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## Value-sense barriers as a pedagogical problem

*In the article there are described features of occurrence of value-sense barriers in educational process and technology of their overcoming.*

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New stage of development of education, when its value is cultivated by the state at a level of civil priority, needs the education focused, first of all, on motivational-sense development of pupils and for this purpose it is necessary to deduce educational process on a level initiating pupils' sense formation, as much as possible having approached knowledge to real life, to decision-making in difficult situations choice. "We will especially underline that a value purpose attitude in the designated above system of co-ordinates of designing of standards of education is the attitude on formation of world outlook of personality and on motivation to education as the leading motivation of development of personality" (Asmolov A.G., 2009).

Towards the pedagogical science and practice as a problem of educational process there is a problem of revealing of effective methods and technologies of pedagogical stimulation of the pupils' potential possibilities adequate to the purpose of development of the person of new generation, the civil society focused on values. The educational environment should become the space initiating personal development of the pupil, inducing to disclosing of personal potential, possibility to build own system of relations with the world and associates, promoting creative and intellectual self-development. Difficulties in the educational process, arising among subjects of educational activity in the psychological-pedagogical science they name as barriers.

The problem of barriers as individually psychological difficulties of the person in various vital contexts draws attention of pedagogues and psychologists. In a number of works (Abakumova I.V., Bakulin A.V., Rudakova I.A.) it is considered the special kind of barriers – value-sense barriers. Value-sense barriers represent the specific kind of psychological-didactic difficulties, connected with features of value-sense barriers development of personality and possibility to co-operate with surrounding and internal world at the personal level. Value-sense barriers are analyzed as personal obstacles of the cognitive action initiation, connected with alienation of value-sense concentrations of the subject of cognitive activity from the comprehended content, with infringement of the process of sense "uncrystallization", impossibility to deduce the cognizable on the level of personal sense. At occurrence of a value-sense barrier, personal experience of the subject of knowledge does not become isolated on objective values or objectivated senses, and as a consequence of these there disturbs the



process of sense increment, there is a deformation and regress of sense formation. Depending on a level of formativeness of the sense sphere of the person, value-sense barriers will differ under dynamic and substantial characteristics. The dynamic aspect of the sense sphere is understood as something that defines an intention to estimation of occurring and self, and the substantial one - as something that directly reveals from "the sense for others" into "the sense for self". Features of value-sense barriers are caused by motivation of the cognizing, his readiness for cognition on the basis of certain sense attitudes and that specific value which can be opened in the cognized as personal sense of the cognizing, and also a degree of stability and formativeness of his sense of life orientations.

In educational process value-sense barriers get certain specificity owing to the directed influence from the pedagogue as the subject to some extent operating educational process. Thus, value-sense barriers block the disclosing of personal senses, reflexion of sense attitudes, formation of sense formational educational and cognitive motivation. In sense formation models of education the relation "subject experience - objective value", i.e. personal sense, becomes a unit of the content of educational process. If such relation does not arise, we have the right to say that during mastering of the educational content there is a value-sense barrier which becomes an essential obstacle in personal assignment of the comprehended. The content of educational process thus cannot be considered as the contents of pupils' subject activity. At the best it can be qualified as the content potentially capable to sense formation, after overcoming of a value-sense barrier. It is necessary to treat value-sense barriers in educational process as subjective difficulties of pupils during comprehension of the reality reflected in knowledge when for the pupil the sense of the last should be revealed, i.e. there should be a cognitive-estimating relation to the content of a fragment of the comprehended reality.

During overcoming of value-sense barriers there is a levelling of alienation of the pupil's personality from the comprehended educational content. This result can be reached during the directed influence of the teacher using value-sense difficulties as problems on revealing of the sense of problems on distinction of senses without which decision the pupil starts to feel conflictness or situation duality, cannot precisely define between what he should actually choose. During the "problem on sense" decision there is an internal work of the person on correlation of displays of the motive in several planes crossed with each other: concerning the person's motive of overcoming of external and internal barriers for the sake of its achievement; on comparison of the motive with the other acting in consciousness of the subject possible motives of the same activity; on the motive's estimation in its relation to norms and ideals accepted by the person; on correlation of the motive with real from the person's point of view its possibilities, i.e. with the perceived I image; in comparison of own motive with prospective motives of other subjects. For the purpose of overcoming of value-sense barriers of pupils as the strategies of pedagogical influence it is possible to distinguish the following technologies:



- direct influence on the value-sense sphere of the person;
- use of the identity with the purpose of formation of the set relation to a concrete object;
- use of a stimulus motivation (in particular competitive) as a factor of formation of certain senses through convention.

The last of the listed technologies of influence is rather often used by pedagogues but at an intuitive level, out of understanding of specificity of sense initiation. Consideration of the competitive motivation as a significant formation component of the motivational-dynamic sphere of personality of the teenager allows to reveal the following scheme of interaction of cognitive, educational and competitive motivation. The subject competitions which in our country have rich history are the most widespread kinds of competitive educational activity. In conditions of the subject competition the cognitive activity is transformed. In such activity achievement of a motivational optimum is realized through overcoming of a sense barrier in a situation of collision of senses of the subject of competitive activity and the senses opened during appropriation of conditions of competitive activity, differing on completeness degree, mastering, and also substantially defining different specificity of motivational initiations. In the very purpose there is always a subject plan (transformation of the subject content of activity in a specific competitive context) and the personal plan (relation of personality to a situation, personal sense of the participant) and they also are deformed by a competitive context.

As productive for formation of a didactic system there can be recommended educational situations substantially focused on division of "I" and "Mine", through actualization of "I"; educational situations directed on organization of simultaneous representativeness to consciousness of two or more relations, situations directed on comprehension of the fact of crossing of life relations; educational situations directed on detection or any establishment of communications between life relations. As the technologies of overcoming of value-sense barriers there can be recommended the technologies: sense interpretation, (the technology initiating sense actualization at a level of sense presentation), inclusive less (the technology of use of the context similar to real life situations, characteristic for the given age group of pupils, from real subjective experience to the subject, life world, through disclosing of personal senses of the given context, transformation of senses into joint activity); penetration (the technology when educational communication is considered as the directed translation of senses of certain substantial fragments of the comprehended information, direct (straight line) initiation of sense formation of pupils from the teacher); experience (the pedagogues' initiation of actualization of the steadiest sense formations of personality, attempt of creation of the common - the teacher-pupil - semantic space, formation of more difficult sense constructs as components of sense of life orientations of the pupils' personality).

Difficulties of pedagogues on initiation of sense formation of pupils can be also considered as value-sense barriers blocking the disclosing of personal senses, reflex-



ions, sense attitudes, formation of educational motivation of pupils. In situations of the pedagogical conflict a degree of value-sense barriers' manifestation can reach a maximum.

During the analysis of difficulties of interaction of the teacher and the pupil there have been revealed (Kolesina K.U., Rudakova I.A., Ter-Matiosova L.C.) three types of value-sense barriers deforming sense formation in educational process, blocking the process of uncrystallization of personal sense and generating impossibility of the sense's appropriation from interaction with the world around and cognizable culture. Each type of barriers has sense, emotional, cognitive and operational-willed components. It is established that each of barriers possess a specificity. They open, supplement, deepen, specify the content and degree of "uncrossing" of senses in consciousness of personality. The prosocial barrier is considered as the difficulty connected with infringement of conformity of all levels of senses: senses for self and senses for others. The inferior levels of senses (egocentric and groupcentric) dominate over higher ones (prosocial). The communicative barrier is considered as the difficulty caused and predetermined by the prosocial barrier, connected with infringement of the process of "uncrystallization" of senses for self and others in conditions of interaction (hidden, neutral) of senses. The reflective barrier can be considered as the difficulty generated by the first two barriers and connected with infringement of communications, of interpenetration interpenetration, mutual enrichment of the senses leading to doubling of a sense reality.

The special section of comprehension of the specificity of value-sense barriers in educational process is connected with studying of this psychological phenomenon among students. At the present period of the pedagogical science here it is possible to distinguish two directions. The first is studying of barriers among the future pedagogues, the second is studying of barriers in the course of mastering of not profile courses. Problems of value-sense barriers of the future pedagogues have the features caused by a level and stage of their value-sense development, professional self-realization; communicative potential, specificity of pedagogical communication style, behaviour strategy in a conflict situation.

The didactic mechanism of overcoming of value-sense barriers among the future pedagogues is carried out with use of the directed educational situations. Each group of educational situations has features. The educational situations directed on overcoming of the prosocial barrier, promote detection and disclosing of senses and allow personality to make a sense choice. Creation of a sense continuum from primary, most elementary sense personal manifestations (personal senses, sense attitudes, motives) to a level of the higher senses which define the person's sense of life, his main life values, initiating sense orientation of the person in real and life worlds is a strategic and simultaneously tactical problem of educational situations of this kind.

The educational situations, directed on overcoming of the communicative barrier, promote self-disclosing and realization of senses that allows the person to appropriate the sense for self from interaction with the world around and cognizable culture.



To the subject the sense is opened as a fact of his consciousness and is realized in conditions of an event. The event is characterized, on the one hand, as communication, on the other – as activity.

The educational situations, directed on overcoming of the reflective barrier, promote the further self-development of senses thanks to a sense trace - the experience establishing connection between previous and subsequent moments of formation of sense that allows personality's self-improvement. It is the sense trace that provides feedback between the person's integral sense sphere and a momentary sense preference.

The second aspect of the research of value-sense barriers among students is connected with features of motivation at studying of not profile courses. At the vocational education stage many students experience disappointment in a received trade. It is a result of a low degree of sensibleness of the educational sense. There occurs dissatisfaction with some subjects, in particular humanitarian disciplines which are studied by students of the natural-scientific profile; there are doubts in correctness of a professional choice; interest to study sinks. As a result, as E.F.Zeer marks, it is observed a crisis of professional self-determination [15].

Before becoming the professional, the future expert should master a whole register of special knowledge and abilities, and in the student's educational activity, according to N.I. Naenko, a priori there is an emotional stress intensity at difficult situations - which is caused by an estimated situation concerning own educational activity, responsibility increase, great intellectual and will loads, necessity to overcome overfatigue, extreme pressure of forces [13].

The impossibility to be educated according to individual features leads to misunderstanding of the importance of a teaching material on humanitarian disciplines, backlog in study, low results of studying, frequently there are every possible educational failures and "incidents" that create obstacles for satisfaction of students' significant needs.

In works of Slavina L.S. there were distinguished two kinds of sense barriers which more often arise among students. A barrier of the first kind is in relation to a certain requirement. A principal cause conducting to occurrence of the sense barrier of the first kind is not counting of the motives which have caused either act, either behaviour.

A barrier of the second kind is in relation to a certain person. The reason of occurrence of the semantic barrier of the second kind is repetition of the same influences, especially when they are ineffectual [17].

Studying of humanitarian disciplines' courses by students of higher educational institutions leads to occurrence of the problem connected with occurrence of frustration states among them (Osipova A.I., Melnichenko D.V.). Discrepancy between desire to master a certain speciality and to receive a certain trade (in many respects the main student's purpose at entrance at the higher educational institution) and necessity to satisfy social needs (obligatory studying of disciplines of the humanitarian cycle) leads to various stressful situations of the both cognitive, and social character.



The carried out analysis of the psychological-pedagogical literature allows to distinguish a number of conditions of activity of pedagogues of the humanitarian cycle promoting creation of preconditions of formation of value relation to a subject among students and, as possibilities, in overcoming of the arising value-sense barriers:

- creation of success situations motivating desire of students to join into educational process;
- account of interests of students at their choice of themes of papers, reports, essays;
- presence of necessary time for students on considering of a situation, results of analysis, absence of the requirement of immediate answer that generates a stressful state among students;
- inclusion of students in various creative projects;
- account of students' individual features (rate, rhythm of work, ability to independent thinking and activity, development of corresponding skills);
- accentuation of students' attention on performance of independent works, their importance in the system of vocational education of the expert;
- the detailed and all-round analysis of creative works of students;
- development of observancy among students;
- consideration at seminars of problem questions of creation of problem situations in education;
- ability to conduct a discussion;
- encouragement of students at discussion of the problems arising during preparation for seminars;
- discussion of real life situations with students, their training in skills of vision of similar situations in the history of mankind and their acquaintance to various ways of conflict situations' decision;
- encouragement of students at independent studying of additional material, own conclusions to reports, essays of written works;
- own participation in scientific conferences and students' involvement into them.

During education process the pedagogue not only imparts the knowledge of the subject to students, but also transfers them the value relation to it, influencing thus formation of the students' value focused relation to mastering of knowledge on the given disciplines.

Thus it is necessary to consider the psychological characteristics of trainees, their motivation of mastering of the sum of knowledge which is presented by the system of higher education.

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