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## Pupils' context attitudes as the meaning of the context forming in the educational process

*Context attitude can be regarded not only as a situational factor and not only as a structure, regulating current activity, but the structure, which has opportunities to come out of the current activity and have an influence upon the whole personality development as one of its factors. This factor is particularly important at the adolescence, when there is an active development of the context sphere of the personality. The context attitudes, being regulative structures of the personality, are the factors of the successful development of the personality.*

**Key words:** *context sphere, initiating the context forming, context attitude, levels of forming context attitudes, context interference, personalization, personification.*

The particular problem of the contemporary psychological and pedagogical science is connected to the creation of such methods and technologies which initiate pupils' context forming. In the process of their creation, it is necessary to reveal not only psychological mechanism of the sense discovering in the studied content, but to show how "decrystallized" context, influences the personal readiness to perceive the next material at the value and context level, how value and context attitude arises in the educational process, achieving sinectic realization, when the things of the different quality suddenly acquire the qualities of the unique, whole (thanks to the polymodel character of the context). In this connection context attitudes are of particular importance in the educational process as the significant part of the contemporary researches of the context and context forming in the educational process.

In order to follow the sense of the problem it is necessary to study the history from the time when they started to show the interest towards personality's context reality from revealing the immediate, unique changeable structures, intertwined into the real activity (personal senses) to the studies of the most stable formations, crowning personality's life spell (life sense, values, life sense concept). Besides we can speak about the large study of such structures as a motive, value, life sense, personal sense and insufficient studies of the spacing of the context sphere in the form of the latent structures, where they refer context dispositions, particularly, and dynamic chains represented by the context attitudes. In connection with this theoretical aspect this notion of the context attitude doesn't show all its facets.

At present in science they distinguish two approaches towards the understanding of the sense of the context attitude: 1) as forms of expressing the personal context as the readiness to fulfill some activity (Asmolov A.G., 2002); 2) as one of the compounds of the executive mechanisms of the activity (Leontiev D.A., 2003). These approaches discover different aspects of the attitude functioning. Context attitudes can be simply considered not only as the situational factor and not only as a structure, regulating the current activity, but as the structure, which is able to emerge from the context of the current activity and have an impact upon the whole personality's development, playing the role of one of its

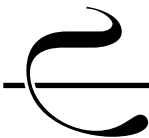


factors. This fact is especially important at the adolescence, when there is an active growth of the context sphere of the personality. The context attitudes can be regarded as regulative structures of the personality; they are one of the factors of the personality's successful growth. The inadequate attitudes can have the significant negative influence upon the further personality's development, distorting and changing the main context strategies.

A lot of authors show the meaning of the attitudes in personality development (Asmolov A.G., 2002; Leontiev D.A., 2003; Uznadze D.N., 1966); underlining the fact that the context attitude replies to choices of the professional development (Alimov A.A., 2006; Darvish O.B., 2007). In this connection the interest towards the studies of the students' and pupils' context attitudes has recently appeared: they study the dynamics of the students' context attitudes in the process of the education and particularities of the interrelation of the attitudes with the unique personality's sphere (Alimov A.A., 2006; Savchenko N.A., 2007; Sladkomedova M.A., 2007; Pestrikov D.V., 2007).

Studying context attitudes in the educational process some authors (Abakoumova I.V., Savchenko N.A.) come to the following conclusions:

- context structures can be treated as structures having the possibility to be transformed into more stable value-context units, which are fixed in more stable personality's constructs and in consequence it is necessary to consider their directed creation as the important component of the pupils' personal development;
- in compliance with the selectiveness of the knowledge, preferences to these or those choices in the activity, context attitudes have an influence upon life purpose personality development. In the context of the studies of the educational process it is possible to speak about the specifics of the attitudes' forming and functioning, showing the particularities of these representations. At the level of the pedagogical situation, initiating context forming, context attitude evokes emotions as the personal relation towards psycho semantic phenomena, appearing while you discover the sense and bringing into the form the specific value and context attitude at the new level as the context trace of the assimilated educational contents, besides value and context attitude is the emotional estimation sign of the earlier revealed decrystallized sense, making connection between the previous and the following moments of the context forming in the educational process;
- the context attitude itself can exist at the different levels: situational, conditionally formed and the well-formed levels. The situational attitude is regarded as unstable entity, conditioned by a number of the occasional phenomena, as the attitude, formed in the dependence of the situation. Correspondingly this attitude differs by reduced compounds, the answers of the same type, their small degree of advancing arguments and by the absence of the attitude to analyze psychologist's image out off the educational activity context. The conditionally formed attitude is regarded as the stable tendency, which didn't acquire the status of the fixed entity. Correspondingly, this level of the attitude is characterized by more reasonable and differently orientated, unexpressed attitude to analyze the psychologist's image in a larger life context. The fixed attitude demonstrates itself in any situations and circumstances,



as the stable and fixed entity, that's why it differs by the completeness and expansion of all the components, including a larger life context. The level of the formed attitude can demonstrate itself in different types, which are distinguished by their specific contents;

- the stable character of the formed attitude let us speak about the contents particularities of its functioning. The content component of the professional disposition has its originality, realized through dispositional scenarios as the scenarios of the further realization in the future activity. At the basis of the empirical research it was established two possible ways of showing regulative functions of the formed attitudes: content and operational.

The particularity of the education as the context reality consists in the fact that if we speak about the education as the process, including the moment of the pedagogical management, then this function should be related towards learning. On one hand, it regulates the context forming, creates conditions for revealing senses, forwards this process in the correspondence with laws of the pupils' context forming activity, on the other it uses context potential (that context attitude which was formed earlier) in order to realize other educational goals, by this way providing prerequisites for the new «coil» of context forming. Taking into consideration the fact, that the context is characterized by «spontaneous» appearance, the education may be cruel, regulated, the educational space turns to be not only the unfavorable for sense forming, but the risk zone, which, in the conditions of the careless relation towards the problem, the underestimation of the communicative component as the directed sense translation, may lead to the destruction of the important life context orientations.

In the process of making technologies designated to the translation of the value and context attitudes into the educational process it is necessary to use the mechanisms of the context interference (as enforcing and increasing the context identity between the teacher and the pupil) as the mechanism of enlarging cooperative value and context space of the teacher-pupil, which is determined by two interrelated, but oppositely directed processes:

- personalization as the process of the transmission of the value and context characteristics of the pupil creating his own world outlook, as the intention of exteriorizing the concept of «Self» and self-attitude;
- personification as the process of giving rise to the personal values at the expense of penetrating into teacher's senses and values while including the educational contents in his own world outlook.

Technologies of making value and context attitudes in the educational process as the pedagogical technologies which have different context forming potential and different trajectories of the realization at practice of the educational process, depending upon the level of the context actualization and context forming potential. Technologies of making subjective the contents (fulfilling by potentially discovered contexts), its simultaneous and following objectivism (when the contents have the sense for everyone), assimilation (decrystalisation) of sense by pupils (for each individually) must be realized in the real educational process taking into the consideration the fact that the contents function at the several levels, which



reflect the logics of building the educational process from making projects up to realization, from the moment, when the teacher starts planning and determining the priorities of the studied contents, up to revealing and acquiring sense by pupils what is studied. Technologies must be oriented from the level of the personal senses up to high contexts, aiming the personality towards the search and formation of the unique life sense strategy as the stable tendency towards the certain interpretation of the occurring social phenomena and the readiness to react in the correspondence with the appearing context attitudes.

The saturation of the pupil's conscious by personal sense, the transfer from the immediate emotional context perception to the possibility of the context verbalization, their introduction into knowledge and value level; enlarging context attitudes, as the readiness not to see the particularities of the environment, but as the basis of the essential understanding of the external meaning for himself, his subjective experience; motivation as the basis of the educational success, the desire to study caused by stimulus impact of the desire (appreciation, disapprove, competition with the peers), and the internal move, as the aspiration for the cognition of the new things, – all this let to grow context personality structures up to the level, when the context basic senses already exist in the pupils' or student's conscious enough integrated and new, offering to assimilate the contents they wake up passion, relation, but it corresponds with the context field, that the pupil has already formed. In the process of realizing the educational contents, through the situational context entities, enriching those context structures, which characterize his personal growth, the pupil himself looks for balance (through the acceptance or rejection of the newly revealed senses, between their context priorities and contents, which have to be assimilated. The ecological and regional, historical and religious, ethnic and social – all these problems must be closely approached to the subjective pupils' experience, to the actualization of the different context structures and context sphere in whole.

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