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## Value-sense attitudes as a component of antiterrorist thinking formation

*For developing of the didactic model of directed value-sense attitudes' formation, as the theoretical basis it is necessary to develop the model of convincing communication which allows to the pupil not simply to understand the meanings concluded in education contents which is to be mastered, but also to apprehend it at a level of value-sense acceptance as the process of interiorization of a pedagogical situation contents that leads the pupil to occurrence of actualized motive of the education activity realization. The directed influence of the teacher levels the cognitive dissonance effect in education process, when the pupil overcomes the contradiction between the comprehended education contents and values of individual world.*

**Key words:** attitudes, value-sense attitudes, technologies of directed translation, translator, recipient, convincing influence.

The humanistic orientation of reforms of modern Russian education as an idea of time is distinctly realized by all social and state institutes. Modern native psychological and pedagogical theories and concepts (A.G. Asmolov, S.L. Bratchenko, D.B. Bogoyavlenskaya, V.P. Zinchenko, D.A. Leontyev, V.I. Slobodchikov, V.A. Petrovsky, D.I. Feldshtein) prefer the educational aims focused on spiritual and value-sense development of pupils. Meanwhile last years there becomes aggravated the contradiction between the educational purposes focused on personal and cultural wealth as a priority of pupils' development, and really existing priority values in the youth environment.

Last years a number of researches on general and pedagogical psychology have allowed to affirm that as the major factors of development of personal sphere it is possible to consider its sense characteristics, levels of sense development. Sense sphere of the person (from primary personal senses to the highest senses making the basis of sense of life orientation and integrated self-regulation of any personality including the schoolboy's forming personality) appear the highest instance which subordinates all its other life manifestations, defines orientation and partiality of human knowledge.

In a number of authoritative psychological and pedagogical works it is told not simple about humanization of education process, but first of all, about necessity of purposeful sense of life orientations' formation at teenage age in conditions of humanistic transformations of social environment, creation of conditions for development of cultural and moral values in youth environment (A.A. Derkach, I.V. Dubrovin, D.I. Feldshtein).

The special section of problems is connected with development of such methods and technologies which initiate pupils' sense formation. In the course of their creation it is necessary to reveal not simply psychological mechanism of sense disclosing in the comprehended educational contents, but also to show how the "uncrystallized"



sense influences personal readiness to apprehend the subsequent material at the value-sense level, how there appears the value-sense attitude in educational process, thus reaching the sinectic comprehension when the one of different qualities suddenly gets the properties of a whole, complete (thanks to a polymodal nature of the sense). However, for the present in psychological and pedagogical literature there are no system complete researches focused on disclosing of the sense attitudes' functioning in specific multidimensional educational context.

At the initial stage an attitude's formation is offered. The attitude is the readiness, the predisposition of the subject arising when he anticipates occurrence of a certain object, providing steady purposeful character of activity's course in relation to this object. The attitude concept has originally been entered in experimental psychology by German psychologists for designation of the factor of readiness caused by last experience to operate in either of ways, which defines the speed of reaction to a perceived situation and some illusions of perception (G. Müller, T. Schuman), and also for description of the unconscious state of readiness occurring at a problem statement, that causes orientation of various mental processes. Later the concept of social attitude has been entered into social psychology and sociology for designation of subjective orientations of individuals as members of group (or society) on either of values, ordering to individuals certain socially accepted ways of behavior (U. Thomas, F. Znanetsky). As an explanatory principle of studying of mental phenomena the attitude is most deeply developed by D.N. Uznadze and his school.

In social psychology the attitude is used at studying of the personality's relations as a member of group to either of social objects, mechanisms of self-regulation, stability and coordination of social behavior, process of self-realization and attitude's change, for example, under influence of propagation, and also at prognosis of possible forms of behavior of personality in certain situations.

The attitude's function, its effects and contents are revealed at studying of its role in activity regulation. The basic attitude's functions in activity are: a) the attitude determines steady, consecutive, purposeful character of activity course, acts as a mechanism of its stabilization, allowing to keep its orientation in continuously changing situations; b) the attitude liberates the subject from necessity of questions' decisions and voluntary control of activity course in standard, before meeting situations; c) the attitude can act as the factor causing inertness, stagnancy of activity and complicating the subject's adaptation to new situations. The attitude's effects are directly found out only at change of conditions of activity course. In a consequence of this the general methodical mode of studying of the attitude phenomena is the mode of activity "interruption". The attitude's content depends on a place of the objective factor causing this attitude, in activity structure. Depending on the objective factor of activity the attitude is directed (motive, aim, activity condition) there are distinguished three hierarchical levels of activity's regulation – levels of sense, purpose and operational attitudes. The sense attitude expresses the personality's relation, shown in its activity, to those objects which have personal sense. By origin the sense attitudes of personality derive from social attitudes.



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

In the process of the antiterrorist thinking formation there should be used technologies of the directed formation of value-sense attitudes orienting on features of development of the sense focusing points of those who gets acquainted with its contents. Thus, there should be formed:

- operational value-sense attitudes which manifest there regulatory function in readiness for negative estimation of terrorism;
- purpose attitudes which are realized in aspiration to coordinate a choice of purposes and appropriation of the contents of antiterrorist activity at personal level;
- motivational attitudes which are manifested in the steady tendency to formation of the categorical apparatus and language of antiterrorist thinking, aspiration to behave according to representations "What do I want to be".

The sense attitude should be preceded by a *perceptive positive attitude* (on terminology of Panasyuk A.U., the attitude on perception) which makes active informative interest of the one who is the subject of influence, influences his emotional sphere ("It is interesting to listen what he will tell", "it is interesting to see what this is"). The perceptive attitude isn't identical to the sense attitude which actualizes deep understanding "I want to get to the truth, I want to know what is behind of this". In other words, the person's attitude on perception and mastering of the offered contents doesn't mean that it has the sense attitude yet (he can apprehend it without partiality). But if the person has the sense attitude, it is necessarily preceded by the perceptive one.

The sense attitude provides not simply the understanding or mastering of the studied contents, but, that's the main, deduces knowledge on a level of personal appropriation, personal acceptance.

For realization of technologies of the directed influence in real practice of information and propaganda there should be developed methods of technologies' realization which will become the real management for those who is not simply the carrier of the antiterrorist's thinking values (translator), but also conducts practical work on presentation of these values in various groups of the population (respondents).

*Formation of the value attitudes of antiterrorist thinking.* In the process of convincing the attitude of the one who is convinced (respondent) can be manifested in different types, both in a way of formation, and in features of influence on specificity of sense in-



teraction of the translator (who convinces) and the respondent. In the process of developing of the technology of the directed translation of value-sense attitudes in information and propagandistic work it is necessary to use mechanisms of the sense interference (as strengthening and increasing in sense identity between them) as the mechanism of broadening of the joint value-sense space (the translator and the respondent) which is determined by two interconnected, but also oppositely directed processes:

- personalization as the process of transfer of value-sense characteristics in the process of formation of own world image, as intention of exteriorization of the “I” concept and self-relation;
- personification as a process of generation of personal values at the expense of penetration to senses and values of the translator at his inclusion of values of antiterrorist thinking into own world image.

*Methods of realization of technologies of convincing influence at respondents’ anti-terrorist thinking formation.*

For successful development of respondents’ value orientations it is necessary to use technologies of the directed influence on respondents as a system which will allow to convince of the personal value of social norms and ways of behavior positioned as positive by the society. To translate the convincing information which is while value only for the translator into personally significant for the respondent too, for the last it is necessary to show that the actions based on this information and acts won’t only contradict his value orientations, but also will promote satisfaction of his certain needs and correspond to his value expectations.

**The convincing methods include:**

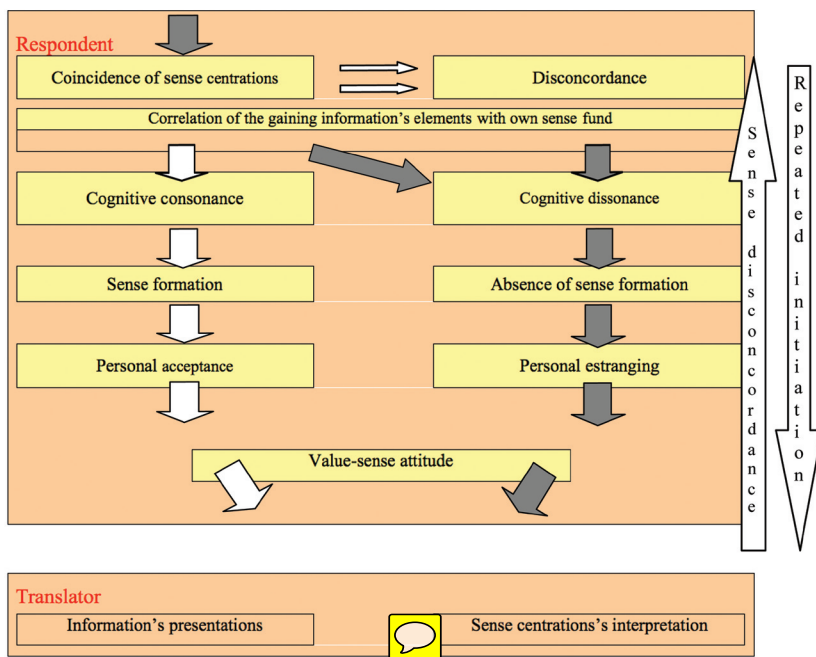
- the sense problems;
- overcoming of value-sense barriers;
- attitudes of positive expectation which place the respondent in a position of sense actualization when the sense trace which remained from previous experience of values’ acceptance from the potential form passes into actualized, conscious and verbalized one.

From the translator the convincing influence of the values of antiterrorist thinking has some variants, which logician of realization in the process of convincing is determined exactly by the sense attitude which was earlier formed by the translator. The most probable are following trajectories of convincing influences:

- the translator’s presentation of the contents which is to be mastered, – the respondent’s correlation of elements of the given contents with own information fund – the respondent’s understanding of the contents – the respondent’s correlation of values of the contents with own system of values – correlation of value characteristics of the translator with own system of values – acceptance of the translator’s position – acceptance of value centrations, presented by the translator in the mastered contents – end of convincing influence, the respondent’s correlation of values of the contents with own system of values (“synchronization of sense fields” of the translator and the respondent);



–the translator’s presentation of the contents which is to be mastered – the respondent’s correlation of elements of the given contents with own information fund – the respondent’s understanding of the contents – correlation of value characteristics of the translator with own system of values – the respondent’s correlation of values of the contents with own values – mismatch between values offered for personal acceptance and the system of personal values of the respondent – the translator’s formation of attraction – the respondent’s acceptance of value centrations, presented by the translator in the mastered contents, end of convincing influence, the respondent’s correlation of values of the contents with own system of values (“synchronization of sense fields” of the translator and the respondent) (Nesterenko I.E., 2009).



Methods of the directed influence on the respondent’s personality are necessary to be considered in a context of cultural, educational and psychological aspects of the translator’s personality (the one who carries on the agitation). Any technology of the directed influence refracts through the translator’s personality, his adherence to cultural traditions, defining specificity of the convincing influence. The translator’s personality acts as a basic element of surrounding socio-cultural environment which influences the respondent’s personality during the information and propaganda process. Adherence to either of values, cultural traditions, world outlook, psychological



characteristics of the translator, acting in a united fusion of his individuality, will cause a direction and a pole of influence and interaction with respondents.

At use of the methods of the convincing influences, the translator should consider following *recommendations*:

- in the process of the antiterrorist thinking formation the respondents solve and master the problems having certain personal value for them;
- the translator feels congruous in relation to respondents, that is manifests himself just as hi is, expressing himself free;
- the translator shows positive relation to the respondents, accepts them as they are;
- the translator shows semantic empathy to the respondent, that means he has an ability to get into his private world, to understand his values and personal senses, to look by his eyes, thus remaining himself;
- the translator plays a role of assistant and stimulator of the personally focused respondent, creates psychological comfort and freedom for him; the attitudes of antiterrorist thinking should be focused on his sense of life values and development prospects.

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