



Psychological and pedagogical characteristics of value and context characteristics of senior school children

Bakoulin A.V.

The article considers the main types of the difficulties in the process of the context forming of the senior schoolchildren, there is a definition of the difficulties in the sense forming as value and context barrier in the educational process, such problems as sense actualization and verbalization are described as the barrier of the self-relation, the barrier of the value and context extrapolation, barrier of the depth of the personal attitude.

Key words: context forming, psychological and cognitive barriers, value and context barriers, value relations.

The new stage of the educational development, when its value is cultivated by the state at the level of national and priority project, needs the learning, oriented, first of all, to the pupils' motivation and context development, but to achieve this we must introduce the whole educational process to the level which initiates pupils' context forming, after drawing closer the knowledge to the real life, to choose the right decision in the difficult situations of the choice. «It is necessary to especially underline, that the value and goal attitude in the above indicated system of the coordinates in making projects of the educational projects is the attitude to form the personality outlook and motivation to the learning as the leading motivation of the personality development.» (Asmolov A.G., 2009).

Before pedagogical sciences and practice as the task of the educational process there is problem to find efficient methods and technologies of the pedagogical stimulation of the potential abilities of the student, adequate to the goals of the development of the person of the new generation oriented to values of the civic society. The educational environment must become the space initiating the pupil's personal development, inducing to assert his «self», giving possibility to build his own system of relations with the world and environment, helping to creative and intellectual self-development, to particularities of the integral self-organization, personality's life concept. The difficulties in the educational process, they always call barriers.

The problem of the barriers, as individual psychological features of the man in different life contexts, is attracting the attention of psychologists and teachers. The works of L.I. Bozhovich and E.V. Roudenskii [5] are dedicated to the studies of the barriers in the communicative sphere (sphere of the communication). In a number of works we can find such barriers as «temperament barrier», «accentuation barrier», «barrier of the communication way», «barrier of the negative emotions» (suffering, anger, disgust, fear, shame and guilty), «barrier of the incorrect consciousness attitude» (stereotype, prejudice, the lack of the interest, disrespect for the facts), «speech barrier», «physical barriers», «social and role barriers», «informational and cognitive barriers », «social and psychological barriers», «organizational psychological barriers»,



which become the obstacle in the interaction with the environment. The problem of the difficulties, or «barriers» of the communication in the educational process, as the object of the special research was studied in the works of I.A. Zimnei, U.V. Kassatkina, A.A. Klimova, N.V. Klueva, A.A. Kolomenskii, E.S. Kuzmina, B.D. Pariguin, L.A. Povarnitsena, V.V. Rizhova, E.B. Tsoukanova.

The barriers in the cognitive activity as the obstacle of the creative search were studied by B.M. Kedrov. The barriers as the determining factors of the activity dynamism at its different stages were examined by Shakourova R.Kh. and his colleagues. He distinguishes such types of the barriers as value-oriented barrier, the barrier of uncertainty, subject transforming barrier and barrier of the lack of the information about the received results. One of the first researches carried out in the field of the context of the personality – oriented education was realized in the connection with the studies of the pupils' self-realizing (Kanaeva B.I., Kanaeva D.B. 2001) as the factor of the subjective difficulties in this process. The special part of the researches is connected to the age particularities, among them the barrier in the value-context preferences.

The sensitive period for forming value attitude to the cognition in the educational process as the foundation of the personality outlook is the senior school age in view of the value self-determination. Psychological possibilities of this age let the senior schoolchild to make the real conscious choice of his life position. «The sources of the contexts, defining for a person what is important or not, and why, what place these or those objects or phenomena occupy in his life, are the needs and man's personal values. Both of them have the same place in the man's motivation structure and in the structure of context generation, the sense for the man acquire those objects, phenomena or actions, which have attitude to the realization of his needs and personal values. These senses are individual which comes from the difference in needs and values of the different people, and a special way of their realization» (Leontiev D.). However pedagogical practice testimonies that in the educational process value and context barriers as subjective difficulties arise in the process of sense forming rather often (especially among senior school children), besides, in the contemporary didactic science there are no researches, connected to the revealing and describing of their mechanisms, functions, types and ways of overcoming. It determined the problem of our research, carried out in the secondary schools of Rostov-on-Don, in the frame of which we were studying the difficulties in the process of context forming during 2008-2009.

The object of the research is the educational process, playing the role of the context initiating the sense forming activity of the pupil; the subject of our study is the value and context barrier appearing in the process of the contents learning.

The aim of our research is to study the most typical subjective senior school children's difficulties as value and context barriers in sense forming and to create didactic mechanisms of their overcoming.

After theoretical analysis of the pedagogical literature and data of the empirical practice, we discovered criteria of the pupils' educational difficulties, which allowed



making the diagnostic program destined to reveal the most frequent value and context barriers as subjective obstacles of the context forming in the educational process.

In the process of elaborating the diagnostic program to reveal value and context barriers we based ourselves on the works of I.I. Tchesnokova (1977), I.C. Kon (1984, 1989), V.G. Maralova (2002), I.M. Nikolskaya, R.M. Granovskaya (1999).

The diagnostic program of the senior schoolchildren let us discover, a number of value and context barriers of the senior school children. The most frequent of them are the following difficulties of the context forming.

1. The barrier of the self-attitude. This barrier demonstrates itself in the difficulty of the context realization of the directed desire to correlate with the external activity object with the internal need of the subject of cognition (pupil). Pupils' development of the personal and context sphere determines the desire to do a certain activity, permanent return to these problems. The man seems to think using models, and his personal perception of the world is carried out through models, he correlates the real facts with the internal personal structures, with himself. This particular context sphere can be also represented by the subjective complex in realizing the need to reveal the internal contents of one or some other people, if we speak about group communication, and we try to correlate our context reality with context field of the other people («how does he represent this...», «he does this, because...» – according to English proverb «everyone wants to wear someone else's boots»). If this feature is well expressed then the barrier is conquered, then in the process of the cognition there is always a desire to express everything new through individualized senses, the person can accept and understand himself. If this quality is slightly expressed then the pupils do not show «bias» to this educational situation, his context structures aren't in action, «they are alienated». The well developed subjectivity is the basis of the adequate for the active development of the man's introspective abilities, stable, adequate self-assessment.

2. The barrier of the value-context extrapolation – impossibility to make the subjective transformation of the context contents of one situation in different conditions. The higher is the level of context sphere, the further is the context transformation. The life need, the logics of the interrelations with the world, suggests that the pupil goes from the nearest context transfer (in the frame of this situation) to the medium (similar situations) and furthest transfer, when the sense, revealed in this situation, determines the character of the context generation, into quite different one. The higher is the level of the development of the sense sphere, the bigger is the possibility of the context spreading to the most unconnected fields (if the person is attracted by some idea, then this idea is pulling to itself the distant information; everything you read, everything you see, is refracted by the leading context). This particularity can be treated as the dynamics and flexibility of the context.

3. Barrier of the depth of the personal attitude. It is determined by the maturity of the context system (life concept as the total combination of the highest senses) – particularly organized whole multileveled system, including in itself a number of the



context structures. The depth is measured «from top to bottom», the presence of the stable context structures testifies about the great depth of the context sphere, the prevalence over the situational senses – the index of the small depth of the context sphere. The depth of the subject's personal attitude is determined by the level of context self-actualization (the possibility of thinking over real, leading motives), which introduces to the values of the self-actualized personality, the main characteristics of which by A. Maslow are the kindness, the truth, wholeness, the lack of splitting apart, justice, self-sufficiency. The preference of these values indicates to the harmony with himself and healthy attitude with the environment.

The Literature

1. Asmolov A.G. Social and psychological effects of the educational politics. The report made at the meeting of Bureau of the department of the psychology and age physiology of RAE. The 18th of February.
2. Kedrov B.V. About creativity and science. – M.: Smisl, 2002. – 462 p.
3. Kon I.S. Psychology of the early youth. – M.: Prosveshenie, 1989.
4. Pilipenko A.I. Phenomenon of psychological and cognitive barriers in the education: experience of the theoretical research. – Kursk: KGTU, 1995. – 103 p.
5. Roudenskii E.V. Cultural and genetic concept of the social and pedagogical victimology of the adolescent personality. – Novossibirsk: Publishing house of NSPU, 2000. – 160 p.