



THE YOUNG SCHOLARS

Pedagogical features of convincing influences in educational process

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The social and economic situation is reflected in a process of formation of the pupil's value positions in early youth which are deformed and alienated from what is positively estimated by society and the state, regressing three basic levels in the system of value orientations: values – ideals; values – properties of personality; value ways of behaviour. Technologies of convincing influence, which will initiate an introduction of the acquired content into a level of personal value, should be developed for prevention of deformations in value sphere of pupils in early youth.

Key words: values, value orientations of personality, communicative interaction, convincing influence, value and sense attitudes.

Now the problem of development and use of human potential is considered in new aspect. Higher requirements are claimed to the person's independence, creativity, initiative and enterprise of in all spheres of life; that is caused by changes occurring in society. The person enters into the vital world which picture varies extremely quickly. In life limits of one generation, economy and technologies, political priorities, socio-cultural relations and world outlook foundations deeply change. "Instead of an archaic society in which leaders think and decide for everyone, our country will become a society of clever, free and responsible people" (D.A. Medvedev, 2009). However, prompt dynamics of the socio-economic situation multiplies and aggravates various crisis phenomena, which get into various life contexts (family, referential, professional), aggravating internal contradictions between personality and external environment, generating various personal transformations and crises. This problem excites many teachers and psychologists (A.G. Asmolov, I.V. Abakumova, I.V. Bestuzhev-Lada, V.G. Bocharova, L.P. Bueva, I.I. Gorlova, P.S. Gurevich, A.S. Zapesotsky, S.N. Ikonnikov, A.M. Kondakov, N.B. Krylova, I.E. Nesterenko, N.D. Nikandrov, E.A. Orlova, I.A. Rudakova, T.P. Skripkina, V.S. Sobkin, V.U. Surtaev, D.I. Feldstein, G.N. Filonov).

Socio-economic changes in society influence a process of formation of value positions of young generation which are frequently deformed and alienated from what is positively estimated by society and the state. Now it is possible to ascertain that the state and education as its social institute, called to transmit and form value orientations and bases of pupils' civic position, in many respects has lost this real possibility. At discrepancy of education system to the declared tendency in reforming of



the country, transformation can have a long character. Changes in life of the Russian society have shown that now the content of education does not satisfy the requirements of society. In connection with a current situation, education system standards are reconsidered. However, new educational standards do not focus the teacher at the way he should influence the pupil to help him to overcome stereotypic estimations, defective values of various youth subcultures, not always comprehensible ideals imposed by mass-media.

For the education could resist the negative influences which more and more aggressively influence teenagers and young men now, it is necessary to develop technologies of the teacher's influence on the pupil which are focused on convincing effect. In a basis of such convincing influence it should be put the mechanism of the pupil's system of values bringing into a balanced state owing to overcoming of a sense discord between him and the teacher. Only at crossing and "synchronization" of "sense fields" of the subjects of educational activity, who are the pupil and the teacher in the personality-focused education, there forms the mutual understanding essentially influencing an estimation of that content which accustoms and to which the teacher aspires to generate the pupil's "partial" attitude. Only in this case the pupil can accept a position of the teacher, his value orientations. "If it is loved by my friend, not the enemy, if a great authority positively estimates it, then, possibly, I was wrong, relating to it negatively; I should change the relation" (Panasyuk A.U., 2007).

The important stage of convincing influence in educational process is the preliminary stage, as a stage of formation of positive value-sense attitude. According to a number of authors (I.V. Abakumova, I.E. Nesterenko, 2009) "value-sense attitude is an estimated-emotional trace of the opened before, decrystallized sense, establishing connection between previous and subsequent moments of sense formation in educational process. Sense attitudes manifest their function in steady preservation of the general professional orientation of educational activity.

In educational process value-sense attitudes are realized on two intersupplemental levels:

1) **the operational.** In educational process value-sense attitudes differ according to the features of course and functional contribution to achievement of desirable result depending on a degree of sense saturation of the educational context. If the educational process acts as the factor of sense formation initiation, the pupil starts to feel the necessity of beginning of cognitive activity, "the directed intensity" which will mobilize his creative power;

2) **the strategic.** Owing to value-sense attitudes, values and senses consciously and directly are entered into educational process by the teacher as a context of the pupil's designing of individual life way, in a problematics of the life strategy of personality. In practice of educational process the technologies of formation of the directed value-sense attitudes should be focused on following kinds of attitudes:

–operational value-sense attitudes which manifest their regulative function in the pupil's readiness to educational activity;



- purpose attitudes which are realized in the pupils' aspiration to co-ordinate a choice of the purposes and appropriation of the content of educational activity at personal level;
- motivational attitudes which manifest a tendency to formation of categorial apparatus and science language, aspiration to behave according to representations of "What I wish to be".

Sense attitude expresses the relation to the objects which have personal sense, that is shown in activity of personality. By origin, sense attitudes of personality are derivative from social attitudes.

Sense attitudes contain an *information component* (person's world views, an image of what the person aspires to), an *emotional-estimated component* (antipathies and liking in relation to significant objects), a *behavioural component* (readiness to operate in relation to the object having personal sense). By means of sense attitudes the individual joins a system of norms and values of the social environment (*instrumental function*), they help to keep the status quo of the person in intense situations (*self-defense function*), promote self-affirmation of personality (*value-expressional function*), are expressed in personality's aspiration to result in a system the personal senses of knowledge, norms, values containing in it (*cognitive function*).

Convincing influence of the teacher begins when the teacher offers the pupil the certain content which is a subject to mastering. To some extent this content causes pupil's disagreement, as if senses of the teacher and the pupil are already synchronized there is no necessity to break a barrier of semantic alienation of the pupil from the comprehended content. For him it already has personal sense, and there is no necessity in sense formation initiation. It is possible to name this variant of interaction of the teacher and the pupil as sense consonance or sense synchronisation. Such kind of the teacher's interaction acts in the form of sense regulation. When the teacher assumes that the information subject to mastering doesn't meet acceptance of the pupil, the sense regulation becomes the convincing influence. Thus, the fact of the pupil's disagreement is realized by the teacher. Convincing influence is not focused on the sense consonance, but assumes a certain effort of the teacher as dissonance overcoming, as overcoming of a certain value-sense barrier of the pupil.

Convincing influence of the teacher has some variants, which logician of realization in educational process is defined by the sense attitude the teacher generated before. The most probable are the following trajectories of convincing influences:

- teacher's presentation of the educational content subject to mastering – pupil's correlation of the elements of the educational content with own information fund – pupil's understanding of the educational content – pupil's correlation of the values of the educational content with own system of values – correlation of value characteristics of the teacher with own system of values – acceptance of the teacher's position – acceptance of the value centrations, which the teacher present in the mastered educational content – end of convincing influence, pu-



- pupil's correlation of the values of educational content with own system of values ("synchronization of sense fields" of the teacher and the pupil);
- the teacher's presentation of the educational content subject to mastering – pupil's correlation of the elements of educational content with own information fund – pupil's understanding of the educational content – correlation of value characteristics of the teacher with own system of values – correlation of values of the educational content with own values – mismatch between values offered for personal acceptance and a system of personal values of the pupil – teacher's formation of attraction – pupil's acceptance of value centrations presented by the teacher in the mastered educational content – end of convincing influence, pupil's correlation of values of educational content with own system of values ("synchronization of semantic fields" of the teacher and the pupil).

Acting in a role of the designer of educational process, the teacher defines the general contour of sense space, its basic segments corresponding to specific problems and following from the statement of the educational strategic aim, defines and transforms a degree of semantic saturation of educational process.

Recommendations for the teachers on realization in practice of educational process the technologies of the directed convincing influence should consider features of development of sense orientations of the pupils of the certain sensitive period which further become the sense formation bases of their life activity.

The Literature

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