assessment" [2] points out the existential competence as part of the general ones which includes the views and attitudes, motivation, values, beliefs, cognitive style, personality traits.

From there the existential competence, as it pertains to determining the typology of cognition and personality characteristics, should be considered in conjunction with the conceptual sphere of authenticity frames.

At the same time, the interpreted categories, such as "existential competence", "foreign linguistic communicative competence", "frame", "authenticity" are hardly verified, i. e. they are proved by the scientific practice to be beyond logical unification. These categories are multifaceted in its notional content, polysemantic. Suffice it to say the key term "competence" is construed as in multitudinous and versatile manner, so in the contradictory one, that does not push the academic community closer to understanding the essence of the competence approach in itself.

Nevertheless, to use cognitive tools and techniques for the purposes of foreign languages learning and teaching is deemed promising, as it offers exciting possibilities for optimizing the educational process.

In this paper, it is crucially important to focus on a method of immanent activation of authenticity frames. The method relies on communicators' cognitive maps (a teacher — a student). The cognitive map of an individual is reported to present the individually distinctive structure of frames and concepts, the so-called cognitions. The cognitions are knowledge, skills, attitudes, memory images, reflections, reactions, properties of psychomotor, genetically determined beliefs, etc. The drafted cognitive map of the communicators (one of which acts more as a recipient (a student), and the other one generates the information (a teacher)), updates the organization and management of the educational process, it determines the choice of teaching methods. The strategies for drawing the cognitive map can vary from the rational and logical strategies to the non-trivial ones (e. g, the so-called "black box" strategy). Obviously, constructing the designated map is a tremendous challenge. However, despite the difficulties in performing the learning and teaching "map" inquiries one should proceed from the psychology and neuroscience data to begin with. In point of fact, the manifestation of the individual human consciousness, or rather the cerebration in his verbal organization, in its communication and receptive skills is always extraordinary, unique. Therefore, it is submitted that the teacher can use psychotherapeutic tools and techniques taken into account the characteristics of verbal thinking. For example, to determine the cognitive structure of a student it is advisable to administer the Rosenzweig Picture Frustration Study as a projective technique for identifying the individual features [10, P. 137]. In accordance with the Rosenzweig's theory, the frustration results from overcoming life obstacles, in solving challenges, for example, while studying one or more foreign languages. Against the backdrop of overcoming language difficulties there can be applied a method when students are shown drawings with speech difficulties common to the students. The student's response can vary in such aspects as: emphasizing a frustrating factor, self-defense, the need for resolving the situation, etc. Subsequently, the obtained data are entered in the individual cognitive map and then used while preparing for the individual work.

Besides, when identifying cognitions as structural slots of the student's authenticity frame, it is important to rely on the idea that cognitions are largely derived from genetic topographic history of the individual. Indeed, as B. Dimitrova notes, linguistic forms, rhythms, mental specificity, intonation originality of peoples depend on the geographical features of the living area [11]. Let us remark here that this point of view is not new, as it dates back to the antiquity, but its full expression was explicated in the works of W. von Humboldt [7].

Conclusions. Therefore, the well-defined strategy of building foreign linguistic competence involves employing cognitive linguistics innovative resources by creating an individual psycholinguistic cognitive map.

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Section 5. Information Technology and Education

Smitha Josey,
Faculty of Engineering and Technology,
Higher Colleges of Technology, UAE
Sandhya Kattayat
Faculty of Engineering and Technology,
Higher Colleges of Technology, UAE
Dr. Asha J. V.
Asst. Professor (Education),
University of Kerala, India
E-mail: vivianvarsha@gmail.com

Web based applications and services for virtual interactive science instruction and achivement of adolescent students

Abstract: Web based instruction is gaining popularity day by day. Web based application and its services are used in daily life to sophisticated technologies. Web applications are promoting the learning process in remote areas and it is found to improve the retention and understanding of concepts in learning different disciplines, including science disciplines were virtual situations can be used to enhance the learning and thus to improve the achievement of students. This is of particular interest in Physics were virtual situations can be used is very well encountered.

Keywords: Web application, apps, physics.

I. Introduction

Web technology is increasingly in use in all the walks of life including educational field. The issues that are arising in traditional science education is more or less similar in its aspects of complexity. The methods of instructions are undergoing a drastic change from the era of computers, especially with the world wide application of the internet. The barriers such as country, language, culture and time can be surpassed by the use of web based technology. This technology in its initial stage was mainly concentrating in some areas such as exchange of information, computational and linguistic aspects and for limited services in daily life. But with the advancement of mobile technology and with the invention of new gadgets, these technologies gained popularities and gained pace. With the inventions of new apps, the use of internet and searching of facilities become so easy and flexible. The use of web applications become part of daily life with in no time. Educational field also showed the reflections of the web based applications and its services by in cooperating them in teaching learning process. This gained momentum in all the different levels of education and in all discipline. From language study to mathematics web technology intruded and the methods of instructions become more and more effective as these applications were student friendly and interesting. Science education was finding the much awaited change with the introduction of web based learning. Students were thrown from traditional and monotonous classes to vibrant, collaborative self-paced learning atmosphere.

II. Review of literature

Web based technologies help teachers in making adaptive course learning materials [1]. E-learning enhances students efficiency and interest [4]. Web application supports learning environment [5]. Web assisted instruction is highly recommended for the English teaching as it promotes students achievement [3].

III. Research problem

Students and teachers are two major components of effective interaction. The communication between them is a major factor which decides the motivation and effectiveness of learning and thus the efficiency of students. How the web based applications and their services are utilized in instruction and how this is an enhancing factor in students achievement is discussed in this study.

IV. Research method

3.1 Research design, sample and sampling technique

This study involved in this method is experimental and this study was carried out among adolescent students who were in their second semester of engineering. The sample size was 74 those students were of age group 18 years. A pretest was administered in the subject Applied Physics to ensure the equality of students. The incomplete answer scripts were rejected and based on the results two groups each of 33 students were taken for the study. The post test was conducted for the analysis.

3.2 Tools and mathematical methods used for the study

The two question papers used for pretest and posttest analysis was prepared based on experts opinion in the subject Applied Physics. Both question papers were designed in a pattern which includes different types of assessment questions such as reasoning type and critical thinking type. The post test was discharged to both groups at the same time. For analyzing the result mean, median, standard deviation, t test values and p values were calculated. The interpretation of the posttest was done using the numbers obtained.

3.3. Web based applications and services used in instruction

There were different web applications implemented for instruction in this method. One of the web application used in the classroom was PhET simulations in different topics of Applied Physics. Mathematica is another app used for solving math based problems. This service was utilized by means of the internet provision and computers available to students. Special options such as JAVA were used to run the services. Apart from these applets like home work simplified by my way were down loaded in the Ipads for problem solving. Some of the apps were compatible with all type of operating systems. Some of the apps were compatible with android operating systems and some others were compatible with I phone operating system. Sim Physics was another free app downloaded to learn about lenses, mirrors, charges, magnets, electricity, free body diagrams, waves, tires, helicopter blades, swings, gravitation, friction and towing. Students found to be deeply engaged in this app as it was game based and interesting one. Physics 101 Calculator was another app used with facilities such as Database of 30+ Newton Mechanics Formulas, Magic Solver *beta, 2D Motion, Circular Motion, Springs, Universal Gravitation, Units Converter, Formula-Specific Calculators for quick solutions and Trigonometric Calculator. Apart from this Home works were given to students based on web based platforms such as connect. Mobiles were used for instruction as well. This was of particular helpful for leisure time informal studies. Google services were used by students at the later stage to find out the new apps and the web based services appropriate to their need.

3.3. Method of implementation

Same topics were taken for study by both the groups. The first group was using the traditional method of study and very limited or no access to web applications. That group was exposed to paper based text books and reference materials and depending most of the time on the traditional way of learning. The second group was using web based simulations and apps for their studies. They were using computer based homework and animations. They were using web services to solve problems. They were using animation to interpret the answers. Graphical analysis with changing the conditions and by rechecking the results were done. Constraints were applied to check the result in different situations. Downloading new apps and using them in their daily learning was part of their daily learning process. Not only different computer programs, but their appropriate services also were used by students. They were covering the material in a self-paced way. Both of them were given a post test for the same duration and the results were compared.

V. Result

4.1 Analysis of the pretest result.

The pretest ensured equivalency of the two groups. The test conducted in this study for the analysis is t test. The values obtained were analyzed and interpreted at 95% confidence interval.

Table 1. – Pretest results

Discipline	Sample Group	Mean	SD	Confidence interval	Difference of means	Significance at 95% confidence	median	t value	P vale
Applied physics	TRL	22.7	9.81	19.48–25.93	3.23	No significant difference	23	1.29	0.20
	WBL	25.6	6.58	22.40–28.85			26		

** TRL – traditional learning group* ** WBL – web based learning group*

4.2 Analysis of the post test result.

The post test was conducted after the instruction. This test was given to both groups at the same time. The major difference is the method used in instruction. The first group was exposed to the traditional way of teaching But the second group was exploring the freedom of web based applications and services. They were using all the possible web facilities available to them both inside and outside the class room.

After the test, the t value obtained was 2.05 and the p value was 0.045. The low p value shows that web based learning enhances the student's achievement and it is not by chance. This indicates the significance of the study and web based learning is preferred in Applied physics over the traditional method of learning.

Table 2. – Post test results

Discipline	Sample Group	Mean	SD	Confidence interval	Difference of means	Significance at 95% confidence	median	t value	P vale
Applied physics	TRL	43.3	11.2	38.39–48.25	7.2	significant difference	43.0	2.05	0.045
	WBL	50.5	14.6	45.53–55.40			50.0		

VI. Recommendationsand conclusion

The result of the study reveals that web based application significantly improves student's achievement, and it is not by chance.

With the technological advancement web based technologies and its services are in use in all walks of life. From a ticket counter service to the banking sector, from entertainment to rocket launching. In this study it is found that web based services are helpful in teaching learning process. This enhances the critical thinking and reasoning capacity. This was evident from the low p value. This study is helpful in implementing the study in different levels and in different in strata. Apps for a particular discipline for each learning outcome can be prepared. Students can down load this and can be used as an alternative method of study in future.

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Section 6. Lifelong Learning

Theodosopoulou Maria,
MSc, PhD Student, Imperial College London
E-mail: m.theodosopoulou12@ic.ac.uk
Professor Papalois Vassilios,
KJSJ, MD, PhD, FRCS, FICS, FEBS,
Consultant Transplant Surgeon,
Imperial College London

Once Upon …Our Time: Narratives in Health Education

Abstract: Narrative stories and testimonials from patient and healthcare professionals are a health literacy tool used to inform, engage and raise awareness. Stories focus on experienced reality and become relevant and engaging to audiences in different ways than traditional informative health material. Similarities and differences between narrative messages regarding organ transplantation are seen comparing two different genres: a mythological tale, as shown in the story of Icarus and Daedalus, and contemporary transplant patient testimonial.

Keywords: Narratives, storytelling, health literacy, organ donation.

Introduction

Health literacy represents the skills of people to access health information, understand, evaluate it, make appropriate health decisions, and promote health [1]. Storytelling is an essential part of human nature, of the 'Homo Narrans', as is the need to communicate health information in an engaging way [2]. Narration of personal stories of patients, patients' families, and healthcare personnel provide insightful information on how people experience health issues. Narratives, along with information based on evidence, such as facts and statistics promote health literacy, by enabling people to access health-related information, and personally process it, in order to better inform their decisions.

Narratives 'reflect culture' [3], and show perspectives, sometimes different from our own [4]. In medical education they can help students explore patients' views and adopt a holistic perspective [5]. In the healthcare context, they inform, engage, provide models of health behavior and promote risk perception or severity of health conditions [6; 7]. 'Existentially important experience' is communicated through them [8] and the reflection that comes with it can be beneficial both to the storyteller and the listener [3; 9].

Narratives are stories, which can take many forms and be delivered through various means, such as testimonials, documentaries, conversations, either told by patients, healthcare professionals, or enacted by actors [10]. Trying to find the thread that runs through narration across time, we revisit a tale of Greek mythology and a contemporary patient story and describe ways of communicating information. For this we will use a taxonomy [11], which focuses on the three dimensions of purpose, content, and tone.

The tale of Daedalus and Icarus

Since ancient times storytelling and specifically through oral tradition, has been a common way of informing and engaging people, especially at times when most of population were illiterate. One tale which passed on through centuries and recorded in Ovid's poem Metamorphoses (Transformations) [12] is the story of Icarus and Daedalus. Daedalus was an inventor and architect of the labyrinth in Crete and, along with his son Icarus, was a prisoner by King Minos in the island. Their escape plan was to devise wings of wax and fly to their freedom. However, Icarus flew too close to the Sun. His wax wings melted and Icarus fell. Their punishment came because the prince of Athens, Theseus, managed to exit the labyrinth after killing Minotaur, a creature with the head of a bull and the body of a man, to whose honour each year young Athenians were sacrificed. Theseus had learnt the secret way out of the labyrinth, which only Daedalus knew, through Minos' daughter [13].

This story has been interpreted as an allegory in an educational, social, and political context [14], portraying the fall of man as a punishment for his hubris; creativity and revolutionary inventions which overcame tradition. Revisiting this story within a health frame, there are messages relating to health literacy. This 'science fiction' story is a vision of transplanting animal organs to humans, a metaphor for xenotransplantation [15], which in the case of Daedalus is successful and saves his life, while on the other hand, it costs Icarus' life because of a thermolabile adhesive leading to acute graft rejection, if explained in transplant terms [16].

The 'xenotransplantation' takes place, as Daedalus *"fashioned quills and feathers in due order — deftly formed from small to large, as any rustic pipe prom straws unequal slants. He bound with thread the middle feathers, and the lower fixed with pliant wax; till so, in gentle curves arranged, he bent them to the shape of birds."*

The *purpose* of this story is not to inform about facts or add knowledge to what people already know. Rather its purpose lies in engaging people by invoking their imagination, inspiring them to look beyond the limitations of the human body. It uses everyday words and images, familiar to all, to help the people understand the idea and its 'technical' sides and it also uses the feature of a journey undertaken by a father and a son, to add an emotional tone.

The bold experiment was dangerous and Daedalus warned Icarus: *"My son, I caution you to keep the middle way, for if your pinions dip too low the waters may impede your flight; and if they soar too high the sun may scorch them. Fly midway. Gaze not at the boundless sky, far Ursa Major and Bootes next. Nor on Orion with his flashing brand, but follow my safe guidance."*

The *content* of the message focuses on the physical outcomes and detrimental consequences of non-compliance to rules. Icarus, carried away by his arrogance and vanity, according to Ovid, forgot the precautions, *"as he neared the scorching sun, its heat softened the fragrant wax that held his plumes; and heat increasing melted the soft wax — he waved his naked arms instead of wings, with no more feathers to sustain his flight."*

The *evaluative valence* of the story flows between positive and negative, high and low emotional situations, making the experiences of the heroes more dramatic. On one hand, the positive role model of Daedalus is presented, who has understood the process, had been active throughout the whole endeavor in working out the solution, and survives, as he complies with rules. On the other hand, Icarus serves as an exemplary case of what one should be warned of: disobedience and low self-management cost him his life.

Real life story

The second is a patient's story of waiting for a transplant, as accessed at the NHS organ donation website [17]. On the NHS organ donation website there are three types of real life stories: of patients waiting for a transplant, patients who have had a transplant, and families who have donated their loved one's organs. All of the stories contain a photograph of the patient or donor and a narrative presenting briefly the name and organ failure a person experiences, the course of waiting for a transplant, and then in the person's own words the experience of a transplant.

The story of Simon is under the section of patients waiting for a transplant and it consists of facts about Simon's health condition, organ donation and Simon's feelings and thoughts about the situation he faces. It is a story whose intention is to inform about cases such as Simon's through illustrating the impact on his life by having Simon's consent to use a camera to record a typical day in his life- and use facts from his case to introduce people to the meaning of various aspects of organ donation, such as living donation, dialysis, and transplant waiting lists. It engages by using simple language to describe the logic of waiting lists *"waiting for a transplant is not like waiting for anything else. You don't necessarily get nearer to the top of the list the longer you've been on it. It depends on many factors including who is in greatest need and who is the best match for an organ'*. At the same time, the narrative presents only the absolutely necessary statistics to show the demand of kidney transplants '*5,000 people who are on the waiting list for a kidney. Over 450 of those people have already waited longer than 5 years'*, thus not confusing the reader with further numbers and graphics, but only with those related to Simon, as he is in the waiting list for 6 years.

The *content* of the message focuses more on the experience, as it talks about the process of dialysis and what it has meant for Simon's life, including '*4 life-saving sessions of dialysis, indescribable fatigue and constant uncertainty for the future'* the expectations during dialysis '"*I've been on dialysis for 5 years. For me, it's the most difficult part of the wait… I'm in limbo*' and the waiting list '*My family and I are on a roller coaster, I can't see the twists and turns or how it will end. It's an endless wait with no ETA'*.

The *tone* of Simon's story moves along a continuum, with various gradations of uncertainty and hope. His story mentions the physical and psychological difficulties associated with the dialysis treatment, but sheds light more on the uncertainty both Simon and his family experience. This feeling is also accompanied by hope for a transplant that could 'transform' his and his family lives.

Discussion

Many differences lie between the stories discussed. A main difference is that Daedalus and Icarus' story is a tale relying on fiction. It is an ancient 'science fiction' story, usually used as an explanation of how the Icarian Sea took its name by the fall of Icarus. It does not rely on facts or convey health-related information.

Yet, it conveys subtle messages which are in many ways applicable to a health context, such as compliance to medical instructions, patient's responsibility for self-monitoring, patient engagement, support and follow-up.

On the other hand Simon's story is a real story. It is a first-hand experience of a patient, who has already gone through a transplant, saw its impact on his life, and again faces new challenges, as he waits for a second transplant. It is a narrative about a personal journey, put within a more universal context of similar cases of people on waiting lists.

Both stories refer to existential issues. The former uses an allegory for showing the struggle to overcoming the body's restrictions, whilst at the same time dealing with flooding emotions. Although Icarus does not start this journey alone, it turns out as mostly a lonely experience, missing the ongoing support of people who know more and interaction with others going through the same situation. The second story shows Simon as the main protagonist, who is, nonetheless, in a constant interaction with the medical community, and draws support from his family in various ways, from living donation, to sharing feelings and expectations.

Icarus' tale has a didactic tone, which is meant as a lesson for all, irrespectively of their health. It tries to induce the fear of the consequences, when one does not comply with the given instructions. The message is clear cut, 'one risks life, if does not do as being told', and portrays a fine line between success and failure, life and death. Simon's story also shows consequences, through explaining words and giving them a personal, yet realistic meaning. The words 'patient' and 'dialysis' are explained not simply because the name of the disease is mentioned at the beginning of the narrative, but because he portrays his experience on dialysis. In the same way, 'waiting list' is explained not by medical definitions, but by describing how the list affects Simon.

Conclusion

From a health literacy perspective, Icarus' tale shows that awareness and information on health issues and possible dangers are necessary, but not always sufficient to guide appropriate decision making. Cognitively, Icarus was provided with clear information and he had consented, having claimed that he understood it. Physically, he was prepared to meet the challenge, and he was aware of the procedure which was undertaken, and the materials used. However, emotionally he was unprepared for the 'ride' he had to go through, the stamina and other personal resources he had to use, in order to help his 'body journey', and failed to understand strategies to help him cope through, find out support mechanisms, acknowledge blocks to the endeavor, unlearn ways of thinking and doing, and replace them with more appropriate ones.

Simon's story shows an informed and active patient, who is also engaged to become a link in the chain to raise public awareness. It puts a holistic perspective on this health issue, by showing Simon's experience at a personal level, the role of the family, the health system, and the community. A health condition is not seen as a matter involving just the patient and a healthcare team. It is seen through the patient's eyes, and how it can relate to people not immediately affected by it.

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Section 7. Comparative and International Education

Krasnoshchekov Victor Vladimirovich,
Peter the Great St.Petersburg Polytechnic University,
deputy director, Institute of International Educational Programs
E-mail: victor@imop.spbstu.ru
Dyatlova Polina Alexandrovna,
Peter the Great St.Petersburg Polytechnic University,
associate professor, Department of Theoretical Mechanics
E-mail: polinadyatlovar@gmail.com
Tidy Christopher,
Leibniz University Hannover,
lecturer, Centre for Applied Linguistics and Special Languages
E-mail: christopher.tidy@fsz.uni-hannover.de

Integration of formal and informal education via the international student project in technical design

Abstract: We analyze in the articles the necessity and the possibility of formal and non-formal educational programs integration with the goal of improvement the quality of education. The successful example of the integration within strategic partnership of the universities is demonstrated.

Keywords: formal and non-formal education, international student project.

One of the global trends of the world of education is its diversification. The UNESCO International Standard Classification of Education marks the formal education (FE), non-formal education (NFE), informal and non-systemic components of education and training [1, 11–12]. Currently, the process of differentiation of the components of the educational system has not been completed either in Russia or in the world. FE programs, usually realized in the "traditional" educational institutions: preschools, secondary schools, colleges, universities, traditional training institutions, corporative universities.

NFE programs are usually institutionalized and implemented in "non-traditional" institutions, such as public schools, courses, and even in non-educational institutions like public organizations, non-profit organizations and others. Even the list of the types of organizations implemented FE or NFE programs becomes clear that classification of these programs is uncompleted. The complexity of the situation is compounded by the lack of regulatory framework, which is particularly inherent for the Russian Federation. This is because the term "non-formal education" in contrast to the related concepts of "lifelong learning" and "further education" is not mentioned in the Federal Law "On Education in the Russian Federation" dated December 29, 2012, No 273-ФЗ. As a result, at the present time various organizations that implement similar training programs, consider themselves some — to the area of FE, the other — to the sphere of the NFE. Moreover, the subdivisions of FE organizations implement educational programs, clearly bearing the features of NFE, as it is not prohibited by law. We agree with the conclusion that «the artificial separation of formal and informal education violates the integrity of the education system» [2, 32].

Despite the total declared aim of NFE is to improve access to education, the total actual purpose is to ensure sustainable development and social stability. NFE programs and NFE institutions reflect regional and national differences in the nature of a contingent of students, and in the organization of the learning process, and in the methods of validation. Basic approaches to the ways of implementation of NFE in the world and in Russia are analyzed in [3]. V. V. Krasnoshchekov considers UNESCO's approach; traditional European approach based on the concept of lifelong learning or Lifelong Learning (LLL) and on the andragogics concept embodied in the system of public schools; and gerontogogical approach for «universities of the third age»; and US business-oriented approach, based on the ideas of Thomas Dewey, who considered training as a means of empirical knowledge; and finally approach recognized in developed countries that treats NFE as a tool of youth policy, aimed at stabilizing the society. Analysis of the development of NFE programs leads to the conclusion that the FE organizations should not neglect the possibility of increasing the quality of education, which can be obtained by integration of FE and the NFE.

In Peter the Great St. Petersburg Polytechnic University (SPbPU) the resources of the strategic partnership with Leibniz University of Hannover, Germany (LUH) were used to test the idea of interfacing of FE and NFE programs. The strategic partnership as the best form of cooperation includes the development of alternative ways of strategic development, and the improving of the quality and competitiveness of higher education institutions. All categories of students and staff are involved in the partnership process. SPbPU and LUH partnership shows the different depth of internationalization and a variety of forms, and it is supported financially by the German Society for Academic Exchange (DAAD).

An important form of strategic partnership is an international student project. Within project activities general cultural competences and general professional competences and professional competences of students are formed and developed. Of course, the greatest one is the development of foreign language communication competences and intercultural competences. These competences contribute most to the process of internationalization of students, thereby to increasing of the quality of graduates [4]. It was found that international student projects [5] can be used to improve the quality of educational programs. Three of joint student projects of SPbPU and LUH are associated with the implementation of joint educational programs: «International design project» [6], "Our universities" [7; 8] and «Russia Today/Germany Today» [9; 10].

All projects are implemented on an edge of FE and NFE. Initiative groups of students under the guidance of teachers carry out projects, communicating remotely. Then face to face sessions are organized, those declared in both universities as a program of non-degree education. The degree of "informality" is different in different projects. For example, the project «Russia Today/Germany Today» was launched in early 2014. Its basis is a video blog, hosted in Hanover, in which students spread the footage and make comments on the content of materials. Initially SPbPU videos were made solely by initiative groups of Russian students and German students studying in the programs of academic mobility. In the LUH the project was conceived as a form of learning activities used in the Russian language classes for students of LUH. Currently in SPbPU the materials of video blog «Russia Today/Germany Today» are employed as teaching tools in the German language classes. For the part of the students the project is one of the essential elements of their regular educational program. For the other students the project is still their own non-formal choice. Both kinds of students take part in the filming of movies and in-person sessions programs of the project. For the last kind of the students participating in the project is a form of NFE, and in the same a set of competencies developed within the project is the same as for the students, for whom the project is part of FE. The project "Our universities", which started at the end of 2014, from the beginning has been the part of the regular program for the students of "Advertising and public relations" field in SPbPU. In the same time it was an initiative NFE project for the LUH students. The two last in-person sessions in Hannover were held as the programs of non-degree education. Currently, there is a convergence between project «Russia Today/Germany Today» and project «Our universities" both in tasks and in the content of the participants.

Let's consider in more details the international student project in engineering design called «International design project». The project is implemented by initiative groups of students and teachers both in LUH and in Fab Lab Polytech of SPBPU. The focus of the project is the design and manufacture of games and home appliances. Fab Lab (from fabrication/fabulous laboratory) is an innovative structure that connects the scientific, engineering, industrial, educational activities with business. The presence of the educational component can be attributed Fab Lab to the NFE institutions category. History of Fab Lab began in 1998 in Boston. Professor of Massachusetts Institute of Technology (MIT) Neil Gershenfeld organized for students the course "How to make almost everything». Learning the educational program, the students had to master modern and expensive equipment of MIT Laboratory for realization of research projects [11]. Instead of the expected 10 in the course were enrolled more than 100 students. The aim of this course was not the developing of professional competencies of students, but the realization of their own ideas. Basically, the student's efforts were aimed at creating new things, seemingly useless, the production of which is inappropriate for the industry. Thus, the idea of Fab Lab contains a reference to the concepts of the NFE.

The first laboratory called Fab Lab was created by the Center of bits and atoms of MIT in 2001. It is equipped with a milling machine, a plotter for vinyl cutting, 3D printer for printing plastic parts, etc. Software for common process was written by members of the MIT. Fab Lab implements educational programs for 3D modeling and graphics, electronics, programming, project management, and others. These disciplines are necessary for the development and manufacture of new products. Unlike FE institutions theoretical training in Fab Lab is carried out as the need arises. Lectures are MIT professors and experts of large laboratories around the world. The leading component of training is the work for own projects. The teachers in this kind of activity carried out, in essence, mentors function. Mentors can become the laboratory staff, members of other Fab Lab projects and the experts of the international networks.

Currently, according to some estimates the number of Fab Labs worldwide doubles every year [12]. They are all created with the support of the MIT, except Fab Labs in Russia, funds for the establishment of which 50 were identified by Ministry of Economic Development in 2013. Further financing was connected to the Ministry of Education and some companies. There are currently no different definitions of Fab Labs and Youth Innovation and Creativity Centers in Russia (YICC). In Fab Labs innovations implement in custom-made production. The issue of business of Fab Labs and YICC is not simple, and it is usually not considered in the scientific and popular publications. On the one hand, as any company or NFE organization, established in accordance with the American approach, Fab Lab must be repaid. This is required by the founders from Russian Fab Labs and YICC, leaving, however, the benefits for the use of Fab Labs facilities for secondary school students and university students. Other participants of Fab Labs projects should pay for the opportunity to realize their creative ideas. It is necessary to state that it does not work well in Russia.

On the other hand, all over the world interest in engineering education is declining. Youth Generation Y finds engineering education too complicated, and financial returns spent on the development of engineering education programs efforts are not too fast. A similar position is shared by the youth of the next Generation Z, seeing the priority in the personal comfort. Rapidly in all the process of falling interest in engineering education is in the US that technology threatens to collapse. That is why US businesses and intellectual elites do not spare money to support engineering education of young people declaring this "headhunting". MIT recognized as the global leader of intelligent is actively involved in initiatives such as Fab Labs, as well as massive open online course. This trend contributes to the availability of NFE programs implemented by Fab Labs.

Fab Lab Polytech was opened in SPbPU in 2013 and became one of the first in Russia. Currently, it is a structure with a wide range of activities, giving wide scope technical creativity of youth. Fab Lab Polytech, on the one hand is a typical organization, developing the ideas of NFE, on the other hand it is supported by the division of SPbPU "Youth Technical Creativity Center". The main activities like the equipment and the educational programs of Fab Lab Polytech are similar to the characteristics of the first Fab Lab of MIT. Fab Lab is very popular with secondary school students, as well as with Russian and foreign SPbPU students. It becomes a kind of SPbPU brand name. The obvious and sincere enthusiasm of Fab Lab participants is an excellent tool of entrants attracting into SPbPU. Fab Lab educational programs are implemented as seasonal schools. Most participants of seasonal schools are young people, pupils and students, those listen to the lectures of Russian and foreign lecturers and experts and inventors. At the same time, participants of seasonal schools perform the creative projects, mainly related to the engineering field. At the end the groups make a presentation of their projects.

Duration of «International design project» is 3 months. Participants of «International design project» are merged into 4 such groups. The participants in this project carry out their projects in groups, communicating remotely. There are two full-time weekly sessions that take place in St. Petersburg and in Hanover. Two student projects, combined in project are games. These are BB-8 robot from the epic "Star Wars" and an interactive game with a joystick "Surfer game", which is a non-computer electromechanical model. Two other projects have extremely sophisticated characteristics. The first is a communication device between St. Petersburg and Hanover through the periscope «Remote periscope booth». In both cities small structures are built, those are placed periscopes. Periscope from one city allows surveying a circular panorama of the area around the construction of the pair in another city. The second project «All in one coffee machine», in fact, was a catalyst to launch «International design project». This is an automatic coffee machine, controlled by a smart phone. Both projects were highly appreciated by experts on a full-time session, which was held in April 2016 as the part of Fab Lab Polytech Spring School.

All above proves that pairing of FE programs and NFE programs contributes to the quality of education. Implementation of international student projects is a promising form of integration of FE and NFE.

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Section 8. Education Management

Tsartsidze Murman,
Ivane Javakhishvili Tbilisi State University
Doctor of Economic Sciences
Associate Professor, Faculty of Economics and Business
E-mail: murman.tsartsidze@tsu.ge lomi1965@ mail.ru

Kvirkvelia Ekaterine,
Ivane Javakhishvili Tbilisi State University
Doctoral student of the Faculty of Psychology
and Educational Sciences,
E-mail: katia_kvirkvelia@yahoo.com

Role and importance of the education system in the development of human potential in terms of modern globalization in Georgia

"The main virtue bringing the victory to the nation in the battle for existence is knowledge and education".

Iakob Gogebashvili

Abstract: The work considers the role and importance of the education system in the development of human potential in terms of the present-day globalization. It underlines the role of education as that of a social-cultural phenomenon and examines the principal problems and challenges in the branch for Georgia. The work proves that in the modern "Age of Enlightenment", it is the level and quality of the education determining the prospects and economic and social progress of the society.

Keywords: education, knowledge, learning, analytical reasoning, human potential.

Modern globalization process in the world is an impetus for the mankind to see the role and importance of the foster and educational system in the development of social potential and formation of the progressive civilized social mentality adequate to the XXI century in the new light. Humanization of public relations and democratization and intercultural and international cooperation can be achieved only by means of globalization. An efficient educational system must ensure the formation of physical, intellectual and moral abilities of a human and social-economic development of the countries, including the expansion of relations between them and significant improvement of the quality of people's labor and of life in the final run. This is why, at present, the problems of education in Georgia have become the subject of consideration not only for the relevant branch specialists and governmental bodies, but also for the Church: "We need more thorough reasoning", "We must think to acquire thorough knowledge", "It is not sufficient for a man to have merely superficial knowledge of the things", "Georgia cannot exist without relevant knowledge and deep reasoning", "I think, we must give a particular importance to analytical thinking" [1–3], etc. It is also worthwhile that the following three most critical issues hampering the economic development were identified by the government of Georgia aiming at achieving the inclusive economic growth: poor competitiveness of the private sector, underdeveloped human capital and limited financial resources. The topicality of the issue becomes clear if considering that under "The Global Competitiveness Report 2013–2014", Georgia ranks the 105^{th} with the Quality of the Educational System and ranks the 130^{th} with the Availability of Research and Training Services among world countries [4–15]. Therefore, we think that it is clear that in terms of the present-day environment and severe challenges the country faces, it is the high-quality education being one of the most important factors ensuring the social efficiency, reinstatement, and development and progress of the society. The present-day type of the society is the result of culture and level and quality of education. It is them being the source of the creative potential determining the success of the progressive social reforms. The present century, in addition to the epoch of globalization and integration, is also named as "The Age of Enlightenment" with the knowledge and education as the principal guarantees for human life and activity. This is proved by the fact that "in modern view, education is the process and outcome of acquiring systemic and scientific knowledge. Education means obtaining knowledge by a man and developing skills based on it, as well as purposefully mastering the experience of mankind in a concrete field. Thus, in respect of social culture, the education is a peculiar and necessary form. Without the education, a man can never be a full member of the society" [3–12].

Thus, today, in the XXI century, education is the main factor to develop a human being and whole society. Clearly, education is not the only factor guaranteeing the future, but without it, it would be impossible to solve the global problems of the world society, or bring up a person striving to achieve intellectual, morale, esthetic and emotional development or become a free and conscious citizen. So, in the final run, it may be said that without education, it will be impossible to walk the way of progress and development. Therefore, if considering the present-day reality, it is clear that education has to reach its major objective of developing global self-conscience and reasoning of people, uniting the people by means of dignified, creative and purposeful ideals and ensuring free and solidary lifestyle all over the world.

The efficiency and quality of the education system depends on how well its major functions are realized. The social function of education must ensure the following: promoting political, economic and cultural-technological development of the society; fostering, teaching and developing the state, society and individual persons, and preparing a person for safe and successful work.

In the epoch of globalization, the modern society is very complex, dynamically developing and divergent. Today, an educated person means a person not only with a well-developed world view and high intellect, but also the one prepared and consistently oriented on modern problems of life. Such a person perceives his place in the society, while education and process of education are the major guarantees for the individual's future. The primary reason is that any society at present is subject to intense changes becoming progressively global with time: both, the nature and the environment change, new forms of civilization are formed, technique and technologies develop, science progresses and new forms of human relations and mutual interaction develop. All these require every individual to have universal knowledge of his own profession and in many other fields. In terms of market economy, in the process of development of democratic values and civil society, a man is an active subject of the economic and political life. Therefore, we have to consider that education at present must equip a man with the abilities assisting him in studying efficiently and gaining the lifelong education to find the clear positions in his life. In doing so, he must be able to focus on the information space, be flexible, cautious, purposeful and communicable and have creative thinking, make conscious choices and be responsible for them. All the above-mentioned allows us to assume that the level and quality of the educational system determine the prospects of the societal development and economic and social progress and that the main value of the society is a human being able to search and master new knowledge.

The problems of education were always topical in Georgia. Ilia Chavchavadze, the Georgian writer, poet and public figure, while studying the social, economic and political situation in the country, as far back as in the second half of the XIX century, noted that "the education, studying and knowledge — are the only means to cure our lives" [2, 128]. Moreover, he considered the lack of knowledge as the major reason for backwardness, poverty and underdevelopment of the society what is even more topical today, in terms of globalization. An absolutely new system of relations is being formed in the modern society with the field of education being an important factor to develop new principal approaches, and new progressive ideas of development and potential. Moreover, the social, economic and political events taking place in the modern world evidence the need for the lifelong focus of world citizens and whole society on the learning ideology. The latter allows the country to successfully react on global social-economic changes and events. This is why, in 2005, the government initiated a new phase of reforms and development in the system of education of Georgia considered as the main priority. As a result, the management, financing and quality models of the educational system and all its structure were changed. Development of foreign relations and the Euro-integration process have supported the development of a new structural model of the system management, which aims to improve the autonomy of the elements of the educational system, develop a competitive environment based on the principle of equity and improve the education service quality for the sake of developing the knowledge-based economy.

Despite this, there are still problems and challenges in the system of education to thorough analyze and evaluate. This is evidenced by the fact that depending on the general level of education, Georgia, with index 0.770, ranks the 40th among 187 countries [7] and with its education quality, much falls back the developed European countries. Therefore, in our opinion, the further development of the total educational system and vocational training in the first instance, must serve as the basis to develop the labor relations in modern society. Acknowledging the development of the labor and human capital with its focus on the labor market demands as the principal factor for inclusive economic growth under the present governmental strategy for the social-economic developmental of Georgia well-timed [4–7]. Consequently, the further realization of the "lifelong learning concept" (This concept is obligatory to realize and has been accomplished in Georgia under the joint program with the EU since November 14, 2006) has been planned to help a person to become a competitive in using new technologies, improve his social relations, create equal opportunities and significantly improve the quality of the labor life.

The general level and quality of education much depends on the existing system of financing. This is further evidenced by the fact that in 2014, Georgia, with educational expenses, ranked very low among 153 world countries (the 119th). In the recent decade, Georgia spent approximately 2,9–3,0% (3,2% in 2014) of Gross Domestic Product for education, while the same index in Europe was 5,0–6,0% (compare, the indices of the educational expenses in different world countries are as follows: 12.9% in Cuba; 8.7% in Denmark; 7.3% in Norway; 6.4% in Belgium; 5.9% in France; 5.8% in Israel; 5.6% in Great Britain; 5.4% in the USA; 5.4% in Switzerland; 5.1% in Hungary; 5.1% in Poland; 5.0% in Spain; 4.8% in Canada; and 4.6% in Germany; the following indices were fixed in the Post-Soviet countries: 9.1% in Moldova; 6.2% in Kirgizstan; 5.7% in Estonia; 5.7% in Latvia; 5.3% in Ukraine; 4.5% in Byelorussia; 4.1% in Russia; 4.0% in Tajikistan; 3,2% in Azerbaijan; 3,2% in Armenia and 3.1% in Kazakhstan) [8]. As for the budgetary assignments, in 2014, the total finances assigned for education, science and vocational training amounted to 9,02% of the state budget [9], while the average European index is 11,0–12,0%. The mechanism of financing the educational system, despite significant changes in recent years, particularly during the reforms of the educational system, needs a thorough review today.

In evaluating the state of the educational system and development of human potential in the developed countries, analysis of a Human Development Index (HDI) used in the international practice is particularly important. In 2015, Georgia, with this index (0.754), ranked the 76th among other high-ranking countries [10]. In 2014, this index for Georgia was 0.744 putting the country beside the countries with high HDIs. Georgia, like Brazil and Grenada, ranks the 79th among 187 countries and territories [11]. Such countries, as Norway, Australia, Switzerland, Denmark, Germany, USA, Canada, Netherlands, Sweden, Great Britain, Japan, France, Austria, Baltic countries, etc. have very high HDIs. Among the countries with high HDIs, Georgia looks solid, but still falls back its neighboring countries, particularly Russia and Turkey. The analysis of HDI dynamics in Georgia evidences that the qualification of the country development has changed since 2011 from average HDI- to high HDI-indexed country. This was mostly caused by the change in the Index calculation methods, with changed index limits *inter alia*. However, as mentioned above, in reality, the HDI of Georgia did improve slightly in 2014–2015 as compared to the previous years.

By considering the modern state of the educational system, specifics of its operation and comprehension of its role and importance one can assume that education itself:

- Is a social-cultural phenomenon of modern society with its goals and objectives identified by the given society, and is a major factor of the societal development.
- Is a complex, multi-spectral phenomenon playing a great role in the formation of the social institutions of the society at present, and is a component of the nation's culture.
- Fosters the sense of responsibility in a person, creates opportunities for him/her and fosters self-confidence and belief in the future and is therefore, the principal motif of an individual's actions.
- Serves as a single, flexible, open, target-oriented and innovative program of educational programs, state standards, educational establishments and relevant management bodies.

Following the above-mentioned, we can unilaterally conclude that education, knowledge, intellect and development of analytical and creative thinking is an important factor to develop the human capital in the society, improve its competitiveness and secure the success of the state in the final run. This must be promoted through the democratization of the teaching process and fostering system, and humanization and internationalization of the process of enlightening.

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Section 9. Physical Education

Selenica Rigerta,
Sports University of Tirana, Albania
PhD Student in Sport Science
Faculty of Movement Science
E-mail: rigertameta@hotmail.com

The relationship between strength and power of leg muscles in elite sport athletes (Study case)

Abstract: The development of the optimal physical parameters is often determined by basic functional qualities. Dynamic sports require fast direction changes during movement, as accelerations, jumps, sprinting, which are subordinated to ability to produce strength in unit time. It can be argued that peak power depends to great extent on maximal strength. Although these physical qualities are produced from the same group muscles, we must consider that the structure of the movement and the involvement of specific muscles can influence their relationship result in different ways.

The aim of the study was to verify the influence that the static strength parameters of extensor and flexor leg muscles, separately, have on the dynamic maximal relative power in a single and a multiple jumping movement.

Methods: We selected 29 students of the University of Sports of Tirana, active in elite sport. We measured separately the Maximal Static Strength (MSS) of the extensor and flexor muscles of right and left leg in an angle of 90 degrees of the knee, using Force Dynamometer "Easytech". We also measured the maximal relative power on Leonardo Mechanography Platform, through two tests: 1-Simple Two Leg Jump Test (S2LJ); 2-Multiple Two Leg Jump (M2LJ).The data collected were statistically elaborated with Pearson Coefficient Correlation.

Results: There exist a stronger correlation between MSS and S2LJ for the extensor leg muscles than flexor leg muscles but both of them have a moderate correlation with the power expressed in S2LJ. The Right/Left extensors have an R= 0.6572 and 0.6415 and the Right/Left flexors R= 0.5566 and 0.5419. The correlation of MSS and M2LJ is weak with R= 0.4275 and 0.4746 for Right/Left extensors and R= 0.4238 and 0.4609 for the Right/Left flexors. There is not a significant difference in the correlations of M2LJ with extensor and flexor MSS. All results are significant at $p<0.05$.

Conclusions: The influence of MSS becomes weaker with the increase of the dynamicity and duration of the movement. In dynamic movements the contribution of both extensors and flexors is important.

Keywords: static strength, power, parameters, leg muscles, dynamic movement, jump.

Introduction

Development the optimal physical parameters often determined by basic functional quality of occurrence of strength [6]. The force production can be measured by isotonic or isocinetic methods. The isokinetic measurements involve the use of isocinetic devices. The isometric testing is done by a maximal voluntary contraction performed at a specific angle against an unyielding resistance which in series with a strain gauge, in our case we use force platform whose transducer measures the applied force that we called Maximal Static Strength (MSS) [7]. Dynamic sports require fast direction changes during movement, as accelerations, jumps, sprinting, which are subordinated to ability to produce strength in unit time [8; 3]. It can be argued that peak power depends to great extent on maximal strength. Thus from this case we study the relationship between static strength parameters and the relative maximal power parameters in dynamic movement which remains of great importance for better understanding the reciprocity and the influence they have to each other and to their training process [2]. Although these physical qualities are produced from the same group muscles, we must consider that the structure of the movement and the involvement of specific muscles can influence their relationship result in different ways [4]. The aim of the study was to verify the influence that the static strength parameters of extensor and flexor leg muscles, separately, have on the dynamic maximal relative power in a single and a multiple jumping movement.

The relationship between strength and power is a fundamental field of research in sport science. The importance of strength and power in every sport activity is obvious and of great influence on the technical result. But, there also exist a specific influence of both parameters, especially of the quality of strength over that of power. This specific influence must be studied and defined because can help in the improvement of the quality of the training efficiency [8].

Method

We selected 29 athletes of the University of Sports of Tirana, active in elite sport. We explained them the protocol and received written consensus for their participation in the study.

We measured separately the Maximal Static Strength (MSS) of the extensor and flexor muscles of right and left leg in an angle of 90 degrees of the knee, using Force Dynamometer “Easytech” see figure 1.

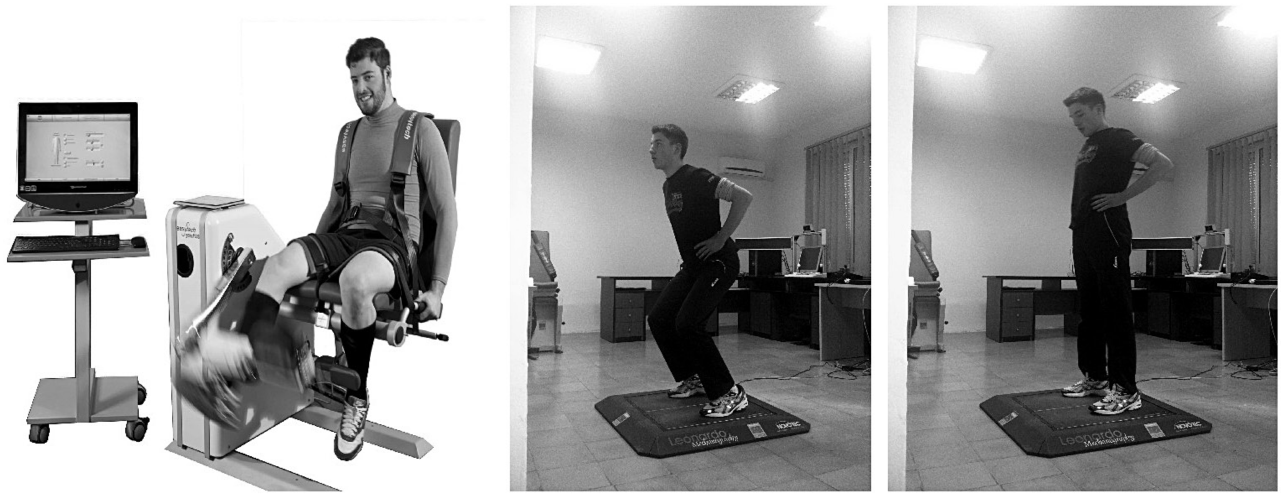

Figure 1. Dynamometer “Easytech”& “Leonardo Mechanography Platform”

We also measured the maximal relative power on Leonardo Mechanography Platform, through two tests: See fig 1.

Single Two Leg Jump Test (S2LJ)

Multiple Two Leg Jump (M2LJ)

The data collected were statistically elaborated with Pearson Coefficient Correlation.

Results:

The results of the measurements and statistical elaboration are presented in the following tables.

Correlation between = P max.kg (W/kg), s2LJ 90 0 test & max power Ext Right, isokinetic test:

The value of R is 0.6572. This is a moderate positive correlation. The P-Value is 0.000107. The result is significant at $p<0.05$.

Correlation between = P max.kg (W/kg) s2LJ 90 0 test & max power Ext left, isokinetic test:

The value of R is 0.6415. This is a moderate positive correlation. The P-Value is 0.000179. The result is significant at $p<0.05$.

Correlation between = P max.kg (W/kg) s2LJ 90 0 test & max power flex Right isokinetic test:

The value of R is 0.5566. This is a moderate positive correlation. The p-Value is 0.001714. The result is significant at $p<0.05$.

Correlations between = P max.kg (W/kg) s2LJ 90 0 test & max power flex Left isokinetic test:

The value of R is 0.5419. This is a positive correlation. The P-Value is 0.002395. The result is significant at $p<0.05$.

Correlations between = p max rel/W/kg m2LH test & max power Ext Right, isokinetic test:

The value of R is 0.4275. The P-Value is 0.020713. The result is significant at $p<0.05$. See graph 1. Figure 1.

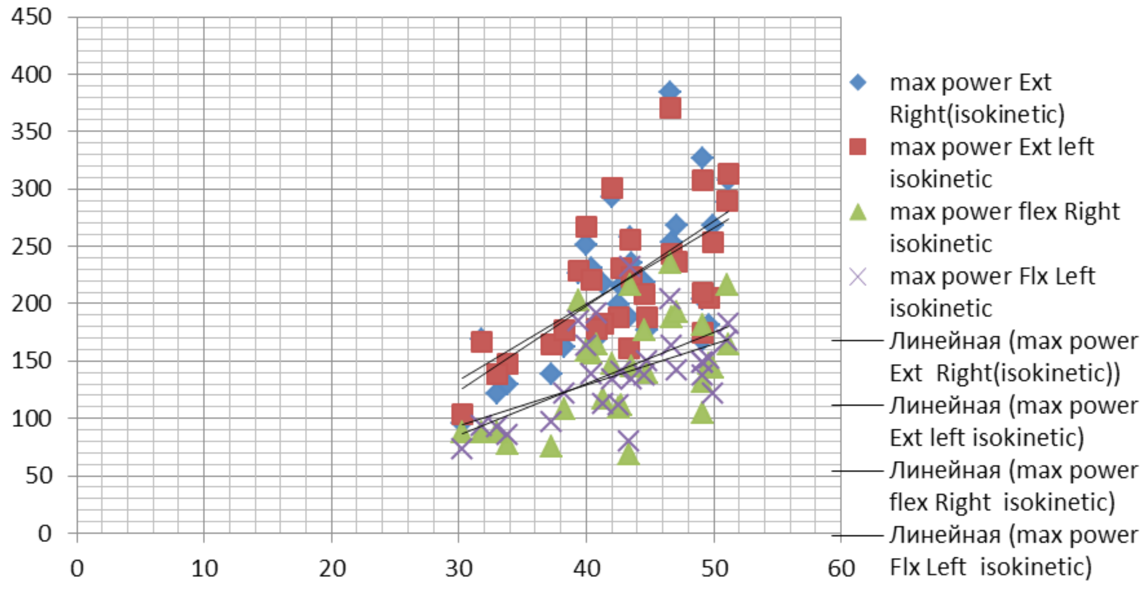

Figure 2. Pmax kg(W/kg) to test s2LO 90°

Correlations between = p max rel/W/kg m2LH test & max power Ext Left, isokinetic test:

The value of R is 0.4746. The P-Value is 0.009286. The result is significant at $p<0.05$.

Correlations between = p max rel/W/kg m2LH test & max power Flex Right, isokinetic test:

The values of R are 0.4238. The P-value is 0.021962. The result is significant at $p<0.05$.

Correlations between = p max rel/W/kg m2LH test & max power Flex Left, isokinetic test:

The value of R is 0.4609. The P-Value is 0.01186. The result is significant at $p<0.05$. See graph 2. Figure 2.

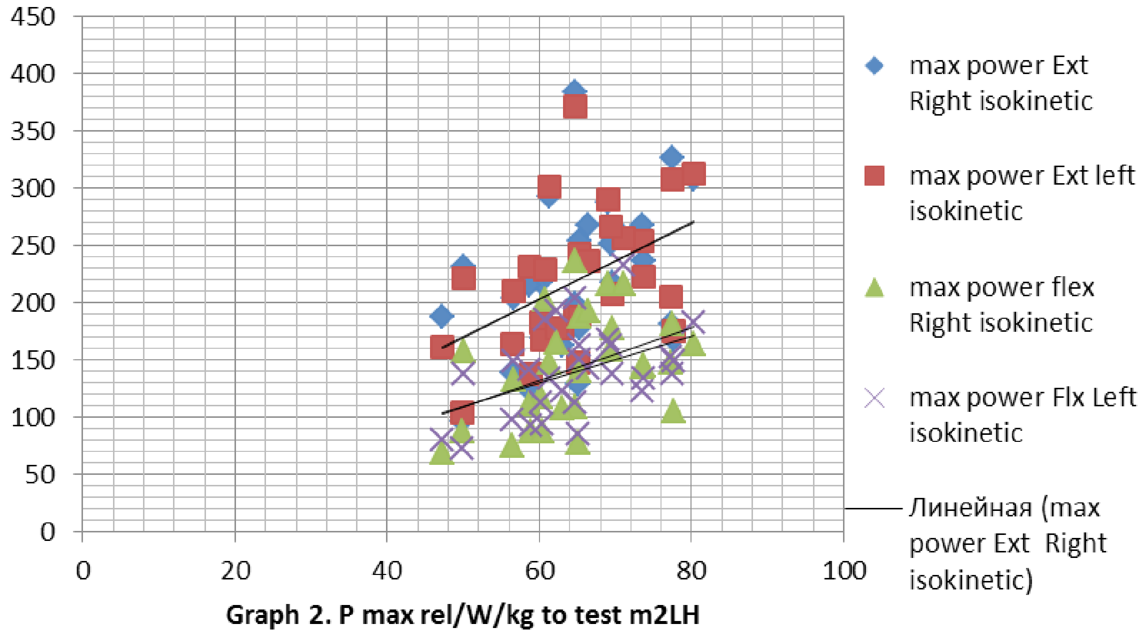

Figure 3. Pmax rel/W/kg to test m2LH

Discussion:

According to research studies for the review of this topic and the results that we have obtained have shown that the assessment of static force and its development has a strong potential to predict the power and strength in the display of dynamic movements.

There exist a stronger correlation between MSS and S2LJ for the extensor leg muscles than flexor leg muscles but both of them have a moderate correlation with the power expressed in S2LJ.

The Right/Left extensors have a R= 0.6572 and 0.6415 and the Right/Left flexors R= 0.5566 and 0.5419.

The correlation of MSS and M2LJ is weak with R= 0.4275 and 0.4746 for Right/Left extensors and R= 0.4238 and 0.4609 for the Right/Left flexors.

There is not a significant difference in the correlations of M2LJ with extensor and flexor MSS. All results are significant at $p<0.05$.

The influence of maximal static strength (MSS) becomes weaker with the increase of the dynamicity and duration of the movement.

In dynamic movements the contribution of both extensors and flexors is important.

Further implications:

Different studies have used different isometric measurements and dynamic variables, majority of researchers have reported some relationship between the two. Our focus should be that in implementation of training program to show the dynamic variables of strength and power directly and those which were activity related such as running, jumping.

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Section 10. School Education

Serdiuk Oksana Petrovna,
Methodologist of Music and Aesthetic Disciplines
of Sumy Regional Institute of Postgraduate Pedagogical Education
E-mail: oserduk@meta.ua

Organisation of listening activity of younger schoolchildren: retrospective analysis and modern trends

Abstract: The article presents retrospective analysis and modern trends of organization of listening to the music of younger schoolchildren at lessons in comprehensive school. The variety of scientific views regarding the problems of listening to the music by students in theory and practice of music education is given.

Keywords: listening to the music, listening activity, music education of students.

Сердюк Оксана Петровна,
методист по музыке и эстетическим дисциплинам
Сумского областного института последипломного
педагогического образования
E-mail: oserduk@meta.ua

Организация слушательской деятельности младших школьников: ретроспективный анализ и современные тенденции

Аннотация: В статье представлены ретроспективный анализ и современные тенденции организации слушания музыки младшими школьниками на уроках в общеобразовательной школе. Освещены различные научные взгляды, касающиеся проблемы слушания музыки школьников в теории и практике музыкального воспитания.

Ключевые слова: слушание музыки, слушательская деятельность, музыкальное воспитание школьников.

Слушание музыки — действенное средство музыкально-эстетического воспитания учащихся. Знакомство с лучшими образцами отечественной и зарубежной музыки является основой расширения музыкального кругозора учащихся, воспитанием у них художественного вкуса.

Слушание музыки, как вид учебной музыкальной деятельности, направлено, прежде всего, на освоение музыкальной культуры, на личностное постижение лучших образцов музыки в различных жанрах и формах, на углубление эмоциональной, эстетической и нравственной сфер личности учащихся.

Если мы обратимся к истории развития музыкального искусства, можно отметить, что сначала аудитория состояла преимущественно из музыкантов-профессионалов и любителей, но постепенно расширялась за счет не музыкантов, и сегодня охватывает практически все общество. И если слушатели-музыканты не требовали особой подготовки, то уже к XVIII веку оказалось, что творческий потенциал слушателей, не развивается системой образования. Прогрессивные деятели культуры XVIII–XIX веков активно обсуждали проблему воспитания слушателей, но решить ее не могли [4].

В начале XX века, эпохи бурного развития отечественного музыкального образования, музыкантами и учёными велись активные дискуссии: какими должны быть направления, формы и методы работы со слушателями.

Впервые как предмет «Слушание музыки» был введен в Московской народной консерватории. Его содержание разрабатывал выдающийся музыкант и ученый Б. Яворский. Развивая творческое восприятие музыки, он видел основную задачу занятий в формировании музыкальной культуры молодежи.

Вместе с Б. Яворским огромный вклад в решение задач музыкального образования и воспитания в школе внесли такие корифеи музыкальной педагогики как Б. Асафьев, Н. Брюсова, Н. Гродзенская, В. Каратыгин, В. Шацка и другие. В сборнике статей «Музыка в единой трудовой школе» (1919 год) был подан подробный план ее преподавания детям и основные задачи — «привить вкус к хорошей музыке», «развить нужные музыкальные способности и умение». В. Каратыгиным была детально разработана и новая форма занятий — слушание музыки [4; 5].

«Не следует избегать при организации преподавания музыки в общеобразовательных школах музыкальной эволюции, — писал Б. Асафьев (1925 год). — Никогда не следует отказываться от утверждения интеллектуального начала в музыкальном творчестве и восприятии. Слушая, мы не только чувствуем или испытываем те или иные состояния, но и дифференцируем воспринимаемый материал, делаем отбор, оцениваем, следовательно, мыслим» [1, 58].

Еще в 1926 году Н. Гродзенская говорила о том, что «… слушание музыки в школе ставит себе задачей планомерное и постепенное введение ребенка в музыку, приобщение к ней. На первых порах нам надо привлечь школьников к музыке, так сказать, сагитировать их на пользу музыки и приучить к ней» [2, 18].

Неоценимый вклад в развитие музыкального образования внёс Д. Кабалевский. Он выделил важнейшую задачу общего музыкального воспитания, цель которой — «сделать каждого человека культурным слушателем музыки, способным любить и ценить серьезные произведения великого искусства музыки» [3, 16].

Развитию слушательской деятельности особое внимание уделяли такие учёные-методисты как Э. Абдулин, О. Апраксина, В. Белобородова, Л. Горюнова, О. Рудницкая, Н. Ветлугина, А. Ростовский.

Анализ литературы позволил сделать выводы, что большинство учёных-педагогов и музыкантов рассматривают слушание музыки как один из главных видов деятельности музыкального воспитания и образования так как:

– слушание музыки — действенное средство музыкально-эстетического воспитания учащихся (В. Пешкова);

– во время слушания музыки дети следят за развитием художественного образа, что, в свою очередь, обогащает музыкальную память, активизирует слуховое внимание (Н. Ветлугина);

– в процессе слушания музыки осуществляется восприятие экспрессивно-психологической сущности того или иного интонационного комплекса — от мельчайшей единицы (интервала) до развёрнутого музыкально-композиционного построения, произведения в целом (Э. Абдулин);

– деятельность слушателя всегда направлена на усвоение содержания музыкального произведения (Л. Кадцин);

– в процессе слушания формируются навыки музыкального мышления, умение эмоционально и сознательно воспринимать музыкальную ткань, которая все время находится в развитии, накапливает музыкально-слуховой опыт (Э. Бальчитис, Н. Залинская);

– при слушании-восприятии музыки начинается путь познания музыкальных явлений и приводит к пониманию взаимосвязей и к применению полученных знаний, способностей и мастерства в музыкальной деятельности (К. Дитрих, К. Гофман);

– музыкально-слуховые действия лежат в основе музыкального мышления (Л. Арчажникова).

На психологическом уровне слушательская деятельность в общем виде раскрывается в исследованиях различных областей психологии (психофизиологии, психологии, психологии искусства и т. п.). Учеными были сделаны выводы о том, что существующие модели слушания музыки, основанные на сравнительной структуре перцептивного акта, отражают многомерность и многоуровневость музыкального произведения (С. Беляева-Экземплярская, А. Костюк, А. Моль, Е. Назайкинский, Т. Траверсе).

Согласно теории музыкального образования, главной задачей слушательской деятельности является формирование музыкальной культуры учащихся в процессе общения их с высокохудожественными образцами народной, классической и современной отечественной и зарубежной музыки.

Особое место в раскрытии проблемы слушательской деятельности занимают работы Д. Кабалевского, где он справедливо утверждал, что «любая форма общения с музыкой, любое занятие музыкой учит слышать музыку, непрерывно совершенствуя умение вслушиваться и вдумываться в нее» [3, 34].

Рассматривая вопрос формирования музыкальности у младших школьников, С. Науменко делает вывод о том, что слушание и анализ музыки призваны развить аппарат восприятия, музыкальный слух, чувство формы, умение дифференцировать выразительные средства, творческое воображение, эмоциональность. Слушание активизирует внимание, направляет музыкальное мышление на мир звуков, обостряет эмоциональность восприятия. Так ученик получает установку на музыкальную деятельность [5, 87].

Известный педагог-музыкант Н. Гродзенская, которая вместе с Б. Асафьевым работала над проблемой восприятия музыки детской аудиторией, предложила поэтапное ознакомления детей с музыкальными произведениями в форме сонатного аллегро: 1) *вступление* — вступительное слово учителя; 2) *экспозиция* — слушание произведения; 3) *разработка* — анализ, разбор; 4) *реприза* — слушания на новом, более высоком уровне; 5) *кода* — повторение, закрепление музыки в памяти.

Не менее интересный приём организации слушательской деятельности предлагает украинский ученый- педагог А. Ростовский:

– на первом этапе слушания музыкального произведения учитель должен направлять внимание учеников не на отдельные качества произведения, а на сам процесс движения, его организацию и динамику;

– успех и качество наблюдения за музыкой зависит от того, насколько понятна ученикам задача, поставленная перед ними. Правильно поставленные вопросы позволяют давать на них многоплановые, творческие ответы. Необходимо учить детей понимать услышанное, разбираться в том, как, какими средствами выражено в музыке ее содержание, воплощенные мысли и чувства;

– развивать у ребят желание слушать музыку. Этому способствует не только то, что говорит учитель, но и как он говорит. Если его рассказ эмоциональный, выразительный и захватывающий, то музыка обязательно найдет горячий отклик в сердце учеников [6].

Таким образом, правильно организованное слушание музыки, разнообразные приёмы активизации восприятия (например, через движение, игру на простейших музыкальных инструментах, а также вокализация тем) способствуют развитию интересов и вкусов учащихся, формированию их музыкальных потребностей. Также важно учителю заботиться о накоплении у школьников запаса музыкальных впечатлений, развитии слуха, памяти, ритмического чувства, понимании выразительных и изобразительных возможностей музыки от класса к классу.

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Psychology

Section 1. Other aspects of Psychotechnology

Tolstaia Svetlana Victorovna,
PhD in Psychology,
Associate Professor of Moldova State University,
Republic of Moldova
E-mail: tolstaiasv@gmail.com

Ttraumatic experience of loss: psychological counseling by MAC

Abstract: Using metaphorical associative cards in the process of psychological support — is another key that unlocks access to the unconscious, which allows with sufficient clarity to identify not only the client's problem, but also help him to find a new and effective solution that fully satisfied him. The article is an example of study of the loss of injury using metaphorical associative cards.

Keywords: metaphoric associative cards, traumatic experience of loss, psychological counseling.

Толстая Светлана Викторовна,
кандидат психологических наук,
доцент Молдавского Государственного университета,
E-mail: tolstaiasv@gmail.com

Травма потери: психологическое консультирование методом МАК

Аннотация: Использование метафорических ассоциативных карт в процессе оказания психологической помощи — это еще один ключ, открывающий доступ к бессознательному, позволяющий с достаточной четкостью выявить не только проблему клиента, но и помочь ему самому найти новое, эффективное решение, которое его полностью устроит. В статье представлен пример проработки травмы потери с помощью метафорических ассоциативных карт.

Ключевые слова: метафорические ассоциативные карты, психотравмирующие переживание, потеря, психологическое консультирование.

Введение. Внезапная смерть родного, близкого человека, потеря одного из родителей вследствие развода, потеря партнера, развод, утрата места жительства, родины, потеря здоровья, молодости, красоты, силы, утрата дееспособности, смерть любимого животного — переживание таких тяжелых событий называют одним, очень емким словом — горе. Горе это реакция на утрату чего-либо значимого для человека. Переживание горя поглощает и охватывает личность целиком, отнимая огромное количество энергии, не позволяя оставить мучительные переживания. Горевание может быть сопряжено с физическими страданиями, поглощенностью образом утраченного, чувством вины, раздражительностью, злостью, уходом от контактов с близкими, отсутствием интереса к ранее любимым занятиям, неспособностью и нежеланием организовать свою деятельность [3].

Консультирование и терапия при утрате — трудная работа, начиная с утешения и поддержки и заканчивая разрешением тяжелой и болезненной реакции потери, если клиент этого хочет. Профессиональная задача психолога заключается в том, чтобы помочь клиенту по-настоящему пережить утрату, совершить работу горя, а не в том, чтобы притупить остроту душевных переживаний.

Постановка проблемы. При оказании помощи людям, пережившим горе потери, нужно понимать, что конечно, подход к каждому клиенту индивидуален и зависит от многих составляющих: личности клиента, его убеждений и ожиданий от психотерапии, характера взаимоотношений с умершим, давности произошедшего и пр. Практика показывает, что очень эффективными являются различные арт-терапевтические техники, потому что проблемы клиентов носят эмоциональный характер. Как известно за эмоции и чувства отвечает правое полушарие, а арт-терапия, направленна на работу именно с правым полушарием. Обладая рядом специфических особенностей, арттерапия эффективно способствует восстановлению целостности личности, развивая креативность, помогая найти выход, приобрести новое видение ситуации. Изменив опыт прошлого, меняется опыт настоящего и будущего.

Метод. Современная арт-терапия многогранна: рисование, лепка, рукоделие, клоунада, театр, сказкотерапия. Использование метафор, историй, сказок является достаточно эффективным методом при работе с травмой, как с взрослыми, так и с детьми. В последнее время все больший интерес вызывает новый уникальный метод: метафорические ассоциативные карты, как эффективный метод работы с различного рода психотравмирующими ситуациями.

Проективные карты как инструмент арт-терапии, применяемый психологами в индивидуальной, семейной и групповой работе с клиентами любого уровня образования, без ограничений по национальному и религиозному признакам, используется для проективной психодиагностики, консультирования и психокоррекции. Проективные карты создают обстановку, способствующую подлинно глубокому общению людей, их самовыражению, раскрытию и рефлексии [1].

Карты стимулируют взаимодействие работы обоих полушарий головного мозга (образ обращается к правому полушарию мозга, продуцирующему ассоциации на основе наглядно-чувственных представлений, надпись же апеллирует к левому полушарию, работающему со смысловым оформлением представления), что приводит к возникновению новых способов мышления о старой ситуации и появлению инсайтов. В работе с проективными картами человек испытывает озарение, ощущение прозрения и находит ответы на свои вопросы [2].

Содержание. Рассмотрим далее технику проработки потери с использованием метафорических ассоциативных карт [3].

Клиент и запрос: на консультацию обратилась женщина 36 лет. Недавно потеряла свою близкую подругу, которая умерла от цирроза печени. Подруга страдала алкоголизмом, несколько лет назад проходила курс лечения, но вскоре сорвалась и уже не нашла в себе силы бороться с этим пристрастием, как результат — смерть. Потерю переживает очень тяжело, много плачет, днями только о ней и думает, ночами появилась бессонница. Появился страх засыпания, страх темноты.

На консультационной сессии мы много говорили о жизни и смерти, об отношениях с умершей, прорабатывали представления клиентке о жизни после жизни, ее представления о смерти. Сессия была достаточно тяжелой и для клиентки и для меня, как консультанта. Все время было ощущения какой-то недосказанности, ощущение, что мы не коснулись чего-то очень важного в отношениях. Из рассказа клиентки я уловила не ясно выраженную мысль о наличии различных отношений между ними: с одной стороны, добрые, приятельские, с другой, было раздражение и конфликты. Ясно клиентка об этом не высказывалась. Тогда я решила попробовать поработать с колодой «Persona» для проработки темы отношений с умершей подругой.

Я предложила из колоды карт «Persona» отобрать изображения, которые подходят для образа подруги, какой клиентка ее знала, ее различные образы.

Клиентка выбрала 3 карты. Я предложила описать их.

Комментарий клиентки к образу № 1 (см. фото 1): «Вот такой я ее знала и очень любила. Она была молода, красива, очень любила и хотела жить. Она всегда следила за собой, ну тогда, когда не уходила в запои. Она была душой компании, веселая, у нее было много друзей и все ее очень любили».

Комментарий клиентки к образу № 2 (фото 2): «Такой я ее тоже знала и не просто любила, а очень уважала и считалась с ней. Она была мудрой, всегда готовой прийти на помощь. Они никогда мне ни в чем не отказывала, я могла и ночью к ней обратиться и знала, что она поможет. Никогда меня не бросала. Когда я развелась с мужем, она водила меня по ресторанам и магазинам, очень много со мной возилась и, можно сказать, вытащила из депрессии. Она была очень надежным человеком».

Комментарий клиентки к карте № 3 (см. фото 3): «К сожалению, такой я ее тоже знала и очень не любила. Она пила, часто напивалась до чертиков. В такие дни я вообще не хотела с ней разговаривать. И я ей об этом говорила. Она очень обижалась, что я ее не приглашала к себе на праздники. Но как я могла? Там всегда есть алкоголь, а она не могла не пить, а если пила, то это был испорченный праздник для всех. Наверное, это предательство по отношению к ней. Еще прямо накануне своей смерти она звонила мне и просила купить ей что-то выпить, я отказалась. И накричала на нее. Ну, как я могла ей налить? А теперь думаю, что это была ее последняя просьба?»

Фото 1.

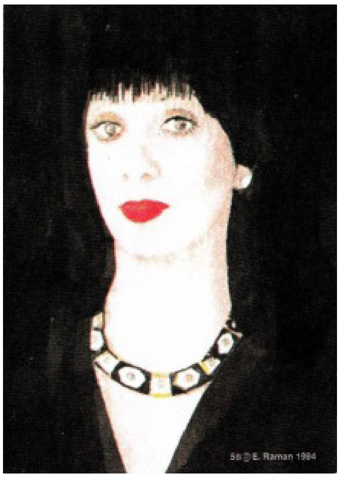

Фото 2.

Фото 3.

Комментарий автора: Когда клиентка расположила перед собой три разных образа своей подруги, ей легче стало выражать свои мысли, описывать их взаимоотношения. И в этом рассказе четко прослеживается одна, ранее не затронутая, тема: я ее любила, она надежный человек, который всегда помогал, а я отказала в последней просьбе умирающему. Таким образом, мы вышли на тему вины.

Далее мы прорабатывали именно этот аспект.

С. Т.: Перед какой из них вы чувствуете себя виноватой?

Клиент: Перед этой (третий образ). Она просила дать ей выпить, а я отказала.

С. Т.: Почему вы ей отказали?

Клиент: Я знала, что спиртное ее убивает, а я не хотела принимать в этом участие. У нее цирроз печени, ей категорически нельзя было пить.

С. Т.: А если б вы ей наливали, уважили бы просьбу?

Клиент: Мне было бы еще хуже. Я понимала бы, что участвовала в ее убийстве.

С. Т.: Она вас поняла?

Клиент: Думаю, нет. Она пьяная, точно нет. Ей было неприятно, она восприняла это как предательство.

С. Т.: А от какой из них вы бы хотели получить прощение?

Клиент: От этой (первый образ).

С. Т.: Как вы думаете, она поняла, почему вы отказали ей в спиртном?

Клиент: Думаю, да. Уверена. Она хотела жить, и понимала, что ее убивает, и понимала, что я не хочу в этом участвовать, что не хочу помогать ей гробить себя.

С. Т.: Что она сейчас говорит вам?

Клиент: Что понимает меня, что сама поступила бы точно так же в отношении своей подруги. Еще говорит, что рада, что мы были знакомы, что дорожит нашей дружбой. Говорит, что не нашла в себе силы воли, или не так сильно любила эту жизнь, чтоб бороться с алкоголем. Говорит, что прошла свой путь, это был ее выбор.

Клиентка очень плакала, это был тяжелый разговор. В завершении сессии была применена релаксационная медитация в техниках эриксоновского гипноза. После сеанса релаксации, где клиентка в воображении бродила по облакам, она призналась, что видела образ подруги в ярком свете и как она ей улыбается, а потом она словно растворилась в облаках. Клиентка сказала, что ощутила, как подруга просит ее отпустить, не винить себя, продолжать жить и помнить ее только трезвой и красивой.

Заключение. Таким образом, использование метафорических ассоциативных карт в процессе оказания психологической помощи — это еще один ключ, открывающий доступ к бессознательному, позволяющий с достаточной четкостью выявить не только проблему клиента, но и помочь ему самому найти новое, эффективное решение, которое его полностью устроит. Карты позволяют получить картину, отражающую наиболее важные аспекты проблемной ситуации и ее субъективного переживания; произвести необходимые уточнения и прояснения. В то же время следует отметить, что метафорические ассоциативные карты не предназначены для того, чтобы заменить собой другие психотерапевтические методы, но они могут стать еще одним важным творческим средством исцеления, личностного роста, которым можно пользоваться в сочетании с различными другими существующими подходами.

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Filatova Tatiana Petrovna,
applicant of the Department of psychology
of the Moscow Universities,
the Ministry of internal Affairs of Russia
senior police Lieutenant Moscow, Russia
E-mail: kotovo90@mail.ru

Computer gaming addiction — a new kind of ad-dicting behavior of the XXI century

Abstract: The article discusses a new kind of non-chemical addiction, generated daily intensive development of computer technology. On the basis of the re-results of studies highlighted the influence of computer games addic-tion on the psyche and the physical condition of the player.

Keywords: computer game addiction, computer game addict, the genre of the game, story game, computer game.

Филатова Татьяна Петровна,
соискатель кафедры психологии
Московского Университета МВД России
старший лейтенант полиции
г. Москва, РФ
E-mail: kotovo90@mail.ru

Компьютерная игровая аддикция — новый вид аддиктивного поведения XXI века

Аннотация: В статье рассматривается новый вид нехимической аддикции, порожденной интенсивным развитием компьютерных технологий. На основе результатов исследований освещается влияние компьютерной игровой аддикции на психику и физическое состояние игрока.

Ключевые слова: компьютерная игровая аддикция, компьютерный игровой аддикт, жанр игры, сюжет игры, компьютерная игра.

За более чем тридцатилетнюю историю изучения влияния компьютерных игр, было проведено сотни исследований, в рамках которых изучались факторы риска и эффекты кратковременного и пролонгированного воздействия чрезмерного увлечения ими с медицинской и психологической точки зрения. Подавляющее количество специалистов делают заключение о негативных последствиях систематических игровых сеансов, что подтверждается научными выводами по результатам большинства исследований, а также участившимися случаями совершения уголовно наказуемых деяний и суицидов под пагубным влиянием компьютерных игр в таком психическом состоянии как эмоциональное напряжение, примеры которых приведены в таблице 1.

Таблица 1.

Возраст	Место происшествия	Происшествие
		Уголовно наказуемые деяния
14	Россия Кемеровская область г. Кемеров	Суд приговорил подростка к четырем годам колонии за убийство своей 20-ти летней сестры, которая мешала его игровому сеансу [2]
16	Россия пос. Фруктовый Городищенский р-н Волгоградская область	Подросток нанес два удара лезвием топора по голове спящей матери из-за отказа оплатить ремонт компьютера, что являлось препятствием для продолжения любимой игры Golden axe [2]
22	Россия г. Петрозаводск	Молодой человек до смерти избил свою 80-летнюю бабушку, на допросе объяснив мотив совершенного деяния тем, что она мешала процессу игры [2]
		Суициды
14	Россия Москва	Подросток сбросился с десятого этажа из-за запрета играть в любимую компьютерную игру DotA [1]
17	Россия Санкт-Петербург	С показаний бабушки семнадцатилетнего юноши, после длительной игры в World of Tanks он потерпел поражение, что спровоцировало агрессивное поведение, после чего он сбросился с четвертого этажа [5]
23	Россия г. Кунгур Пермский край	Молодой человек, имеющий звание младшего сержанта и работающий в отделе охраны исправительной колонии, находясь в состоянии алкогольного опьянения не выдержав череды поражений в многопользовательской браузерной компьютерной игрой танки-онлайн совершил самоубийство [4]
		Летальные исходы из-за длительных игровых марафонов
12	Россия г. Екатеринбург	У подростка после 12-часовой игры в компьютерном клубе случился эпилептический припадок, после чего была вызвана скорая помощь и его доставили в больницу где он и скончался. Вскрытие показало, что смерть наступила в результате обширного инсульта. По словам доктора-невролога больницы «Мальчик не имел никаких предрасположенностей к столь серьезному заболеванию» [3]
17	Башкортостан г. Башкирия	Подросток, потративший на игру DotA в период с 2014–2015 г. более 2000 ч., после очередного длительного марафона потерял сознание и во время госпитализации скончался [6]

Приведенные происшествия не единичны и присущи наиболее развитым государствам всего мира, но несмотря на научное обоснование и установленные факты проявлений последствий компьютерной игровой аддикции, в настоящее время рассматриваемый вид аддиктивного поведения не закреплен официально, а значит не признан научным обществом как расстройство, деструктивно влияющее на жизнедеятельность человека. Вследствие отсутствия официального закрепления нового вида аддиктивного поведения, среди ученых существует несогласованность в его наименовании. В научной литературе встречаются такие названия как компьютерная игровая аддикция, интернет-зависимость, кибернетическая лудомания и т. д. Несмотря на отсутствие официального статуса, многие развитые государства мира предпринимают целенаправленные действия в попытке урегулировать на законодательном уровне бесконтрольную продажу компьютерных игр и ограничить многочасовые беспрерывные игровые сеансы с помощью превентивных мер в виде профилактики посредством информационно-когнитивного просвещения и таких принудительных мер, как к примеру автоматическая блокировка процесса игры, предусматриваемая разработчиками программ и администрацией сайтов онлайн игр, по истечению максимально отведенного времени на сеанс. Стоит отметить, что еще в 1989 году в международную классификацию болезней 10-го пересмотра

(МКБ-10) впервые была включена такая поведенческая аддикция как патологическое влечение к азартным играм, находящаяся в рубрике расстройства привычек и влечений под шифром F63.0. В МКБ-10 «суть расстройства заключается в частых повторных эпизодах азартной игры, которые доминируют в жизни пациента в ущерб социальным, профессиональным, материальным и семейным ценностям и обязательствам» [7], что также полностью отражает особенность проявления компьютерной игровой аддикции. Основной аргумент выступающий против признания компьютерной игровой аддикции — это денежный, который является неотъемлемой составляющей азартных игр. Здесь необходимо осветить тот факт, что в настоящее время в массовых многопользовательских ролевых онлайн-играх существует понятие «игровая валюта», которую можно перевести в реальные деньги. Это заставляет многих людей разных возрастных категорий, увлекающихся компьютерными играми менять основной вид деятельности (профессию, учебу) в пользу заработка посредством их, который может быть равен и основному доходу. Это требует досконального знания конкретной игры, постоянное обучение, мониторинг экономической ситуации в ней. Также необходимо отметить новое направление под названием киберспорт, в котором у киберспортсменов есть своя дисциплина, режим дня и рядовые соревнования. В самых престижных турнирах призовой фонд может насчитывать несколько миллионов. Так в 2015 году на турнире Dota 2 «The International 2015» призовой фонд насчитывал более 17 млн. долл., что позволило финалистам за один выигрышный матч заработать 200 тыс. долл. Основная разница между азартными играми и компьютерной игровой аддикцией состоит не в отсутствии или наличии денежного эквивалента, а в самой особенности игрового процесса. Тем не менее, в руководство по диагностике и статистике психических расстройств новой редакции (DSM–V) в 2013 году было принято приложение к третьему разделу, в котором содержаться рекомендации о том, что необходимы дальнейшие научные изыскания в области изучения влияния чрезмерного увлечения компьютерными играми с перспективой последующего включения в справочник критерия интернет–зависимости. снованности утверждения этого пагубного увлечения в виде аддиктивного поведения, на практике отсутствие официального статуса влияет на качество оказываемой помощи нуждающимся в ней. В 2006 году в мировую медицинскую практику официально был введен термин «кибернетическая лудомания», для определения недуга и оказания квалифицированной помощи. Как справедливо заметил психиатр и нарколог Московского научно–исследовательского института психиатрии В. В. Ханыков, что все единогласны во мнениях о появлении нового вида аддиктивного поведения, но диагноза такого нигде нет, что не позволяет обосновать госпитализацию человека даже когда это необходимо [9]. Невзирая на возникающие сложности в связи с неопределенным статусом компьютерной игровой аддикции, признания с одной стороны отсутствия и его документального закрепления, в федеральном государственном бюджетном учреждении «Федеральный медицинский исследовательский центр психиатрии и наркологии имени В. П. Сербского» Министерства здравоохранения Российской Федерации и на базе в научно–исследовательского психоневрологического института им. Бехтерева начали оказывать квалифицированную помощь компьютерным игровым аддиктам, а также по всему миру открываются специализированные клиники, реабилитационные лагеря и центры. К сожалению, несмотря на большое количество научных исследований, в настоящее время не создан единый принцип комплексной помощи оказываемой при компьютерной игровой аддикции, в связи с чем многие центры берут за аналогию программы выздоровления при зависимости от азартных игр, алкоголизме и даже при наркомании. Также известен случай негуманного обращения с пациентами при стационарном лечении от компьютерной игровой аддикции в одном из реабилитационных центров КНР, находящийся в провинции Шаньдун, под руководством доктора Ян Юнсина (англ. Yang Yongxin). В данном реабилитационном центре применялась… электросудорожная терапия (электроконвульсивная терапия, электрошок, электрошоковая терапия), за нарушение одного из 68 установленных правил пребывания. Используемый метод наказания, применяется в рамках психиатрического и неврологического лечения пациентов, при котором эпилептиформный большой судорожный припадок вызывается пропусканием электрического тока через головной мозг пациента с целью достижения лечебного эффекта [10]. Данный метод лечения применяется при кататонии, иногда используется при лечении маниакального синдрома (чаще всего в рамках биполярного аффективного расстройства), а также при тяжёлых депрессиях, в том случае если другие способы оказались неэффективны, а также стоит указать наиболее распространенный побочный эффект при применении этого метода — высокий риск потери памяти, но не при компьютерной игровой аддикции.

Впоследствии Министерство здравоохранения КНР запретило применение данного метода при лечении всех разновидностей компьютерной зависимости [4]. Но к сожалению одна пагубная практика была заменена другой — телесными наказаниями. Так в 2009 году умер подросток по имени Дэн Сэньшан (англ. Dan Sansan) от побоев со стороны персонала реабилитационного центра за то, не смог продолжить физические нагрузки, одной из составляющих лечебного курса [11]. Поскольку данный вид аддиктивного поведения на первых стадиях протекает латентно, в подавляющем количестве случаев люди обращаются за помощью уже при сформированной и прогрессирующей зависимости, когда видны психические и физические последствия, рушаться семьи, увольняют с работы и т. д. К сожалению на данный момент, не существует эффиктивной диагностической и методической базы, которая могла бы лечь в основу разработки программ, позволяющих эффективно помогать нуждающимся в ней людям.

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Section 2. Psychotechnology

Ime N. George,
University of Uyo
Ph. D. in Guidance and Counseling
Faculty of Education
E-mail: george.ime62@gmail.com

The prospects of professional guidance and counselling in conflict resolution

Abstract: In recent years, the need for peaceful coexistence has become a national emergency situation. However, conflict is far from a national issue in Nigeria. From the micro level of personal stability, through interpersonal relations, marital harmony, family stability, communal peace, to the macro level of national integration and stability, Nigeria is riddled and crippled by various shades of conflict. Historically, multifarious approaches towards resolution of the varied shades of human conflicts have been experimented with limited beneficial outcomes. Traditional litigation and the use of brute force have rather yielded persistent interpersonal acrimony, youth restiveness, insurgency, and militancy. Interestingly, with the recent paradigm shift towards alternative dispute resolution, it has been speculated in some quarters that Counsellors and Guidance Professional are in a position to utilise alternative legal practice in bringing succour to conflicting parties. This literature review examines in depth the role of counsellors and guidance professionals in conflict resolution situations.

Keywords: Guidance and counselling; conflict resolution; counselling services.

Introduction

The nature of professional guidance and counselling allows practitioners to provide specialised services to clients in pursuance of their personal, social, and psychological adjustments and total wellbeing. Be it personalised or generalised, guidance and counselling services normally aim to provide progressive assistance to individuals or groups of individuals to enable them recognise and develop their capacities for adjustment, problem solving, adaptation, and tranquillity. Hence the nature of professional guidance and counselling lends to its relevance in conflict resolution endeavours aimed at restoring harmony between conflicting parties.

Historically, conflict resolution was a duty traditionally ascribed to elders, leaders of the kindred, community heads or chiefs, and respectable members of the community. Over time, with the establishment of modern communities along with her civil structures and regulated judiciary, the trend and approaches in conflict resolution shifted to litigation. In more recent years, there has been an international paradigm shift towards peaceful resolution of conflicts such that parties at conflict may attain win-win settlements that engender harmony and peaceful coexistence.

Looking back in time, evidences abound (in various unpublished reports, mostly among the locals) to suggest that widespread spiritism hampered the sustainability of traditional conflict resolution methods involving local chiefs. There are also scores of published evidence indicating that formal litigation significantly fails to address the need for peaceful conflict resolution as most legal battles aim solely to fault and punish one party in favour of another; without offering succour that could provide harmonious continuation of interrelations among conflicting parties. Looking also at the brief history of alternative legal practice and the focus on peaceful conflict resolution, much has been accomplished. However, alternative legal practitioners are often non-professionals who grapple with the processes of conflict resolution without a sound knowledge of the basic human need for safety, belongingness and love, esteem, and self-actualization. More so, these alternative legal practitioners have shallow knowledge of the dynamics of interpersonal adjustment and mutual co-dependence. These factors have, to a great extent, limited the success rate of modern conflict resolution practices.

Against this backdrop, it naturally behoves the professional guidance counsellor to weigh in on modern conflict resolution, be it at the micro level of individuals and groups or at the macro level of communities and nations. The professional guidance counsellor possess, by his/her training, the needed skills set to guide and assist conflicting parties towards attaining peaceful settlements that are longer lasting and more beneficial. Before exploring how professional guidance counsellors may utilise existing guidance and counselling services to provide stability to the Nigerian nation and her populace, it would be useful at this point to examine the concept of conflict resolution and conflict management.

Methodology

This paper employs the literature review methodology. The literature review methodology allows the researcher to synthesize previous and current knowledge such that new insights emerge and is based on the basic assumption that knowledge accumulates and that we learn from and build on previous studies [1–2]. This work therefore is a synthesis of current literature on professional guidance and counselling practise, conflict management and resolution and other related subjects from various publications. Then, extensive discourses on the key concepts are presented to reveal new knowledge for counselling practice, conflict management, and peace building.

The Nature of Conflict

Due to its numerous shades, there seems not to exist a single universal definition of conflict. Existing definitions pick the fact that there are at least two independent groups, the groups perceive some incompatibility between themselves, and the groups interact with each other in some way. Two example definitions are, "process in which one party perceives that its interests are being opposed or negatively affected by another party" [3], and "the interactive process manifested in incompatibility, disagreement, or dissonance within or between social entities" [4]. Generally however, there are several causes of conflict. Rahim [5] maintains that conflict may occur when:

• A party is required to engage in an activity that is incongruent with his or her needs or interests.

• A party holds behavioural preferences, the satisfaction of which is incompatible with another person's implementation of his or her preferences.

• A party wants some mutually desirable resource that is in short supply, such that the wants of all parties involved may not be satisfied fully.

• A party possesses attitudes, values, skills, and goals that are salient in directing his or her behaviour but are perceived to be exclusive of the attitudes, values, skills, and goals held by the other (s).

• Two parties have partially exclusive behavioural preferences regarding their joint actions.

• Two parties are interdependent in the performance of functions or activities.

It would be noted from the foregone that conflict usually arise due to differences in goal, activity or relationship preferences.

Conflict Resolution and Conflict Management

Conflict resolution, otherwise known as reconciliation, is conceptualized as the methods and processes involved in facilitating the peaceful ending of conflict and retribution. Often, committed group members attempt to resolve group conflicts by actively communicating information about their conflicting motives or ideologies to the rest of the group (e. g., intentions; reasons for holding certain beliefs), and by engaging in collective negotiation [13]. Dimensions of resolution typically parallel the dimensions of conflict in the way the conflict is processed. Cognitive resolution is the way disputants understand and view the conflict, with beliefs and perspectives and understandings and attitudes. Emotional resolution is in the way disputants feel about a conflict, the emotional energy. Behavioural resolution is how one thinks the disputants act, their behaviour [14]. Ultimately, a wide range of methods and procedures for addressing conflict exist, including but not limited to negotiation, mediation, diplomacy, and creative peace building.

The term conflict resolution may also be used interchangeably with dispute resolution, where arbitration and litigation processes are critically involved. Furthermore, the concept of conflict resolution can be thought to encompass the use of nonviolent resistance measures by conflicted parties in an attempt to promote effective resolution [15].

Conflict management is the process of limiting the negative aspects of conflict while increasing the positive aspects of conflict. The aim of conflict management is to enhance learning and group outcomes, including effectiveness or performance in organizational setting [5]. Properly managed conflict can improve group outcomes [7, 16–19].

Conflict resolution involves the reduction, elimination, or termination of all forms and types of conflict. Five styles for conflict management are as identified by

Thomas and Kilmann are: Competing, Compromising, Collaborating, Avoiding, and Accommodating.

Businesses can benefit from appropriate types and levels of conflict. That is the aim of conflict management, and not the aim of conflict resolution. Conflict management does not imply conflict resolution. Conflict management minimizes the negative outcomes of conflict and promotes the positive outcomes of conflict with the goal of improving learning in an organization [5]. Organizational learning is important. Properly managed conflict increases learning by increasing the amount of questions asked and encourages people to challenge the status quo [20].

Organizational conflict at the interpersonal level includes disputes between peers as well as supervisor-subordinate conflict. Party-Directed Mediation (PDM) is a mediation approach particularly suited for disputes between co-workers, colleagues or peers, especially deep-seated interpersonal conflict, multicultural or multi-ethnic disputes. The mediator listens to each party separately in a pre-caucus or pre-mediation before ever bringing them into a joint session. Part of the pre-caucus also includes coaching and role plays. The idea is that the parties learn how to converse directly with their adversary in the joint session. Some unique challenges arise when organizational disputes involve supervisors and subordinates. The Negotiated Performance Appraisal (NPA) is a tool for improving communication between supervisors and subordinates and is particularly useful as an alternate mediation model because it preserves the hierarchical power of supervisors while encouraging dialogue and dealing with differences in opinion [13].

Professional Guidance and Counselling in Conflict Management and Resolution

The scope of professional guidance and counselling is limited to the scope of human functioning. Hence, there could hardly exist an exhaustive list of professional guidance and counselling services. Shertzer and Stone cited in Denga [21] lists orientation, referral, follow-up, information, evaluation, coaching and mentoring services as part of guidance and counselling services. Nwachukwu [22] included consultancy services, community services, and appraisal services in the universe of professional guidance and counselling services.

Highlighting the importance of involving professional guidance counsellors in conflict management and resolution processes, Udoh and Sanni [23] maintained that professional guidance counsellors possess specialised skills in human facilitative processes. Furthermore, professional guidance counsellors acquire, from their training and job experience, increased emotional intelligence. This emotional intelligence enhances the utilisation of social skills in conflict management. Lang [24] found a positive correlation between improved emotional intelligence and the likelihood to use problem-solving skills. Professional guidance counsellors possess a good set of social skills. Good listening and communication skills allow the guidance counsellor to be more efficient at handling disputes and conflicts. Serving as a facilitator of peaceful resolution of conflict, the professional guidance counsellor assists the parties to focus on the communication of their differences through talk therapy. This approach agrees with the findings of Myers and Larson [25] who suggested that instead of focusing on conflict as a behaviour issue, open honest communication of the conflict is fundamental to peaceful conflict resolution.

Emotional intelligence, listening skills, interpersonal skills, social skills, communication skills, mediation skills, facilitation skills…, these are just few of the wide array of skills the professional guidance counsellor would normally bring into the conflict management and resolution process. Moreover, beyond the professional skills of the guidance counsellor, various guidance and counselling services could effectively be utilised in bringing succour to parties at conflict.

Assessing the role of Counsellors and Guidance Professional in alternative legal practice (which is currently renown as the best approach in conflict management), Udoh and Sanni [23] provide important insights on how specific known guidance and counselling services may be employed in conflict management and resolution processes.

Professional guidance counsellors could *coach* their clients to avoid the trouble of delayed, expensive and vindictive litigation through the law courts and utilise alternative settlement options that would result in peaceful settlements and forestall rancour and vendetta. Often times, conflict results in close quarters, among intimate associates, business partners, friends, and family members. The counsellor would through *counselling* highlight the imperative of mutual and peaceful co-existence, point out the cost of throwing away once cherished, mutually beneficial ties. The professional guidance counsellor would then provide *guidance* to help the client accept a peaceful approach to conflict resolution. Once this is accepted i. e. resolution of such 'conflicts' through peace-making, the professional guidance counsellor may make *referral* to a competent and well patronised alternative dispute resolution (ADR) centre where the dispute may be resolved based on early neutral *evaluation* or case *evaluation* by the professional guidance counsellor [23].

Mentoring is another service the professional guidance counsellor may provide. Through mentoring, the professional guidance counsellor may assist the client, through *counselling* aimed at attitudinal reorientation, to seek to resolve the dispute amicably. The professional guidance counsellor will thus seek to direct the attitude of his/her client in the right direction, whether in maintaining a good relationship with the other party or in finding a way out of the logjam generating friction between the parties that will make for peaceful resolution of the dispute. The professional guidance counsellor would at this point use his/her skills to help the client develop self-confidence and gain the reassurance that peaceful settlement is a better path to justice.

Information services provided by professional guidance counsellors normally begin with the collection of such information and spans through it dissemination to the utilisation of the information provided. A major cause of conflict is lack of *information* and lack of understanding of relevant information. The professional guidance counsellor would in this case employ his information collection techniques in gathering useful and useable facts about the conflict situation. Subsequently, the professional guidance counsellor would after *evaluating* the collected information *facilitate* its dissemination and efficient utilisation in managing and resolving the conflict. This may call for series of *appraisal, coaching,* individualised *counselling, guidance, referral, consultation, orientation, follow-up, and mentoring* services.

Overall, the professional guidance counsellor leads the client into a functional dispute settlement by not just orientating the client in necessary skills needed to function well in the society but also by seeking feedback through *follow-up services*; giving *information* where necessary to the client; assessing the workability of the client's skills through *appraisal*; listening to the client and complementing this with his/her professional *advice* [23]. These efforts may ultimately results in peaceful resolution of the client's dispute.

At alternative dispute resolution centres, the professional guidance counsellor working with other professionals on a dispute or conflict may lead in the evaluation of cases, facilitation of resolution procedures, mediating for the conflicting parties, proving professional guidance and counselling, making referrals, providing information services, coaching the clients, and following up on case outcomes to ensure sustainability.

Conclusion and Recommendations

From the foregone discussion, it would be noted that professional guidance and counselling services are suitable for many facets of conflict resolution. Virtually all known services within the purview of professional guidance and counselling practice can benefit modern conflict resolution and enhance stability and integration of individuals, groups, communities, and nations. Moreover, professional guidance counsellors possess, through their training, the skills set needed for conflict resolution and management. Therefore, to ensure increased participation of professional guidance counsellors in conflict resolution at the micro and macro levels, the following recommendations are advanced:

1. Counsellor education programmes should incorporate peace studies and conflict management. This will provide trained counsellors, early on in their training, foundational knowledge of conflicts and the requisite skills of conflict management. This will go a long way to prepare the professional counsellor for a career in conflict management and resolution.

2. Professional guidance counsellors should lead advocacy of peaceful conflict resolution as a vehicle for national stability and integration. Playing the leadership role in this respect will ensure that professional guidance counsellors are not left behind in the quest for peace and national stability. Moreover, positioning the professional counsellor in the front line of peace and conflict resolution campaigns will allow the professional to employ his/her skills to the fullest extent possible while also promoting the counselling profession.

3. Alternative dispute resolution centres should be mandated by legislation to employ the services of professional guidance counsellors nationwide. The federal government would normally, through responsible agencies provide such degree. However, it behoves the Counselling Association of Nigeria (CASSON) to request for such regulation; advancing appropriate reasons and convincing the legislators on the prospect of professional guidance and counselling in modern dispute management and resolution processes.

4. Professional guidance counsellors in private practice should incorporate conflict management in their services portfolio. This will serve to highlight the competence of professional guidance counsellors in conflict management to the general clientele. This would require from the professional a high sense of professional competence and a wider knowledge base in order to be effective.

5. Professional guidance counsellors should see their profession as machinery for national stability and integration. Every counsellee facing some conflict should be offered professional services that are geared towards personal or national stability and tranquillity.

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Section 3. Pedagogical Psychology

Okoro C. Cornelius,
University of Uyo,
PhD in Educational Psychology,
Faculty of Education
E-mail: cornokoron@yahoo.com

Effiong C. Saviour,
University of Uyo,
M.Ed. in Educational Psychology,
Faculty of Education

Academic Self-Concept and Cheating Behaviour of Students in Akwa Ibom State

Abstract: The ex-post facto survey investigated the influence of academic self-concept on cheating behaviour of students in Akwa Ibom State College of Education. From the population of 3,070 students, a sample of 307 was drawn using stratified random sampling technique. Two standardized instruments titled *Academic Self-concept Questionnaire* (ASQ) and *Academic Cheating Behaviour Scale* (ACBS), whose high validity and reliability had been ascertained by their respective authors, were adopted and used to collect data for the study. The collected and analyzed showed that variables of academic self-concept exert significant influence on academic cheating behaviour of students. Main effect of academic self-concept, simple effect of academic level and interaction effect between academic self-concept variables were observed to indicate significant influence on academic cheating behavior. The need for coordinated efforts by management and stakeholders of education to enforce codes that would diminish academic dishonesty and instill academic integrity among students was recommended, inter alia.

Keywords: Academic self-concept, self-confidence, cheating behavior, academic integrity.

Introduction

Academic cheating behaviour tends to be a common phenomenon in the education system of both the developed and developing countries of the world [1]. Researches have well documented the history and incidence of academic cheating behaviours of students among different institutions of higher learning [2; 3]. This situation has eroded the academic integrity of students, and hampers their chances of jobs selection after leaving school. Hence, Rangkuti [4] defined academic cheating to be a behaviour that reflects the dishonesty, in order to obtain academic achievement. However, academic cheating behaviour represents a severe threat to an institution's integrity by contradicting the principles and values students should obtain, as well as their strength while in school [5].

Academic cheating behaviour appears to be rampant in the academic environment in Nigeria, due to the following predispositions: students' lack of self-confidence, desperate efforts of students to pass exams or tests in order to earn a high grade point average (GPA), and students' poor academic self-concept among others. These may usually motivate students to cheat, whereas academic cheating behaviour is unacceptable regarding the high academic standard as enunciated in the general philosophy of higher education policy in Nigeria. Academic cheating behaviour is rather a socially undesirable behaviour in academic domains that is also against the learning outcome and practical philosophy of higher education in Nigeria. In addition to the foregone, other factors have been found to influence students' involvement in academic crime. Rangkuti [4] enumerated lack of adequate supervision during exams or test, and lack of control of teachers and educational institutions as contributing factors in students' academic cheating behaviour.

In the light of these, it seems that students, whose self-concept is low, may possess the tendency to participate in academic cheating. Students' academic self-concept has been found to be significantly correlated with their learning outcome and future goals [7–10]. Wilson [6] established that students who have low academic self-concept may chose academic and career paths that are less rigorous, challenging or fulfilling, which creates a potential reduction of skills and advancement for both the individual and society. This situation in an academic environment does not predispose students to being studious in their academics, but rather could redirect their concentration on how to obtain high grade scores by all means including indulging in cheating.

Udoh [11] identified academic cheating behaviour in Nigeria to include whether the individuals 1) copied materials and turned it in as their own work, 2) used unfair methods to learn what was on a test before it was given, 3) copied assignment or homework from others and allowed other students to copy from them, 4) collaborated on an assignment when the instructor asked for individual work and used a textbook on a test without the instructor's permission 5) pretentiously falsified assignment or test submission and 6) exhibited criminal academic behaviours such as dishonesty, plagiarism, fabrication, deception, impersonation, among many others. Other researchers have variously examined cheating behaviour in other parts of the world [1; 4, 12–13]. Conspicuously missing in the battle of empirical studies is the assessment of the contributions of self-concept variables as students' academic confidence and students' academic efforts to students' academic cheating behaviour, especially among post-secondary adolescent students.

Objective of the Study

The main objective of this study is to examine the influence of academic self-concept on academic cheating behaviour of students of Akwa Ibom State College of Education, Afaha Nsit. Specifically, it seeks to:

1) Examine the influence of students' academic confidence on academic cheating behaviour.

2) Examine the influence of students' academic efforts on academic cheating behaviour.

3) Investigate the combined effects of academic self-concept variables and academic cheating behaviour of students.

Hypotheses

The following null hypotheses were tested in this study:

1) Academic self-confidence does not significantly influence academic cheating behaviour among College of Education students of Akwa Ibom State.

2) College of Education students' academic efforts do not significantly influence the academic cheating behaviour.

3) There is no significant combined effect of academic self-concept variables on academic cheating behaviour among College of Education students in Akwa Ibom State.

Research method

Research Design: The ex-post facto survey research design was adopted for this study. It was considered suitable as it allowed the researchers to investigate current research variables in the population using a representative sample.

Population: The population for this study comprised all the 3,070 final year students of Akwa Ibom State College of Education, Afaha Nsit, Akwa Ibom State. The study was carried out during the 2013/2014 academic session.

Sampling: The sample for this study was 307 students, representing 10 percent of the total population of final year students in the Akwa Ibom State College of Education, Afaha Nsit. The sampling technique used was the Stratified Random Sampling technique.

Instruments for Data Collection: Two standardized instruments were used for data collection. These instruments were the *Academic Self-concept Questionnaire* (ASQ) adopted from Yorke's version [13]; and the *Academic Cheating Behaviour Scale* (ACBS) adopted from McCabe and Trevino [14].

Result of data analysis

Hypothesis 1: Academic self-confidence does not significantly influence academic cheating behaviour of College of Education students in Akwa Ibom State. The result is presented in Table 1.

Hypothesis 3: There is significant combined effect of academic self-concept variables on academic cheating behaviour among College of Education students in Akwa Ibom State.

The combined effects were main effect, simple effect, interaction effect as well as post hoc test for multiple comparisons of the different levels of students' exposure to treatment of academic cheating behaviour. Data in Tables 3, 4, 5 and Figure 1 all showed significant influence of academic self-concept variables on academic cheating behaviour of students.

Table 1. – The Independent t — test of academic confidence on Academic cheating behaviour

	Academic Confidence	N	Mean (X)	SD
Academic Cheating Behaviour	Low Confidence	154	16.18	2.80
	High Confidence	154	24.99	3.26

** Significant at <.05, df = 306; t = 25.43.*

Hypothesis 2: College of Education students' academic efforts do significantly influence the academic cheating behaviour. The result of the analysis is presented in Table 2.

Table 2. – The Independent t — test of Academic efforts on Academic cheating behaviour

	Academic efforts	N	Mean (X)	SD
Academic Cheating Behaviour	Low Efforts	154	15.94	2.31
	High Efforts	154	24.64	2.92

** Significant at <.05, df = 306; t = 28.95.*

Table 3. – The two way Factorial ANOVA of Between-Subjects Effects on academic cheating behaviour

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	16777.049[a]	3	5592.350	116.493	0.000
Intercept	208099.954	1	208099.954	4334.883	0.000
Academic self-concept	2005.507	1	2005.507	41.776	0.000
Academic_Level	14028.078	1	14028.078	292.216	0.000
Academic self-concept*Academic_ Level	602.967	1	602.967	12.560	0.000
Error	14593.792	304	48.006		
Total	239215.000	308			
Corrected Total	31370.841	307			

a. R Squared = 535 (Adjusted R Squared =530)
** Significant at <.05, F (1,304)., df = 1.960*

Table 4. – The two-way factorial ANOVA estimated marginal means of significance and the 'F' test of effect of students' academic self-concept.

Academic Self-concept	Mean (X)	Sum of Square	Mean Square	F	Sig.
Self-confidence	23.44	2005.507	2005.507	41.77	0.000
Efforts	28.55	14593.792	48.006		

** Significant at p<.05, df = 1,304.*

Table 5. – The two-way factorial ANOVA estimated marginal means of significance and the 'F' test of effect of students' academic level

Academic Self-concept	Mean (X)	Sum of Square	Mean Square	F	Sig.
Students' High	19.25	14028.08	14028.08	292.22	0.000
Students' Low	32.75	14593.79	48.01		

** Significant at p<.05, df = 1,304.*

Table 6. – The two-way factorial ANOVA of academic self-concept and students' academic level interaction effects on academic cheating behaviour

Academic self-concept	Academic Level	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Academic Confidence	Students High	15.295	0.785	13.751	16.839
	Students Low	31.592	0.795	30.028	33.156
Academic Efforts	Students High	23.197	0.795	21.633	24.761
	Students Low	33.897	0.785	32.354	35.441

Discussion of Findings

Hypotheses 1 of this study indicated statistical significant influence of academic self-confidence on academic cheating behaviour of students in the study area. The means of the two independent groups (high academic confidence versus low academic confidence) were compared in order to understand how they tend to influence students' academic cheating behaviour in school. As presented in Table 1, the results of Independent t — tests showed significant influence against the hypothesis. Hence, hypothesis 1 was rejected.

Hypothesis 2 was rejected as the statistical test showed that students' academic efforts do significantly influence their academic cheating behaviour. The results showed that when students' academic effort is low, there is that tendency for students to cheat in order to generate high grade point average in school.

The result of hypothesis 3 as presented in Tables 3, 4, 5, and 6 showed significant main effect, and interaction effects of academic self-concept variables to influence academic cheating behaviour of students in the study area. The hypothesis that there are no significant combined effects of academic self-concept on academic cheating behaviour is rejected. Sequel to the significant interaction effects observed in this study, Scheffe multiple comparisons Post Hoc test was conducted as given in Table 5 and the result indicates that there is significant academic self-concept and students academic level interaction is due to low students academic efforts of high score (Mean = 33.897) and academic confidence high of self-concept showed low score (Mean = 15.295) even with all their significant differences on academic cheating behaviour of students in the study area. However, the hypothesis that there is no significant combined effect of academic self-concept variables on academic cheating behaviour among College of Education students in Akwa Ibom State is completely rejected

Generally, this study is in agreement with the study of Valentine, DuBois and Cooper [15] who proposed that students with positive views of academic abilities are likely to engage in more achievement-related behaviours and beneficial activities, which may include completing homework, intensifying efforts to study for tests, as well as participating in class activities. It is observed in this study that academic confidence and academic efforts of students in the study area have significant influence on their academic cheating behaviours. This implies that academic confidence and academic efforts as sub-constructs of academic self-concepts are manipulable factors in this study. These factors could be manipulated such that it tends to mitigate academic integrity level of students. However, students with academic integrity tend to work harder in academic process than their counterparts without academic integrity. It is further observed clearly in this study that academic efforts is the foundation to configure academic confidence which may reduce the level of academic cheating behaviour in school.

This study is antagonized with Rangkuti [4] who observed that lack of adequate supervision during examination or test and controls from teachers as well as educational institution make students to cheat. Rangkuti claimed to have unraveled some of the hidden barricade of lecturers' characteristics that hinder academic integrity of students which lead to cheating behaviour. The results of interaction effects between academic self-confidence and academic efforts of Hypothesis 3 as presented in Table 4 revealed that academic efforts of students could strengthens self-confidence. When students enter examination hall with confident such students will perform well. When also there is confidence among students during examination, there is no need for lecturers and institution to implement strict supervision policy because students are matured. This study maintains that academic efforts of students are a potent factor that tends to build self-confidence in them which may engender successes and inhibit excess academic cheating behaviour.

This study reveals that students with high level of academic confidence always enter examinations with boldness, not panicking, and with successes in their hands. Thus, those students attain to academic issues with ease. This is most likely because, they have made concerted efforts that help to hold back certain level of anxiety that would have generated phobia, fear, or lack of self-confidence. Hence, they may not also exercise cheating behaviour as a way of satisfying their impulse towards being desperate in getting high grades in school.

The results of this study partially support the view of Valentine, Dubois and Cooper [16], which highlighted academic efforts as one of those factors of academic integrity, as well like completing homework, studying for tests and participating in class activities. These factors are somewhat the features of academic efforts of students towards reducing students' academic cheating behaviour in school. This assertion entails that students that are effortless or low in academic efforts may tend to meet failures in their academic pursuit that would instigate them to cheat in order to produce better GPA.

Conclusion and Recommendations

Based on the findings of this study, it is concluded that students' academic confidence and academic efforts are significant factors influencing academic cheating behavior and that the strength of students' academic efforts tend to determine the level of confidence they should exert that would produce good academic mannerism in the study area.

Hence, it is recommended among others that management of the college, academic sponsors, lecturers, and government of Akwa Ibom State should come together in building academic integrity by strengthening and enforcing codes that would inculcate fears in students to rescind from committed offense of academic cheating. Again, student offenders should be punished severely devoid of parental socio-economic and societal class status, as well as political connotations in order to checkmate various aspects of academic dishonesty among prospective academia. This entails that the manipulation of the sub-construct of academic self-concept (students' academic efforts and academic self-confidence) would tend to generate either positive or negative effects on the dependent variables (academic cheating behaviours) in this study.

Above all, this measure would bring discipline, sanity and good etiquette in the academic community that would tend to upgrade the status of academic integrity in the society. This will also help to promote the academic philosophy as enshrined and enunciated in the National Policy on Education of Nigeria. It will further help Akwa Ibom State schools and schools in Nigeria at large to produce highly productive academics and citizens in all the sectors of the national economy.

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Udofia Nsikak-Abasi,
University of Uyo, Ph. D.
in Educational Measurement and Evaluation
Faculty of Education
E-mail: n_udofia@yahoo.com
Umoh Abigail Christopher,
Department of Educational Foundations,
Guidance and Counselling,
Faculty of Education

Public and private secondary schools from a comparative perspective: a case study of Ikot Ekpene local government area

Abstract: This survey examines public and private secondary schools in Ikot Ekpene Local Government Area of Akwa Ibom State from a comparative perspective. A sample of 240 students (120 from 3 private schools and 120 from 3 public schools) was drawn using a stratified random sampling technique. The findings revealed that private schools and public schools significantly differ in the academic performance of students, provision of school facilities, curriculum implementation, level of discipline and staff quality and quantity. It was recommended inter alia that both public and private sector should urgently participate in the planning, implementation, supervision, monitoring and funding of educational facilities within the study area to enhance equal opportunity to learning.

Keywords: Public schools, private schools, standard of education, public school funding.

Introduction

It would not be wrong to assert that the standard of education of any country is largely dependent on the standard of public schools in that country. Simply put, public schools are the yardsticks by which a country's educational growth and development is measured. In the '70s, '80s and early '90s in Nigeria, public schools were more popular because they had discipline, good teachers and good facilities. They were attended by students irrespective of their social class and socio-economic background in the society. One of the advantages of early exposure of students to others from different socio-economic background is that it teaches them how to get along with people. Those days, children of parents from different economic strata would attend same public schools, play and learn together. This early exposure helped the children of the rich to be acquainted with some of the hardship experienced by those who were from poor homes and inculcated in them a balanced perspective to life. Those of the poor would also sit tight to study, believing that if they do so, they would be as rich as their friends' parents and would not go through their present difficulties. There were even cases where some rich parents would take up the training of the friends of their children when their parents were unable to continue their education.

In the 1970s, '80s and early '90s in Nigeria, public schools were more popular because they had discipline, good teachers and good facilities. They were attended by students irrespective of their social class and socio-economic background. But today as observed by Aduke [1], public schools are a shadow of what they used to be. The research and education community is divided on the debate whether private schools have evolved to best public schools in terms of quality of teaching and learning, school discipline and infrastructure. The wider society is apparently bothered if private school is worth the money it costs and if public schools have what it takes to produce well educated, disciplined young adults.

Many research studies have been conducted to compare the various aspects of public and private schools all over the world. Jimmy and Lock [2] have summarized many studies comparing public and private schools and reported that private schools in Nigeria improved students' performance as measured by standardized test of verbal and mathematical skills than public school. It was also reported that average student performance was better in private than public schools. Abdul [3] compared the usage of modern teaching aids by the teachers of public and private secondary schools. It was found that teachers of both types of schools are fully aware about the advantages and effectiveness of teaching aids. Both types of school teachers use teaching aids. However, the teachers of private schools use more teaching aids and models comparatively.

Farida and Madeeha [4] in their comparative study of private and public schools with respect to administrators' role found that heads of government schools performed better in their administrative planning for the whole year and academic activities while the heads of private schools show more concerns about co-curricular activities. Mustaqeem [5] found in her comparative study that majority of parents and teachers of different qualifications, different age groups, different genders and different schools response that staff morale scale is same but they also reported that staff morale of private teachers is higher than that of Government.

Iqbal [6] found in her comparative study that teachers in private schools use more than one teaching methodologies, private schools provide more instructional material for teaching, heavy small class size, arrange more co-curricular activities, art and science exhibition as compared to public schools. Liaqat [7] found in her study that quality of teaching is better in private schools as compared to public schools and the teachers of private schools prepared lesson plans before teaching as compared to public schools. Shaheen [8] discovered in her study that majority of public school teachers behave well, avoid quarreling, getting flair up immediately, blaming others, experiencing anger as compared to private school teachers.

Purpose of the Study

The main purpose of this study is to examine whether:

1. students attending private schools perform better than their peers studying at public schools in Ikot Ekpene.

2. students of private secondary schools more disciplined than those in the public schools in Ikot Ekpene.

3. private schools are better in terms of school plant, equipment, and other facilities than public schools in Ikot Ekpene.

4. private schools are better staffed (in quality and quantity) than public schools in Ikot Ekpene

5. private secondary schools' curriculum differs from that of the public secondary schools in Ikot Ekpene.

Research Hypotheses

To actualize the purpose of this study, the following null hypotheses were tested:

1. There is no significant difference in academic performance of students studying at private schools and their peers studying at public schools in Ikot Ekpene.

2. There is no significant difference in the level of discipline in private and public secondary schools in Ikot Ekpene.

3. Private schools do not significantly differ from public schools in terms provision of school plant, equipment, and other facilities.

4. There is no significant difference in the quality and quantity of staff in private and public secondary schools in Ikot Ekpene.

5. There is no significant difference in the curriculum implementation in the private and public secondary schools in Ikot Ekpene.

Research Method

Design: This study adopted the ex post facto survey design.

Area of the Study: The area of this study is Ikot Ekpene Local Government of Akwa Ibom State. Ikot Ekpene is a historic town in the southern Nigeria, in Akwa Ibom State. The town is located on the A342 highway that parallels the coast, between Calabar to the south east and Aba to the west, with the state capital, Uyo, on this road just to the east. The area has thirteen public secondary schools and numerous private secondary schools.

Population: The targeted population of this study comprised all the Senior Secondary Two (SS2) Students in all the private and public secondary schools in the study area. According to 2014/2015 academic session, the total number of senior secondary two students in all the public schools is 3,164 while that of the private schools is 1,413 making it a total of 4,577.

Sampling: A randomized sample of 240 students selected from three public secondary schools and three private secondary schools in the study area provided data for this study.

Instrumentation: A structured questionnaire and an academic achievement test designed by the researchers were used in data collection. The questionnaire consisted of 20 items on a four point scale of strongly agreed, agreed, disagreed and strongly disagreed. The achievement test comprised 10 multiple choice questions, assessing academic performance between the students of public schools and private schools.

Analysis of Research Data

Academic Performance of Students in Public and Private Secondary Schools

The result from an independent samples t-test indicated that students studying in private secondary schools performed better ($M = 7.69$, $SD = 1.48$, $N = 120$) than students studying in public secondary schools ($M = 5.71$, $SD = 1.96$, $N = 120$), $t\ (238) = 9.9$, $p<.05$ two tailed. The observed difference was significant. This therefore means that there is significant difference in academic performance of students studying at private schools and their peers studying at public schools in Ikot Ekpene.

Level of Discipline in Public and Private Secondary Schools

An independent samples t-test was conducted to compare the level of discipline among students in private secondary schools ($M = 13.78$, $SD = 3.06$, $N = 120$) and students in public secondary schools ($M = 11.03$, $SD = 2.45$, $N = 120$), $t\ (238) = 12.5$, $p<.05$ two tailed. The observed difference was significant. This means that students studying in private schools are more disciplined than those studying in public schools. With this, the null hypothesis which earlier predicted no significant difference in the level of discipline in private and public secondary schools is rejected in favour of the alternative hypothesis.

Provision of Facilities in Public and Private Secondary Schools

An independent samples t-test was conducted to compare the provision of facilities in private and public schools. The result obtained shows that private schools have more and better facilities ($M = 12.48$, $SD = 3.28$, $N = 120$) than public secondary schools ($M = 10.78$, $SD = 2.47$, $N = 120$), $t\ (238) = 7.73$, $p<.05$ two tailed. The observed difference was significant thus the null hypothesis which earlier predicted a no significant difference in the provision of facilities was rejected.

Quality and Quantity of Staff in Public and Private Secondary Schools

The independent samples t-test conducted to compare the difference in the quality and quantity of staff in private and public schools showed that private secondary schools public secondary schools had better quality and numbers of staff ($M = 12.74$, $SD = 3.66$, $N = 120$) than private secondary school ($M = 11.33$, $SD = 2.31$, $N = 120$), $t\ (238) = 6.41$, $p<.05$ two tailed. The observed difference was significant hence the null hypothesis is rejected.

Curriculum Implementation in Private and Public Secondary Schools

An independent samples t-test was conducted to compare the implementation of curriculum in private and public secondary schools. Result showed that approved school curriculum is more carefully implemented in private schools ($M = 12.6$, $SD = 2.96$, $N = 120$) than it is in public secondary schools ($M = 11.7$, $SD = 2.61$, $N = 120$), $t\ (238) = 4.29$, $p<.05$ two tailed. The difference between the means was significant. Therefore, the null hypothesis which predicted a no significant difference in curriculum implementation in private and public secondary schools was rejected.

Discussion of the Findings

It has long been reported that the type of school attended by an individual is likely to have some educational implications on him or her either positively or negatively. Indeed, Ogunlade [9] stated that a genius who attends an institution devoid of basic facilities, quality teachers, conducive environment for teaching and learning may find it difficult to display his or her ingenuity maximally whereas an average intelligent child who attends an institution where teachers quality, classroom environment is sound, facilities for teaching and learning are available in quantity and quality may perform brilliantly.

However, findings from the test of hypothesis 1 showed a significant difference in academic performance of student studying in private schools and those studying in public schools. From the analysis, it was evident that students of private schools perform better than their counterpart studying in public schools. In agreement with this finding was an earlier finding by Reuben [10] who also observed students private schools doing much better than students in public schools. This was also true according to studies conducted by Shaheen [8]. Shaheen in his study observed students studying in private school outperforming their counterparts in public schools.

Hypothesis 2 tested the difference in the level of discipline in private and public secondary schools. From the analysis, it was evident that the level of discipline in private schools is higher than what obtains in public schools. In collaboration with this finding was an earlier finding by Coleman [11] who observed that private schools are superior to public schools because of certain characteristics (such as high level of discipline) that seem to be found in private schools more than in public ones.

Hypothesis 3 sought to determine whether private schools significantly differ from public schools in the provision of school plant, equipment, and other facilities. Analysis of research data revealed a significant difference in the provision of facilities in private and public schools. Private schools were found to have more school plant, equipment and other facilities than public schools. This finding is similar to the findings of Ajayi [12] who observed positive relationships between school facilities and school effectiveness. He also highlighted facilities as a major influencing achievement in the school system.

Hypothesis 4 tested the difference that exists in the quality and quantity of staff in private and public secondary schools. From the analysis, it was observed that public schools have better quality and quantity of staff when compared to private schools. The number of teachers in public secondary schools was observed to be more than that of the private schools. It was also observed that while every teacher in public schools has the requisite qualifications for teaching, some teachers in private secondary schools do not have the requisite qualification for teaching. In agreement with this study was a study by Mustaqeem [5], who conducted a similar study and found out that public schools have quality teachers as compared to private schools.

Hypothesis 5 sought whether there is any significant difference in curriculum implementation in private and public secondary schools. From the t-test analysis it was evident that curriculum in private school is more implemented than the public school. The study revealed that private schools offer a more diversified and flexible curriculum than public schools. The result of this finding collaborates with earlier findings by Ukpong [13] who also observed a significant difference in curriculum implementation in public and private schools

Conclusion and Recommendations

Based on the findings of this study, it would be appropriate to conclude that private schools and public schools significantly differ in the academic performance of students, provision of school facilities, curriculum implementation, level of discipline and staff quality and quantity. Observably, students' academic performance, level of decline, provision of faculties and curriculum implementation is by far better than that of the public schools but in the case of staff quality and quantity, it is better in public schools than in private schools. From a comparative perspective therefore, private schools are better than pubic secondary schools in Ikot Ekpene Local Government Area. In view of these findings, the following recommendations are put forward:

1. Public and private sectors should collaborate efforts and resources in the planning, funding, equipping, supervision, and monitoring of educational facilities within the study area to foster parity in educational opportunities and prospects.
2. Government should provide public schools with adequate learning materials and facilities in order to afford students' from poor homes who cannot afford private school enrolment better learning opportunities.
3. The government should provide adequate facilities, well equipped laboratories in school and deal decisively with teachers who are not dedicated to their duties.
4. Public schools should be encouraged to organize their activities more effectively around academic achievement objectives in order to improve performance.
5. Government should urgently work at improving infrastructural facilities in public schools through an integrated programme of renovation reconstruction and maintenance of existing school facilities. A decongestion programme should be undertaken through the construction of new schools and expansion of existing schools in areas where enrolment outweighs available facilities.
6. Stakeholders in private schools should not relent in their efforts to ensure quality education in their schools by employing qualified teachers in different subject areas.

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Section 4. Family and Living Psychology

Andreeva Alla Damirovna,
FPBSI "Psychological Institute RAO", Moscow,
Head of Laboratory, PhD in Psychology
E-mail: alladamirovna@yandex.ru

Maternal concepts of family and parenthood in post-industrial society

Abstract: The article presents the results of a cross-cultural study comparing Russian and American mothers' image of family and parenting. It is shown that the content and the structure of the family's image (as it is viewed by modern mothers) are determined by global sociocultural, economic and information processes distinctive for post-industrial society. Differences in the structure of the family's image that can be observed in different countries are determined by dominating ideas and traditional values that reflect the national mentality.

Keywords: psychological image, family, parenting models, post-industrial society.

Андреева Алла Дамировна,
ФГБНУ «Психологический институт РАО»
зав. лабораторией научных основ детской практической психологии
E-mail: alladamirovna@yandex.ru,

Материнские представления о семье и родительстве в постиндустриальном обществе

Аннотация: В статье представлены результаты кросс-культурного изучения образа семьи и родительства у российских и американских матерей. Показано, что содержание и структура образа семьи у современных матерей определяются глобальными социокультурными, экономическими и информационными процессами, протекающими в постиндустриальном обществе. Различия в содержании образа семьи у представителей разных стран определяются доминирующими идеями и традиционными ценностями, отражающими ментальность нации.

Ключевые слова: психологический образ, семья, модели родительства, постиндустриальное общество.

Как в научной литературе, так и в публицистике проблемы современной семьи рассматриваются преимущественно в контексте ее кризисного состояния: высокая статистика разводов, низкая рождаемость, увеличение числа неполных семей и детей, рожденных вне брака, разрыв межпоколенческих связей, широкое распространение неофициальных форм брачно-семейных союзов, легализация однополых отношений, рост числа одиноких людей. Исследователи связывают происходящие процессы с бурными, стремительными изменениями во всех сферах жизни постиндустриального общества — экономической, социальной, технологической, культурной. Разрушение устойчивого норматива семьи неизбежно оказывает влияние и на представления людей о структуре, функциях и социальном предназначении семьи и семейных отношений. Наиболее уязвимыми в этом отношении оказываются молодые родители, перед которыми стоит общественно важная задача воспитания полезных членов будущего общества, о котором они имеют весьма смутное представление. Разнообразие предлагаемых социумом моделей родительского поведения не только отражает сам факт исчезновения идеала семьи, но и повышает ответственность родителей за выбор той или иной стратегии воспитания.

Можно, однако, попытаться проанализировать проблему так называемого кризиса института семьи, рассматривая ее не только как социальную катастрофу, но и как продукт эволюции человеческого общества.

Эволюция большой семьи. Снижение рождаемости сегодня характеризует демографические процессы практически во всех странах, вне зависимости от уровня экономического и социального развития. Можно, однако, предположить, что интенсификация всех социальных процессов, связанная с бурным научно-техническим прогрессом, просто ускорила и сделала более очевидной ту тенденцию, которая имела место на протяжении нескольких столетий. Демографические колебания, безусловно, связаны с кризисными явлениями в обществе, однако, глобальная тенденция депопуляции населения носит социально-эволюционный характер.

Низкий уровень социального, экономического и технического развития, высокая детская смертность, небольшая продолжительность жизни на протяжении веков делали многодетную семью условием ее выживания. Каждый новый ребенок рассматривался как потенциальный работник и кормилец родителей в старости, рождалось столько детей, сколько получалось, бездетная же семья считалась несчастной и бедной.

Постепенно совершенствование орудий труда, расширение экономических связей и отношений позволили освободить детей от части их трудовых обязанностей, и тогда, согласно концепции Д. Б. Эльконина, появилось детство. Дети из работников превращались в иждивенцев, которых семья уже могла позволить себе содержать, но еще не стали той социокультурной ценностью, каковой являются в современном обществе. Именно экономическая целесообразность стала первой причиной пока еще медленного снижения рождаемости. Барьерами на ее пути являлись традиции и стереотипы семейного уклада, а также крайне низкий уровень представлений населения о более или менее цивилизованных способах контрацепции. Вместе с тем появлялись и внешние регуляторы демографических процессов, такие как религиозные запреты и ограничения (на внебрачные связи, на сексуальные отношения в периоды постов, пр.) и варварские с медицинской точки зрения способы прерывания нежелательных беременностей. Число детей в семьях постепенно уменьшалось, тем не менее, на протяжении веков рождаемость устойчиво превышала смертность. Однако, по данным социологических исследований, примерно 250 лет назад началось отчетливое снижение рождаемости в странах Европы [1].

С начала XX века отмечается бурное ускорение всех экономических и социальных процессов, в том числе и демографических. Научно-технический прогресс привел к резкому повышению жизненного стандарта, росту уровня жизни населения и, соответственно, требований социума к содержанию и воспитанию детей. Именно с этим социологи связывают первый демографический переход, когда вместе с осознанием ценности детства пришло стремление родителей создать своим детям наилучшие условия для роста, развития и обучения, что крайне затруднительно в многодетной семье [2]. Родители начали рассчитывать свои силы, оценивать, какое количество детей они смогут вырастить без видимого снижения уровня детской жизни. Закреплению стандарта содержания и воспитания детей способствует и такой правовой регулятор выполнения родителями своих обязанностей как ювенальная юстиция, возникшая на заре XX века в США и активно функционирующая в странах с высоким уровнем жизни.

Потребности, как известно, развиваются, поэтому причиной так называемого второго демографического перехода, пришедшегося на последнюю треть XX столетия, стало уже нежелание взрослых снижать уровень своей жизни в пользу рождения и воспитания детей [2]. Сегодня исследователи говорят о заметном сдвиге семейных ценностей от детоцентричности к созданию психологически комфортных условий для всех членов семьи, приверженности молодых родителей идее естественного врастания ребенка в жизнь семьи [4; 5]. Справедливости ради следует отметить, что матери, декларирующие приоритет семейного комфорта над «служением» ребенку, нередко переживают это как состояние конфликта с социумом, навязывающим им образ идеального родителя. Главным агентом этого давления является реклама товаров и услуг для детей, адресованная «супермамам», готовым откликнуться на все новые достижения рынка. То есть, не только разрыв традиций семейного воспитания, но и маркетизация детства становятся причинами роста родительской неуверенности, повышают спрос на новые, психологически комфортные модели родительского поведения.

Еще одно важнейшее достижение XX века — социальное равенство полов — привело к тому, что девочек и мальчиков стали воспитывать и учить практически одинаково. Взрослые ставят перед ними одни и те же жизненные цели, прививают общие ценности, связанные с личными достижениями в учебе и работе, профессиональной самореализацией, построением карьеры, социальным успехом. Возможности личностной и профессиональной самореализации, которые предоставляет современное общество, многообразие форм социальной жизни и экономических отношений успешно конкурируют в сознании людей с потребностью в рождении и воспитании детей. Более того, само состояние беременности перестало быть синонимом материнства. По данным психологических исследований большинство женщин, принявших решение прервать беременность, относятся к этому без особых эмоций, многие испытывают чувство морального и физического облегчения [3]. Типичными для сегодняшних молодых взрослых стали так называемое «отложенное родительство» и малодетные семьи. Крайней формой доминирования в современной семье гедонистических ценностей стала идеология «childfree», то есть сознательный отказ от родительства в пользу тех жизненных преимуществ, которые имеют люди, не обремененные иждивенцами и соответствующими социальными обязательствами.

Попытки экономического (монетарного и сервисного) стимулирования рождаемости, предпринимавшиеся во многих странах, видимого успеха не принесли, население Земли стареет, нагрузка на систему пенсионного обеспечения растет. Экономический смысл схемы «дети — кормильцы старших поколений», когда-то обеспечивавший высокую рождаемость, остался прежним, но архитектура социально-экономических связей и отношений современного развитого общества такова, что в сознании людей эти сферы существуют отдельно: личные затраты на детей у меня сегодня, а пенсию будет платить государство и когда-то потом [6].

Конструирование родительства. Уменьшение количества детей в семье постепенно привело к разрыву в практике прямой передачи опыта родительского поведения от поколения к поколению, из рук в руки. В многодетных семьях старшие дети, прежде всего девочки, с неизбежностью становились няньками для младших и таким образом воспринимали модель материнского поведения во всех ее ипостасях — от физического ухода за малышами до воспитательных стратегий. В малодетных семьях опыт ответственности старших детей за младших весьма фрагментарен, поскольку в этом, как правило, нет экономической необходимости: с двумя-тремя детьми мать справляется сама. Одновременно растет и временной разрыв между собственным родительством и прародительством, то есть между рождением последнего ребенка и появлением первого внука. Это не только приводит к неизбежному разрушению личного опыта ухода за детьми, но и делает очевидными происходящие изменения социокультурного и медицинского стандарта воспитания детей. Стремительно меняющееся общество обесценивает родительский опыт старших поколений, делает его малопригодным для передачи собственным детям.

Молодые родители, в свою очередь, не имея опоры в виде традиционной модели родительства, ищут свои пути воспитания детей, охотно откликаются на новые веяния и тенденции, идут за теми идеями, которые представляются им более современными, более привлекательными, отвечающими требованиям и ценностям окружающей жизни. Общество остро нуждается в конструировании новых моделей родительства, следование которым позволит подготовить детей к жизни в стремительно меняющемся мире.

Сегодня в общественном сознании прочно закрепилось убеждение, что нынешние родители некомпетентны и безответственны, что их необходимо учить быть родителями. Возникла такая социально-психологическая категория как ответственное (сознательное, эффективное) родительство, предполагающее не только обладание необходимыми семейными ценностями, но и стремление к постоянному совершенствованию своей родительской компетентности [5]. Категория ответственного родительства может рассматриваться как синонимичная нормативному родительству, отступление от которого попадает в зону ответственности ювенальной юстиции.

Альтернативой государственной модели родительства являются разнообразные практики семейного воспитания, опытом реализации которых молодые родители делятся в социальных сетях и на родительских форумах. Постиндустриальное общество производит не только информацию, но и так называемых «экспертов» по любым вопросам. Молодые матери ищут ответы на возникающие проблемы не столько у своих матерей, сколько у обладателей современного опыта их решения, что в полной мере отражает сущность межпоколенческих взаимоотношений современного общества. Сегодня молодые семьи оказываются перед практически неконтролируемым потоком самой разнообразной, порой противоречивой информации по вопросам планирования семьи, подготовки к беременности и родам, уходу за детьми, их развитию, воспитанию и обучению. В некоторых случаях подобная информация представляет собой целостную модель родительской практики, как, например, разумное родительство, естественное родительство, альфа-родительство, интенсивное родительство. В большинстве своем они являются компиляцией околонаучных и популярных знаний, апеллируют к различным психологическим теориям детского развития, а сторонники и убежденные последователи этих течений позиционируют себя в качестве экспертов, распространяющих и насаждающих идеи «правильного» родительства через многочисленные тренинги и группы в социальных сетях.

Методика. Приступая к исследованию, мы исходили из понимания психологического образа как субъективной картины реальности, содержание и структура которой определяются совокупностью личного опыта, знаний, представлений, убеждений человека.

Задачей нашего исследования стал анализ проявления описанных выше признаков кризиса семьи как социального института в содержании образа семьи и родительства у современных молодых матерей, принадлежащих к разным социокультурным общностям. С этой целью нами был разработан опросник смешанного типа, включающий в себя как закрытые, так и открытые вопросы, касающиеся личного детского и материнского опыта респондентов, их представлений об особенностях современных детей и родителей, предпочитаемых стратегиях воспитания, информационных и поддерживающих ресурсах современной молодой семьи. В исследовании приняли участие матери, имеющие детей в возрасте до трех лет, проживающие в мегаполисах России (40 чел., Москва) и США (35 чел., Хьюстон), поэтому были использованы две версии опросника — на русском и английском языке. Исследование проводилось анонимно, в режиме on-line опроса, полученные материалы обработаны с использованием методов контент-анализа текстов высказываний респондентов и дескриптивной статистики (t-критерий Стьюдента). В качестве источников дополнительной информации выступили беседы с матерями, в том числе с американским координатором исследования, а также материалы с сайтов родительских интернет-форумов («Молодые родители», «Мир любящих родителей», «Кроха» и др.).

Результаты исследования и обсуждение. Основу психологического образа семьи и родительства составляет собственный жизненный опыт человека, поэтому часть пунктов опросника касалась демографических характеристик респондентов.

На момент проведения исследования средний возраст российских матерей составлял 33,2 года, американских — 35,1 года, то есть все наши респонденты принадлежат к одной возрастной когорте. Для большинства российских мам ребенок младше трех лет был вторым, а для американских — первым ребенком в семье. Анкетные данные позволили определить средний возраст рождения первого ребенка: 26,7 лет в РФ и 32,3 года в США. Для сравнения, в 70–80-ые годы прошлого столетия, когда родились наши респонденты, этот показатель в обеих странах составлял 20–24 года. Таким образом, можно сделать первый вывод о том, что отложенное родительство является характерной чертой демографического поведения современных женщин, проживающих в разных социокультурных средах, но принадлежащих к одному поколению. По-видимому, это обусловлено расширением возможностей жизненного самоопределения женщин, вызванного бурным развитием новых технологий и появлением большого числа видов профессиональной деятельности, не имеющих традиционных гендерных ограничений. Материнство утратило свои ведущие позиции в перечне ценностей социальных достижений женщины, уступив место иным формам самореализации. Тем не менее, весьма заметная разница в возрастных показателях матерей первенцев позволяет предположить, что причиной этого является не столько влияние национальных традиций обзаведения молодой семьи детьми, сколько социально-экономические различия двух стран. Технологическая отсталость Советской России, а затем и кризисные явления периода смены общественно-экономической формации замедлили развитие рынка новых профессий, удерживая тем самым приоритет деторождения в перечне социальных достижений женщины. Об этом свидетельствует и динамика «омоложения» матерей в экономически депрессивные годы, достигшая своей нижней возрастной границы в 1995 г., после чего начался уверенный рост возраста матери при рождении первого ребенка, продолжающийся и в настоящее время [1].

Большинство российских (66%) и американских (77%) матерей выросли в полных нуклеарных семьях, причем число сиблингов составляло 1,72 в семьях россиянок и 3,2 в семьях американок. В неполных семьях воспитывались 18,6% российских мам и 23,1% американских (в обоих случаях различия статистически незначимы). Ни одна из американских мам не проживала в расширенной семье, то есть с родителями и прародителями, в то время как 15,6% россиянок выросли именно в таких семьях.

На момент проведения исследования наши российские респонденты проживали в полных нуклеарных (68,8%) либо расширенных (31,2%) семьях, американские — в полных нуклеарных (84,6%) либо неполных (7,7%) семьях. Две американские мамы не ответили на данный вопрос, что, по мнению координатора нашего исследования, объясняется нетрадиционным составом их семей. Полученные данные в полной мере отражают типичные для обеих стран условия расселения: молодые семьи в России нередко вынуждены жить вместе с родителями, в то время как в США совместная жизнь взрослых детей с родителями является скорее исключением. В этой связи представления матерей о наилучшем составе семьи представляют особый интерес. Сравнительные данные приведены в таблице 1.

Таблица 1. – Представления респондентов о реальном и идеальном составе семьи (в процентах)

	Россия		**США**	
Состав семьи	Реальная	Идеальная	Реальная	Идеальная
Полная нуклеарная	68,8	68,8	84,6	31
Расширенная	31,2	28,1	0	46,1
Неполная	0	0	7,7	0
Та, где царит любовь				23,1

Так, российские мамы практически полностью повторили свои ответы на вопрос о реальном составе их нынешней семьи, то есть именно его они считают оптимальным. Представления же американских мам о наилучшем составе семьи существенно отличаются от их реального практического опыта, как детского, так и взрослого. Так, только 31% матерей наилучшим вариантом считают полную нуклеарную семью, а 46,1% хотели бы жить в расширенной семье. Аргументация этого желания находится в диапазоне от инфантильных представлений о том, как «было бы весело жить с родителями, тетушками, друзьями» до весьма прагматичных высказываний о помощи, которую они могли бы оказать молодой семье. Российские матери также говорят, в первую очередь, о помощи со стороны прародителей, а не о духовно-нравственных преимуществах большой семьи, состоящей из представителей разных поколений. Примечательно и то, что никто из респондентов не упоминает такого аспекта функционирования расширенной семьи, как помощь младших членов семьи старшим. Очевидно, что уход за детьми и комфорт собственной жизни оказываются смысловым центром образа семьи у современных матерей.

Неполная семья также не указывается нашими респондентами в качестве модели идеальной семьи, то есть психологически комфортный для некоторых матерей вариант родить ребенка «для себя» удовлетворяет потребность одинокой женщины в материнстве, но не отвечает ее социальным ценностям. Еще одной категорией ответов, данных только американскими матерями, стало утверждение о том, что качество семьи зависит не от ее состава, а от атмосферы любви, которая царит в ней. По мнению американского координатора исследования, такие ответы характерны для представителей семей с нетрадиционной ориентацией, однако анонимность нашего опроса не позволяет судить об этом с полной уверенностью. Возможно, для этих респондентов эмоциональный комфорт всех членов семьи является более важным параметром ее качества, нежели социальный состав. Значимым для нашего исследования является сам факт противопоставления чувств традиционным параметрам семьи, отражающий, по-видимому, те тенденции трансформации семейных ценностей, которые сегодня характеризуются как кризисные.

Насколько востребован современными матерями родительский опыт старших поколений? По ответам наших респондентов только 18,8% россиянок и 23,1% американок считают полезным родительский опыт ухода и воспитания детей. Изредка просят родительского совета 68,8% российских и 76,9% американских мам, а 23,1% россиянок вообще не обращаются к опыту старшего поколения. Полученные данные свидетельствуют о том, что родительские практики прежних лет действительно не актуальны для современных матерей.

К каким источникам информации обращаются молодые матери в затруднительных ситуациях? Полученные данные свидетельствуют о значительных различиях в информационных предпочтениях российских и американских родителей (таблица 2).

Таблица 2. – Информационные предпочтения респондентов по проблемам семьи и родительства (в процентах)

Источники информации	Россия	США	Различия
Свои родители	28,1	15,4	
Родители мужа	9,4	0	
Подруги	21,9	46,2	$P \leq 0,05$
Группа в соцсети	3,1	46,2	$P \leq 0,001$
Специалисты	68,7	30,8	$P \leq 0,001$
Книги	25	23,1	

(Суммарные показатели высказываний превышают 100%, поскольку на данный вопрос респонденты давали более одного ответа.)

Из таблицы видно, что российские матери больше всего доверяют мнению специалистов, в первую очередь врачей, а также психологов и педагогов, далее с большим отрывом следуют примерно равные по значимости советы собственных родителей, подруг и авторов книг для родителей, а наименьшим доверием пользуются рекомендации интернет-сообществ. В отличие от этого, наиболее значимым источником информации для американских родителей являются именно социальные сети и дружеские советы, рекомендациям специалистов доверяет треть матерей, еще меньшее число обращается к книгам и лишь в последнюю очередь — к собственным родителям. Причиной такой существенной разницы в приоритетах может быть традиционно большая доступность помощи специалистов в нашей стране (несмотря на все нынешние социально-экономические трудности) и столь же традиционная дороговизна подобных консультаций в США. Тем не менее, отчетливо прослеживается общая тенденция низкой востребованности опыта предшествующих поколений.

О том, что для современных матерей прародители находятся на периферии образа семьи свидетельствует и тот факт, что подавляющее большинство респондентов обеих выборок считают отца ребенка главным помощником матери. На это указывают 93,7% россиянок и 84,7% американок. При этом количество американских матерей, считающих, что и другие родственники должны помогать молодой семье в воспитании детей, значимо превышает число россиянок (23,1% против 6,3% соответственно, $P \leq 0,05$). Эти данные респондируют с представлениями американок об идеальной семье, в которой родственники выступают в роли добровольных помощников, но не советчиков матери.

Что же именно в родительских практиках старших поколений не устраивает современных матерей? Каких ошибок собственных родителей они надеются избежать? Данные об этом представлены в таблице 3.

Таблица 3. – Отношение респондентов к методам воспитания, практиковавшимися их собственными родителями (в процентах)

Методы воспитания	Россия	США	Различия
Психологическое насилие	37,5	73,1	$P \leq 0,01$
Авторитарность, жесткая регламентация жизни	25	38,5	
Отсутствие правил и режима, излишек свободы	9,4	19,2	
Физические наказания	15,6	0	
Гиперопека	15,6	11,5	

(Суммарные показатели высказываний превышают 100%, поскольку респонденты давали более одного ответа).

Полученные результаты демонстрируют удивительное единодушие матерей обеих выборок в указании на ошибочные методы воспитания, практиковавшиеся их родителями. Первое по значимости место принадлежит проявлениям психологического насилия (угрозы, запугивание, манипулирование, навязывание приоритетов, давление, оскорбления, семейные скандалы), второе место занимают авторитарные методы регулирования отношений и жесткая регламентация жизни семьи ($P \leq 0,01$ для американских матерей и на границе значимости для россиянок). При этом американские матери значимо чаще, чем российские, говорят о своем негативном отношении к этим методам воспитания, что мы связываем с большей актуализацией в американском обществе проблемы психологического насилия. Вместе с тем, некоторые матери считают неверной и практику предоставления ребенку излишней свободы, отсутствия упорядоченности жизни, то есть, по сути дела, безнадзорность. На недопустимость физических наказаний указывают только российские матери (15,6% высказываний), в большинстве же американских семей эта форма воспитания не практикуется, чему в немалой степени способствуют нормы ювенальной юстиции. Возможно, в данном случае имеет место преобразование физической агрессии в психологическую, что и проявилось в высоком уровне переживания респондентами психологического насилия со стороны родителей. Гиперопека, хотя и называется нашими респондентами в качестве неверного способа воспитания, занимает предпоследнее по значимости место в обеих выборках. Мы связываем это с эмоциональной противоречивостью феномена гиперопеки, которая переживается ребенком как любовь и забота близких, но несколько избыточная и удушающая.

Критичность современных матерей по отношению к практикам воспитания, применявшимся в их родительских семьях, объясняется не только личным негативным детским опытом, но и значительной демократизацией детско-родительских отношений в современном обществе. О сокращении дистанции между детьми и родителями, повышении «родительской толерантности и демократичности» говорят 21,9% российских и 34,6% американских мам. Нынешние дети проводят дома, в семье, намного больше времени, чем проводили их родители. Сближению детей и родителей способствует и развитие инфраструктуры современного досуга, включение в него так называемых «детских опций»: специальная мебель и уголки для детей в кафе, ресторанах, торговых центрах, детское меню в самолете, поезде, отеле, возможность приобретения привычного для ребенка питания и средств гигиены и ухода практически в любом магазине. Пандусы для колясок, эскалаторы, лифты, пеленальные столики, имеющиеся практически в каждом современном торгово-развлекательном центре, создают безбарьерную среду для родителей с маленькими детьми. Ребенок действительно имеет возможность «естественно врасти в жизнь семьи», участвовать в семейном отдыхе, путешествиях, бытовых делах, а его родители все меньше нуждаются в помощи бабушек и чувствуют себя все более независимыми от старшего поколения.

Выше мы уже говорили о том, что современная информационная среда предлагает целый ряд моделей родительства, некоторые из которых становятся особенно популярными среди молодых родителей [4]. Мы предложили нашим респондентам перечень таких моделей с их кратким описанием и метафорой, отражающей идею каждой модели, и попросили выбрать те утверждения, с которыми они согласны. Например: «В воспитании ребенка я следую культурной традиции моей семьи и моего народа («Воспитываю своего ребенка так, как воспитывали меня»)», «Я считаю, что для того, чтобы ребенок хорошо развивался, им нужно активно заниматься: чем раньше он начнет овладевать знаниями и умениями, тем больше у него шансов на успешную жизнь («Раннее развитие — залог успеха»)». В список вошли модели «разумного», «традиционного», «естественного», «интенсивного» и «альфа» родительства. Данные представлены в таблице 4.

Таблица 4. – Предпочтение респондентами различных моделей родительства (в процентах)

Модель родительства	**Россия**	**США**	**Различия**
Разумное	59,4	61,5	
Традиционное	31,3	15,4	$P \leq 0{,}05$
Естественное	12,5	30,8	$P \leq 0{,}05$
Интенсивное	59,4	61,5	
Альфа	9,4	15,4	

(Суммарные показатели выборов превышают 100%, поскольку респонденты выбирали свыше одного утверждения).

Полученные данные свидетельствуют о том, что стратегии родительства, реализуемые нашими респондентами, имеют мозаичный характер, соединяя в себе элементы разных моделей. Родительские практики большинства матерей обеих выборок сочетают в себе модели разумного и интенсивного родительства, то есть ориентированы на учет потребностей и состояний ребенка и создание условий для его раннего развития. Популярность этих моделей в полной мере отражает ориентацию современных матерей на гибкий, демократичный стиль взаимодействия с ребенком, с одной стороны, и подверженность давлению социума, пропагандирующего идеи интенсивного родительства через рекламу полезных для детей товаров и услуг, с другой. На втором по значимости месте для американских мам оказалась модель естественного родительства ($P \leq 0,01$), в то время как для россиянок столь же значимой стала модель родительства, ориентированная на семейные традиции ($P \leq 0,01$). «Недемократичное» альфа-родительство привлекает наименьшее число матерей, и это, на наш взгляд, убедительно свидетельствует о неконгруэнтности его идеологии современной эпохе.

Многие респонденты отмечают перенасыщенность информационного потока привлекательными и одновременно противоречивыми сведениями и советами по уходу за детьми, давление которого отмечают 25% российских и 38,5% американских матерей. Тем не менее, как показали результаты нашего исследования, они успешно справляются с выбором той стратегии родительского поведения, которая в наибольшей степени отвечает их собственной картине мира, родительским приоритетам, убеждениям и ценностям. Ортодоксальное следование какой-либо одной идеологии родительства встречается нечасто, о чем свидетельствуют не только наши данные, но и анализ контента родительских форумов: многие матери, аргументируя свою позицию, говорят о том, что «все-таки нужно фильтровать и скептически подходить к любой концепции воспитания и обращения с ребенком, пусть даже и самой, что ни на есть естественной».

Заключение. Материалы, полученные в ходе нашего исследования, позволяют составить обобщенный психологический образ семьи и родительства, характерный для матерей общества префигуративной культуры.

Приоритеты современной молодой семьи, связанные с профессиональной самореализацией, созданием материального фундамента семейной жизни, становятся основной причиной так называемого отложенного родительства, типичного для большинства развитых стран. Современная семья — это преимущественно полная нуклеарная малодетная семья, смысловым центром которой является уход за детьми и комфортная жизнь всех ее членов. Детоцентричность постепенно уступает место идее естественного врастания ребенка в жизнь семьи, чему способствует развитие инфраструктуры сервиса, постоянно расширяющего «детские опции» в перечне услуг. Участие ребенка в семейном досуге становится комфортным для родителей, они все меньше нуждаются в помощниках и чувствуют себя все более независимыми от старшего поколения.

Прародители находятся на периферии образа семьи современных матерей, рассматриваются только как потенциальные помощники по уходу за детьми, но не как носители необходимых молодым родителям знаний и умений. Родительские практики прежних лет не только не актуальны, но и оцениваются как ошибочные, репрессивные и подавляющие, не отвечающие демократичному характеру психологической культуры современного общества. Молодые матери ориентируются на модели родительства, которые конструирует информационная среда постиндустриального общества, однако, реализуемые ими стратегии родительства имеют мозаичный характер, соединяя в себе элементы разных моделей. Наиболее привлекательными для них оказываются практики разумного и интенсивного родительства, сочетающие установки на следование за потребностями и возможностями ребенка с убежденностью в пользе и преимуществах раннего развития.

Наряду со значительным сходством выявились и определенные различия в содержании образа семьи у матерей, принадлежащих к разным культурным сообществам.

Так, среди американских матерей растет толерантное отношение к тому, что атмосфера любви, взаимопонимания и психологического комфорта как условие семейного счастья может успешно конкурировать с ценностью традиционной структуры семьи, тогда как для российских мам именно полнота семьи выступает главным критерием ее благополучия. В то же время, проживание в расширенной семье, расцениваемое российскими матерями как вынужденное, хотя и имеющие свои преимущества, оказывается потенциально привлекательным для многих американских матерей, у которых реальный опыт совместного проживания в большой семье ограничен праздничными и каникулярными встречами с родными.

Определенные различия имеются и в предпочтении моделей родительства: треть американских матерей разделяет идеи естественного родительства, такому же числу россиянок близки традиционные принципы воспитания. Здесь, по-видимому, сказывается влияние доминирующих ценностей общественного сознания, актуализирующих значимость контекстных идей. В частности, ценностное отношение к природе, здоровому образу жизни, типичное для американского общества, создает психологическую установку на принятие близких по тематике идей естественного родительства. Аналогичную функцию для российских матерей выполняет традиционалистский контекст национальных ценностей, в которые успешно вписывается и отношение к воспитанию детей.

Кросс-культурный характер нашего исследования позволяет сделать вывод о том, что психологическое содержание образа семьи и родительства современных матерей определяется преимущественно глобальными социально-экономическими, культурными и информационными процессами, протекающими в обществе префигуративной культуры. Именно этим обусловлено значительное сходство многих позиций российских и американских матерей, относящихся к одной возрастной когорте. Различия в содержании образа семьи у представителей разных стран определяются доминирующими идеями и традиционными ценностями, отражающими ментальность нации.

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Section 5. Work Psychology

Sirko Roksolana Ivanovna,
Lviv State University of Vital Activity Safety
Candidate of psychological sciences,
associate professor Lviv, Ukraine
E-mail: roksi03@yandex.ru

The investigation of personality properties of future psychologists

Abstract: Individual-psychological descriptions of future psychologists which influence on success of activity in extreme situations are examined in the article. Factors are selected: selfactualization of personality, communicability, explained, eksternality of personality, nocifensors of psyche and emotional stability.

Keywords: extreme psychology, individual properties of personality, psychologists.

Сирко Роксолана Ивановна,
Львовский государственный университет
безопасности жизнедеятельности
кандидат психологических наук, доцент
Львов, Украина
E-mail: roksi03@yandex.ru

Исследование индивидуально-психологических свойств личности будущих психологов

Аннотация: В статье рассматриваются индивидуально-психологические характеристики будущих психологов, которые влияют на успешность деятельности в экстремальных ситуациях. Выделены факторы: самоактуализация личности, коммуникабельность, мотивированность, экстернальность, защитные механизмы психики и эмоциональная стабильность.

Ключевые слова: экстремальная психология, индивидуальные свойства личности, психологи.

Постановка проблемы. Актуальность исследования проблемы профессиональной подготовки специалистов практической психологии, деятельности которых связана с экстремальными условиями, предопределена увеличением чрезвычайных ситуаций в Украине, их уровня сложности. Однако профессиональная подготовка будущего психолога на стадии образования невозможна без научного представления о психологической структуре личности и ее исследования, ведь лишь целостное структурированное понимание психики содержательно представляет трудовой потенциал специалиста.

Анализ последних исследований и публикаций. Анализ литературных источников показал, что проблеме специалиста, задействованного в экстремальных условиях деятельности уделяется достаточное внимание. Рассматриваются особенности поведения человека в чрезвычайных ситуациях разного типа техногенных и природных катастроф [2; 4]; исследуются психологическое обеспечение профессиональной и функциональной надежности персонала при выполнении задач в условиях, которые требуют высокой мобилизации физических, психологических и моральных качеств личности [1; 3; 5; 7]. В то же время, проблеме подготовки практического психолога отводится недостаточное место в психолого-педагогической литературе. Существуют лишь отдельные исследования, в которых ставится данная проблема [6; 8]. На сегодняшний день отсутствует системный подход к подготовке психолога, не разработана психограмма профессии «психология деятельности в особенных условиях»; почти не изученные мотивы психолога в профессионально-экстремальной деятельности.

Изложение основного материала и результатов исследования. Цель статьи — эмпирическое исследование индивидуально-психологических свойств личности, которые детерминируют профессиональную подготовленность практического психолога Государственной службы Украины по чрезвычайным ситуациям.

Методы исследования. С целью исследования личностных характеристик будущих психологов был проведен констатирующий эксперимент. Базовой экспериментальной площадкой был избран Львовский государственный университет безопасности жизнедеятельности. В исследованные принимало участие 245 лиц юношеского возраста, которые учатся по специальности «Психология» дневной формы обучения (I–V курсы).

Личностные свойства будущих психологов изучались с помощью следующих методик. Методика многофакторного исследования личности 16-PF (Р.Б. Кетелл), предназначенная для измерения шестнадцати факторов, которые дают информацию о конституционных свойствах индивида. Методика определения акцентуаций характера К. Леонгардта, которая диагностирует наличие акцентуаций: гипертимности, демонстративности, экзальтированности, возбудимости, тревожности, педантичности, неуравновешенности, дистимности, циклотимичности, эмотивности. Многоуровневый личностный опросник "Адаптивность", который диагностирует патопсихологические отклонения личности. Самоактуализированный тест (Е. Шостром), который определяет самоактуализацию личности как многомерную величину. Методика самооценки структуры темперамента, которая позволяет диагностировать его полярные свойства: экстраверсию — интроверсию, ригидность-пластичность, эмоциональную возбудимость — эмоциональную уравновешенность, темп реакций, активность. Методика Теппинг-тест, которая позволяет определить силу и слабость нервной системы личности и ее лабильность. Методика диагностики типа психологической защиты [Р. Плутчик, Келлерман], определяет подсознательные защитные механизмы психики, которые применяет личность в стрессовых ситуациях. Методика модели поведения в стрессовых ситуациях SACS для диагностики стратегий преодоления личностью экстремальных условий. Биографический вопросник BIV, который диагностирует некоторые аспекты биографии и структуры личности и факторы социальной среды.

Эмоционально-волевая сфера диагностировалась с помощью следующих тестов. Методика диагностики склонности личности к конфликтному поведению К. Томаса, которое определяет доминирующие способы регулирования индивидом конфликтов. Методика диагностики показателей и форм агрессии (А. Басс, А. Дарка), которая определяет физическую, вербальную, непрямую формы агрессии, негативизм, раздражительность, подозрительность, обиду и чувство вины. Методика измерения уровня реактивной и личностной тревожности (Ч.Д. Спилбергер, Ю.Л. Ханин), направленная на определение уровня врожденной и ситуативной тревожности человека. Методика диагностики эмоциональных состояний (А.Т. Джерлсайд), которая измеряет степень проявления негативных актуальных состояний, таких как: одиночество; бессодержательность существования; свобода выбора; половой конфликт; враждебность; расхождение между Я-реальным и Я-идеальным; свобода воли; безнадежность; чувство неприкаянности.

Особенности мотивационной сферы личности исследовались с помощью следующих опросников. Методика оценки уровня притязаний личности (В.К. Горбачевський), которая определяет основные компоненты мотивационной структуры индивида. Методика диагностики уровня субъективного контроля (Дж. Роттер), с помощью которой определяют локализацию экстернального и интернального самоконтроля личности. Методика «Ориентационная анкета» (Б. Басс), которая диагностирует направленность личности на себя, на общение или же на деятельность.

Более четкую и полную картину индивидуально-психологических свойств личности, которые детерминируют профессиональную подготовленность, выявляет факторный анализ, поскольку он раскрывает латентную структуру факторов и описывает ее незначительным количеством переменных. Интерпретация результатов факторного анализа осуществлялась по значимости факторных нагрузок. В результате факторного анализа по выборке в целом выделены шесть факторов, которые имели наибольшую смысловую нагрузку и включали самые существенные показатели, характеризующие ключевые индивидуально-психологические особенности структуры личности будущего практического психолога. Результаты факторного анализа выборки в целом даны в Таблице 1. и интерпретируются следующим образом.

Таблица 1. – Результаты факторного анализа выборки в целом

Показатели	Факторы					
	F1	F2	F3	F4	F5	F6
Реактивное образование					0,535	
Отрицание реальности					0,415	
Компенсация					0,528	
Проекция					0,553	
Тревожность						–0,420
Познавательный мотив			0,544			
Избегания мотив			0,496			
Соревнования мотив			0,444			
Значимость результатов			–0,512			
Оценка уровня достигнутых результатов			0,463			
Оценка своего потенциала			0,504			
Намеченный уровень мобилизации усилий			0,568			
Ожидаемый уровень результатов			0,424			
Закономерность результатов			0,489			
Инициативность			0,437			
Общая интернальность				–0,499		
Интернальность неудач				–0,696		
Интернальность семейных отношений				–0,600		
Интернальность производственных отношений				–0,578		
Интернальность здоровья и болезни				–0,580		
Ориентация во времени	0,515					
Ценности	0,649					
Креативность	0,663					
Автономность	0,757					
Спонтанность	0,717					
Саморазвитие	0,630					
Аутосимпатия	0,635					
Контактность	0,583					
Гибкость общения	0,656					
Коммуникабельность		0,611				
Эмоциональная стойкость						0,654
Подчиняемость						0,531
Сдержанность		0,548				
Нормативность поведения		0,535				
Чувствительность		0,563				
Доверчивость		0,410				
Практичность						0,534
Дипломатичность						0,737
Уверенность		0,564				
Консерватизм		0,484				
Самоконтроль						0,548
Напряженность		0,443				
Одиночество						–0,400
Безнадежность		–0,493				
Стиль воспитания		0,418			–0,404	

В факторе 1, который назван нами ***«самоактуализация личности»***, на 3% -ом уровне значимости выделились девять показателей. Наибольший удельный вес имеют переменные «автономность» и «спонтанность», которые характеризуют самоотношение личности к своим способностям, возможность контролировать свою жизнь, веру в свои силы и их объективное виденье, которое влияет в значительной мере на ее профессиональное становление. Переменные «ориентация во времени», «ценности», «креативность», «саморазвитие», «аутосимпатия» предопределяют эмоциональный комфорт индивида, его самостоятельность и удовлетворенность жизнью. В организации фактора участвуют также индивидуально-психологические свойства, такие как «контактность» и «гибкость общения», которые характеризуют способность обследуемых строить систему взаимоотношений, выходить из конфликта, а иногда избегать конфликтных действий.

В фактор 2 вошли показатели, которые характеризуют коммуникативную сферу индивида. К ним относятся: «коммуникабельность», «сдержанность», «нормативность поведения», «чувствительность», «доверчивость», «уверенность», «консерватизм», «напряженность», «стиль воспитания», а также с отрицательным знаком «безнадежность». Отбор показателей этого фактора формирует отношение личности к окружающим и свидетельствует, что обследуемые в общении с другими людьми используют нормативность поведения и имеют навыки гармоничного общения. Анализируемый фактор можно интерпретировать как ***«коммуникабельность личности».***

Фактор 3, условно названный нами ***«мотивированность личности»,*** являет собой комбинацию мотивов обследуемых и самооценки результативности их деятельности. К показателям, которые характеризуют мотивационную сферу индивида, принадлежат: «познавательный мотив», «мотив избегания», «мотив соревнования», которые являются важными компонентами профессиональной направленности и пригодности личности. Высокие факторные нагрузки имеют также показатели, которые влияют на формирование отношения респондентов к достижениям в профессиональной деятельности, а именно: «оценка уровня достигнутых результатов», «оценка своего потенциала», «намеченный уровень мобилизации усилий», «ожидаемый уровень результатов», «закономерность результатов», «инициативность» и с отрицательным знаком «значимость результатов». В фактор 4 вошли пять показателей с отрицательным знаком, которые характеризуют локус-контроль личности в разных сферах жизнедеятельности, такие как: «общая интернальность», «интернальность неудач», «интернальность в семейных отношениях», «интернальность производственных отношений», «интернальность здоровья и болезни», которая дает возможность назвать данный фактор ***«экстернальность личности».***

Фактор 5, условно названный нами ***«защитные механизмы психики»,*** формируют показатели, которые характеризуют системы защиты индивида в стрессовых ситуациях. Высокие факторные нагрузки имеют показатели «реактивное образование», «отрицание реальности», «компенсация», «проекция», которая свидетельствует о специфических компенсационных механизмах психозащиты, которые помогут в результате сублимации компенсировать недовольство будущей деятельностью и ее стрессовыми условиями. Со знаком минус в данном факторе выделился такой показатель как «стиль воспитания», который свидетельствует об авторитарности в воспитательном процессе, которая тормозит формирование адаптивных защитных механизмов и влияет на появление негативных психических состояний.

В исследовании выделен также шестой фактор, который учитывает максимум дисперсий после пяти первых. Его ведущие индикаторы, прежде всего, характеризуют эмоциональную сферу личности: «эмоциональная стойкость», «подчиняемость», «практичность», «дипломатичность», «самоконтроль». Кроме того, в фактор вошли показатели с отрицательным знаком «тревожность» и «одиночество», которые диагностируют отсутствие негативных эмоциональных состояний личности, психоэмоционального и когнитивного для соционапряжения, что может свидетельствовать о регрессивных коммуникациях. Поскольку в данный фактор вошло больше всего переменных, которые определяют способность обследуемых руководить своими реакциями, этот фактор можно интерпретировать как ***«эмоциональная стабильность личности».***

Вывод. В целом, можно обобщенно презентовать такие важнейшие результаты факторного анализа. Ключевыми признаками, которые выкристаллизовали специфику индивидуально-психологических свойств личности, которые детерминируют профессиональную подготовленность практического психолога к деятельности чрезвычайных ситуациях по выборке в целом, были такие: 1) «самоактуализация личности», как фактор, который побуждает человека к удовлетворению потребности во внутреннем росте; 2) «коммуникабельность личности» как способность к построению гармоничных отношений с окружающими; 3) «мотивированность личности», как готовность исследуемых к самореализации личности в профессиональной сфере; 4) «экстернальность личности» как умения избегать чувства вины в экстремальных ситуациях; 5) «защитные механизмы психики» как специфические компенсационные механизмы психозащиты индивида в стрессовых ситуациях; 6) «эмоциональная стабильность личности».

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