



## Activation of students' self-guided work at the basis of the existential and humanistic concept of personality-oriented education at high school

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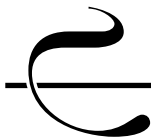
*The current problems of the students' self-guided work as the highest form of the educational activities, and the results of the experimental research are discussed in this article. The particular attention is paid to the role of self-guided work in personal and professional auto shaping.*

**Key words:** *students' self-guided work, personal and professional orientation, personality-oriented personality of education.*

The education, swiftly reacting to all changes in the society, meets the challenges of the present-day world, streamlining the system of the education and providing today's generation with knowledge and technologies, «gives them impetus to self-development, the intention, thanks to which the person will search and reveal the senses of his life» [1, p. 71], it means, providing competence at the international market. The pivotal point for the sphere of the high education is the principle declared by S.D. Smirnov: from activity to personality, which contains the powerful potential in high school practice [7]. Interesting from the point of view of the concept approach and technological elaborations to the personality development we consider the idea of the development of «culture of dignity» A.G. Asmolov [3].

Humanistic personality-oriented high school education claims the learner as active, conscious, equal partner of education of learning and educational process. Technology of personality-oriented education co-opts achievements of humanistic ideas, world outlook and democratic style of life. It is based upon ideas of humanistic education, according to which the man is recognized to be the precious value (C.R. Rogers, 1961; A. Maslow, 1968, 1975; R. May, 1983; V.E. Frankl, 1988; J.F. Bugental, 1981; M. Boss, 1982; L. Binswanger, 1962; N.A. Berdiaev, 1990).

The practice of humanistic ideas reflects concrete forms and methods of personality – oriented education (S.D. Smirnov, I.V. Abakoumova, 2006; P.N. Ermakov, 2006; A.G. Asmolov, 2002; D.A. Leontiev, 2006; I.S. Yakimanskaya, 1996; I.B. Kotova, A.V. Petrovskii, 1997; V.V. Serikov, 1997 and others.). In general they can be represented according to the following parameters: differentiation of the educational activity; individualization of the processes of the education and learning; creation of the favorable conditions for each student's development; on an aggregate basis of homogenic indicators creation of homogenic groups; comfort of teaching and educational activity; social security, social security of pupils; trust in pupils, his forces and possibilities; acceptance of the pupil such as he is; the replacement of the aim attitude of the educational process; validity of the level of the development of each student; reorientation of the internal personal attitudes of the teacher; reinforcement of humanitarian



education. The advantages of the education according to these criteria are quite appealing; there are a lot of enthusiasts and и сподвижников, who want to follow these principles.

However the reality of Armenian educational system doesn't let to use в чистом виде the proposed technologies: the teacher is not free in the choice of methods and forms of education. In the real educational activity the teacher is obliged to orient and strive to the level of grades as a result, and discipline as the atmosphere of implementation practice and comfort. The significant aspects of personality-oriented technology, implemented into the practice of the Armenian reality, – humanization of the educational process, the return to the learner's personality, introduction of concrete methods and ways, facilitating and accelerating the learning [2]. We would like to put the accents according to our own concept and model of high school education in the following way:

- 1) aim of personality- oriented approach towards education is the attention accent upon the context and value spheres;
- 2) shift from the concept of personality formation to the concept of the development;
- 3) student-subject of education, not life;
- 4) teacher's work is oriented to the satisfaction of the personality's needs;
- 5) justice in teacher's actions;
- 6) active teacher's help, instead of theatrical interest to student's personality;
- 7) moving forces of the educational process – interaction of personality with personality;
- 8) the reinforcement of dialogical character of communication between the teacher and students;
- 9) spiritual communication with students;
- 10) personalized aims of the activity;
- 11) knowledge of way how to achieve the goals;
- 12) choice of the individual way of the development;
- 13) positive assessment, support from the teacher;
- 14) possibilities of choice;
- 15) student's own responsibility;
- 16) studies of personal qualities and dynamics of their development;
- 17) support of positive tendencies in personality development;
- 18) support in overcoming negative tendencies.

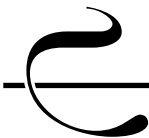
It is necessary to underline that following to these principles leads to changes in the personal sphere of the participants of the educational process, which in its turn, dictate the necessity of training, encouraging self-improvement in the process of life activity. The technology of humanistic position leads naturally to the technologies of the self-development. The program of teacher's self-development obligatory contains the assessment of psychological and pedagogical developmental abilities, moral and value spheres, forecasting skills.



As a matter of fact the most of teachers at high school are well prepared for teaching, but aren't prepared for personal and professional development; they actively involved into the process of the education, but consciously escape from the second one. The overwhelming majority of the teachers-respondents believe that it is necessary to take part into the professional development of the students in the extracurricular hours, but they have no time, forces, incentives. In reality such opinion testifies about the inadequate representation of the teacher about organization and methodic of the educational process, requiring additional time spending. The most important resource of the maximal intensification of learning and help in professional auto-shaping is the activation of the students. All the compounds of the professionalism are always their own efforts. The idea of teaching as the communication of the ready-made knowledge, and learning as reproduction and memorizing, (it is something like «educational crater», where they "pour" knowledge) – it is a kind of psychological and pedagogical primitivism. The learning is efficient, when it is active, psychologically saturated activity of the learner as an independent personality. It is important that the incentives for full-scale professionalism acquirement appeared not as a result of the external push but they were generated psychologically, personally, «inside». The educational system creates conditions for learning, which lead to the necessary professional changes in student's personal development. But the crucial point is the activity of the subject of the education– a student, as the characteristics of this activity. Everyone turns to be as educated as it works himself, and developed as the personality as he is keen to be a personality. It is necessary to create a system of incentives for self-education, or it is impossible to make the person become that one he doesn't want to be. It is critically to create such style of work at high school, when nobody thinks how to make students to learn, but how to create the atmosphere which will give upon him such influence that he would like to learn himself. Without desire to learn the education becomes psychologically for students externally imposed and alien to their work interests, necessary only for teachers.

The biggest interest from the point of view of the psychological analysis represents self-guided student's work. Here we can see student's motivation, personal leadership, self-control and creative abilities. This is a self-guided work, in our opinion, may serve the basis to reconstruct student's positions in the educational process from the position of the passive customer towards position of the active creator.

Nowadays students' self-guided work is one of the most important and widely discussed problems of teaching in the high school. In the studies dedicated to the planning and organization of the self-guided work of students (L.G. Viatkin, M.G. Garounov, B.P. Essipov, V.A. Kozakov, I.Y. Lerner, N.A. Polovnikova and others.), the didactic, psychological, organizational, assignment, methodic, logical and other aspects of this activity are treated, however the particular attention is attracted to the questions of the motivational, procedural, technological assurance of the self-guided work, classroom-based and extracurricular students' cognitive activity. This problem is enough illuminated from different points, however the psychological side is less presented.



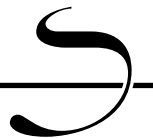
In our view, the definition of the self-guided work needs more accurate formulation. Generally, it is any activity, connected to the upbringing of the mentality of the future specialist, the genesis of self-directed thought, the cognitive student's activity in the classroom, outside of it, in contact with the teacher and without him. This concept of the self-guided work is larger than the homework. It must be treated as specific, high form of the educational activity, form of self-education, free in choices, activity with internal motivation [4], realized by the student himself.

The high school differs from secondary one mainly by methods of educational work and degree of self-guided work. The relationship between time appropriated for classroom and self-directed work, all over the world is 1:3,5. In dependence with the task types in the educational activity they distinguish a reproductive level of self-guided activity (making assignments according to the model); a reconstructive level (making plans, theses, and summaries) and creative self-guided work, requiring new approaches to the problem of decision making [6].

We think that the real self-guided work as an educational activity can appear at the basis of the "informational vacuum". The main difference of the self-guided activity from «extracurricular work» and «homework» consists in the fact that at its basis there are new cognitive tasks. Naturally, we can't count that everyone will do a self-guided work, it will be unreasonable, but the creation of conditions and prerequisites for developing students' cognitive interests if the true manifestation of the developing education – in the full sense of the word. It is advisable to place the requirements for the freedom, activity, students' participation at the basis of students' self-guided activity. The problem bears against the creation of the motivation of the cognitive interests, in the organization of self-regulation.

We carried out the empirical research with students of the junior and senior courses of the faculties of «Psychology», «Economics», «Tourism and advertising» RASU (Russian-Armenian State University) in order to discover value and professional orientations of students' personality.

Students named the idleness with one voice, among factors, preventing from revealing their potential and achieving high academic results. In general the laziness – this is the reaction of personality to the inadequacy of the situations to the subjective context of these requirements. Externally this reaction is demonstrated in the refusal or escape from activity, and internally as impossibility to eliminate the requested compliance. The psycho diagnostic complex, revealing the particularities of the idleness, including methods: "Self-assessment of idleness", «Incomplete-sentence test», «Association experiment», picture-writing «My laziness», the questionnaire «Self-regulation». According to the results of our research, carried out by students of the different faculties of RASU, the idleness plays the role of multifactor life phenomenon, having positive and negative sense. More often the laziness is connected to the feeling of the relaxation; the associative array includes such notions, as rest, destruction (66 %), as life norm (25 %), more seldom – as the crisis and temptation (8 %), not once as a symbol of happiness and freedom. The index of self-identification is 3,1 – the degree



of consciousness of one's own laziness is expressed enough. According to the scale measuring laziness, data results are approved. According to the research the causes of the laziness are:

- absence of interest – 58,3 %,
- particularities of state – 41,6 %,
- deficit of possibilities – 0 %,
- external pressure – 0 %.

The working efficiency and stability for monotony is comparatively lower. In the educational activity it manifests itself as the low ability for overcoming laziness using self-regulation, in the sphere of entertainment the ability to overcome laziness is rather expressed, there is a high level of the self-regulation.

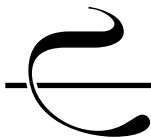
The inclination for laziness as the disorder of the self-regulation, in our opinion, manifests itself as the absence of the desire to display activity, which is connected to the absence of the cognitive interests, unformed readiness for learning, inability to use the methods of the self-regulation in the educational activity.

It is evident, that in the process of organization of the self-guided work we should take into consideration the particularities of the discipline. At the same time the organization of the self-guided activity raises a number of questions, which concern the students' readiness as subjects of the activity.

In the course of the empirical research according to the results of the created questionnaire we found out that the most of students recognize, that they can't correctly organize and use their time. The results of the questionnaire «Planning» show the particularities of students' planning time perspective, reflecting personal value-context aspect of time. The insignificant quantity of students in both groups, are planning for "now", consequently, less concentrate on the present time interval, than those, who are planning for a year or a week.

The methods of the comprehension, recycling, interpretation and fixing the necessary educational information make a lot of difficulties for students. The question is, that to know the methods of teaching is not a sufficient condition for the efficient self-guided work. This ability is not only formed spontaneously for students, having positive educational motivation. For ways of learning, stimulating personal and professional auto-shaping, are related:

- ways of the reading culture (so called "dynamic reading"), the culture of listening;
- ways of brief and rational notes taking (plans, theses, conspectus, annotations and others);
- general ways of memorizing (ways of mnemotechny, structuring of the educational activity);
- ways of concentrating attention, lying upon the students' use of different types of self-control;
- the general ways to search for additional information (work with bibliographic materials, reference catalogues);
- ways how to prepare for the examinations, credits and different types of work;



- ways of emotional self-regulation;
- ways of the rational time organization, reasonable alteration of labor and rest.

We think that, it is necessary to make special programs together with teachers for the self-guided work, including the aims of the self-guided work, diagnostics of his own cognitive abilities, intellectual, personal and physiological possibilities, objective assessment of the temporary parameters.

High school students have to realize the tasks for auto shaping, for their embodiment into accurate, intensively and optimally actualizing educational process, which must be the most important and fruitful part of their educational process. The starting point lies in the genesis and all the possible intensification of the processes in the intentional, conscious and permanent «alarming of the internal resources of self-development» [5].

In connection with this fact we can create conditions, providing successful fulfillment of the self-guided work:

- 1) motivation of high school;
- 2) realizing of the cognitive tasks, revealing of context of scientific notions and categories;
- 3) defining the types of consulting (orientational, thematic, problem consultation);
- 4) revealing of logic connections, determining the practical significance.

Self-guided work includes reproductive and creative processes in student's activity. In dependence of this they distinguish three levels of the self-guided work of students.

1. Reproductive level – self-guided work according to the model.
2. Reconstructive level – they can make essays.
3. Creative, research level – fulfilling of educational and research tasks, term papers and graduation projects.

In order to organize students' self-guided work and to make it successfully function it is necessary to combine all the levels of the self-guided work.

At present in high school there are two forms of the self-guided work. The traditional one, it means the self-guided work, done independently within optional time and convenient hours for the student, more often outside the classroom, and it is required by the subject – at the laboratory or at the workshop. Another type of self-guided work is classroom self-guided work under teacher's control, in the course of which the student can have teacher's aid. At present there is tendency to make the third one, «intermediate» option of the self-guided work, supposing a larger independence of the students, a larger individualization of the tasks [6].

The seen below recommendations will help the teachers to find the individual approach towards students with different characters:

- classroom lessons should be organized so that they give the possibility of fulfilling every time some minimum of the self-guided work (SGW) and foresee complicated tasks for those students who are prepared better;



- the regular control is absolutely necessary for the success of SGW and individual teacher's consultations. Here the most important is the personal pedagogical communication of the teacher with the student;
- for success of SGW teachers must write accurate instructions to fulfill them. At the beginning of the semester the teacher at the first lesson must introduce students the aims, methods, labour-intensiveness, deadlines, forms of control and forms of the self-control of SGW. Schedules of the self-guided work are necessary at junior courses, at senior courses students must be used to plan their own work;
- a package of home tasks for practical part of any subject must reflect all the types of tasks, decision methods which students must study to pass the exam successfully; the list of notions, facts, laws and methods, knowledge required for acquiring the planned skills, with the instruction, what they have to learn by heart;
- the package of assignments should be given at the beginning of semester, where the deadlines should be given;
- while studying any subject it is desirable to make «internal control», it is better to use AEM. Such control will help to reveal and eliminate gaps in the knowledge;
- the tasks for students' self-guided can contain two parts – obligatory and optional, where students can demonstrate their free choice.

### **The Literature**

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