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Manipulative and conventional strategies of sense forming influence in educational process

This article represents the results of empirical study, which revealed the most frequently used by the teachers techniques of sense formation destined to translate the sense in high school education practice, the author describes the types of sense forming techniques.
Key words: *sense forming, sense translation, techniques of sense formation.*

Within the limits of sense forming influence in educational process, I'd like to attract your attention to two important factors: from one point of view, sense forming influence upon students like any other, used in pedagogical communication always has a manipulative character, because it acts upon the object (student or group of students) producing certain motivation and value states. From another point of view, the common manipulation is directed upon unconscious sphere, involving such mechanisms, which person doesn't realize, while sense communication in educational process is aimed at sense sphere of student's personality and presents him a dilemma, making him analyze the object and actualizing the problem. It can be regarded as conventional strategy, when employing, the teacher reserves himself the right – hide position, turning the communication towards definite sense preferences.

During empirical research, which has been carried out over a period of some years on the basis of SFU and KBSU, we revealed the most frequently used teachers' techniques of sense translation in practice of the university education.

1. Impact upon value sphere of personality.

Value cluster of personality –this is a system of subject's relations to material and spiritual results of human activity, reduced to the three main types: *constructive values*, values of insights and man's relation towards the things he considers important and which have a personal sense for him *and experience*, displayed in feelings towards environment.

The term «value» is used to designate objects, phenomena, categories, and ideas, playing the role of the quality standard and ideal according to public priorities at the current stage of culture development.

The most considerable for us is the understanding of values as opinions, representations, believes (M. Rokitch, Sh. Shvarts, U.Bilski and others). M. Rokitch distinguishes two levels of values: values-aims and values-ways (criteria to assess and to choose behavior). Sh. Shvarts, U.Bilski assert, that values have a major impact upon choices or assessment of behavior and events. B.S. Bratous defines personal values as "conscious and accepted by person as general senses of his life».

In contemporary national researches, in works by B.S. Bratous, G.E. Zalesskii, E.I. Golovakhi, G.L. Boudinaite and T.V. Kornilova, N.I. Nepomniashii, S.S. Boubnova and others, personal values are regarded as complicated hierarchal system, which oc-

cupies the place at the intersection of motivation and need sphere of personality and vision structure of conscious, performing function of human activity regulator.

The following types discovered by us:

2. Impact upon identity in order to form attitude towards a concrete object.

Self –identification is the process of self making and consciousness of your changes –it requires a new language of perception and expression.

The identity includes in itself two subsystems: personal identity and social identity. The first – it is identity formation in the terms of physical, intellectual and moral traits. The second one is developed according to different social categories: race, nationality, sex and etc.

The man is able to identify himself not only with another man, but ideals, patterns, public values, aspirations, aims. It was sustained by the studies carried out by V.S. Moukhina, L.V. Popova, V.F. Petrenko and others.

E. Erikson separated out positive and negative identities. George Herbert Mead takes the word identity to mean human ability to perceive his behavior and life as whole , single entity.

R. Phoguelson puts out 4 types of the identity: 1) real identity – self-report, self description of «self today»; 2) ideal identity –positive identity, the individual is looking forward, the person he sees himself; 3) negative, «frightening», identity, the individual is trying to escape, the image he rejects; 4) presented identity – a set of images, which individual translate to others in order to influence their assessment of his identity. The man tends to draw nearer the real identity to ideal one and increase the distance between real and negative identity. It is obtained by the manipulation with the displayed identity in social interaction.

J. Turner introduces the term of *self-categorization* – as a cognitive process of self-classifying with a certain class of identical objects. He distinguishes three levels of self-categorization: 1) self-categorization as human being; 2) group self- categorization; 3) personal self- categorization.

The identity is the social phenomenon by its origin, because it is formed as a result of the interaction between the individual and other people and the assimilation of the experience worked out in social interaction. The changes of identity are also dictated by the changes in social environment.

3. The use of stimulating motivation as factors of certain sense formation through convention.

First of all, social needs, advantages or economies, though the opposite sometimes turns to be the most effective. The expensive thing can be attractive if it is not a synonym of quality but at least, status value, and this motive occupies the first place for a certain group, especially teenagers. They exploit the necessity of peace and security, sex and attractiveness value, family values, necessities of achievements and self-assertion. It is important to be sure that the target group – students and pupils-and you'd better to check that the target group – pupils and students really have motives, values and interests, towards which teacher directed his communicative activity.

In general, sense forming techniques in educational process sense forming techniques are restricted to the choice and value actualization, pupils and students' necessities, and their self-categorization, and life world construction in accordance with personal senses, sense forming motives, sense attitudes.

To create a technological scheme of sense translation in education as the model of the whole technology destined to actualize personal senses of pupils, we were obliged to divide them into separate functional elements (or levels) and to specify hierarchal links between them. The logic of technology building, oriented to activate context formation of students or pupils, suggests intentional structure, that is to say correlation of more general and more particular ways of students' context formation which is built « from top downward», when they are embedded into the educational process of technology of higher level (hierarchy: strategic level– tactic level – operational level) determine ways and methods, making "steps" of technologies of the lower level. Such approach gives us the possibility to keep track of dynamics of the sense activity, letting the student to build his own relations with environment, other people and himself. It creates sense continuum from the elementary sense personal formations (personal senses, sense attitudes, motives) up to the level of the top senses, which determine human life sense, his main life values, activates human sense orientation in real life world.

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