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## **ATEE Spring conference 2013**

The overarching theme of the Spring conferences in Riga remains as it has been for several years „*Teacher of the 21st Century: Quality education for quality teaching*”. Though each year the organizers address the participants to consider more narrow problems related to teacher education and leave space for any innovative idea and its implementation.

Over the past two decades and even longer, the countries have been trying to build standards – based accountability as a means of foundation for a higher-achieving education system. In practice, however, we have created several experiences with certain domains: a test-based accountability, internal and external evaluation of the achievements etc. There also appears a function of control instead of facilitating the students and school learner’s self-regulated learning, context knowledge and understanding, the higher-order thinking, problem solving, and creativity needed for teachers to succeed in the 21st century.

The organizing and academic committee of the Spring Conference 2013 will highly appreciate the participants’ attempts to consider the quality of tertiary teacher education and teaching-learning in schools affected by constant changes.

Pedagogy, coupled with practices of accountability and evaluation, new paradigms following changes in learning sciences, as well as in the communication technologies, digitally-based tutoring that inform teaching and learning, from time to time are still narrowing creativity and flexibility in teaching and learning, implementation of productive findings do not always lead to the students and school learners’ success. Why? How tertiary teacher education can obtain a stronger educative function, become more personalized and invite teachers to be constantly aware of the quality teaching while catching up with the on-going changes in our social life and education as well?

How educators, teachers and researchers can create a dynamic pedagogy, a multifaceted approach to teaching and learning in order to integrate teaching, learning, assessment leading to teachers’ flexibility, creativity and innovative practices that meet the high standards of the 21st century education?

What are successful practices to share and how teacher education can meet the need for change in the capacity of the tertiary educational process and teachers' life-long professional development?

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# Teachers' use of web technologies inside and outside the classroom

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## **Abstract**

The aim of the research is to analyze teachers' use of Web technologies underpinning elaboration of a hypothesis on teacher training contribution to the student teachers' use of Web technologies. Explorative research has been used. The empirical study involved 59 teachers who took part in the Leonardo and Grundtvig Partnerships UK Contact Seminar "Back to Learning: Back to Work", Birmingham, the United Kingdom, 4-7 July 2012. The findings allow drawing the conclusions on the teachers' use of Web technologies inside and outside the classroom. The hypothesis has been formulated.

**Keywords:** *Teachers' use of Web technologies inside and outside the classroom, functional approach to teachers' use of Web technologies, purposes*

## **1. Introduction**

Looking to the 2030 horizon, a highly competitive and sustainable social market economy will be needed in order to maintain social cohesion (European Council, 2010).

Education and training are the key factors for achieving this aim. Already today, the 2030 horizon requires teacher training reform in order to facilitate teachers' creation of new products, new patents, new entrepreneurial activities and new jobs as student teachers succeed harder to find a job in the light of enormous socio-economic and unprecedented demographic challenges. Therefore, innovative teacher training should teach how to turn challenges into advantages, thereby producing innovative products and services of the highest quality and improving their competitiveness.

Teachers' innovativeness and competitiveness more and more depend on their use of Web technologies. A lot of research efforts were made to investigate teachers' use of Web technologies in the classroom. These studies have highlighted how ICTs reconfigure classroom practice, create new variety of learning practices, change teachers' and students' role or improve students' engagement and outcomes, among others (Crook, Park, Lawson, Lundqvist, Drinkwater, Walsh, 2010). Little attention

has been given to the teachers' incorporation of Web technologies as a professional tool outside the classroom (Meneses, Fàbregues, Rodríguez-Gómez, and Ion, 2012). Differences in the internal and external use of ICT were analyzed by exploring the contribution of selected factors. The internal use included encouragement of team work among teachers, promotion of teachers' professional development actions and enhancement of communication and decision-making in the school. The external use comprised interaction with parents and students, promotion of the engagement of other socio-educational agents and collaboration with other schools, institutions or companies.

However, the unity of teachers' use of Web technologies in both inside and outside the classroom still seems to be, across the countries, a quite uncommon theme. Such a lacuna has to be filled in as teachers have a two-fold role: in society, teachers are the agents of change and, in education and training, teachers are the key actors for the development of learners' use of Web technologies. The research question is: which purposes for do teachers use Web technologies?

## **2. Aim of the study**

The aim of the research is to analyze teachers' use of Web technologies underpinning elaboration of a hypothesis on teacher training contribution to the student teachers' use of Web technologies.

## **3. Materials and methods**

The meaning of the key concept of teachers' use of Web technologies in both inside and outside the classroom is studied, and functional approach to teachers' use of Web technologies in both inside and outside the classroom is presented.

The methodological background of the present research is based on System-Constructivist Theory introduced as New or Social Constructivism Pedagogical Theory. The System-Constructivist Theory implies the dialectical principle of the unity of opposites that contributes to the understanding of the relationship between external (social, social interaction, teaching, etc) and internal (individual, cognitive activity, learning, etc) perspectives as the synthesis of external and internal perspectives. The external perspective accentuates social interaction of development (Surikova 2007, p. 384). The internal perspective focuses on cognitive activity (Surikova 2007, p. 384). The System-Constructivist theory and, consequently, the

System-Constructivist approach to learning introduced by Reich (Reich, 2005) emphasize that human being's point of view depends on the subjective aspect:

- everyone has his/her own system of external and internal perspectives (Ahrens, Zaščerinska, 2010, p. 180) that is a complex open system (Rudzinska, 2008, 366) and
- experience plays the central role in the knowledge construction process (Maslo, 2007, 39).

The research methodology based on the methodological background of the present research is identified as the development of the system of external and internal perspectives (Ahrens, Zaščerinska, 2010, p. 180).

The remaining part of this manuscript is organized as follows: Section 4.1 introduces the theoretical framework on teachers' use of Web technologies inside and outside the classroom. The associated results of an empirical study will be presented in Section 4.2. Finally, some concluding remarks are provided in Section 5 followed by a short outlook on interesting topics for further work.

## **4. Results**

### **4.1. Theoretical framework**

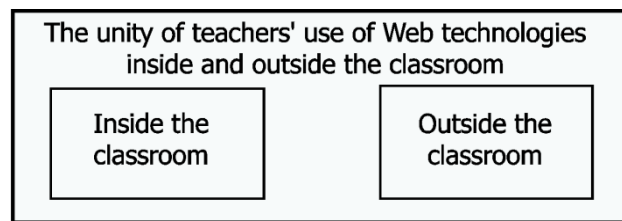
The present part of the manuscript provides the purposes of teachers' use of Web technologies in both inside and outside the classroom studied and functional approach to teachers' use of Web technologies in both inside and outside the classroom presented.

A lot of research efforts were made to investigate teachers' use of Web technologies in the classroom. These studies have highlighted how ICTs reconfigure classroom practice, create new variety of learning practices, change teachers' and students' role or improve students' engagement and outcomes, among others (Crook, Park, Lawson, Lundqvist, Drinkwater, Walsh, 2010). Little attention has been given to the teachers' incorporation of Web technologies as a professional tool outside the classroom (Meneses, Fàbregues, Rodríguez-Gómez, and Ion, 2012). Differences in the internal and external use of ICT were analyzed by exploring the contribution of selected factors. The internal use included encouragement of team work among teachers, promotion of teachers' professional development actions and enhancement of communication and decision-making in the school. The external use comprised interaction with parents and students, promotion of the engagement of other socio-

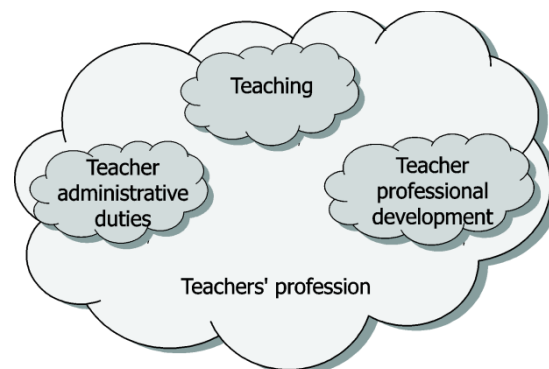


educational agents and collaboration with other schools, institutions or companies. Thereby, the previous studies were based on teachers’ external and internal use of Web technologies. In comparison, the present research analyzes the unity of teachers’ use of Web technologies in both inside and outside the classroom as illustrated in Figure 1.

Moreover, the present study is based on the functional approach to teachers’ use of Web technologies. The Systemic Functional theory views Web technologies as a resource people use to accomplish certain purposes (Karapetjana, 2007, 10). In the present research, the term *purpose* is defined as a practical and utilitarian sense (Aase, 2006, 3). In the present research, the terms “purpose”, “goal”, “aim” and “target” are used synonymously. The individual purposes are

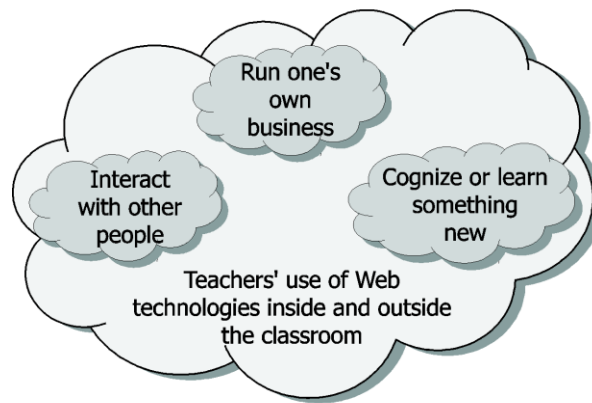


**Figure 1:** *The unity of teachers’ use of Web technologies inside and outside the classroom* generated in the social division of labour (Blunden, 2009, 12). Under the term *labour* both “enterprise, business” and “occupation, profession, etc” are understood in the present research. Teachers’ professional purposes are initially differentiated into administrative duties and didactic purposes (Rubene, Valdmane, 2013). As teachers’ profession has its own specifics such as teachers’ professional development, the present research focuses on teachers’ profession that includes teachers’ administrative duties, teaching and teachers’ professional development as depicted in Figure 2.



**Figure 2:** *Elements of teachers’ profession*

In the present research, by administrative duties interaction with other people is meant, by didactic purposes – teaching or teachers’ running their own business, and by teachers’ professional development - teachers’ learning. Thereby teachers use Web technologies inside and outside the classroom to accomplish the following purposes as shown in Figure 3: interact with other people, run one’s own business and cognize or learn something new.



**Figure 3: Purposes of teachers’ use of Web technologies inside and outside the classroom**

Table 1 presents teachers’ use of Web technologies inside and outside the classroom based on the methodology of the development of the system of external and internal perspectives.

**Table 1: Teachers’ use of Web technologies inside and outside the classroom within the methodology of the development of the system of external and internal perspectives**

Teachers’ use of Web technologies inside and outside the classroom		
External Perspective		Internal Perspective
<i>interact with other people</i>	<i>run one’s own business</i>	<i>cognize or learn something new</i>

However, further categorization of teachers’ use of Web technologies inside and outside the classroom within the methodology of the development of the system of external and internal perspectives is not developed as teachers use Web technologies inside and outside the classroom in order to interact with other people, run one’s own business and cognize or learn something new.

## **4.2. Empirical research**

The present part of the contribution demonstrates the design of the empirical research, survey results and findings of the research.

### **4.2.1. Research Design**

The design of the present empirical research comprises the purpose and question, sample and methodology of the present empirical study.

The empirical study was aimed at analyzing teachers' use of Web technologies in both inside and outside the classroom. The research question is as follows: which purposes for do teachers use Web technologies in both inside and outside the classroom?

The present empirical study involved 59 teachers who took part in the Leonardo and Grundtvig Partnerships UK Contact Seminar "Back to Learning: Back to Work" at University of Birmingham, Birmingham, the United Kingdom, 4-7 July 2012. The sample included 16 male and 43 female teachers. All the teachers have got Bachelor, Master or PhD Degree in different fields of educational sciences such as teaching English as a Foreign Language, Business, technical and other subjects. All the teachers work at educational establishments of different types: school, vocational, higher and adult education institutions. The teachers are from different European countries: Belgium, Czech Republic, Estonia, FYR Macedonia, Iceland, Italy, Latvia, Lithuania, Norway, Poland, Portugal, Romania, Slovenia, Spain, the Netherlands, Turkey and the UK. Therefore, the sample is multicultural as the respondents with different cultural backgrounds and diverse educational approaches were chosen. That emphasizes the analysis of each teacher's use of Web technologies in both inside and outside the classroom (Luka, Ludborza, Maslo, 2009, 5) within the present empirical study. However, whereas cultural similarity aids mutual understanding between people (Robbins, 2007, 48), the teachers' different cultural and educational backgrounds contribute to successful learning. Moreover, different cultural and educational backgrounds become an instrument of bringing the teachers together more closely under certain conditions such as appropriate materials, teaching/learning methods and forms, motivation and friendly positioning of the educator (Abasheva, 2010, 431). Thus, the group's socio-cultural context (age, field of study and work, mother tongue, etc.) is heterogeneous.

The interpretative research paradigm which corresponds to the nature of humanistic pedagogy (Lūka, 2008, 52) has been determined for the present research.

The interpretative paradigm creates an environment for the development of any individual and helps them to develop their potential (Lūka, 2008, 52). The core of this paradigm is human experience, people's mutual everyday interaction that tends to understand the subjectivity of human experience (Lūka, 2007, 104). The paradigm is aimed at understanding people's activity, how a certain activity is exposed in a certain environment, time, conditions, i.e., how it is exposed in a certain socio-cultural context (Lūka, 2007, 104). Thus, the interpretative paradigm is oriented towards one's conscious activity, and it is future-oriented (Lūka, 2007, 104). Interpretative paradigm is characterized by the researcher's practical interest in the research question (Cohen, Manion et.al., 2003). The researcher is the interpreter. Hence, the interpretative paradigm in the present research has been underpinned both by the researcher's practical interest – teachers' use of Web technologies in both inside and outside the classroom as the basis for provision of the development of the system of external and internal perspectives – and the correspondence of the social constructivism theory and systemic functional theory to the given paradigm (Lūka, 2007, 104).

Explorative research has been used in the empirical study (Mayring, 2007, 6). Explorative research is aimed at developing hypotheses, which can be tested for generality in following empirical studies (Mayring, 2007, 6). The empirical study consisted of the following stages: data collection, data processing, analysis and data interpretation, analysis of the results and elaboration of conclusions and hypotheses for further research.

The qualitatively oriented research allows the construction of only few cases (Mayring, 2007, 1). Moreover, the cases themselves are not of interest, only the conclusions and transfers we can draw from this material (Mayring, 2007, 6). Selecting the cases for the case study comprises use of information-oriented sampling, as opposed to random sampling (Flyvbjerg, 2006, 229). This is because an average case is often not the richest in information. In addition, it is often more important to clarify the deeper causes behind a given problem and its consequences than to describe the symptoms of the problem and how frequently they occur (Flyvbjerg, 2006, 229). Random samples emphasizing representativeness will seldom be able to produce this kind of insight; it is more appropriate to select some few cases chosen for their validity.

#### 4.2.2. Survey Results

In order to analyse the teachers' feedback regarding their use of Web technologies in both inside and outside the classroom, the survey was based on the following questionnaire:

Question 1: Please, indicate the name of the country of your origin. The evaluation scale is nominal.

Question 2: Do you use Web technologies to interact with people (family, friends, colleagues, etc)? The evaluation scale of two levels for the question is given where "0" means "no" and "1" - "yes".

Question 3: Do you use Web technologies to run your own business and / or enterprise? The evaluation scale of two levels for the question is given where "0" means "no" and "1" - "yes".

Question 4: Do you use Web technologies to learn something new? The evaluation scale of two levels for the question is given where "0" means "no" and "1" - "yes".

Question 5: Please, specify other purposes of use of Web technologies. The evaluation scale is nominal.

59 questionnaires were distributed. Questionnaire responses were received from eight teachers who participated in the Leonardo and Grundtvig Partnerships UK Contact Seminar "Back to Learning: Back to Work" at University of Birmingham, Birmingham, the United Kingdom, 4-7 July 2012.

The results of Question 1 of the questionnaire used in the survey show that eight teachers who responded to the questionnaire represent the following countries: United Kingdom, Slovenia, Macedonia, Iceland, Latvia, Lithuania, Poland and Portugal.

The results of Question 2 (Interaction with people), Question 3 (Running a business) and Question 4 (Cognition) are shown in Figure 6 where

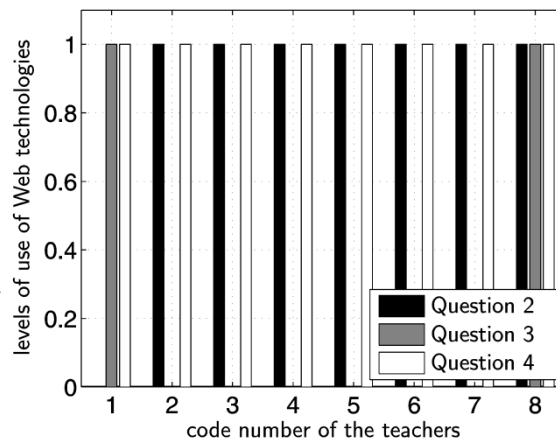
- the vertical numbers mean two levels of use Web technologies for a certain purpose,
- the horizontal numbers present the code number of the teachers who participated in the survey.

The results of Question 2 on use of Web technologies to interact with people (family, friends, colleagues, etc) reveal that seven out of eight teachers who responded to the questionnaire use Web technologies to interact with people (family,

friends, colleagues, etc) as shown in Figure 6. Moreover, one teacher stressed that Web technologies had been used to interact only with colleagues.

The results of Question 3 of the questionnaire used in the survey demonstrate that only two teachers out of eight teachers who responded to the questionnaire use Web technologies to run their own business and / or enterprise as demonstrated in Figure 6.

The results of Question 4 on use of Web technologies to cognize something new demonstrate that all eight teachers who responded to the questionnaire use Web technologies for learning as depicted in Figure 4.



**Figure 4: Results of Question 2 (Interaction with people), Question 3 (Running a business) and Question 4 (Cognition)**

The results of Question 5 on use of Web technologies for other purposes show that Web technologies are used for communication with clients and development of electronic catalogues.

#### 4.2.3. Findings of the Research

The relatively small number of questionnaires returned may possibly be explained by teachers' summer vacation as the questionnaire was emailed in July 2012: in general people and, consequently, teachers do not often check their e-mails in summer. Another explanation could be the technical aspect of the emailed questionnaire: the questionnaire did not reach the email inbox as the computer programmes had redirected it to the email trash or spam space. Further on, the relatively small number of teachers who responded to the questionnaire may possibly reflect teachers' perception of their responsibility for their own cognition or, in other

words, learning as filling in a questionnaire is considered as a technique of teachers' lifelong learning.

The teachers' replies from the questionnaire were systematized according to the construct of use of Web technologies and its three domains as described in Table 2: the construct of teachers' interaction with people with use of Web technologies, the construct of teachers' running a business with use of Web technologies and the construct of teachers' cognition with use of Web technologies.

The data were processed applying SPSS 17.0 software. The determined construct domains were systematized into the codes corresponding to a domain. Only positive answers were taken into consideration for the analysis: answers which were marked as "1" in Question 2, 3 and 4. The number and percentage of the positive answers from the questionnaire completed by the teachers were analyzed as shown in Table 3.

**Table 2: Inter-relationship between construct, perspective, construct domain and questionnaire**

<b>Construct</b>	<b>Perspective</b>	<b>Construct domain</b>	<b>Number of the question</b>
Use of Web technologies	External	teachers' interaction with people with use of Web technologies	2
		teachers' running a business with use of Web technologies	3
	Internal	teachers' cognition with use of Web technologies	4

All of the teachers' answers were categorized to the construct *Teachers' use of Web technologies*. Frequencies were determined to reveal the teachers' use of Web technologies. The survey showed that the teachers have positively evaluated their interaction with other people with use of Web technologies. Teachers' cognition with use of Web technologies has a positive evaluation, too. However, teachers' running a business has been positively evaluated by only 25% of the teachers among those who responded to the questionnaire. The interpretation of this result reveals that the teachers who responded to the questionnaire did not consider their use of Web technologies to be part of their teaching or business / enterprise and themselves to be

enterprising. That allows explaining teachers' lower evaluation of use of Web technologies to run their own business in comparison with teachers' higher evaluation of interaction with other people and cognition with use of Web technologies.

**Table 3: Frequency of the teachers' positive answers**

<b>Construct</b>	<b>Perspective</b>	<b>Construct domain</b>	<b>Number of answers</b>	<b>Percentage</b>
Use of Web technologies	External	teachers' interaction with people with use of Web technologies	7	87.5%
		teachers' running a business with use of Web technologies	2	25%
	Internal	teachers' cognition with use of Web technologies	8	100%

The findings of the research allow concluding that the construct domain of teachers' internal perspective is of a higher level than the construct domains of their external perspective. This result could be interpreted by the peculiarities of teachers' profession such as teachers learn life long. Therefore, teachers' cognition or learning is part of their profession.

Further on, analysis of the results of Question 5 on use of Web technologies for other purposes was based on the following findings: communication is interaction, and development of electronic catalogues is part of running one's own business. Consequently, the other purposes given by the respondents in Question 5 of the questionnaire are categorized as following: communication with clients refers to the construct *teachers' interaction with people with use of Web technologies*, and development of electronic catalogues relates to the construct *teachers' running a business with use of Web technologies*.

The summarizing content analysis (Mayring, 2004, 269) of the data reveals that the teachers' feedback regarding their use of Web technologies in both inside and outside the classroom in order to interact with other people and cognize with use of Web technologies is positive. However, there is a need for the increase of the teachers' running a business with use of Web technologies.



## 5. Conclusions

The survey showed that the teachers have positively evaluated their interaction with other people with use of Web technologies (87.5%). Teachers' cognition with use of Web technologies has received a positive evaluation, too (100%). However, teachers' running a business has been positively evaluated by only 25% of the teachers among those who responded to the questionnaire. The interpretation of this result reveals that the teachers are possibly overloaded by their administrative duties such as e-class and high requirements such as application of educational innovations in teachers' everyday work set in teachers' profession. The interpretation of the research results allows making another assumption that teachers lack the exchange of experience in use of Web technologies in teaching with other teachers, in other words, peer-learning how to run a business with use of Web technologies. That allows explaining teachers' lower evaluation of running a business in comparison with teachers' higher evaluation of interaction with other people and cognition with use of Web technologies.

The findings of the research allow concluding that the construct domain of teachers' internal perspective is of a higher level than the construct domains of their external perspective.

Validity and reliability of the research results have been provided by involving other researchers into several stages of the conducted research. External validity has been revealed by international co-operation as following: the research preparation has included individual consultations given by other researchers, the present contribution has been worked out in co-operation with international colleagues and assessed by international colleagues, and the research has been partly presented at international conferences. Therein, the findings of the present research are validated by other researchers.

Analysis of the research results leads to the conclusion that the emphasis in further development of teachers' use of Web technologies in both inside and outside the classroom should be put on the development of teachers' external perspective. Therein, the following hypothesis has been formulated with the focus on the development of teachers' external perspective: teachers' use of Web technologies in both inside and outside the classroom is successful if

- teachers are provided with the definitions of "profession" and "business",

- teachers identify the purposes for use of Web technologies inside and outside the classroom,
- a favourable educational environment for teachers' running a business is organized,
- teachers actively participate in use of Web technologies for various purposes.

The present research has *limitations*. The inter-connections between Web technologies and the methodology of the development of the system of external and internal perspectives have been set. Another limitation is the empirical study conducted by involving only the teachers at one seminar. Therein, the results of the study cannot be representative for the whole area. Nevertheless, the results of the research – the determined purposes, constructs of teachers' use of Web technologies in both inside and outside the classroom and the explorative research design - may be used as a basis of analysis of teachers' use of Web technologies in both inside and outside the classroom in other institutions. If the results of other institutions had been available for analysis, different results could have been attained. There is a possibility to continue the study.

Prospects for development include modelling of a favourable educational (teaching, peer-learning and learning) environment for the enrichment of teachers' use of Web technologies in both inside and outside the classroom. Particularly, teachers' running a business with use of Web technologies in both inside and outside the classroom has to be increased as the teachers' interaction with people and learning with use of Web technologies have been determined to be of a higher level. Analysis of inter-relations between a favourable educational (teaching, peer-learning and learning) environment centred on teachers' peer-learning and the enrichment of teachers' use of Web technologies in both inside and outside the classroom is proposed for further investigation. The contemporary concept of *purpose* remains as an open point for further research. Further research tends to focus on the search for relevant methods for evaluation of each criterion of the development of teachers' use of Web technologies in both inside and outside the classroom as well as data obtaining, processing, analyzing and interpretation in an empirical study within a multicultural environment.

Empirical studies in other institutions are proposed to be carried out. Another direction of further investigation is considered as evaluation of efficiency of teachers'

use of Web technologies in both inside and outside the classroom. A comparative research of different countries could be carried out, too.

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## **Dialogic education and formation of competences**

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### **Abstract**

In this article, the options of using dialogue for educational purposes and needs are analysed. Dialogue is viewed as a methodological principle for overcoming the current educational crisis. The human orientation of dialogue lays the theoretical basis for future development of humanised education. The authors believe the dialogue-based education to be a strategic branch of development for modern pedagogy. The dialogic approach makes it possible to simultaneously solve issues related to the formation of competences of future specialists and preserve the humanistic orientation of education.

Dialogue is interpreted both as a verbal form of communication and a type of mutual existence of the parties involved into education. A common direction of the internal activity is an essential feature of dialogue. The dialoguing parties should be turned to each other, mutually interested and open. In dialogue, a person's existence is fulfilled, generally significant stable relations are formed; through dialogue, a person may successfully (competently) enter into social being and open up to another person. Dialogue-based education is focused not on memorisation, but on understanding, which principally changes the effectiveness of education. Dialogue is a procedure contributing to the formation of competences and the development of a person's creative potential.

**Keywords:** *Education, crisis, dialogue, communication, understanding, creativity, competence, ideal, humanism.*

### **Introduction**

Integration of Latvia into the European structures led to the change of previous paradigms: political, ideological, philosophical, economic, and also pedagogical. Global changes in society could not but be reflected in education and in the contents and priorities thereof.

In classical pedagogy, education implied the process and result of mastering of systematised knowledge, skills and abilities. In the process of education, all

intellectual wealth produced by humanity is transferred from generation to generation. However, as practice shows, traditional methods of instruction for the most part do not manage to keep abreast of the times, do not contribute to the development of creative independence. Graduates of educational institutions are rather often unprepared for the conditions of contemporary life.

The contemporary system of education experiences a state of crisis resulted from pragmatic attitudes, orientation towards commercialisation of education. The narrowly pragmatic, commercial approach drives education into the state of permanent crisis. Education suffers from its inability to envelop the complexity of problems, understand relations and interactions between things, transfer a coherent and harmonious ideological worldview to young people, and offer them reliable tools for incorporation into the rapidly changing socio-economic structures of the society. On the other hand, the crisis is manifested in the contradiction between the need of the society for training of specialists with a high level of professional competence and teachers' unpreparedness for the accomplishment of this task.

The crisis in education will continue until society finds the ideal that will be able to reform the entire system of social relations. Indeed, education and upbringing are determined by the spirit of the age and by the values and ideals functioning in the society (Buber, 1995, 45).

The purposes of education must be formulated by society and the state. Moreover, only the society whose view is directed to a wide and clear public idea is capable of giving an answer about the sense and purpose of education. This is how it should be if the state uses education as a means to accelerate the development of the country, to increase the living standard of its citizens. Education adequate to the tasks of the state makes it possible for citizens to more rapidly and more effectively get involved in the economic life of the country, to more productively solve social and economic problems. Correctly oriented and well organised education is a guarantee of the steady development of the society. The society possessing the ideal is capable of formulating a social order, which can be executed either in the form of a state educational standard or, as it was in the old days, in the form of a model. For instance, in the traditional Jewish culture it was personified by Talmid Hakham (מִכָּה דִּמְלִית), a wise man, instinct with mercy, a defender of his people and simultaneously a judge. As to the Anglo-Saxons, a public and pedagogical ideal could be described by one word – “gentleman”. The pedagogical and public ideal of many societies was

personified in the concept “citizen”. The communism ideology saw ideal in the wholistic personality development. Western society was for a long time inspired by the idea of reaching the general welfare. However, by the end of the 20<sup>th</sup> century, this ideal had exhausted its potential.

Today we live in the epoch when previous ideals have been taken off pedestals and proclamation of the new ideals is impeded by pragmatic attitudes of production and economic considerations. Apart from objective, global factors, there are also ideological factors that essentially distort the idea of education. According to B. Russell, educational authorities are not eager to educate the youth. Their task is to transmit information without enhancement of mind abilities. (Russell, 1999, 220). Today, all efforts of contemporary education are concentrated on competences. The question is whether development of a competent specialist may be considered the purpose of education. Undoubtedly, mastery of competences is a worthy purpose, but it in no way is the purpose of education.

### **Competences**

The term “competences”, that has nowadays gained wide acceptance in pedagogy, methodology and the field of education, came into scientific use with a helping hand of Lyotard. Describing the post-modern state of science and education, Lyotard establishes that contemporary education is not focused on “the retention of a human face”, but is built on the idea of competence. The competency building approach was maturing and comprehended not inside education, it was rather a reply to the specific request from a professional field. It is focused on the system ensuring the quality of education that would answer the needs of the fast-changing world and contemporary labour market. The life cycle of products and systems becomes increasingly shorter, and changes occur non-stop. The need for functioning under the conditions of unpredictable situations and strategies requires of an individual special psychological and professional training. In the new economy, society needs new people who have competences requested by a specific customer. For this very reason, the competence building approach intends to involve employers in the making of social procurement for a graduate of a higher educational institution (so many teachers, so many lawyers, so many bookkeepers, etc.) and a list of competences which such specialist must have.

The density of social events has nowadays grown to such an extent that it lends itself to systematic description and comprehension with difficulty. Totalitarian regimes perish, new states appear, and the new world order is created in front of the eyes of one generation. In other words, future comes with increasing speed. People fail to adapt to the dynamics of changes. This acceleration of the pace of life is the reason why competences should now be renewed several times during the course of life. In terms of education it means revolving around the solution of immediate problems. Fundamental and humanitarian knowledge is subject to radical reduction in favour of ethical, technological knowledge. Education is assigned to the role of a supplier to the system of players who are able to ensure proper performance of the role at practical positions required by social and economic institutes (Lyotard, 1998, 118). Education ceases being an end in itself and is evaluated quite materialistically, i.e. by its efficiency at the labour market. This is what forces higher educational institutions to fight for popularity ratings, which quite often have nothing to do with the quality of education. Instead of being the locomotive of science and industry, education has turned into the appendage of the market economy. Interest in education is determined not by the striving for creative development of a person, but by the possibility to get a suitable, prestigious and highly-paid position. Education has started to adjust to the market and propose itself as goods. The universal humanistic mission of education has been reduced to the level of training of specialists needed by society and production. In this situation, commercialisation of knowledge and utilitarian interest in education are logical phenomena. Commitment to the labour market expels from education a person's striving for constant improvement and development of his/her own creative potentials. Contemporary education becomes impersonal. The purpose and sense of a person's life are brought down to the person's competence in the specific economic and political system. As a result, from the variety of educational tasks training of a competent worker becomes the determining one.

### **Dialogue**

The world in which knowledge is goods, and education is a service, forces everyone to give a thought to the question how to refresh the idea proclaimed by Hegel that the essence of human education lies in the fact that a person makes him/herself a spiritual being in every respect.



The idea of articulation of the purposes of education through the assertion of public ideal is more than productive for pedagogy at large and for the search for the ways of building such an educational system within which self-actualisation and competences would mutually supplement each other. This task is not simple, since the essence of education and the essence of professional activity principally differ. Personality, its improvement and self-actualisation have always been and remain the purpose of education; whereas, the purpose of professional activity is success. The purpose of education and production coincide neither in terms of the form, nor in terms of the contents. It means that, first of all, it is at least necessary to reduce to the same denominator the differently directed vectors observed in education at the given moment, and concurrently to develop an integral concept of education.

Education, even if it solves immediate, competence-based problems, must not look past the central idea of education, i.e. an individual's wholistic education. Focusing on building a competent individual requires a fundamental change in the structure of relationships between learners and teachers. The subject-object diagram that was previously acknowledged as a priority gives a way to subject-subject interactions, which qualitatively change the structure of entire education at large and the function of a teacher in particular. The change of emphasis is possible only on the basis of respective philosophy of education the major principle of which is the principle of "dialogism". Education does not imply only formation of competences, and it is not just "cultivation" of a person's natural potential or "bringing" of mental abilities to a certain model significant for one or another historical stage. According to H.-G. Gadamer, it is, primarily ascending to the universal through dialogue. Moving to the universality is not limited to theoretical education and in fact does not imply only a theoretical aspect in contrast to the competence-based education, but covers the essential determination of human rationality in general. The essence of human education lies in the fact that a person makes him/herself a spiritual being in every respect. The one who gives oneself to details cannot be considered an educated person (Gadamer, 1975, 333-341). Education focused only on competences conflicts with the idea of humanistic education. Society needs not only top-tanked specialists, professionals in their business, but also individuals capable of creative activity.

This is why the problem of dialogue is as relevant today as ever, since in dialogue, a person's existence is fulfilled, generally significant stable relations are

formed; through dialogue, a person may successfully (competently) enter into social being and open up to another person.

Dialogue is a process in which *I* can discover itself and thereby, uniquely, achieve true self-realisation. Otherwise, the relationships between people degrade to the *I-It* level when a person is treated as a manipulated object and a means for the achievement of somebody's objectives. The *I-It* relationship is a type of interrelation without reciprocity where the other appears as a function and an object, which leads to the fact that “the other” is used as a means for the solution of pragmatic problems. A true dialogue is communication between unique individuals who do not treat each other as objects. This is not lecturing the other, not manipulating him/her, but it is the search for general values and senses.

Nowadays, dialogue in education should be understood not only as a didactic form, but as a means for joint existence of the parties involved in the process of education (Mark K. Smith). Mutual focus of the internal action is one of the most important characteristic features of dialogue. The dialoguing parties should face each other, should be interested in each other and open to each other. “Only participation in the Existence of other living beings reveals the sense and the base of our own existence” (Buber, 1995, 48).

Organising dialogic communication is one of the most complicated tasks a teacher faces. Its sense is disclosure in the dialogue of each person's potential, which is possible given that a teacher sees a specific personality in each individual in the entire wealth of subjectivity peculiar to it. An increase in the knowledge and its understanding in the process of instruction is possible only when a teacher sees in a person not a set of competences, but perceives him/her as a certain entirety and individual uniqueness. Only in such a case individuals in education will appear before a teacher as living people with the entire wealth of their advantages and disadvantages rather than mannequins with a set of such labels as “ignoramus”, “immature personality”, “infantile generation”, “consumers.”, etc.

Since the contemporary society is in need of independently thinking, self-defining individuals, the principles of dialogic education seem to be the most adequate and meeting today's requirements. For the theory and practice of education, the fundamental value belongs to the fact that dialogic education proclaims the idea that a learner is not an object and a sum of competences, but is a subject of free and responsible creation and self-realisation. From the perspective of dialogic world view,

a person is the centre of his/her own becoming which contains both the resources and mechanisms of personal and professional growth. Dialogic education is not interested in simple transfer of data and information to learners. Dialogic education is the process of development of free, self-realising individuals.

It would be fair to emphasise that the place of dialogue in the structure of education was known long ago. However, in many pedagogical systems dialogue rather frequently fulfilled an applied function and was used as a rhetorical figure rather than came out in its ontological essence. A true dialogue is characterised by internal conditionality of the communicating parties when one person cannot exist without the other (Buber, 1995, 54).

Establishing true dialogic relationships has always been difficult, and today it is many times more difficult. There are more than enough reasons to that. First of all, special responsibility for the establishment of dialogue lies with a teacher as the leading party of the educational process. The teacher must realise that each of his/her words, each act has effect on his/her listeners. It binds the teacher to constant reflection and control. The teacher as if “hears” and “sees” him/herself through the eyes of the audience. At the same time, the teacher must be present also in the soul of every individual who participates in communication, provided that it is not just some kind of abstract “soul”, but it is a soul of a specific, unique individual and his/her partner in the dialogue who is submerged together with the teacher in the situation of “learning” and spiritual formation.

Another reason slowing down the development of dialogic relationships in the system of education is the stereotyped pedagogical idea about a learner that is formed on the basis of tests and diagnostic measurements. Quite often, the task of testing is reduced to setting of final boundaries of the development of human essence on the basis of external expert estimation. However, the most important characteristic feature of pedagogical dialogue consists of the ability of communicating parties to step outside personal I into the world of the generally significant values. Among other things, a highly-moral, anti-individualistic intension is rooted in the developed skill to understand another person, his/her consciousness and unique world. Preservation of the learner's individuality, prevention of his/her depersonalisation is one of the most important directions of humanisation in the area of education. No less significant for pedagogy is the idea that the internal world of an individual is opened in dialogue and that because of dialogic communication the search by an individual of his/her

authentic *I* begins. A person's personality can manifest only in socialising with others. An individual can create his/her *I* only in contrast to the *I* of others. In the words of M. Buber, "There is no *I* as such but only the *I* of the basic word *I-You* and the *I* of the basic word *I-It*" (Buber, 1995,16).

Briefly speaking, a learner must not only be regarded as a subject or object of action, but he/she must be understood, i.e. acknowledged in his/her uniqueness, in the totality of circumstances of life that make his/her existence and fate unique. Implementation of such approach brings education to a fundamentally different level. As a matter of fact, education is not what a person is taught, but what the person understands in it. From this point of view, the aphorism of Max von Laue, i.e. education is what actually remains when you have forgotten what you were taught, may be considered some kind of quintessence of the idea of education in the 21<sup>st</sup> century. The idea is revealed in the fact that education must form the frame of mind which is considerably more important than simply information and competences. The dialogue-based pedagogical process is focused on understanding rather than on memorisation, which principally changes the effectiveness of education. A teacher in contemporary education is not just a translator of knowledge; he/she acts as living manifestation thereof. In fact, the only task of a teacher is wakening the learner's ontological powers. The age long Kantian questions "what am I" and "what should I do" posed against the background of dialogic horizon actually acquire vitally significant importance.

### **Conclusion**

Thus, the potential contained in the dialogic approach makes it possible to balance the apologetic tendencies of the competence-based approach and the humanistic essence of education. There is every reason to consider dialogic education as a heuristic trend in the development of contemporary education. It is fundamentally important to note the fact that the attitude with a focus on dialogue is the ability to understand the internal coherence, organised nature of the phenomena in question, logical ordering, clear idea about the cause-effect relationships, etc.

Dialogue is focused not on the memorisation of facts, not on the change of what is understood, but on adaptation to it, on its preservation in its entire uniqueness and originality. Dialogue becomes a procedure contributing to the formation of competences and the development of creative potential. It should be emphasised that we considered dialogue only as one of the versions of possible harmonisation of

humanistic values of education and practical purposes which education faces today. One may know an infinite number of facts, be an extremely competent specialist in one or other field or area, but, at the same time, one may be a person lacking culture and be uneducated. Having education and a diploma confirming the competence of its holder by no means indicates that said person is really an educated person. The essence of education is about the ability to understand the sense and meaning of an object, to place the object in the context of world perception which an individual has established by the given moment. Dialogue connects something that was previously unknown with something that is already known converting particular facts into a system. The special feature of dialogic interaction consists in the fact that it is focused on the retention of the “authenticity” of what is understood in the entire uniqueness of the external and internal characteristic of it, in the entire involvement of everything that is articulated by dialogue. Dialogue is a form of existence of consciousness in its entire uniqueness, functionality and transience. As a process, dialogue really is something that is directly experienced, something that constantly escapes reflection. However, as a result of dialogue, we have a mastery of something personally new, and it is principally important for the formation of a competence of a successful practical action.

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## **Education as instrument of ideology: Soviet Latvia after the second world war**

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### **Abstract**

The state ruled educational system, including educational sciences, comprises a certain complex of legitimate knowledge, the acquisition of which is considered to be important and relevant to the ruling ideology and interests of the society. In the field of education of Soviet Latvia after the Second World War (WW II) the only acceptable and applied classification of sciences was considered to be the one developed by Friedrich Engels (*Filozofijas vārdnīca*, 1974). On the basis of the movement of matter, Engels divided science into three main groups - natural, technical and social sciences (see Engels, F. *Anti-Dühring*, 1878). In this classification educational sciences or pedagogy (according to the Russian version) was presented as a science, which originated to satisfy the needs of the society, to effectively prepare upcoming generations for the preservation and improvement of public production. Soviet pedagogy was identified as a science about human upbringing that implied passing of historical experience of a society to the next generations with a view of preparing them for public life and production.

Pedagogy, together with philosophy, politics and economics became propaganda source and an instrument of Soviet ideology. The educational processes were examined through the prism of Marxism-Leninism. The theoretical basis of the whole soviet educational system together with its other components became a tool to perform essential ideological functions. The main objective of the latter was to bring up people that subscribed to the established orthodoxy of ruling ideas and were ready to reproduce them from generation to generation.

The objective of our research was the analyses of education as an instrument of a totalitarian ideology, and to answer the following questions:

- 1) Which theories of education were considered legitimate, relevant and corresponded to the Soviet interests in public education and upbringing?

- 2) What were the means used in educational field to implement and promote Soviet ideology?
- 3) How human resources got involved and used?

The above studies were based on the following sources - education documents, soviet pedagogical press, school manuals and interviews with educators.

**Key words:** *soviet pedagogy, ideology, education, upbringing*

## **Introduction**

The basic meaning of education has always been the objective to change and develop humans according to the established values and targets. The system of education is based on the political and economic developments of the state, and serves it's interests. Education can be regarded as the instrument of power and implementation of the ideological preconditions.

Internationalisation in education is commonly regarded as a process during which a certain pedagogical experience is spread in the world beyond national borders. Traditionally this is a non violent process during which the new ideas are discussed, accepted or denied.

In our studies we considered internationalisation from the point of view of economics when education becomes a commodity that is purposefully exported by the state to it' s provinces and unconditionally implemented afterwards.

The subject discussed is the Soviet education policy after the Second World War (WWII), when a considerable part of European countries became under the USSR (Union of Soviet Socialist Republics) influence but Baltic countries were occupied and included into the USSR. So, the present paper is devoted to the education policy of the USSR, after WWII, and more specifically, after the occupation of the Baltic States.

Our interest in this context lies within the mechanisms that were used in education export as a totalitarian power commodity within a definite society, and how these processes influenced education.

## **Aim of the Study**

The objective of our research was the analyses of education as an instrument of a totalitarian ideology - means and ways how the interests of totalitarian power are



exported and reproduced in the system of education. Therefore we raised the following questions:

- 1) Which theories of education were considered legitimate, relevant and corresponded to the Soviet interests in public education and upbringing?
- 2) What were the means used in educational field to implement and promote Soviet ideology?
- 3) How human resources got involved and used?

The above studies were based on the following sources - documents of educational research institutes, collection of scientific articles published in the soviet period and school manuals.

### **Education As an Instrument Of a Totalitarian Ideology**

The only acceptable classification of sciences in the USSR was the one developed by Friedrich Engels (Filozofijas vārdnīca, 1974). Based on the movement of matter, F. Engels classifies sciences in natural, technical and social, excluding spiritual or religious and philosophical aspects of science, that have no place in the materialistic concept of the world. Philosophy by Engels is interpreted as one of forms of social consciousness determined by socio – economic relationships, and it studies the relationships between the mind and the material world. Education at the same time is described as a science the development of which is determined by social needs - efficient preparation of next generations for social production and it' s development (Filozofijas vārdnīca, 1974).

Education in the Soviet era had unified characteristics defined by the ruling ideology. However, the ideologisation and politisation of the study process meant that the educational work was, in fact, guided by the Communist Party and used as an important tool to support and promote Soviet politics. Thus, the intellectual isolation of education from the processes in the Western Europe, was implemented with the idea to ensure that studies were carried out according to Marxism and excluded any critical approach to Marx, Engels and Lenin's doctrines. The result of the mentioned above was enforced, one-sided, ideological point of view, strong censorship and hidden information (Kestere, 2005).

The most important feature of the soviet schools was *the education of a new person* that was planned according to the state and Communist Party politics. The main goal of the education was to “prepare a generally developed, all-rounded citizens, that would be able to build and defend the communist society” (Iljina, 1971,

52-53). A fully and well- rounded development and formation of a personality was based on five main postulates of communist education – the Soviet citizen was educated to acquire ideological, intellectual, moral, esthetical and physical characteristics that would serve for the benefit of the whole system (Iljina, 1971). And the main goal of the education system in the Soviet Union was to bring up a socially useful personality - loyal to communist thinking and accepting values common and recognized by citizens of other societies – honesty, truthfulness and helpfulness.

The propaganda of superiority of Soviet education started immediately after the Baltic countries were incorporated into the Soviet Union. Educational processes were estimated through the prism of Marxism - Leninism theory thus eliminating the understanding of humanitarian education.

Theoretical acknowledgements were strictly censored. Changes were introduced in the definitions and interpretations of concepts; theories that did not correspond with the ideology of the USSR were replaced with convenient ones; the works of foreign authors and scientists were forbidden and stored in the special funds of libraries. The learning of foreign theories were allowed only with special permission.. Even the works of Soviet classical pedagogues like Krupskaya (1869-1939), Blonsky (1884 – 1941) and Makarenko (1888-1939) were presented accordingly to political climate in the country. For instance, there was limited information about Blonsky's researches till 1980s. There is not even mentioned name of Blonsky in the textbook of history of education published in 1966 but in the textbook from 1982 he deserves already one paragraph (Konstantinov, N. et al., 1966 and 1982) The both books are written by the same authors.

A new explanation of humanism was introduced into Soviet science. It disassociated itself from the European understanding based on Christian values as it categorically denied the existence of spiritual or any spiritually oriented criteria. According to the basic principles of scientific atheism, idealism by all means restricted scientific cognition and reduced it' s significance with the aim of introducing religious obscurantism i.e. anti-scientific and reactionary theory. Classical humanism was defined as bourgeois humanism, because in it' s substance it does not put forward the task to liberate working class from exploitation, the centre of its research is an individual, not a collective, as well as it defends private property. Soviet science advocated a new, higher type of humanism – secular humanism - materialistic or communist humanism based on Marxist theory (Camerjans, 1965).

The aim of introducing the propaganda of atheism in the soviet schools and universities was to bring up youth in the spirit of fighting atheism, so that it will not be contaminated with religious ignorance and prejudices in whatever way they manifest themselves. Youth had to become an active tool for the propaganda of scientific world view to the broad working class masses (Camerjans,1965).

To advocate the above world view certain institutions were required. Soviet Union already had an experience of a fast and efficient invasion of territories, therefore after invading the Baltic States, the USSR as any proper colonizer secured itself with well known educational establishments. The Baltic educational system was perfectly unified according to the Soviet example. For example, private, minority and theological schools were abolished. The language of instruction was Latvian and Russian in the Soviet Latvia. Education was free of charge in all levels of instruction (Builis, A.; Gailīte, G., 1969; Bleiere, D. et al., 2005; Jubels, H., 2005).

The higher educational institutions in Baltic States were transformed. One of the most important goals was to connect the learning process with the education of politically loyal citizens. The new Soviet students had not only to become highly qualified specialists in their field, but at the same time had to acquire social and political knowledge. (Ar Darba Sarkanā Karoga ordeni apbalvotā Pētera Stučkas Latvijas Valsts universitāte, 1982). Therefore socio - political sciences became compulsory subjects of study for all the students of all faculties of higher educational institutions, no matter what were the field of their studies. New departments of Marxism – Leninism, political economy, scientific communism and history of Communist Party were founded in all the higher educational institutions.

Changes in scientific research were also introduced according to Soviet example. There was no Academy of Sciences in Latvia before Soviet occupation. The Soviet power established it immediately already in February of 1946. However, there was no place for educational science, although philology, history and even land drainage and farming were included. Only in 1952 the first institution for the research work in pedagogy was established under the Ministry of Education ((Miķelsons, 1969, p.53). The purpose of such a rating was to show that pedagogy did not belong to "real" sciences, and it served only as a tool of propaganda and practical help in schools (Otcjot, 1979; Otcjot, 1989).

The aim of the newly established institutions was immediate introduction of education advocating soviet power and implementing education loyal to it. Thus the

curriculum used in the Baltic countries during the independence period was irrelevant as were the textbooks, since they were considered as "alien" and "bourgeois". New curriculum and textbooks were created and the main work was put on the shoulders of teachers - they had to prepare and dictate to pupils materials that corresponded to the new requirements. As it was difficult to create new textbooks in a short period of time, the support came from the pedagogical press with publications and translations of pedagogical research from Moscow. For example, in 1946 a manual was published *How to teach history* that contained advices of Stalin, Kirov and Zdanov (Abens, 2011). The religion and classical languages were replaced with the history of the USSR and Russian language.

In the future years all the Baltic pupils learned from books that were prepared in Moscow, translated in national languages and used in all the USSR territory. The only exceptions were textbooks for local languages, history and foreign languages. All these books were free of charge or available for an extremely low price.

However, all these mechanisms required human participation. As to staff recruitment, the soviet power chose a more diverse tactics: to guarantee effective changes in the system of education a necessity arose for loyal personnel and staff in the area of education. To begin with, previous staff were checked and re-educated, fired or eliminated, secondly, loyal staff were imported from metropolis.

With the first days of Soviet power loyal education managers and professorship of higher educational establishments were imported from the "centre" or metropolis. The first missionaries were of Latvian, Estonian and Lithuanian origin who had earlier settled down in the Soviet Union because of different reasons and therefore had appropriate ideology and had formed a "correct" way of thinking.

However, this staff resource very soon run out, and the new Soviet republics were "strengthened" by specialists from Moscow whose only language was Russian, who in the eyes of the locals who did not understand Russian, became Russians or strangers, both culturally and linguistically (Plakans, 2011, 362). But consequences arising from the above factors turned out to be disloyalty and fear mixed with indulgence to please the "centre".

One of the indulgence instruments became language - special attention was paid to Russian language acquiring in Latvian schools, books in Russian was used in university and some study courses even in Latvian student groups were taught in Russian (Bleiere et al, 359-360) .

Political cleansing of bourgeois staff took place in secondary schools and higher educational establishments, and as proclaimed it took place according to the demands of the working class. A resolution was passed in Moscow on 30th April 1947 *On the Work of Schools of Latvian SSR* which resulted dismissal of more than 100 teachers. On July 29, 1950 the Rector of the University of Latvia reported to Moscow that the staff that was socially alien and whose experience did not meet the demands required was sacked. The Latvian State University experienced unprecedented change of personnel - 121 professors and lecturers, 74 support staff, 56 administrative personnel and 866 students were fired (Jansons, 2004, 468).

The main argument for such an action was not unprofessional work or violation of discipline, but ideological nonconformity, antagonistic political opinions, religious belonging or inappropriate social origin, such as belonging to a bourgeois family or having relatives who emigrated to the West after WWII (Latvijas Valsts Universitātes vēsture, 1999).

However, it was not only the educational activities of students and teachers that were in the centre of attention of the Soviet power. A very important ideological tool of soviet education were extra curriculum activities.

The responsibility for these activities were delegated to the Young Pioneer and Komsomol organisations, that according to the example of USSR were founded in every school after the occupation of 1940. These organisations were considered as “an integral part of a soviet school” and their goal was to assist in “educating convinced and active builders of communistic society” (Špona, 1969, 77), so to achieve the aim of the Soviet educational science. Most of the students were gradually involved in the activities of the communist youth organisations.

In it's turn, the ideological work for teachers in schools was organised by the local committee of the Komsomol and Communist party. Teachers were considered by authorities as propagators of the soviet power and soviet patriotism (Kopeloviča, Žukovs, 2004, 29). With such an approach all the field of education, both its formal and informal parts were subjected to ideological control and indoctrination.

## **Conclusions**

This report is an example how totalitarian power can turn education into a commodity that is purposefully and forcibly exported outside the borders of one country. The USSR effectively used agents in the occupied territories, whose task was

to implement the interests of the new political power in a radical and fast way, respectively:

1) one materialistic viewpoint was imposed, corresponding to Marxist formulations;

2) politically approved, unified and thus loyal educational institutions were established;

3) actors performing in the field of education were supervised or replaced by those loyal to the regime;

4) censored and unified curriculum and textbooks were imported;

5) political and ideological mass organizations were imported that extended the influence of power beyond the area of range of activities of official educational establishments.

The analysis of soviet example testifies to the fact that education is an extremely proliferative field for the execution of power practices, since it's essence involves attempts to modify and develop an individual according to its goals.

Totalitarian regimes prove that the education can successfully serve the interests of the state, and the scientific cognition can be distorted according to legitimate discourse. And respectively - education can be degraded to a propaganda tool.

No doubt that every political power tends to strengthen it's position and to implement certain ideology via instruments of educational processes. Difference is only in means, and respectively in forms of implementation. The Soviet occupation of Baltic States radically interrupted the processes of acquirement of European educational space, and essentially changed the development of education in the occupied territories. The totalitarian ideology of Soviet Union was directed towards the possession of absolute power acquired by tools with the assistance of which the traditional elements of political and educational were dissolved in a system where everything seems to loose its real value, and becomes obscure to the society. (Arendt, 1951).

This resulted that in the Baltic States, the education ideas exported from the USSR, were considered alien, and thus untrustworthy and distrustful. Even those that could be positively viewed. That lead to a paradoxical situation when the soviet society was well educated, but did not trust in their education.

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# Teenagers' health education in teaching biology, non-formal and informal

*Mariana IANCU*

“Nature makes us the same, education is the one which separates us”

*Confucius*

“Health is the most beautiful and rich gift which nature can offer us.”

*Michel de Montaigne*

## Abstract

This work is approaching the pedagogic solution regarding the health problems generated by not respecting a balanced lifestyle, problems such as smoking, alcohol and other drugs. These problems can also be generated by not respecting hygienic rules.

Throughout alternative and complementary forms of education for formal, non-formal, and informal education correlated with other types of education such as first-aid education, moral education, ecological education, environmental education.

The education for formal health takes place in the national curriculum at the decision of the school in the pre university education through disciplines like Biology (national curriculum) and Health Education (C.D.S. Biology), and the academic curriculum specialist, through various components (education for a healthy alimentation, anti-smoking education) and scientific contents, completed in 3 parts of the educational process, theoretic emotional, pragmatic mediated active-participatory methods.

Non-formal health education, performed by teachers besides the educational process completes the activity of education of young students through the participation in various activities, such as some projects of health education, conferences, creation and distribution of some materials by the teenagers.

The education of the young is necessary in the selection of information through mass-media sources, for education and auto education for informal education.

**Key words:** *health education; formal health education; non-formal health education; informal health education; Biology.*

## **1. Introduction**

As the Pedagogic study's object (lg.gr. "pais-paidos"-child, teenager; "agoge"=raising, guiding, cultivation, education), education (lat. educo-education, educere-to raise, to cultivate, to guide, to educate "educatio"-raising, to cultivate, education) it is the socio-human phenomenon which secure the theoretical purchases and practice in high-school, including health, contributes at personal development and at the professionalism of social utilities for teenagers.

Socio medical recent researches have shown that the state of health of the population depends on weather conditions (30% from the cases), the life style (40% from the cases) and biological virus factions, microbe, fungus, parasites for 50%.

Individual activities and collective preservation of the planetary population's health are possible with a high level of education, implied hygiene and sanitary culture. Thus, the World Organization of Health and the U.E institutes recommend the whole world to intensify the school activities, as well as the health education because alliteration is usually related with the carelessness for a healthy life.

Health is defined as a "well-mood" in medical plan and also in a psychic and social plan, which nears one set of behavioural decisions and actions. Health is a social, economical and political thing, which involves human rights, too.

The convention regarding the children's rights adopted by the Organization of the United Nations (O.N.U.) mentions the Article Number 27 which refers to the right of any child at a level of life, good enough to permit his/her physical, mental, spiritual, moral and social development. The article also mentions (at article number 20, letter "e") that the child's education must perceive, among other, the favouritism of the mental and physical abilities. [7]

The education for health or the constitutes, according to a definition of the Organization of Health, a group of organized efforts perceiving to favourise the development of knowledge, abilities and the behaviour meant to upgrade the level of health of the individuals and of the collectivism.

## **2. The education for health in family**

Initiated in the family, continued by the family and the pre university education system, and for some young people, by the university itself, the education for health must develop as a necessity for beeping and strengthening the health. Forming of the skills and habits, of the correct upbringing/behaviour needs various and long lasting influences, which start with the positive example of the family and

the teacher. The family gives the coordinates of a healthy or unhealthy behaviour through daily examples.

### **3. The process of education for health in school in formal education for health**

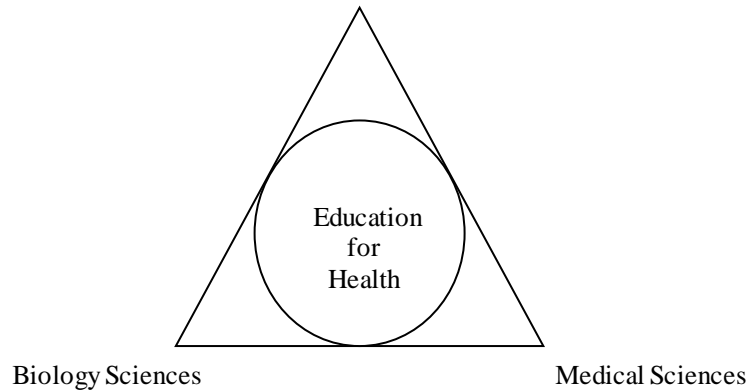
#### **3.1. Health education-formal conceptualization**

The education for health made regularly, during the instructive-educational and organized process of the lesson, the students' courses of their pedagogic practice based on a national curriculum and at the decision of the school and based on the plan and D.P.P.D. programs and specialty faculties (university curriculum) represent the education for the formal health. The lessons held in Biology as a national curriculum's component, offers the greatest package of useful information and corresponding moments for creating beliefs and skills in health preservation.

Health education and creating hygienic behaviour, we have to think of projecting, organizing and creating some activities that are designed for this kind of education. The knowledge must be put in a strong connection with the human health states. Some programs and scholar manuals, such as biology, had also hygienic and pathologic content.

At the level of the Ministry of Education, Research, Youth and Sport and of the subordinate school system applied as a strategy named "National Educational Program for health" based on which there were developed educational curriculum for the optional subject Health Education taught at I-XII grades, a guide for teachers (informative support) realized by "The Service of Programs and Education Activities", with the notice of National Commission for Counselling and Scholar and Extracurricular Education Activities and also of the Ministry of Health. It is also held in conformity with the scholarly of National Program "Education for Health in Romanian School" chosen to continue educating teachers.

The optional scholar discipline Education for Health is a part of the school decision curriculum (C.D.S.) at Biology and it is at interference behaviour fundamental science, such as Education Sciences, Psychology, Biology and Medical Science (fig. 1).

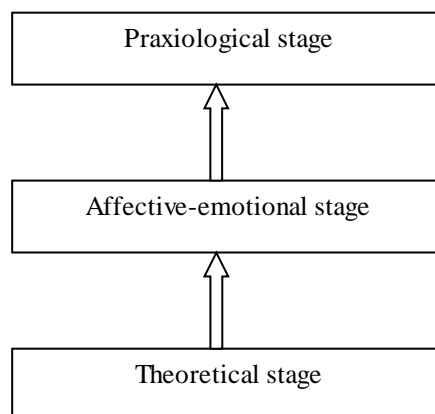


**Fig- 1 Education Science; Psychology**

### **3.2 The process of the school health education**

In teaching Biology, the process of the school health education is implemented at several major successive and interdependent steps (fig. 2):

1. equipping with the concepts of health, transmission of data, information on health issues-theoretical stage, of knowledge, with the role of cognition;
2. the affective-emotional formation of the individual, to accept phenomena and educational-sanitarian facts, this is an affective-emotional stage, with axiological role, essential in the way for practice, it involves the formation of hygiene habits and hygienic values;
3. developing hygiene habits and skills, the capacity of action in sanitarian practices, the will of action for the good of one's own health and the health of the community-the conative element, wilfully, the leading role in promoting good health decisions-the praxiological function stage.



**Fig 2-The scheme of health education process (majors steps)**

Completion of these steps leads to formation of sanitarian culture, which can be considered as a component of general culture.

Integration, in such form and at an appropriate scale, of theoretical knowledge, of their application and practices associated with them, is, without any sign of doubt, the principal leverage in qualitative change of instruction and school education, because it is about highlighting the invaluable contribution of practice at knowledge construction and, personal expression. (IOAN CERGHIT, 2002)

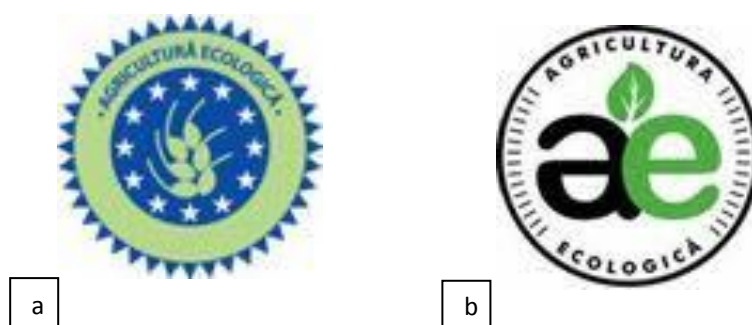
The context of health education is structured in several areas, such as elements of human anatomy and physiology, personal hygiene, activity and rest, environmental health, alimentation's health, mental health, prevention of toxic substances, reproduction and family's health, principles of bioethics etc. Knowledge about health and diseases helps the students introduce in their system of values sanitary, and sanogenetic conduct.

The principles of bioethics approach several problems of present from the field of universal genetic for intervention techniques. There are some ethical issues of organ transplantation, of fertilization and artificial bookmarks, genetic manipulation problems in reproducing the human being, consultants' and genetic consultants' issues. That information will be used in the perspective of law, moral and ethics. [7].

The methodology for education activities for health must have the traditional model, logocentric, dominated by teacher's activity, in which the student is an object of education and corresponds to a socio-empriocentric model based on debates and active discussions, brainstorming, heuristic conversations, fishbowl that supposed more implication from students, they become education subjects. On the basis of arguments, beliefs are thus formed as a result of expressing and freely debating of opinions of closeness and continuous contact with reality. Scientific information, free from prejudice, myth and superstition provide importance for human health when it is correlated with concrete health issues from personal or collective experiences and with the proper attitude-of prophylaxis, a simple treatment with apitheraphy, melotheraphy, chromotheraphy, encouragement of healthy customs, the discouragement of habits which damage the organism's health. The attitudes and decisions result in becoming much more concrete as a result of proper correlation with one's own body, with those around oneself, with the environmental factors which surround us.

### 3.3. Education for healthy eating

One of the most important components of health education is the lessons for a healthy diet, where students learn how to appreciate the healthiness of their eating habits, learn to have a balanced diet without excess food, how many calories they need to cover the normal functioning of their body during the day, as well as about the effects of unhealthy diet. Diet must contain all the essential nutrients. Research in this area (British Heart Foundation, 2007) shows that for many people – young obese, sedentary-young, lack physical activity or it is minimal; young people watch television/ spend their time with computer more than three hours a day (time spent daily at TV and computer increases alarmingly).



**Fig-3** The logos applied by the biological Romanian agriculture (fig.3, a) and that of the European agriculture products (a) and of the European Union (b) Union (fig.3, b).

The most popular recommendation for a balanced diet: "Eat food varied with three balanced meals and two snacks per day - including five portions of fruit and vegetables-and you get enough vitamins from food." Young people must learn to feed poised for a healthy life. Linus Pauling, twice Nobel Prize winner, said: "Nutrition is medicine of the future".

Regarding education for a healthy diet, young people must know and understand a few food rules:

1. The most important source of vitamins and minerals is food. A balanced diet consisting of sufficient quantities of fresh food, especially vegetables and fruit, is the best way to ensure that necessity.

2. The human body requires biological nutrition; Therefore, the knowledge of the logos applied by the products which come from Romanian biological agriculture (fig.3, a) and that of the European Union (fig.3, b).
3. Consumption of many foods with additives and sweetener substances (other than sugar) which are used for making the food more tasty (E900, E999), dye stuffs (E200, E297) increase the risk of getting ill (cold and other) by affecting the immune system and also for worse symptoms.
4. The description of each product must be read carefully!
5. If a person wants to understand and estimate the scientific terms, a person will need only basic information about the chemical composition of the food, but he/she has to be able to do this in a correct way when he/she chooses a product for personal consumption.
6. It is necessary to have a healthy life style, a good diet, healthy, with 30 minutes of sport every day without watching TV too much or playing on the computer!

Students must understand the information and how to make necessary changes and also experiment, apply different practical projects in Health Education. Nutrition is included in the daily activity and sleep routine of each human being. The students may be trained in this regard, in coming up with and sticking to such an activity schedule which would avoid exhaustion and a messy lifestyle; teams of students can be formed and will come up with a rigorous work schedule, to analyze the results – the physical and social condition of each other following some time of experimenting with the new schedule of a healthy new life. The importance of a rational lifestyle is discussed at the level of the student's collective, with a rhythmical schedule, especially with regard to intellectual work, education. Professors stress the value of alternating between the time dedicated to scholarly work and that which is dedicated to the rest, recreational activities, nutrition, which is practiced and integrated in the daily routines as distinct items of a rhythmical routine, will aid both their academic and life-long performances.

#### **3.4. No-smoking Policy**

Tobacco is probably the biggest avoidable cause for poor health in the world. The World Health Organization estimates in their “Women and tobacco epidemic-Challenges for the 21<sup>st</sup> Century” report that annually, approximately 4 million deaths occur, globally, as a result of tobacco and that the estimates will rise by 2020 to 8.4 million, 70% of which will occur in developing countries. [6].

The UN involves itself with the future of public health and, through the Lisbon Treaty, which has come into effect on the 1<sup>st</sup> of December 2009, the European Parliament and Council, may adopt measures whose direct objective is that of the protection of public health in regards to tobacco and excessive alcohol consumption, excluding any conflicts with long-standing law bills and administrative norms of the member states. A study developed by CPSS, in collaboration with Focus Advertising, named “Smoking and public health in Romania. Knowledge, attitudes and practices in regard to the consumption of tobacco-based products within the general public of Romania” and financed by the UN through the Phare programme between April of 2003 and February of 2004, demonstrated that two thirds of the population, included in the research on smoking, the percentage being alarmingly high amongst the youth, namely 67.7% of those within the 14-24 age group and 74% of those within the 25-34 age group (table 1), all of whom are at risk of becoming addicted smokers; this being the main purpose for which the Non-Smoking policy and Education is so important.

**Table 1 Distribution by age and gender of the subjects tried to smoke the CPSS Study, IV 2003-II 2004**

Age groups	Gender		
	Male	Female	Total
<b>14-24 year old</b>	<b>72.2</b>	<b>62.9</b>	<b>67.7</b>
<b>25-34 year old</b>	<b>81.3</b>	<b>66.7</b>	<b>74.0</b>
35-44 year old	84.0	61.6	72.5
45-60 year old	81.1	42.9	60.9
<b>Total</b>	<b>79.3</b>	<b>57.1</b>	<b>68.1</b>

Young people should be educated about the toxicity of cigarette smoke that harms the body, but also pollutes the environment. At the same time young people should be educated to convince the loved ones to quit smoking for their health and for the environment. By organizing experiments, discussion, role play, case studies, the students rediscovering working individually or in teams, the necessity for information and how to go through the steps to the development of students’ communication skills, required by the new school curriculum focused on eight European key



competences. Social activity in the group makes the realization that each of us is responsible for his/her own health and that the individual health possibly determines collective health. The same approach can be addressed talking about the topics of alcohol, other drugs etc.

#### **4. The non-formal health education**

In the plan for health education and first aid non-formal educational projects that contribute to health education and first aid to the moral and civic education of the students involved and also of their loved ones, families, friends, acquaintances to their preparation for life, in forming the necessary basic competences, who find themselves on the crossroads of life, or in case of an accident, a sudden malady, of teenagers' problems, unwanted and impossible pregnancy, sexual transmitted diseases, tobacco and alcohol commotions and other problems. Such projects as "Let's start to live healthy!" and "Let's help fallow people who are in the impasse of life!" ran by I. L. Caragiale National College from Bucharest in 2009-2010 during which we organized and ran Health education and First aid courses. We made flyers and students distributed educational materials, also during the projects mentioned above we organized two conferences-lecturers' debates: on 12 May 2010 "Unwanted intrauterine pregnancy, contraceptive methods, sexually transmitted diseases" conferences, special guest University Professor Vasile Nitescu of Pharmacy and Medical University "Carol Davila"; on 17 May 2010 "Healthy life, ethnobotanical drugs, alcohol, tobacco usage's deadly effects", special quest Ph.D. Professor Academician Ovidiu Bojor.

Every year on 31 May the World Organisation of Health celebrates the Day "World without Tobacco", established in order to attract the attention of public opinion to the negative effects of tobacco use, under the school program and the university program, educational activities of preventing and defeating smoking. The 2012 theme for the Day "World without Tobacco" is "Tobacco industry's interference".

#### **5. The informal health education**

The informal health education refers to the whole unintentional information, and health related and the diseases people are confronting with, especially students, in everyday practice and those which are not selected, organized and reworked from the education point of view.

As some significant sources of informal health education are those emitted by mass-media, respectively by television, radio, the press, and the Internet, too, like books in personal library, but educationally unpolished are the ways of informal health education. An example can be the TV show “The Health Right” which is shown weekly on Pro TV Iași, the most lasting (from December 2003) TV production on the local media market of Iași, users of the high success programs.

The web address on the Internet [http://www.doctor.info.ro/emisiuni\\_tv.html](http://www.doctor.info.ro/emisiuni_tv.html) is a very important source of information beneficial for informal health education. “The Health” magazine sustains informal health education.

The encouragement of education for health is mandatory, so it contributes to becoming self-educated including the health education domain. In this way children and teenagers must be taught how to get informed, how to select the educative source of mass-media, because there are also non-educative components in some mass-media sources.

## **6. Co-relations of health education**

Related to health education is also the education of students in providing the first aid to people that suffered an accident or an illness. First aid education is also related to civic and moral education of immediate intervention, for helping other people. The education in giving first aid of students refers to the theoretical and practical knowledge of students that helps them to offer the help needed by injured people, so their health situation could be better until they reach special services.

It is also important to have the accountability of teenagers in giving first aid to people that suffer difficulties, after an accident or disease, ignoring hygienic rules. Considering this our young future adults must be capable of helping people in suffering until the arrival of an ambulance or a special consultation of the doctor and the treatment prescribed by him, making their life conditions better. [3].

### **6.1 The importance of a clean environment in the human health**

The man lives in an abiotic, biotic and social environment, the fact that is related with his/her health and the health of the plants, animals surrounding him/her. The health assurance of animals is given by veterinary doctors that can prevent us from getting sick by treating the animal raised in home.

In the lessons, according to the curriculum and the age of the pupils, there can be initiated discussions on healthy issues of humans, environment friendly, ecological and sanogenetic education. Teenagers must understand that physical and intellectual

development is possible only in a clean and unpolluted environment in which the nature and the society are in a fully accord. The environment full by chemical toxins, noise, dust and others, represent the causes of some illness like cancer, lung diseases, mental illness and so on.

The environment in which the students learn matters. Some plants in the classroom, in laboratories, the plants from the microseras offer color to the life of the students, which they will notice, they will enjoy them, this having a beneficial role on their health, like growing the neuro-psychological tone, the physic comfort, in the context of the physical well-being, mental and social, which make the human healthy. Also, some animals raised in the biologic corner organized in the biology laboratory or even in the classroom, like organizing an aquarium, stimulates the affection towards animals, which contributes to the good-mood and even to the memory and learning.

## **7. Conclusions**

A comparative and analytical approach of the three types of education for health – formal, non-formal and informal, which leads us to the conclusion that all these types of education for health are necessary, and also complementary, their variability coming in preventing situations in which the modern man in the European society is put.

In teaching Biology, the education process for health like in many sciences the most important issues are science education, psychology, biological sciences and medical sciences, and they are closely correlated to the education process for first aid, moral education; ethics of ecological education and environmental education covering three stages; from the theoretical, to the emotional one; because, finally, to arrive to the necessary peak of the sanogenetic behaviour programmatic; all these stages unfolding in many educational parts and science content of specialty; mediated of teaching of variants; attractive; heuristic; based on active-participatory teaching methods.

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If in other countries, some educational programs show their results and the teenagers can see a way the society has, in general a correct behaviour; at least a collective hygiene, in our country is work longer then. We assist, of course, at conflicts between the values in circulation by school (always sectioned and ranked by psychological, didactical, ethical criteria) and the values coming from the daily, not

stretched, even contradictory (including the values imposed by the family) behaviour (Constantin Cucus, 1995).

The input of an idea, conception lost area in the activity of today. For that, as an alternative, the actual educational theory has elaborated the strategy stemming from peculiarities of personality development from the pre-teens and teenagers. This strategy highlights the information on good health and freedom of choice, accompanied by growing [5].

The health is priceless as long as we can pass to the speaking stage about it to the practice application. Health education remains only a goal if its elements are not internalizing the structures of personality of students through activities, involvement and by example and behaviour provided by teachers.

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### ***Other TV shows – Doctor Info Ro***

Health guides, practical advice and information for a better life  
[http://www.doctor.info.ro/emisiuni\\_tv.html](http://www.doctor.info.ro/emisiuni_tv.html)

### ***School curricular for high school, Math and science – modified on 22.09.2009***

School\_curriculum\_for\_biology\_tenth\_grade.pdf

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## **Children's Social Adjustment in School and Use of Learning Environment Resources as a Precondition of a Teacher's Activity**

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### **Abstract**

The purpose of education in the 21st century is to facilitate the seven-year-old children ability to learn and live with their peers at the same time developing their individuality, initiative and activity. For this purpose, a successful seven-year-old child's social adjustment<sup>1</sup> in learning environment is necessary. The learning environment involves physical, informative and social environments, but the article mainly includes the analysis of the social environment components.

The article introduces to theoretical aspects on school social environment, its resources, and essence of the 7-year-old children's social adaptation<sup>2</sup> to first grade. Definition of the concepts – learning environment and social adjustment – has been analysed in the article, as well as criteria and levels of social adjustment have been described, and characterization of the 7-year-old first graders' social adjustment in school, and use of the learning environment resources have been carried out. The analysis of data obtained during the study shows that there are differences observed due to the 7-year-old children's social adjustment process within the groups of research and control, thus approving the necessity of the social adaptation program.

**Keywords:** *learning environment (physical, informative, and social), learning environment resources, teacher proficiency, social adjustment, criteria and levels of social adjustment.*

### **Introduction**

Already in the second half of the 20th century the educational researchers began focusing on how significant is the importance of human interaction with environment during the human personality development. Today's rapid information age reminds of importance to identify what kind of personality is a child of the 21st

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<sup>1</sup> Adjustment – the ability and activity of a child to fit into his new environment

<sup>2</sup> Adaptation – process of interaction between a child and a teacher; teacher's activities to facilitate the child's adjustment

century, what his social needs are, what the social environment at school is, and how to help a pupil to socialize in today's changing social environment. Pre-school and primary education guidelines and programs have been developed based on overall qualities of children development.

However, it can be concluded that a child will not be able to succeed in educational process at school unless an environment suitable for the child will be purposefully created, and organization of activities carried out, i.e., appropriate educational assistance should be provided according to the child's needs, experience and potentialities.

As of September, 2011, learning processes in Latvian schools have been started by children who have acquired the integrated programmes (*NCE, 2010*) for six-year-olds, and children who are prepared for school after completing the mandatory training programmes (*Ministry of Education and Science, 2002*) for five-year and six-year olds. Necessity to explore children's social adjustment in first grade has been brought up, so that children could successfully acquire curriculum of the first grade. As data of Statistical Bureau (<http://data.csb.gov.lv>) shows, most of children in Latvia start school at the age of 7, therefore the choice of carrying out a research on seven-year-olds has been made.

In the opinion of the authors, social adaptation to school for 7-year-old children is not a priority (*Aboltina, Berzina, Kasa, Klave, Lidaka, Lulle, Rakevica, 2008*), because parents desire to see their children as wise personalities, at the same time not realizing that there is still on-going child socialization, and social experience is being gained which is as important as the child's cognitive development. Thus it can be concluded that parents and the society do not understand clearly what the primary tasks of elementary education are and what the progress of teaching process in first grade at school is.

The 7-year-old child's social adjustment in school has been closely linked to the change of social environment (from pre-school to school) and social role (from a child to a pupil). The main question is – how to help children accept requirements and terms of the school and how to apply teaching process accordingly to children's needs and experience, by keeping the uniqueness and individuality of each child, thus ensuring child's successful social adjustment in first grade.

Based on mental and social development components of a personality, first semester at school for a 7-year-old child is being described as particularly difficult. In

contrast to the pre-school where most of the knowledge has been acquired involuntarily in usual and interesting activities for children, the school sets down other learning mechanisms. According to the social development criteria the primary requirement for a child at school is the ability to communicate and cooperate, i.e., the ability to act in a team, to be able to contact with peers and adults, to respect their opinions and to offer their own ones, as well as to engage in the learning processes. This ability forms a child's self-image in general, on which social adjustment and prospects of further development in society depends. In its turn, emotional experience of the child defines the approval of the requirements brought forward. A seven-year-old child's social adjustment in first grade at school and the pupil's progress in subsequent grades (*Иванова, 2004; Лямина, 2007*) depends on how the social adaptation will be organized, what emotions will it cause in children, and how will it affect the emotional experience.

### **Aim of the Study**

**Purpose of the article** is to ascertain the 7-year-old children's social adjustment in the 1<sup>st</sup> grade and to bring forward recommendations for future pedagogical activities.

Experience of previous generations is overtaken, personality is developed, and fresh knowledge and skills are formed during the interaction between a human and environment. This idea is also supported by L.Vigotsky acknowledging that the children's social and cultural environment determines their stimuli and defines that children begin to learn from the people around them – the social environment – which is a source of all their concepts, ideas, facts, skills and attitudes (*Вьготский, 1984*).

School enrolment for a pupil means getting into a new situation, a new environment – “a learning environment that is purposefully organized for physical, social and informative set of circumstances in which the pupil develops and implements their experience: knowledge, skills and attitude towards themselves and surrounding world” (*Sumane, 2012, p. 20*).

Successful child's social adjustment and the acquirement of new learning culture are related to children's readiness for school, including various issues of their concerns: physical well-being and movement development, learning approaches, language use, levels of cognition and general knowledge. Indicators of child's readiness for school vary depending on authors theoretical perspectives (*Dockett & Perry, 2002*).



A child who is unable to adapt to a new school environment may result in adverse changes: illness, psychological changes, collapse of social policies (*Plotka, 2009*).

Since learning at school, in contrary to pre-school education, requires a different approach to the organization and provision of children activities, the child's social adjustment in school is related to pupils' acquirement of new learning culture, where learning is described as an independent activity that determines the 7-year-old children's ability to independently navigate knowledge, information extraction and solve various problems (*Ministry of Education, 2009*).

As a result the explanation of the concept „social adaptation" has been changed. This is related to the external and internal factors that are characterising the concept. Social adaptation can only occur by determined promotion of the child's activities; the child's conscious activity reinforces the adaptation by the use of their own characteristics and environmental features (*Налчаджян, 1988*).

Social adaptation has been examined in entirety without separating its psychological and pedagogical components which is determined by individual and environmental interactions, as well as by innate and acquired, internal and external unity within a human's development in entirety (*Налчаджян 1988; Выготский, 2005*).

Externally it has been determined by the social environment (its conditions, situations, requirements, rules) which is projected, constructed and managed (promoted) by a teacher respecting the 7-year-old child's development qualities and individual features. The nature of the 7-year-old children interaction is determined by the teacher's competence, communication with these children, and professional beliefs and attitude towards pupils and themselves by focusing on forming a 7 -year-old child's educational environment within comprehensive and harmonious development on which the child's activity depends (*Žogla, 2001*).

Internally it has been characterized by overall qualities of the 7-year-old children's development and by personal development opportunities that have been influenced by heredity, environment and upbringing conditions, thus including the child's changing activity potential. Consequently the essence of the social adaptation results from the interaction process of adaptation and adjustment components based on the unity of internal and external factors within the socialization process.

Based on the analysis of theoretical framework (*Налчаджян, 1988; Кузнецов, 1991; Piaget&Inhelder, 2000; Реан, Кудашев, Баранов, 2006; Виктане, 2009; Реан, 2011*), a definition of the concept “social adjustment” has been formed.

Social adjustment has been explained as a 7-year-old child's developmental indicator within the social environment, effectiveness of which is determined by the correlation between social environment and the 7-year-old child as an individual. It provides opportunities for the child's self-implementation in the new social environment, meaning first grade, by respecting the choice of techniques and forms appropriate to the guidelines of the social environment.

Within the social adaptation process the child gets to know and gradually acquires social norms and roles, values, objectives, standards of behaviour, mutual ways of interacting in an organization (school), as well as expresses himself in an action and any situation showing appropriate emotions, evaluating their behaviour and actions that occur in an entirety of personality development of children's social adaptation in a result of a successful development.

One of the key components of the social adaptation is a teacher whose activities are characterized by teacher's competence.

Teacher's competence has been explained as dynamic set of proper knowledge, skills, understanding, experience, abilities, values, and attitude that are resulting in an action (*Melton, 1997; Koçe, 2003; Rychen, Tiana, 2004; Rauhvargers, 2008*), which shows a successful, effective and productive professional activity of the teacher (*Martinet, Raymond, Gauthier, 2001*).

The study emphasizing the teacher's competence – "The Necessary Professional Competences for a Teacher" – includes description of a socially active teacher who is trying to create a positive environment within the classroom, and is having well-developed interaction abilities and communication skills. Teacher's competence has been characterized at different levels. Such teacher's qualities, abilities and skills as sensitivity, flexibility and understanding, highly developed empathy and the ability to motivate their pupils to study are highlighted in primary school (ESF, Ministry of Education, 2007).

Unfortunately, there are no specific social adjustment criteria for 7-year-old children mentioned in modern pedagogical theories and practice; they exist in interaction with the social environment (*Налчаджян, 1988*). Based on the 7-year-old child's social adjustment indicators, factors and development qualities, the following

structural components and groups of criteria of 7-year-old children's social adjustment have been distributed:

- External parameters of activities – *communication and cooperation*;
- The level of integration with the micro-environment and meso-environment – *a pupil as a social role*;
- Emotional sense of self and control – *emotions within a cognitive activity*;
- Implementing levels of internal potential – *self-esteem*.

(Жмыриков, 1989; Реан, Кудашев, Баранов, 2006; Реан, 2011, Lopes et.al., 2012).

### **Materials and Methods**

A quantitative experimental study involves two groups – Group A (research) and Group B (control).

The study includes the following data collection methods:

- Poll methods – questionnaire;
- Pedagogical observation.

Research base: 98 first graders of Riga Secondary School No. X, 97 parents of the first graders, 3 first grade teachers. Social adaptation program developed by the authors of the article was approved in the Group A (33 first graders), but in the Group B (65 first graders) the social adaptation program was not approved.

Social adaptation program has been developed based on theoretical framework analysis to facilitate 7-year-old children's social adjustment in school.

The main differences and the importance of the research process are named within the previously mentioned social adaptation program, compared to other adaptation programs for the 1<sup>st</sup> grade pupils.

Tasks of the established program reveal the essence of 7-year-old children's social adjustment, i.e., when a child is able to express himself in actions and feels good in the new social environment – the school. Methods, techniques and forms of work organization appropriate to the content and its implementation were chosen by taking into account a 7-year-old child's needs and interests. Results of the program show that a child's needs such as physical and psychological safety, cooperation, self-actualization, and interests that are associated with self-actualization within communication and collaboration with other peers help to acquire new knowledge and skills and to strengthen and improve the already acquired ones (Реан, Кудашев, Баранов, 2006; Реан, 2011, Lopes et.al., 2012).

Social adjustment for each child is an individual process that is influenced by different external and internal factors (*Налчаджян, 1988; Выготский, 2005*). Consequently, the established social adaptation program includes tasks to facilitate further adjustment by naming specific skills that 7-year-old children practise and learn.

Pedagogical and psychological cognitions specify the length of the child's adjustment period (*Тонкова -Ямпольская, 1981, Ватутина, 1983, Звездина, Сухарева, Жигарева, 2009*), though experience has shown that the social adjustment period for each child is individual and different. This assures that the established social adaptation program can be enlarged in volume more than other adaptation programs for the 1<sup>st</sup> grade pupils.

The research data processing was carried out by using the data processing program SPSS 19. For analysis of data the following means were used:

- Indicator of the value of variable of central tendency – mean value.
- Determination of the differences between two independent groups – experimental class (hereinafter Group A) and control-class (hereinafter Group B) – by using the parametric method called T-test.

## Results

**Purpose of the survey** was to identify parents' views on the 7-year-old children's social school readiness, which is a precondition for a successful social adaptation to first grade (*Dockett & Perry, 2002*).

Survey data of parents show that by calculating the arithmetic mean on children's social school readiness (see Table 1) initial data of Group B compared with Group A are the same or nearly the same.

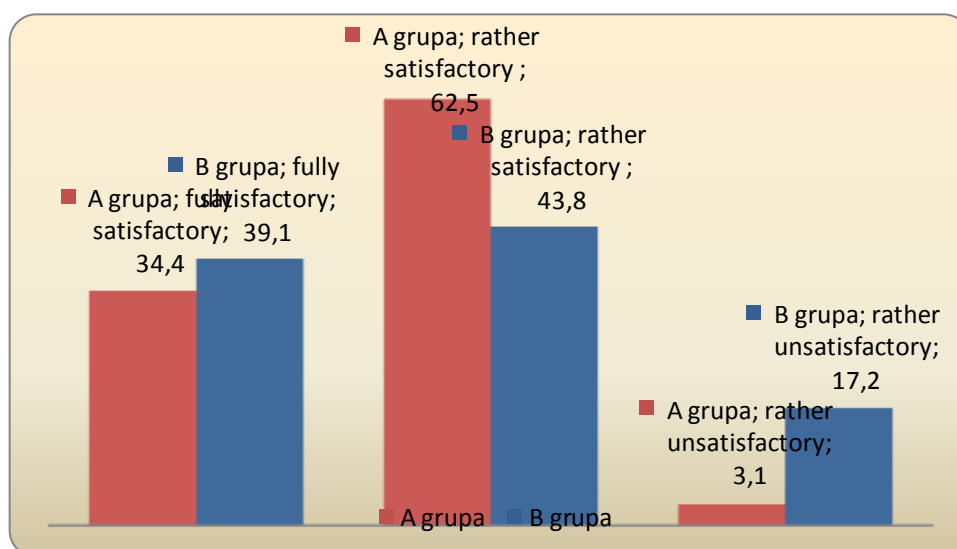
**Table 1** *The value of the arithmetic mean on children's social school readiness*

	Group type	N	Mean
Total average q1 - q20	Group B	65	3,9
	Group A	33	3,8

The arithmetic mean of Group A is 3.8, and Group B – 3.9, according to the rating scale that includes ratings from the lower rate 1 up to the highest rate 5, meaning that social school readiness of the 7-year-old child is *sufficient*.

Dispersion of the parents' responses (Std. Deviation) indicates of their answer diversity compared to the average indicators within the Groups A and B, and points out that parent opinion on the 7-year-old children's social school readiness differs by evaluating it by higher and lower rates than the arithmetic mean.

Parents evaluate the children's readiness for school (see Figure 1) as *rather satisfactory* as it can be seen in the Group A – 62.5% and Group B – 43.8%, indicating that within the framework of the social adaptation program while entering 1st grade the 7-year-old children need to repeat and reinforce knowledge and skills acquired at pre-school. Within the Group A 34.4% of parents evaluate children readiness for school as *fully satisfactory*, and in Group B the indicator is 39, 1%. Part of the parents – 3.1% of the Group A and 17.2% of the Group B – admits that the 7-year-old children readiness for school is *rather unsatisfactory*. Considering parents' opinion, it can be concluded that the highest percentage of the 7-year-old children are poorly prepared for school which affects children's social adjustment in first grade (Dockett & Perry, 2002) and defines the need to include acquirement of social skills on the social adjustment program, which corresponds to expected results within the social sector of pre-school education (the Cabinet Regulation No. 533, 2012).



**Figure 1.** *The 7-year-old children's readiness for school*

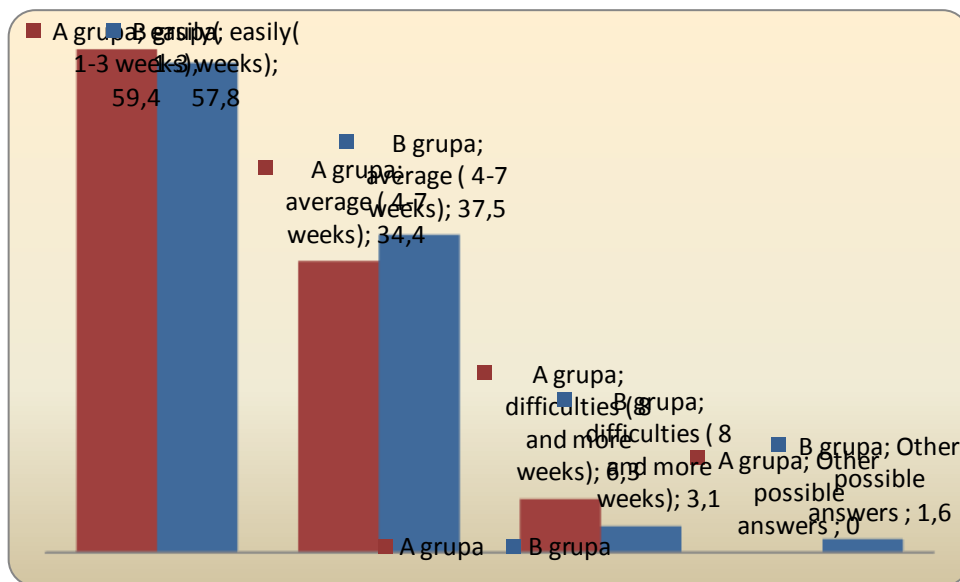
Children's adjustment in a new environment has been clarified. *The New Environment* research includes two studies. The first one is about the pre-school environment and parental experience on how the child's adjustment takes place in pre-school and other organized pre-school education institutions, and the second one is about the school environment and parent opinion on how the social adjustment takes place in first grade.

From the parents' point of view, once the child gets in a new environment, the Group A shows that the 7-year-olds most often are *shy, friendly, and emotional*. Similarly, children of Group B are often described as *friendly, shy and emotional*. In terms of frequency the 7-year-old children response is the same within the both groups, only ranking order is different. It can be concluded that the 7-year-old children feel timid when entering the school environment, thus indicating that the children are in need of teacher encouragement and support to be able to adjust socially. Friendliness has been associated with the age characteristics of the 7-year-old children because it is important for a seven year-old to make friends and to show their feelings to those considered as friends. In order to promote interaction and cooperation of 7-year-old children, which in turn promotes friendliness, interactive methods and techniques of the social adaptation program have been selected, mainly focusing on working in pairs and teams.

In the questionnaire responses which offers to write down *other* opinions parents have indicated that children *want to play, quickly get tired, pace of lessons is too fast, a large number of children in the classroom, noise, and number of homeworks*. The reasons named indicate significant differences between the organization and procedure of teaching process at pre-school and school. It is necessary to organize and manage the teaching process so that 7-year-old child has the opportunity to gradually adapt themselves from playing games at pre-school to an interactive learning activity with game elements in first grade, considering standards of elementary education curriculum while learning basic subjects (*The Cabinet Regulation No. 1027, 2006*).

According to the parents' questionnaire data (see Figure 2) children adjust *easily* to the new environment by 59.4% in Group A and by 57.8% in Group B. A relatively smaller percentage shows that children adapt *at an average* level to the new environment – in Group A by 34.4%, in Group B by 37, 5%. According to the parents' questionnaire data 6.3% of children in Group A and 6.1% in group B are having

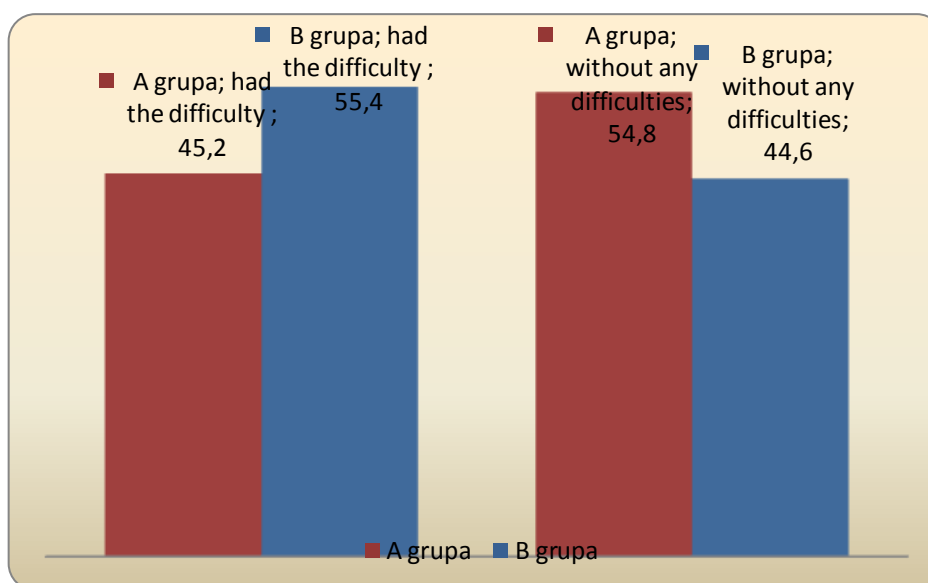
*difficulties* to adapt to the new environment. In the very beginning of the research it has been defined to pay a greater attention to the 7-year-old children whose parents described the child adjustment to the new environment as difficult. *Other* possible answers of parents indicated that the child's adjustment to the environment depends on teachers – how do they introduce the child to the new environment, and how the teacher's cooperation with the child is being organized and managed. In general, most of the 7-year-old children adapt easily to the new environment and from the viewpoint of parents, adjustment is not causing any problems for the children. It can be concluded that there is no significant difference between parent viewpoints in Group A and Group B, and during the evaluation of the social adaptation program attention was paid to the adult and peer cooperation with the 7-year-old children. Based on the nature of the social environment, a determined interaction between a teacher and a child facilitates the 7-year-old child's independence, empathy, and the ability to ask for and receive assistance.



**Figure 2. Children adjustment in a new environment**

Parents of Groups A and B have different views about children's school enrolment (see Figure 3). 54.8% of children of Group A and 44.6% of Group B have initiated the attendance to a school *without any difficulties*, while 45.2% of children of Group A and 55.4% of Group B *had the difficulty* to start a school, showing the school enrolment difference between Groups A and B. The obtained data on the 7-year-old children's school enrolment *with difficulties* and *without difficulties* indicate

that figures of Group A and Group B are proportional, which confirms the school enrolment problems of the 7-year-old children mentioned on the article's introduction part, but is in contrary to the previously mentioned statements on the child adjustment in a new environment.



**Figure 3.** *The 7-year-old children's school enrolment*

To summarize the above mentioned analyses, it can be concluded that the initial survey data on children's social school readiness filled out by parents from Groups A and B are mutually equal or nearly equal. It points out that time when the 7-year-old children start a school both groups have relatively the same or nearly the same social readiness for entering school.

An observation measures have been carried out to explore the 7-year-old children's social adjustment level in first grade.

Social adjustment criteria for 7-year-old children have been included in an observation protocol, as well the questions for parents. The observation was recorded on the ranking scale from 1 to 5 points, i.e., 1 – have never been present or *unsatisfactory*, 2 – rarely present or *almost satisfactory*, 3 –sometimes present or *satisfactory*, 4 – frequently present or *optimal*, 5 – always present or *high*. The observation has been carried out two weeks after the 7-year-old children started school. At least two weeks were necessary for teachers to introduce and observe the children, thus not exceeding the approbation time of the adaptation program.



Calculating the arithmetic mean of the 7-year-old children's social adjustment (see Table 2), the observation data indicate that initial data in Group A compared with Group B are not equal.

**Table 2** *The arithmetic mean of the 7-year-old children's social adjustment indicators*

	Group type	N	Mean
Total average q1 - q20	Group B	65	2,9
	Group A	33	3,5

The arithmetic mean of the observation is higher in Group A (3.5) than in Group B (2.9). According to the levels of social adjustment the arithmetic mean developed within the research shows that in general social adjustment of children of the Group A is *satisfactory*, while in Group B children's social adjustment is *almost satisfactory*. It also approves the need of the social adaptation program in order to facilitate the 7-year-old children's social adjustment in first grade.

The following interpretation of data includes analysis of Group A, where a social adaptation pilot program is being approved. Group B is necessary for the research to characterize the changes between Group A or the experimental class and Group B or controlling class.

Describing the lower average indicators of social adjustment in Group A (see Table 3), it can be concluded that communication and cooperation criteria *verbal communication with peers* and *verbal communication with adults* has been assessed with the average rate of 2.6 and 2.7, which corresponds to *almost satisfactory* level of social adjustment, and this rate indicates that children have difficulties in verbal communication with peers and adults.

**Table 3** *The lower average indicators of social adjustment within Groups A and B*

Group of social adjustment criteria	Criterion of social adjustment	Group type	N	Mean
COMMUNICATION AND COOPERATION	Verbal communication with peers	Group B	65	3,1
		Group A	33	2,6
	Verbal communication with adults	Group B	65	2,9
		Group A	33	2,7
	Nonverbal communication	Group B	65	2,6
		Group A	33	3,6
SELF-ESTEEM	Evaluation of self-activity within a learning process	Group B	65	2,4
		Group A	33	3,2

The 7-year-old children start attending school in first grade being insufficiently familiar with their teachers and classmates. Although introduction days with teachers and future classmates are being organized before the first day at school, it is not enough for a 7-year-old child to verbally communicate all by himself with peers, teachers and other adults at school.

Probably there are children, who are familiar to each other since pre-school, but most children are still strangers to each other, and they need to get to know each other better in order to communicate verbally. Social adaptation program includes tasks that help the 7-year-old children to better get to know their classmates, teacher and other adults, as well as to acquire the communication forming rules in order to strengthen the ability to communicate verbally.

**Table 4** *Other indicators of social adjustment in Group A which are lower than the total average rating of the group*

Group of social adjustment criteria	Criterion of social adjustment	Group type	N	Mean
EMOTIONS AND FEELINGS WITHIN THE LEARNING PROCESS	Emotional responses and self-control	Group B	65	3,0
		Group A	33	3,1
	Positive learning experience	Group B	65	3,3
		Group A	33	3,2
	Tolerance towards peers of another kind	Group B	65	3,1
		Group A	33	3,2
PUPIL AS A SOCIAL SELF-ESTEEM	Evaluation of their own failures	Group B	65	2,9
		Group A	33	3,2
	Evaluation of their own learning process	Group B	65	2,4
		Group A	33	3,2
	Evaluation of their own behaviour (at school)	Group B	65	2,7
		Group A	33	3,2
PUPIL AS A SOCIAL ROLE	Participation in activities organized by class (school)	Group B	65	3,2
		Group A	33	3,2

Firstly, the indicators that are lower than the total average rating (3.5) of social adjustment in Group A meets such criteria as *emotional responses and self-control*, *positive learning experience and tolerance towards peers that are different* within the criteria group *emotions and feelings within the learning processes*, indicating that the 7-year-old children can *sufficiently* express their emotions in appropriate situations and control the emotions regarding the attitude towards themselves and others. Children are not yet fully adjusted to the new school environment and are feeling insecure, uncertain, as reflected in their emotions and experiences. Tasks that would help to the 7-year old children to overcome barriers of timidity, to express and control emotions and feelings accordingly to the learning situation have been set during the approbation of the social adaptation program.

Secondly, the indicators that are lower than the total average rating of social adjustment in Group A meets such criteria as *evaluation of their own failures*, *evaluation of their own learning process* and *evaluation of their own behaviour at school* within the criteria group – *self-esteem*. Criteria of the *evaluation of their own learning process* and *evaluation of*

*their own behaviour at school* in Group B are also lower than the total average rating. The 7-year-old children know how to *sufficiently* assess their failures, learning process and behaviour at school. Likewise these indicators show that children are overly unsure and timid to offer their own evaluation which in turn shall include activities in social adaptation program that would promote the 7-year-old children's skills to self-esteem.

Thirdly, the indicators that are lower than the total average rating of social adjustment in Group A meets such criteria as *participation in activities organized by class (school)* that children *sufficiently* support within the group of criteria *student as a social role*. The first two weeks at school is a relatively short period for the children as members of various activities organized by class or the school. During the first two weeks at school children have spent the days by doing sports and going on excursions. Children participated in these activities as members of the teacher initiative. The 7-year-old children are involved in a variety of activities during the approbation of the social adaptation program thus improving the children's initiative and membership in activities organized by class and school.

Generally it can be concluded that all the social adjustment criteria in the Group A can be facilitated, because *optimal* or *very high* indicators are presented in none of the social adjustment criteria. However, facilitation of the development of 7-year-old children's social adjustment criteria groups – *self-esteem, emotions and feelings during the learning process* and *communication and cooperation* – is being emphasized.

## **Conclusions**

1. From the parents' point of view, the highest percentage of the 7-year-old children are poorly prepared for school which affects children's social adjustment to the 1st grade and defines the necessity to include acquirement of social skills on the social adjustment program that would correspond to the results expected from the pre-school education guidelines within the social sector.
2. Although children can easily adapt to a new environment, 45.2% of children in Group A, and 55.4% in Group B are having a variety of difficulties to start a school. Considering the previously mentioned difficulties, it can be concluded that it is necessary to organize and manage the teaching process so that a 7-year-old child has the opportunity to gradually adapt themselves from playing games at pre-school to an interactive learning activity with game elements at first grade, considering requests for standards of basic subjects of elementary education curriculum.

3. According to the parents' questionnaire data, there are no significant differences in social school readiness between children of Groups A and B. Whereas the observation of children shows that there are significant differences between children of groups A and B regarding their social adjustment to school.
4. The observation carried out shows that the arithmetic mean is higher in Group A (3.5) than in Group B (2.9), and according to research based social adjustment levels children of Group A are *sufficiently* socially adjusted, while children in Group B are *nearly sufficiently* socially adjusted. It approves the need for the social adaptation program in order to facilitate the 7-year-old children's social adjustment in first grade.
5. Although social adjustment indicators in Group A compared to Group B are higher, the research results show that all social adjustment criteria in Group A shall be facilitated, because *optimal* or *very high* indicators are not presented in any of the social adjustment criteria.
6. Based on the primary data analysis of the research, contributing to the 7-year-old children's social adjustment in school, exercises and tasks need to be included in the teaching process. That would provide the 7-year-old children a purposeful interaction with peers and adults where children can express their independence, empathy and ability to ask for and receive assistance.

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## **Dialogical history lesson: a new challenge for the teacher**

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### **Abstract**

In his research the author highlights the new situation in teaching, when official (formal) education faces with informal education from different IT sources. According to the author contemporary history teaching must be based on dialogue. Author believes that history is a special subject. History lessons provide significant experience in social life, which cannot be obtained within one generation. In his article, the author offers common frame for dialogical learning and partly for history lessons, offers his insights based on the studies in Latvian schools.

**Keywords:** *dialogue, history teaching, dialogical lesson*

### **Introduction**

It is not easy to describe the processes that take place in modern education. People are increasingly aware of the fact that education is all around us. We learn consciously or unconsciously. We do it at work and at play. Life encourages us to change and to do what we are not accustomed to do. We cannot wait for teaching. We cannot wait somebody who is able to show the right way. We are experimenting and creating our own approaches. In such situation, the question arises: what do we expect from school. Does the school, as it was postulated in the earlier traditions, is able to be our companion. May be we still are in a situation, when going to school increasingly becomes our duty, required only by bureaucrats of education? The society has no doubt that school and students have to change. But how? While educational theorists create new methods, the demands of society have already been changed. So theory is chasing the departing train. If we want to be always in place and time, theory must be based on the variability. The society recognizes as important the education commissioned by the students. So, to ensure that training always would be appropriate to the situation, it must be developed in negotiations with students. Such approach is offered by dialogical learning. In the multicultural society the social relationships requires increasing of understanding and knowledge too. In such relationships the important role is given to dialogue. History is a small model of the world. This allows us to show the diversity of real-world environments and no



simplifying them. Dialogical history lesson expands these opportunities. Students have their own social experience too and they can use it in history classes. It makes history especially attractive for dialogue.

### **Aim of the study**

The author considers the model of dialogical history lesson as the goal of his research. Such model should satisfy a number of needs. First of all, it must be flexible. The actual teaching methods must be chosen in cooperation between teachers and students. The teacher must be able to create a variable offer. Students need to understand which approach is preferable for them. Second, it must encourage students' interest in history. This means that during the lesson students must feel that learning process improves their self-experience. So the truth from the history books must become a living truth. Third, it must create the open concepts. Students need to understand that lesson is just the beginning of the quest. The knowledge will be consummate throughout their life. They will be changed by the new situations and new views on traditional events.

### **Materials and Methods**

To create a model for dialogical history lesson, the author did his researches in three directions. The first line was a dialogue-based learning process. Secondly, these were needs of adolescents. Finally, the author had to realized, what does it means to teach history in the modern school.

The idea of dialogue as teaching method dates back to ancient Greece. It is frequently rooted to the Socratic dialogues. Contemporary understanding of dialogue is based on modern philosophy- Mikhail Bakhtin's (1895- 1975) postulated human need of creating meanings in a dialogic way with other people (Bakhtin, 1981), Martin Buber's (1878- 1965) dialogical existence theory of human beings (Buber, 2010), Jürgen Habermas'es (b. 1929) theory of communicative action (Habermas, 1984) etc.

One of the first contemporary educators, who started discussions about dialogical learning, was Brazilian Paulo Freire (1921- 1997). His teachings were based on political polemic about freedom in education. In his famous work "Pedagogy of the oppressed" (Freire, 1970) he speaks about usual education as "banking education". The "banking education" creates "adaptive" and "manageable" beings who can serve the interests of oppressors, but the real knowledge emerges only through invention and re- invention, through restless, impatient inquiry with the world

and with the each other (Freire 1970, 72, 73). Instead of banking education Freire promotes dialogue and problem- posing education.

German educator Rainer Winkel (b. 1943.) is sure, that present-day school contains many antinomies- contradictions without solution (Winkel, 1986). In such situation students are not tended to accept authorities, but their own experience is not sufficient. Our teaching process is more broken and all pedagogical theories made before are not useful. The only way to succeed is a form of dialogue or partly critical-communicative didactics (Winkel, 1986, 83).

British educator Robin Alexander has many arguments about dialogical teaching too (Alexander, 2004). They are communicative (talk as human principal mean of communication), social (talk builds relationship), cultural (creation of individual and collective identities), neuroscientific (language builds connections in the brain), psychological (language as mean of development), pedagogical (more success in teaching) and political (dialogue as base for modern democracy) (Alexander, 2004, 37).

Spanish sociologist Jose Ramon Flecha (b. 1952) pointed out principles for dialogical learning: egalitarian dialogue (based on the validity of reasoning persons), cultural rationality (each person may demonstrate his or her ability in different environments), transformation (it transforms people's relationship to their environment), instrumental dimension (it deals with gaining all instrumental knowledge and skills considered necessary), meaning creation (it generates common meaning and purposes), solidarity (no one is neutral), equality of difference (all diversity must be accepted) (Flecha, 2000).

British educator who has worked for many years in Canada, the U.S. and Ghana, Gordon Wells developed a dialogical inquiry learning theory. The author believes that learning should be centred on investigation. Its form is elaboration of research question and searches for answer. All actions must be collective. Dialogical inquiry activates "spiral of knowledge ". Information is accumulated through student interaction with experience of other students, so it is permanently updated (Wells, 2000, 62- 63).

In Latvia steps towards dialogic teaching has been taken by Jelena Jermolajeva. She developed a theory of dialogical personality. This is a person, who (1) recognises relationship with world and other persons, (2) is tended to answer in

dialogic situations, (3) have a high level of activity, (4) have a deep reflection abilities and rational thinking (Ермолаева, 1997, 57).

The dialogical learning process moves through the series of stages. The first phase is as a preparatory stage. The teacher and the pupils should set an object of dialogue. The choice may propose both teacher and students. The most important part of this stage is a personalization of the cognitive object. The student must discover what is important to him in the object of research. An indicator that the personalization is complete can be expressed as willingness of students to work.

The second phase of dialogical lesson is exploratory talks. Organization of them can be managed in a various forms. The students can elaborate questions, express multiple versions, discuss, set a final version and finding out which questions have remained unanswered. In these talk position of teacher is crucial.

Students know that teacher may be more experienced and have more knowledge, so they are consciously or unconsciously waiting for the teacher intervention and guidance. Therefore teacher must take a position of observer for successful talks.

The teacher can:

- note that he is not sure, that he would always be able to found a "correct" answer to the question;
- regularly remind to students that they have enough experience and knowledge to express opinions and challenging the ideas expressed by each student;
- recognize that each person views the world differently, so each of us can create his own concept;
- during fall of activity in talks use some issues to create a new turn;
- sometimes subdue some more active students who dominate in the conversation and gave the floor less active, explaining, that every voice is important.

The third stage is reflections. They can occur both collectively and individually.

The age period features can affect dialogical lesson for teenagers. Canadian professor of Belgian origin Michel Claes (born 1947) speaks about four interactive development processes specific to adolescents- puberty, cognitive changes, socialization and identity formation (Claes, 1998).

Very important processes are present in the human brain. During the brain restructuring in adolescence synaptic junction is changing. Brain white matter grows

linearly, while grey matter decreases at the beginning and then starts to grow. The redundant links are eliminated (Giedd, Blumenthal, Jeffries, Castellanos, Liu, Zijdenbos, Rapoport, 1999). Very significant changes are taking place in precisely those parts of the brain where decision-making and controlled cognitive processes are taking place. Consequently, the brain is able to process information more efficiently (Segalowitz, Devies, 2004).

The brain development significantly improves cognitive abilities of adolescent. Adolescents are able to use a variety of techniques to help them organize their knowledge and they are familiar with meta-cognition or thinking about their own thinking (Brown, 1975). Teenagers are able to put forth ideas, accept the claim of relativity and to look from the outside at themselves. This is particularly important during dialogic learning.

Cognitive interest of adolescent can be characterized by a dual nature. Interest can be focused on the object directly or it can be only a mean for purpose to assure himself. The main focus of adolescent cognitive interest is personality and its relationships.

The author spent five seasons in Georg Eckert Institute for International Textbook Research in Brunswick, Germany. Examining 470 textbooks from 37 countries published from 1920. up to 2008. Textbook content presented five approaches of the didactics of history (see Table 1).

**Table 1 Approaches of history teaching**

<b>Approaches</b>	<b>Features of approaches</b>	<b>Examples</b>
<b>Narrative</b>	<ul style="list-style-type: none"> <li>■ History teaching is based on the stories about the past, their evaluation and reproduction</li> <li>■ The main pedagogical value is seen in the moral of stories</li> </ul>	Textbooks with historical narratives from beginning of the 20 <sup>th</sup> century
<b>Ideological</b>	<ul style="list-style-type: none"> <li>■ Actually some ideology is being taught, but the historical facts serve as the basis of ideological statements</li> <li>■ Objectives have been achieved if the student is familiar with the ideology</li> </ul>	Textbooks from the USSR and other communist countries
<b>Critical</b>	<ul style="list-style-type: none"> <li>■ Pupils learn to research historical sources themselves and draw their own conclusions</li> <li>■ The goal is achieved if students acquire research skills in history</li> </ul>	Textbooks with source attachments and workbooks
<b>Personalized</b>	<ul style="list-style-type: none"> <li>■ Studies provide the knowledge and</li> </ul>	Dutch historical era model,

	skills that can help to navigate in the history and encourages students to find some topics of personal interest <ul style="list-style-type: none"> <li>■ The studies are focused on orientation in history and independent research in the field of personal interests</li> </ul>	a British illustrated textbooks
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Little studied issue in history didactics is a general purpose of history learning.

In contemporary didactics theories concept of competence is widely used. According to the author the competence is more acceptable in problem solving situations. Historical perspective on world accompanies us every day. It may be that here we can talk more about consciousness.

Historical consciousness is the filter through which we perceive objective reality. It helps us to group objects according to the time of their origin and circumstances. Consciousness is not active only when we deal with the problem. If it would be lost, many phenomena would be not observable for us. The author believes that the historical consciousness consists of three main components- intellectual, emotional and activity. More detailed they can be described as follows (see Table 2).

**Table 2 Main components of historical consciousness**

<b>Component type</b>	<b>Component content</b>
<b>Intellectual</b>	<ul style="list-style-type: none"> <li>■ Knowledge of facts</li> <li>■ Orientation in historical time</li> <li>■ Orientation in historical space (world space over time)</li> </ul>
<b>Emotional</b>	<ul style="list-style-type: none"> <li>■ Treatment of all human value manifestations/ lack of manifestations through human history</li> <li>■ Treatment of cultural value manifestations/ lack of manifestations through human history</li> </ul>
<b>Activity</b>	<ul style="list-style-type: none"> <li>■ Usage of historical inquiry techniques</li> <li>■ Determination and use of historical causation</li> <li>■ Analysis of origin and impact of different views</li> </ul>

Using dialogue strategies, adolescent nature and the objective to build a modern history learning process, the author created his own dialogical model for history lesson. It uses conflict between the adolescent experience and historical reality.

Main anticipated benefits of dialogical lessons would be as follows.

■ Historical scenes are revived through dialogical means and the students can take the historical experience more personal. So history from books could easily turn into life- wisdom.

■ Dialogical history lesson can directly interact with growth of teenager’s personality. It can develop the basis of wider experience than is available in his social environment.

■ Contradictory of historical scenes could serve as a model for further adolescent relationships with the community through all his lifetime.

The model of dialogical history lesson may be represented as follows (see Table 3).

**Table 3 Model of dialogical history lesson**

<b>Lesson stages</b>	<b>Content (activities) of lesson stages</b>
Personalization of historical situation	Purpose. Identify the historical situation in the context of human life Learning action. The students acquainted with the situation from their life analogous to the historical situation and discuss versions of their actions in a similar situation
Dialogical exploration of historical situation	Purpose. To identify the real historical events, human choices and actions in historical situations Learning action. Using different types of dialogue and information sources, students represent real historical events
Dialogical analysis of the historical situation	Purpose. To analyze the extent to which the student's model of action (formed at the first stage of the lesson) was possible in the given historical situation Learning action. Through using of dialogical methods, students analyze the real historical situation, comparing their action patterns (formed at the first stage of the lesson) with real action from history and make their own opinion about reasons of discrepancies
Gathering of conclusions, preserving dialogical openness of the historical concepts	Purpose. To create students' personal views on historical events, maintaining awareness of the variability of the options and concepts. Learning action. Using dialogical methods, the students present their findings.

The dialogical model for history lessons was tested in Latvian schools. Two of selected student groups were from the capital, one- in a large rural town, one- in rural area. The experiment has attended by around 80 students (some students changed the school during the experiment). The results were evaluated through students’ surveys and with a students’ self-assessment. Along with the experiment the

teachers' attitude towards dialogue and cooperation with students was studied. 208 history teachers proportionately represented elementary schools from all Latvian regions and cities with teaching experience between 3 and 15 years participated in the survey.

## **Results**

In this article from the extensive survey of teachers the author wishes to represent only the answers on three main questions.

The first issue was devoted to how teachers describe their interactions with students. It is important to note that dominant role in the life of the school traditionally is given to teacher. In dialogical approach students and teachers have to strive be equal. Traditionally, teachers have control as their weapon. In dialogical approach teachers have to rely on students' autonomy. So what are the teachers' beliefs about control?

Answers survey showed that 33 % teachers believe that students should be monitored continuously, 42 %- periodically, but regularly. 23 % argued that teachers have to be advisers, but 2 %- that students can learn independently. In total, 75% of teachers considered control as an essential part of their work and were less reliant on the fact that students can do some self-regulation.

A little encouraging story offers the answers to the question about the extent to which students tend to be independent. Only 1% of respondents stated, that students have no any desire to be independent. 31% believe that this willingness depends on the teacher. If the teacher asks independent work, the results would be achieved. The majority (66%) of teachers believe that the key to work independently is student's interest. If students are interested in something, they will definitely act independently. In their comments the teachers often reveal skepticism, pointing out that students' interests are likely not related to the learning topics presented by school. Only 2% of the teachers recognize that students are trying to be more self-sufficient.

In answers to the third question, teachers had to point out the main problems of students. 14 % teachers believe that the students' main problem is congestion, 21%- financial difficulties of their families. As problem of digital era we can name difficulties to perceive information (especially teachers argue students weak ability to read). This was indicated by 19% of teachers. While the dominant answers (45%) refer to a lack of motivation. Teachers point out that the knowledge given by our school is not adequately assessed in community and the students do not know where they will

use it later in life. Teachers' responses suggest that our education system is in a compromising situation. School knowledge and life requirements are moving away. For bringing them together we would need a dialogue. Teachers understand it, but educational bureaucracy prevents changes.

In order to determine which cases would be adequate for dialogical lesson, students pointed out in survey, which topics related to the history they considered more attractive (see Table 4).

**Table 4 History topics in student ratings**

Topic	Very interested	Interested	Not particularly interested	Not interested
Politics	15 %	45 %	34 %	6 %
Political personalities	9 %	53 %	33 %	7 %
Science	34 %	37%	23 %	6%
Inventors, discoverers	32 %	36%	29%	3%
Religion	18 %	21 %	41 %	20 %
Preachers of religion	12 %	15 %	51 %	22 %
Culture	28 %	41 %	27 %	4 %
Cultural workers	17 %	29 %	34 %	20 %

The best indicator appears in the interest about political personalities (53%, with a rating of "interested"). Good indicators are for politics (45% with the rating "interested"), science (37% of the rating of "interested"), scientists (36% with the rating of "interested"), discoverers (36% with the rating of "interested") and culture (41% with the rating of "interested"). But the lowest score is derived for religious preachers (51%, with a rating of "not very interested") and religion (41%, with a rating of "not very interested").

Student comments indicate that politics and science are two areas capable most significantly impact their lives in the future. Therefore they are interested. The political personalities directly affect development in the world and their career is an excellent model for the young people. Inventors and discoverers are excellent models too. In culture teenagers are looking for their primary sources of identity.

Unpopularity of religion is associated with adolescent desire to be independent in the worldview, so they want to discover their own values.



The activities students prefer in history lessons were investigated through the questionnaire too (see Table 5).

**Table 5 Activities students prefer in history lessons**

Activity	Very interested	Interested	Not particularly interested	Not interested
To read textbooks	12 %	35 %	41 %	12 %
The investigate images in the textbooks	25 %	36 %	33 %	5 %
To examine the historical maps	9 %	23 %	53 %	15 %
To search for information	9 %	33%	37%	21 %
Read the historical sources	16 %	41 %	31 %	12 %
To examine historical movie	31 %	33 %	32 %	2 %
To examine historical computer games	28 %	41 %	27 %	4 %
To read historical press	12 %	29 %	34 %	25 %
To solve historical mysteries	24 %	37 %	33 %	6 %
To prepare a historical things	12 %	24 %	41 %	23 %
To go to historical tour	27 %	38 %	27 %	8 %
To slip into the role of a historical character	14 %	26 %	41 %	19 %
To write a historical essay	14 %	22 %	43 %	21 %

The best results are for reading of historical sources and for examination of historical computer games (41% of the rating "interested"). The next activities are to go to historical tour (with a 38% rating of "interested"), to solve historical mysteries (37%, with a rating of "interested"), to examine pictures in textbooks (36%, with a rating of "interested").

However, the least interest is in the study of historic maps (53% of assessment "not particularly interested"), in historical essays writing (43% of the rating of "not very interested"), in the reading of a textbook, in historical thing preparation, in slipping into the role of historical character (all 41% rating of "not very interested").

The data show that teenagers like these types of activities, where they can fulfil creativity and independence. In work with historical maps, essay writing and slipping in to the role of historical character adolescents are aware of cognitive difficulties.

Dialogical learning process is collaborative. Therefore, it was also investigated what the teenagers love to do together (see Table 6).

**Table 6 Activities teenagers like to do together**

Activity	Really like	Rather like	Rather do not like	Do not like
To analyze the text from the textbook	27 %	39 %	28 %	6 %
To prepare answers, searching for information	37 %	36 %	24%	3 %
To prepare a joint report	21 %	27 %	32 %	20 %
To make presentation	16 %	38 %	36 %	10 %
To participate in the discussion, brainstorming	41 %	29 %	10 %	6 %
To construct something	26 %	39 %	25 %	10 %
To perform tests	39 %	36%	25 %	10 %
Jointly lead the tour	26 %	31%	33 %	10 %

As we can see from the data, there are discussions and brainstorming (39% of answers "really like"), among the leaders. Student comments indicate that the interest increased by dialogical activity in both cases. The next positions are given to tests (39% of answers "really like"), preparation of answers, searching for information (37% of answers "really like").

During the discussion and brainstorming the students like the fact that partners are able to complement each other and bring each other new ideas. In tests it is an opportunity to improve knowledge and skills in cooperation with dialogue partner. The partner can better indicate errors and omissions too.

Findings from the surveys gave the opportunity to complete the model of dialogical lesson with teaching methods, which could be chosen by the students themselves. In the first part of the lesson they were mostly related to household situation modelling and discussing. At the second part of the lesson students mainly used investigations and presentations. The third part of the lesson was based on discussions. The last part was presentation of opinions.

At the end of a lesson students evaluated their performance on six criteria: (1) have they actively participated in all the tasks, (2) have they found new ideas, (3) have they discovered a new causal relationships, (4) have they been dealing with all the tasks, (5) have they overcome some difficulties (6) have they found something interesting that would like to explore closer. For each criterion, students gave to the

lesson 1 point. With the same criteria the students evaluated the normal lesson on the same topic.

Processing data with SPSS program, it was found, that in all cases dialogical lessons received a higher ranking, and in all cases it was statistically significant (see Table 7).

**Table 7 The ratings of lessons**

<b>Themes</b>	<b>Type of lesson</b>	<b>Participants</b>	<b>Mean</b>	<b>T- test</b>	<b>Sig. (2-m tailed)</b>
<b>Theme 1.</b>	Ordinary	70	3,57	10,025	0,000
	Dialogical	75	5,00	10,049	
<b>Theme 2.</b>	Ordinary	75	3,77	8,944	0,000
	Dialogical	73	5,12	8,954	
<b>Theme 3.</b>	Ordinary	76	3,99	7,487	0,000
	Dialogical	76	5,20	7,487	
<b>Theme 4.</b>	Ordinary	73	3,64	7,979	0,000
	Dialogical	72	4,90	7,973	
<b>Theme 5.</b>	Ordinary	72	3,54	10,938	0,000
	Dialogical	74	5,19	10,945	

**T- test  $\square$  1,994; Sig.  $\square$  0,05**

## **Conclusions**

Dialogical lesson can be considered as future requirement. The attributes of it are an independent student with his own goals and teacher, who helps him to fulfil them. For teenager during the creation of his personality global social experience is vital. It can be offered him by history lessons. From narrative, ideological and critical approach the history teaching gradually comes to a personalized approach. Students learn to navigate in the historic scene and find themes interesting for themselves. Dialogical history lesson uses conflict between the adolescent experience and historical reality. When this contradiction is discovered, the pupils are encouraged to analyze its causes. This analysis enriches their experience and makes it possible to recognize controversy of social life. Future school can significantly change the role of educator. Probably the teacher will be a consultant or guide. So the school management policy should be review as soon as possible. From the centralized governmental school we need to build up the school, in which students learn to set their own goals and teachers- to help them reach intended.

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## Teachers as entrepreneurs: context analysis

*Andreas Ahrens<sup>a</sup> and Jelena Zašcerinska<sup>b</sup>*

**Abstract.** The aim of the research is to analyse teachers' direct experience in entrepreneurship underpinning elaboration of a hypothesis on the development of teachers' direct experience in entrepreneurship. The meaning of the key concepts of *entrepreneurship*, *entrepreneurship education* and *direct experience in entrepreneurship* is studied. Explorative research has been used. The empirical study was conducted at the University of Birmingham, Birmingham, United Kingdom, 4-7 July 2012. The findings allow drawing the conclusions on the teachers' direct experience in entrepreneurship.

**Keywords:** *entrepreneurship, entrepreneurship education, direct experience in entrepreneurship*

### 1. Introduction

Everyone may at some stage need to become an entrepreneur, or to display entrepreneurial behaviour or to have the opportunity of creating his/her own business regardless of background or location (EU Commission, 2004). Learning entrepreneurial skills is becoming an essential factor in creating welfare (Seikkula-Leino, Ruskovaara, Hannula, Saarivirta, 2012). Therefore, entrepreneurship education has increasingly gained interest in the European Union (Seikkula-Leino, Ruskovaara, Ikävalko, Mattila, Rytkölä, 2009). Particularly, entrepreneurship education for teachers is of paramount importance as teachers are a critical success factor in the entrepreneurship development (European Commission, 2011). Therefore, teachers' perspective on entrepreneurship education (Backström-Widjeskog, 2010), national strategies to the entrepreneurship education, delivering entrepreneurship education, teacher education for entrepreneurship education (European Commission, 2011), teachers' reflections about entrepreneurial education (Seikkula-Leino, Ruskovaara, Ikävalko, Mattila, Rytkölä, 2009) have been already analysed. The analysis has resulted in the conclusion that the challenge of entrepreneurship education for teachers requires significant changes in the way teachers themselves are educated (European Commission, 2011). One of the methods that have been suggested is acquiring direct experience in entrepreneurship (The Oslo Agenda for Entrepreneurship Education in Europe, 2006). By acquiring direct experience in

entrepreneurship, teachers will be more effective when using these methods with the students (The Oslo Agenda for Entrepreneurship Education in Europe, 2006). However, teachers' direct experience in entrepreneurship has not been analysed empirically.

**The research question is** as follows: what is the teachers' direct experience in entrepreneurship?

## **2. Aim of the study**

The aim of the research is to analyse teachers' direct experience in entrepreneurship underpinning elaboration of a hypothesis on the development of teachers' direct experience in entrepreneurship.

## **3. Materials and methods**

The meaning of the key concepts of *entrepreneurship*, *entrepreneurship education* and *direct experience in entrepreneurship* is studied.

Explorative research has been used in the empirical study. The empirical study was conducted at the Leonardo and Grundtvig Partnerships UK Contact Seminar "Back to Learning: Back to Work" at University of Birmingham, Birmingham, United Kingdom, 4-7 July 2012.

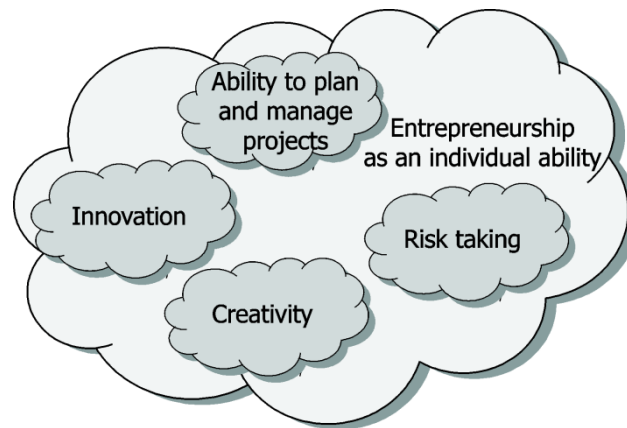
Descriptive statistics was implemented for primary data analysis.

## **4. Results**

### **4.1. Theoretical framework on teachers' direct experience in entrepreneurship**

The meaning of the key concepts of *entrepreneurship*, *entrepreneurship education* and *direct experience in entrepreneurship* is studied in the present part of the manuscript.

In a broad sense, entrepreneurship should be considered as a general attitude that can be usefully applied in all working activities and in everyday life, such as creativity and innovation (Sarri, Bakouros, Petridou, 2010). Regarding entrepreneurship as an individual's ability, it means to turn ideas into action (European Commission, 2012, 7). It includes creativity, innovation and risk taking, as well as the ability to plan and manage projects in order to achieve objectives (European Commission, 2012, 7) as shown in Figure 1.



**Figure 1: Components of entrepreneurship as an individual ability**

This supports everyone in day-to-day life at home and in society, makes employees more aware of the context of their work and better able to seize opportunities, and it provides a foundation for entrepreneurs to establish a social or commercial activity (European Commission, 2012, 7).

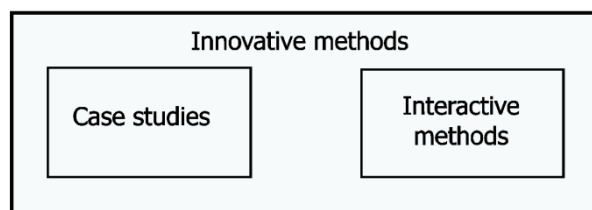
**Table 1: Entrepreneurship education for teachers in different years**

Phase	Year	Dimension	Author(s)
1.	2004	Need in specific training for teachers	European Commission
2.	2006	Support to teachers and educators	Participants of the Conference on "Entrepreneurship Education in Europe: Fostering Entrepreneurial Mindsets through Education and Learning" (Oslo, 26-27 October 2006)
3.	2009	Teachers' reflections about entrepreneurial education	J. Seikkula-Leino, E. Ruskovaara, M. Ikävalko, J. Mattila, T. Rytkölä
4.	2010	Teachers' perspective on "Entrepreneurship Education"	B. Backström-Widjeskog
5.	2011	The entrepreneurial teacher: - national strategies to entrepreneurship education, - delivering entrepreneurship education, - teacher education for entrepreneurship education	European Commission
6.	May 2012	Teachers' entrepreneurial experience or the right mindset, teachers' personal career exploration	C. Ashmore

7.	2012	Integrating entrepreneurship education in Finnish teacher training curricula	J. Seikkula-Leino, E. Ruskovaara, H. Hannula, T. Saarivirta
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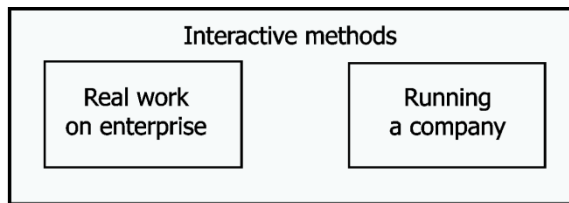
In short, entrepreneurship education means developing a culture which is through, for and about entrepreneurship (European Commission, 2011). In higher education, entrepreneurship education seeks to prepare people to be responsible, enterprising individuals who have the knowledge, skills and attitudes necessary to achieve the goals they set for themselves to live a fulfilled life (European Commission, 2012, 44). Therefore, entrepreneurship education focuses on knowledge, skills and attitudes of students which all together make up the entrepreneurship key competence (European Commission, 2012, 44). Entrepreneurship education is not necessarily directly focused on the creation of new businesses, although graduate start-ups are one of a range of possible outcomes (European Commission, 2012, 44). The study of entrepreneurship education for teachers has not had a long story as described in Table 1.

The challenge of entrepreneurship education for teachers requires significant changes in the way teachers themselves are educated (European Commission, 2011). One of the suggested ways is to adopt innovative methods to train teachers in entrepreneurship (The Oslo Agenda for Entrepreneurship Education in Europe, 2006). These would include case studies and other interactive methods as demonstrated in Figure 2, such as involving teachers in real work on enterprise projects or even in running themselves a mini-company (The Oslo Agenda for Entrepreneurship Education in Europe, 2006) as illustrated in Figure 3.



**Figure 2: Innovative methods to train teachers in entrepreneurship**





**Figure 3: Interactive methods to train teachers in entrepreneurship**

In the present research the terms *business*, *enterprise*, *company* are used synonymously.

In the present research, teachers' direct experience in entrepreneurship means teachers' knowledge, skills and attitude obtained in the entrepreneurial process. By acquiring direct experience, teachers will be more effective when using these methods with the students (The Oslo Agenda for Entrepreneurship Education in Europe, 2006).

#### **4.2. Empirical study on teachers' direct experience in entrepreneurship**

The present part of the manuscript demonstrates the design of the empirical research, survey results and findings of the empirical research.

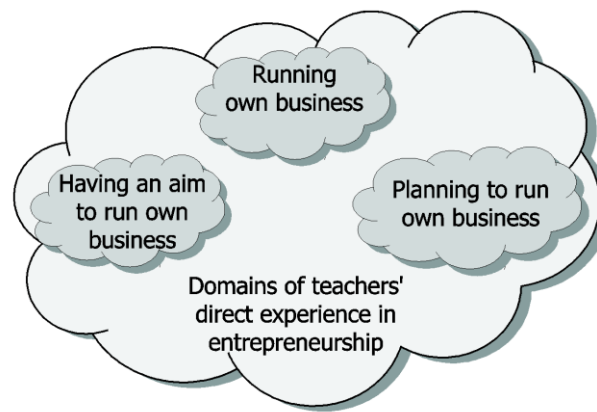
##### **4.2.1. Research Design**

The design of the present empirical research comprises the purpose and question, sample and methodology of the present empirical study.

The empirical study was aimed at analyzing teachers' direct experience in entrepreneurship.

The research question was as follows: What is teachers' direct experience in entrepreneurship?

The definitions of interactive methods to train teachers in entrepreneurship such as involving teachers in real work on enterprise projects or even in running themselves a mini-company (The Oslo Agenda for Entrepreneurship Education in Europe, 2006) and entrepreneurship as an individual's ability, that includes creativity, innovation and risk taking, as well as the ability to plan and manage projects in order to achieve objectives (European Commission, 2012, p. 7) led to the following domains of teachers' direct experience in entrepreneurship as depicted in Figure 4: running own business, planning to run own business and having an aim to run own business.



**Figure 4: Domains of teachers' direct experience in entrepreneurship**

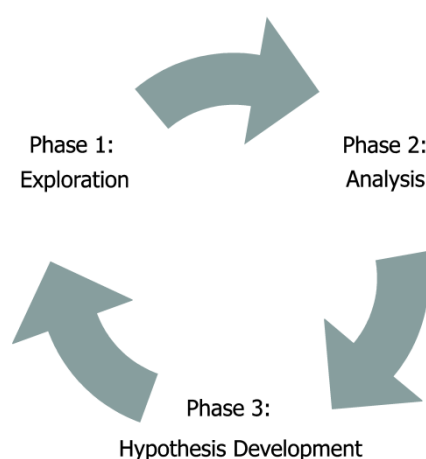
These domains of teachers' direct experience in entrepreneurship shown in Figure 4 serve as a basis for designing the survey to be implemented within the present empirical research.

The present empirical study involved 59 teachers who took part in the Leonardo and Grundtvig Partnerships UK Contact Seminar "Back to Learning: Back to Work" at University of Birmingham, Birmingham, the United Kingdom, 4-7 July 2012. All the teachers have got Bachelor, Master or PhD Degree in different fields of educational sciences such as teaching English as a Foreign Language, Business, technical and other subjects. All the teachers work at educational establishments of different types: school, vocational, higher and adult education institutions. The teachers are from different European countries. Therefore, the sample is multicultural as the respondents with different cultural backgrounds and diverse educational approaches were chosen. Thus, the group's socio-cultural context (age, field of study and work, mother tongue, etc.) is heterogeneous.

Interpretative research paradigm that corresponds to the nature of humanistic pedagogy (Luka, 2008) has been used. Explorative research has been employed in the empirical study (Mayring, 2007). Explorative research is aimed at developing hypotheses, which can be tested for generality in following empirical studies (Mayring, 2007). The explorative methodology proceeds from exploration in Phase 1 through analysis in Phase 2 to hypothesis development in Phase 3 as demonstrated in Figure 5.

The qualitatively oriented empirical study allows the construction of only few cases (Mayring, 2004). Moreover, the cases themselves are not of interest, only the

conclusions and transfers we can draw from these respondents (Mayring, 2007). Selecting the cases for the case study comprises use of information-oriented sampling, as opposed to random sampling (Mayring, 2007). This is because an average case is often not the richest in information. In addition, it is often more important to clarify the deeper causes behind a given problem and its consequences than to describe the symptoms of the problem and how frequently they occur (Flyvbjerg, 2006). Random samples emphasizing representativeness will seldom be able to produce this kind of insight; it is more appropriate to select some few cases chosen for their validity.



**Figure 5: Methodology of the explorative research**

#### **4.2.2. Survey Results**

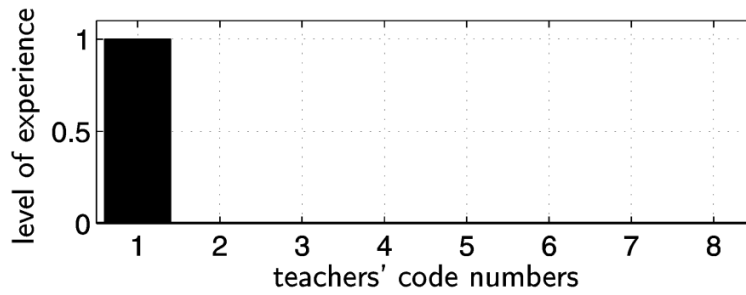
In order to analyze the teachers' direct experience in entrepreneurship, the survey was based on the following questionnaire: Question 1: Please, indicate the name of the country of your origin. The evaluation scale is nominal. Question 2: Do you run your own business? The evaluation scale of two levels for the question is given where "0" means "no" and "1" - "yes". Question 3: Do you plan to start your own business? The evaluation scale of two levels for the question is given where "0" means "no" and "1" - "yes". Question 4: Do you aim to run own business for your own financial profit? The evaluation scale of two levels for the question is given where "0" means "no" and "1" - "yes". Question 5: Do you aim to run own business for promotion of innovative products or service? The evaluation scale of two levels for the question is given where "0" means "no" and "1" - "yes". Question 6: Do you aim to run own business for well-being of people around (peoples' employment,

income, interests, etc)? The evaluation scale of two levels for the question is given where “0” means “no” and “1” - “yes”. Question 7: Please, specify other aims of running your own business. The evaluation scale is nominal. Question 8: Do you need more knowledge to run your own business? The evaluation scale of two levels for the question is given where “0” means “no” and “1” - “yes”. Question 9: Do you need more skills to run your own business? The evaluation scale of two levels for the question is given where “0” means “no” and “1” - “yes”. Question 10: Do you need more practice to run your own business? The evaluation scale of two levels for the question is given where “0” means “no” and “1” - “yes”. 59 questionnaires were distributed. Questionnaire responses were received from eight teachers who participated in the Leonardo and Grundtvig Partnerships UK Contact Seminar “Back to Learning: Back to Work” at University of Birmingham, Birmingham, the United Kingdom, 4-7 July 2012.

The results of Question 1 of the questionnaire used in the survey show that eight teachers who responded to the questionnaire represent the following countries: United Kingdom, Slovenia, Macedonia, Iceland, Latvia, Lithuania, Poland and Portugal.

The results of Question 2 (Running your own business), Question 3 (Planning to running a business), Question 4 (Running a business for your own financial profit), Question 5 (Running a business for promotion of innovative products or service), Question 6 (Running a business for well-being of people around), Question 8 (More knowledge to run your own business), Question 9 (More skills to run your own business) and Question 10 (More practice to run your own business) are shown in Figures 6-12, where the vertical numbers mean two levels of teachers’ direct experience in entrepreneurship in a particular domain, the horizontal numbers present the code number of the teachers who participated in the survey.

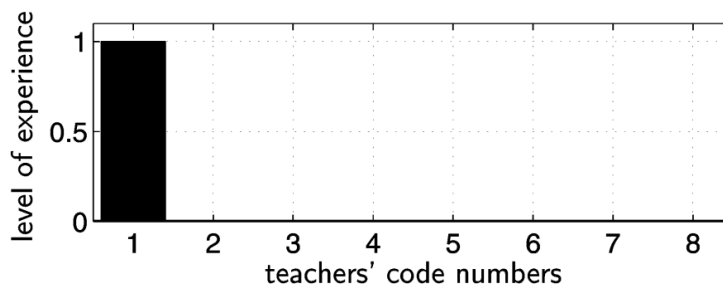
The results of Question 2 on teachers’ running an own business reveal that only one out of eight teachers who responded to the questionnaire runs his/her own business as shown in Figure 6. Moreover, the teacher stressed that the company had been working over 30 years.



**Figure 6: The results of Question 2 (teachers' running own business)**

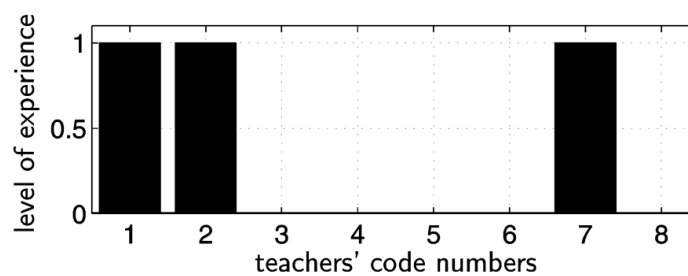
The results of Question 3 of the questionnaire used in the survey show that there were no a teacher out of eight teachers who responded to the questionnaire who had planned to run his /her own business.

The results of Question 4 on teachers' running a business for their own financial profit demonstrate that one teacher responded positively as illustrated in Figure 7.



**Figure 7: The results of Question 4 (teachers' business for their own financial profit)**

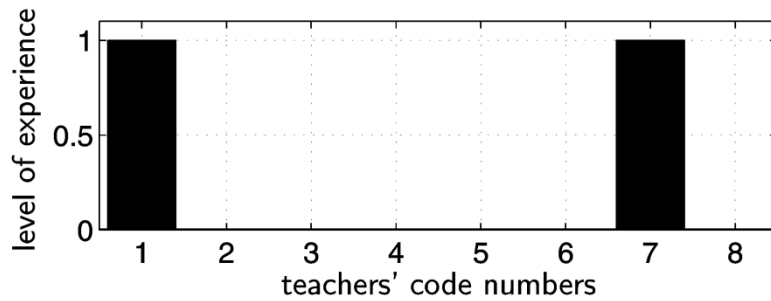
Three teachers replied positively to Question 5 (Running a business for promotion of innovative products or service) as depicted in Figure 8.



**Figure 8: The results of Question 5 (teachers' business for promotion of innovative products or service)**

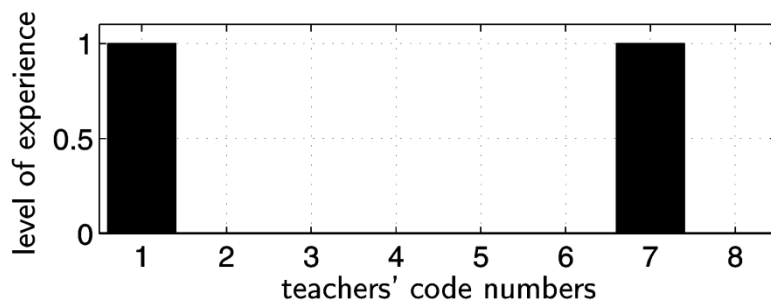
Two teachers out of eight teachers who responded to the questionnaire gave their positive replies to Question 6 (Running a business for well-being of people around) as shown in Figure 9.

The results of Question 7 (Other aims of running your own business) demonstrate that no other aims to run own business were pointed out.



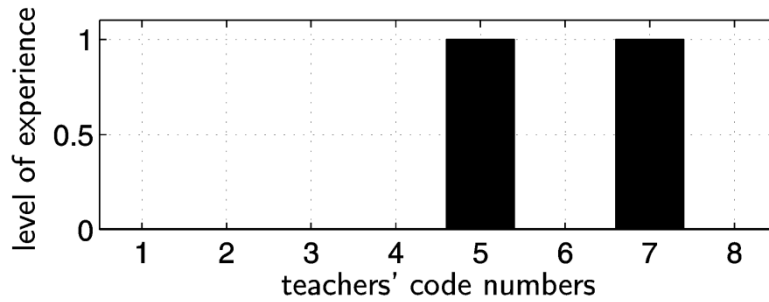
**Figure 9:** *The results of Question 6 (teachers' business for well-being of people around)*

Two teachers responded positively to Question 8 (More knowledge to run own business) as illustrated in Figure 10.



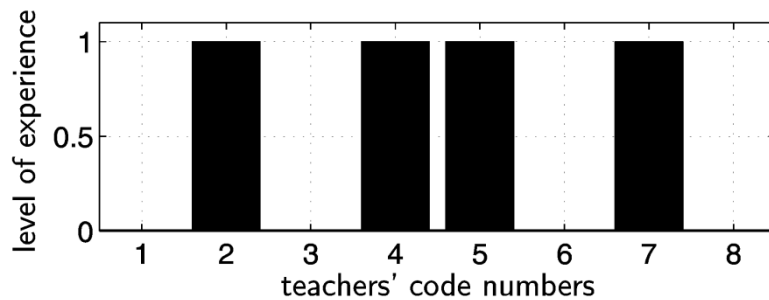
**Figure 10:** *The results of Question 8 (more knowledge to run own business)*

Two teachers out of eight teachers who responded to Question 9 (More skills to run own business) consider that they need more skills to run their own business as shown in Figure 11.



**Figure 11:** *The results of Question 9 (More skills to run own business)*

Four teachers supposed that they need more practice to run their own business as depicted in Figure 12 while answering to Question 10 (More practice to run own business).



**Figure 12:** *The results of Question 10 (More practice to run own business)*

#### 4.2.3. Findings of the Empirical Research

The relatively small number of questionnaires returned may possibly be explained by teachers' summer vacation as the questionnaire was emailed in July 2012: in general people and, consequently, teachers do not often check their e-mails in summer. Another explanation could be the technical aspect of the emailed questionnaire: the questionnaire did not reach the email inbox as the computer programmes had redirected it to the email trash or spam space. Further on, the relatively small number of teachers who responded to the questionnaire may possibly reflect teachers' perception of their responsibility for their own cognition or, in other words, learning as filling in a questionnaire is considered as a technique of teachers' lifelong learning and attitude to the entrepreneurship and entrepreneurship education. The teachers' responses from the questionnaire were systematized according to the construct of teachers' direct experience in entrepreneurship and its three domains as

demonstrated in Table 2: the construct of teachers' running own business, the construct of teachers' planning to run own business, and the construct of teachers' aim to run own business.

**Table 2: Inter-relationship between construct, construct domain and questionnaire**

Construct	Construct domain	Number of the question
teachers' direct experience in entrepreneurship	running own business	2
	planning to run own business	3, 8, 9, 10
	having an aim to run own business	4, 5, 6, 7

The data were processed applying *Excel* software. The determined construct domains were systematized into the codes corresponding to a domain. Only positive answers were taken into consideration for the analysis: answers which were marked as "1" in Question 2, 3, 4, 5, 6, 8, 9 and 10. The number and percentage of the positive answers from the questionnaire completed by the teachers as reflected in Table 3 were analyzed.

**Table 3: Frequency of the teachers' positive answers**

Construct	Construct domain	Number of the question	Number of answers	Percentage
teachers' direct experience in entrepreneurship	teachers' running own business	2	1	12.5%
	teachers' planning to run own business	3	0	0%
		8	2	25%
		9	2	25%
		10	4	50%
	teachers' aims to run own business	4	1	12.5%
		5	3	37.5%
		6	2	25%
		7	0	0%

All of the teachers' answers were categorized to the construct *Teachers' Direct Experience in Entrepreneurship*. Frequencies were determined to reveal the teachers' positive experience in entrepreneurship. The survey showed that the number of teachers who run their own business is very low (12.5%). The teachers do not plan to start their own business (0%). The interpretation of the survey's results reveals that there are two types of teachers: one type of teachers includes those who have their own business, and the other – who have no their own business. However, more types



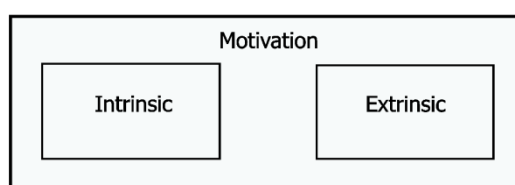
of teachers were described: most teachers have never been entrepreneurs, some teachers are failed entrepreneurs who went to teaching as a more secure career, the others do not just have the right mindset to run a business (Ashmore, 2012). The interpretation of the teachers' types allows revealing teachers' typology based on their direct experience in entrepreneurship as shown in Table 4.

**Table 4: Typology of teachers based on their direct experience in entrepreneurship**

Type of the teacher	Short description
1. Entrepreneurial teacher	Teacher who has his/her own efficient business
2. Ex-entrepreneur	Teachers who is a failed entrepreneur who went to teaching as a more secure career
3. Teacher	Teacher who has never been an entrepreneur
4. Non-entrepreneur	Teacher who does not have the right mindset to run a business

Regarding entrepreneurship as an individual's ability, it should be noted that abilities develop lifelong. Further on, the change in the relationship between functions (teaching and running a business) for the development of an individual's ability is significant in entrepreneurship education for teachers, and not the development of each function (Леонтьев, 1982, 38).

The results of the survey demonstrate that teachers need more knowledge (25%), skills (25%) and practice (50%) in order to run their own business. As teachers' needs are a subjective component of motivation, the teachers have a low level of their intrinsic motivation to run their own business. Therein, motivation comprises (Harmer, 2001, 52) extrinsic motivation caused by a number of outside factors and intrinsic motivation that comes from the individual and is especially important for encouraging as shown in Figure 13.



**Figure 13: Components of motivation**

Further on, aims are a component of need and, consequently intrinsic motivation, too. Therein, need is defined by the reasons for which the teacher is learning, which will vary from study purposes such as following a postgraduate

course in an English-speaking country to work purposes such as participating in business meetings or taking hotel bookings (Dudley-Evans and John, 1998, p. 3). The results of the survey demonstrate that the teachers run own business for getting their own financial profit (12.5%), for promotion of innovative products or service (37.5%), for well-being of people around (peoples' employment, income, interests, etc) (25%). The teachers do not have any other aims to run their own business (0%). The interpretation of the survey's results reveals that the teachers' intrinsic motivation in entrepreneurship is of a low level. That allows explaining a low level of teachers' direct experience in entrepreneurship, or teachers rarely have entrepreneurial experience (Ashmore, 2012).

The summarizing content analysis (Mayring, 2004) of the data reveals a low level of the teachers' direct experience in entrepreneurship. There is a need for the increase of the teachers' direct experience in entrepreneurship by supporting the teachers' extrinsic motivation.

## **5. Conclusions**

The findings of the research allow drawing the conclusions on a low level of teachers' direct experience in entrepreneurship as demonstrated by the survey results shown in Table 3.

The following hypothesis has been formulated: teachers' direct experience in entrepreneurship develops if teachers identify their own needs to run their own business, teachers are externally motivated by involving them in their personal career exploration, a favourable educational (teaching, peer-learning and learning) environment for the enrichment of teachers' direct experience in entrepreneurship is organized that results in teachers' improved knowledge, skills and practice to run their own business, teachers participate in running their own business.

The present research has *limitations*. The inter-connections between entrepreneurship, entrepreneurship education and entrepreneurship education for teachers have been set. Another limitation is the empirical study conducted by involving only the teachers at one seminar.

Prospects for development include modelling of a favourable educational (teaching, peer-learning and learning) environment for the enrichment of teachers' direct experience in entrepreneurship. Teachers' extrinsic motivation to run a business has to be investigated. Pedagogical support for teachers who are failed entrepreneurs

and who do not have the right mindset to run a business has to be discussed. Empirical studies in other institutions are proposed to be carried out. Another direction of further investigation is considered as evaluation of efficiency of teachers' running their own business. A comparative research of different countries could be carried out, too.

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# **Health education teacher's role in the 21<sup>st</sup> century in the context of Latvian public health promotion, knowledge management and information technology: a theoretical study - literature review**

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## **Abstract**

A theoretical study - literature review is done to attract attention to modern information and communication technology (ICT) usage in school health education in the context of public health promotion management and the changing role of health education teacher. The model of the health teacher's role spectrum in the 21<sup>st</sup> century is sketched.

**Keywords:** *learning in modern society; knowledge management; collaborative learning; IKT in e-learning; health education; teacher's role in 21<sup>st</sup> century.*

## **Introduction**

The turn of the millennium is perhaps the most interesting time, which gives us the opportunity to review the progress that has occurred and also provides us to design new models of effective education development and evaluate actual teachers' role in this process (Townsend, Otero, 1999).

The dynamic changes in the 21st century: information quantity, development of information and communication technologies, demographic and socio-economic situation in the country, society overload, public health results statistics bring forward complicated requirements for public health promotion management and the whole especially health educational system in country. It is necessary to find some new ways to learn everywhere and at any time individually to provide lifelong education. There is a need to adjust new complex of methods and instruments e.g. modern technologies in public health promotion management among them health education at all ages – lifelong from family and kindergarten upwards old age. Health education should not only be qualitative and available in school but it should also develop public health promotion in the country. There must be a holistic health education system in the

country that helps to realize public health promotion. Modern technologies can help to implement it in practice for most of public groups.

The main developer of this process in reality is a health education teacher and the range of the teacher's role expands greatly nowadays.

### **Aim of the Study**

The aim of this theoretical study is to estimate an actual health teacher's role in Latvia in 21st century modern society in the context of information and communication technologies application actuality in Latvian health education system development and public health promotion management.

### **Materials and Methods**

To achieve the aim of this study several tasks are done.

A theoretical study (Špona, Čehlova, 2004) is done – available literature review and analyses of actual education tendencies in modern society, learning theories, pedagogical and psychological aspects, knowledge management and collaborative learning in the context of designing learning materials and organizing the learning process in school health education for public health promotion management including adequate modern information and communication technology.

An available literature and actual documentation of Latvian demographic and health statistics, school health education documents, national public health promotion planning documents is analyzed and summarized to diagnose and estimate actual problems in national health education system and to evaluate the quality of health education in Latvia to clarify necessity of separate health subject and the health teachers role's changing in schools to provide public health promotion management system in national level.

An available literature of individual and public health, health determinants, public health promotion models abroad and the role of health education and advanced information and communication technology is analyzed and reviewed. Documentation review of necessary teacher competences in Latvia is done to estimate an actual health education teacher's role. The personal experience and another authors experience has been used to sketch a model of health teacher's role spectrum in the 21st century health education for Latvian public health promotion management.

### **Results**

The concept of *learning* in the 21<sup>st</sup> century has a wide spectrum of definitions. Watkins C. (Watkins, 2010) proposes learning as a fact that someone

teaches you, individually meaningful process; knowledge building in cooperation with others. Mayer R.E. (Mayer, 2001) defines learning as the knowledge changing that occurred the knowledge construction process, in which the learning social context has an important role. Townsend T. and Otero G. (Townsend, Otero, 1999) proposes learning as a practical process that extends and deepens the understanding of the world, makes people humane, helps to explore themselves and their relationship with the world. Some beautiful definitions of concept: "learning is an educational Heart" (Britain, Bullock, Thomas, 1997, Townsend, Otero, 1999). In general learning can be defined as a process in which the individual adopts the public experience, acquire knowledge, skills and attitudes, improve own experience, acting independently and responsibly and exploring themselves, nature and society. (Pedagoģijas terminu skaidrojošā vārdnīca, 2000) A psychological aspect of learning encourages active social interrelations, resulting in the accumulation of knowledge and human activities change. (Vourinens, Tūnala, Mikonens, 1998) Other reviews: learning is building knowledge, memorization and reproduction, application of general rules to specific situations, intuitive realization, seeing something in a different way, change as an individuality. (Marton, Dall'Alba, Beaty, 1993) Watkins C. (Watkins, 2010) studied the *learning to learn* as an important factor in the learning process. He emphasizes a focus on learning as a motivating and learning efficiency-enhancing factor. The research on the social context of learning shows that the process of understanding is a social phenomenon. It is appropriate the concept of learning consider as a joining to the knowledge society. Mostly the result of learning depends on the social situations of the learning process. (Brown, Collins, Duguid, 1989; Brown, Campione, 1990) (Townsend, Otero, 1999)

*Learning theories* explain human learning motives. (Learning Theories Knowledgebase, 2007-2013) *Behaviourism* (Skinner, etc.) explains the behaviour as a functional relationship between stimulus and response. The knowledge quantity is important. *Constructivist* (Bruner, Dewey, Reiki, Klafki, Vygotsky - Zone of Proximal Development, Barrows – Problem-Based Learning, etc.) believes that learning occurs, linking prior knowledge with new information. Knowledge is created not adopted; learning is an active process that depends on the individual responsibility for own learning. *Humanism* (Rogers, Kolb, Keller, Maslow, etc.) – a human is in the centre as a value. A pedagogical process must promote development of harmonious, comprehensive personality. The learning process must contribute motivation and

responsibility, and ensure support. Students are motivated and active. They learn to develop their abilities. Learning needs contributory environment. John Keller model: based on four principles - attention, relevance, confidence, and satisfaction. *Cognitivism* (Wittrock; Mayer - Cognitive Theory of Multimedia Learning, active learning model etc.) recognizes that people are rational, and how work their minds, makes it possible to understand how people learn. Interpretation of theories commonly used computer analogy. The student is an asset, but he needs guidance. Information processing and thinking conscious occurs. In the learning process it is essential to promote cognitive processes. The quality of knowledge is important. The modern cognitivists develop artificial intelligence models. (Stern, 1998; Geidžs, Berlingers, 1999)

*Connectivism* theory (George Siemens, Stephen Downes) is partly relevant to the chaos theory. It is learning theory for a digital age. The theory learning occurs through connections within networks. Nowadays impossible to predict what is happening. Learning occurs not only from experience, but it extends to other experiences. The student is very active. Learning is no longer an individual process. The authors carried out studies for the open e-courses. Connectivism is defined as socialized and open learning. Learning occurs not only in people's minds, but also through social e-environments through knowledge by appropriate decisions in certain situations. (What is connectivism? Education 2020)

The rapid growth of information in 21st century determines the need for continuous change of education paradigm and lifelong learning. To ensure an effective learning it is necessary to seek for new interactive methods, tools and techniques. Current education trends provide the transition from the model *tell-forget*, *demonstrate-remember* to the model – *engage-understand*. Problem: economy globalization. Solution: global thinking, cooperation (keeping national identity), effective education for all. (Townsend, Otero, 1999)

Actual concepts in the 21st century from the different authors' opinions:

- *Active learning* (Wittrock, Mayer 1990-96, Lieģeniece, 1997) – participation in problem solving, information awareness, relationship building, trying to use the knowledge and skills to practice, an active thinking, focus, cooperation, creativity, responsibility for the learning process (Pedagoģijas terminu skaidrojošā vārdnīca, 2000; Stern, 1998);

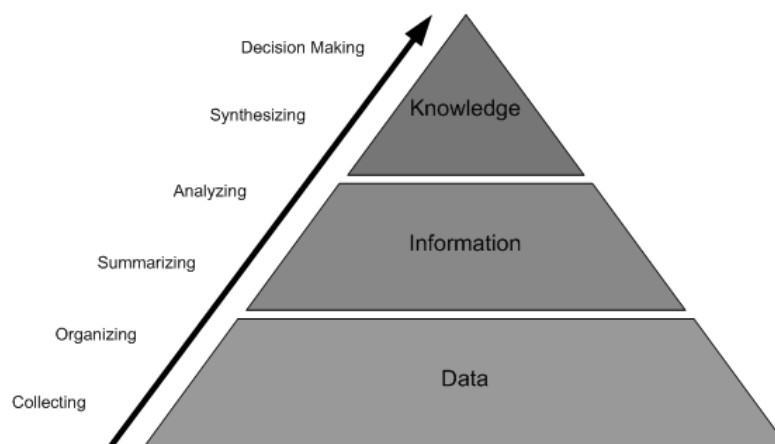


- *Critical thinking* (Ennis, Elder, Paul) - the rational, the issue-oriented way of thinking, where students are encouraged to think and speak critically, developing decision-making and problem-solving skills (Pedagoģijas terminu skaidrojošā vārdnīca, 2000);
- *Self-confidence* - self-esteem associated ability to recognize themselves, their own knowledge, interests, desires, virtues, ideals, motives, their role in society, providing opportunities to actively participate in society, contributing to their own and society's development (Pedagoģijas terminu skaidrojošā vārdnīca, 2000);
- *Motivation* - the set of motives challenged and justified the individual's actions, behaviour, attitudes, needs, interests, etc. or deliberate interest in realizing certain activities that are formed by various factors, education, society, learning, performance, etc. (Pedagoģijas terminu skaidrojošā vārdnīca, 2000). Widely criticized, however, constantly actual Maslow's theory of motivation shows the hierarchy of needs that motivates an individual's activities, including the learning activities (Maslow, 1943);
- Technology application for effective learning; Cooperation at local, national and global level; *Knowledge Society; Learning Society* (Townsend, Otero, 1999);
- *Learning to learn*, involvement in organization of learning (Svence, 1999; Līdaka, 2000); interactive methods; *learning in collaboration* (Līdaka, 2000; Townsend, Otero, 1999);
- An individual's *personality development, multiple intelligences* (McGilchrist, Myers, Reed, 1997, Gardner, 1993, Handy, 1997, Goleman, 1995: Townsend, Otero, 1999);
- *Individualization*, in consideration of information perception individuality, for example by Taylor F. (Jaunzeme, 1999);

Learning outcomes and their relevance to the educational aims allow assessing the efficiency of learning. Bloom's taxonomy (Bloom, 1956) classified cognitive learning outcomes in six categories: knowledge (remembering level), comprehension (understanding), application (in various situations), analysis (causality, structuring, reasoned conclusions), synthesis (creation, creativity) and evaluation (includes critical thinking).

The concept of *knowledge* is important for the knowledge society. There are different definitions, such as: knowledge is the object of epistemological research,

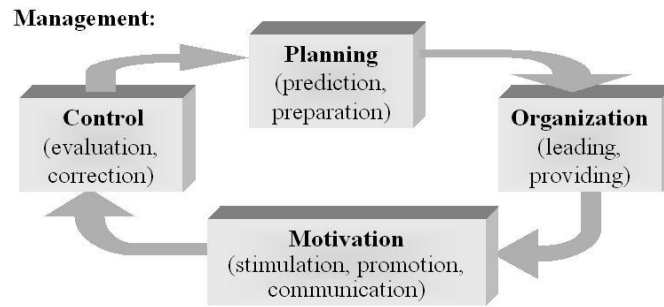
understanding and experience together, as well as procedures accepted correct and true and determine thoughts, behavior and communication between people. Knowledge is the reasoning of information and data to actively provide activities, problem-solving, decision-making, teaching and learning (Kirikova, 2006); any news of the outside world and the processes to be synthesized and organized in such a way that their meaning can be passed on to people (Zināšanu pārvaldība. Terminu vārdnīca, 2005); interpreted structures of symbols that can be used for decision making (Aamodt, Nygård, 1995). Many authors (Finck, Hodder, Biz Stone, 2005; Maier, 2002, Kirikova, 2006) in their research points to the knowledge related to data and information. For example, N. Finck, M. Hodder Biz Stone believes that in order to reach the use of knowledge, there must be originally stocked and organized data gathering and then analyzing information and synthesizing of knowledge it is possible to make decisions based on that knowledge, thereby providing a knowledge management process (see Figure 1).



**Figure 1. Knowledge management processes (by Finck N., Hodder M., Biz Stone, 2005)**

The concept of *data* means not interpreted symbols - characters, strings, images, term *information* includes interpreted symbols and symbol structures (Aamodt, Nygård, 1995).

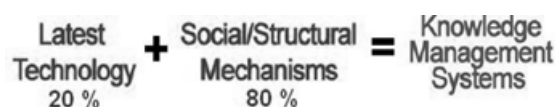
The concept of *management* in the organization level means the efficient, qualitative achievement of objectives, planning, organizing, leading and controlling the organization's resources (by R. Daft, 1997). There is a schematic management process illustration acquired of summarizing various authors' research on the management functions (see Figure 2):



**Figure 2. Management functions, modified model (Praude, Beļčikovs, 2001)**

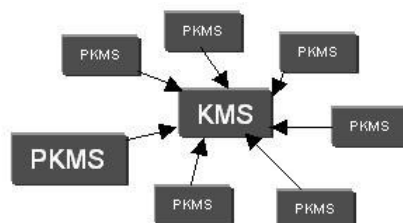
The concept of *knowledge management* (KM) has a wide range of definitions: coordinated and guided knowledge creation, storage, identification, adaptation, development, use, dissemination, in order to ensure the information availability for creation and use of new knowledge, or the process by which an organization (e.g. class/school/public health education system) creates, maintains and uses its collective experience. (Latvijas Enciklopēdiskā vārdnīca, 2002) The founders of the concept - Karl Wiig, David J. Skyrme, Karl Erik Sveiby. The most popular researchers: the practical view - Thomas H. Davenport, Laurence Prusak (Davenport, Prusak, 2000), knowledge management systems implementation - Amrit Tiwana (Tiwana, 2002), holistic approach - Ronald Maier (Maier, 2002). (Zināšanu pārvaldība, 2005) Kirikova M. structures knowledge management definitions in three aspects: the formal aspect, procedural aspect and organizational aspect (knowledge management - providing the right knowledge to the right people at the right time so that they can make the best decision; the art of creating value from intangible values; exact guidance and control of knowledge to achieve common targets). (Kirikova, 2006)

Knowledge management (Dekai Wu, 2005) is the maximum benefit provision from the knowledge resources; providing of important knowledge availability and organization in the right time and place; updating of the intellectual capital. Knowledge management system is the synergy between new information technology and the social and structural mechanisms. (See Figure 3)



**Figure 3. Effective knowledge management system structure (by Prof. Dekai Wu, 2005)**

Another important concept is the *personal knowledge management* (PKM) (Apšvalka, 2011). A man is a complex knowledge management system, therefore the human factors are important to knowledge management. The effective common knowledge management system should be built on the individual knowledge management systems. It should consider the individual's goals and needs focusing them on common objectives, using appropriate emotional and technological environment. (See Figure 4)



**Figure 4. Knowledge management system and personal knowledge management systems (by Apšvalka, 2011)**

The term *knowledge management* may also apply to health promotion knowledge management. In this case, personal knowledge management skills and competencies for effective development of pupils' knowledge management system are important for the health education teacher.

One of the most effective types of current trends in education and knowledge management realization is *collaborative learning* or *cooperative learning*, and problem solving. It provides cognitive development through learning in a social context and in the zone of proximal development (Vygotsky, 1978). There are two similar concepts: *cooperation* – "division of labor, where everybody is responsible for a specific part of the problem-solving" and *collaboration* – "involving participants, coordinating objectives in order to solve the problem." (Dillenbourg, Baker, Blaye, O'Malley, 1995; Roschelle, Behrend, 1995) This modern term is wide definable. E.g., the definition "a situation in which two or more people learn or attempt to learn something together." Wide interpretation: number of participants, learning subject, purpose, participation forms: full-time, computer-mediated, synchronous or asynchronous, division of labor or working together. Other definitions: knowledge, skills and attitudes generation, working together to get an understanding of the concepts, monitor and research and develop skills (Graham, Scarborough, 1999); the collective activity to reach the learning objective. (Townsend, Otero, 1999) A process that helps participants become members of the specific knowledge commune.

(Bruffee, 1993) Dillenbourg P. deals at two aspects: collaboration as a pedagogical technique to increase the efficiency of learning, or as a psychological mechanism that creates the learning process. Collaboration is a contributing factor of cognitive process (Dillenbourg, 1999). (Townsend, Otero, 1999)

Conditions of learning in cooperation: positive interdependence towards a common goal, individual responsibility, direct communication, social skills (sharing of experiences, awareness of human values, emotional relationships, interest, responsibility), cooperation achievements and evaluation of collaboration. (Grigule, Silova, 1998) For effective achievement Rubana I.M. deals collaboration social and cognitive goals. (Rubana, 2000)

For health promotion knowledge management in collaborative learning process ICT can be selected according to the learning objectives, content, scope, audience age groups, knowledge and skill level, social and psychological factors. Specific learning resources and e-learning environments created by various technologies available today.

*E-Learning objects* provide *calm computing* (Weiser, 1991), universal compatibility and portability, and *Ubiquitous Learning* through semantics and object metadata. Providing a personalized selection of available resources at any time and place, as well as a collaborative learning network in accordance with portable communication devices, promoting flexibility, critical thinking, creativity, learning resource development. *Cloud computing* (by Demirkan H.) provides a common environment, including application service for a variety of problem solving, including learning or knowledge management (Carey, 2008). (Fiadhi, 2011)

*Computer Mediated Communication* (CMC) is a constructivist approach based real-time (synchronous) or asynchronous process to develop and exchange the information through network telecommunications systems that provide information encoding, transmission and decoding, as well as the structuring of social relations. (Jones, 1995). *Groupware* integrates work on different workstations to create and manage information using different forms of collaboration: conference tools (whiteboards, video conferencing, forums), collaborative management tools (calendars, workflow systems). *Collaborative Software/ Groupware* by Erkens, 1997(Andriessen, Sandberg, 1999): *Computer-Based Collaborative Tasks* (CBCT) - the environment for teamwork, sometimes in co-operation with *intelligent coaching*; *Cooperative Tools* (CT) helps to deal with lower-level tasks while the student

addresses the highest level activity; *Intelligent cooperative Systems* (ICS) working as a partner, co-learner (Dillenbourg, Self, 1992), the learning companion (Chan, Baskin, 1990). *Computer-supported collaborative learning* (CSCL): a combined learning through the exchange and the construction of knowledge in social interaction online or face-to-face synchronous or asynchronous, using technology (Stahl, Koschmann, Suthers, 2006); knowledge can be constructed through social discussion and it encourages critical thinking (Garrison, Anderson, Archer, 1999). It is important to adjust complexity level to the audience and to the learning objectives. E.g.: simple unstructured activity – discussion, moderately structured – discussion in groups. In higher-level structured activities there are strictly defined social structure, aims, schedule etc., e.g. *Jigsaw* joint with the *Case Study* (Pozzi, 2009). Studies reveal potential failure trying to involve all participants in simple collaboration (Bell 2004; Demetriades et al., 2009, Hewitt, 2005; Liu, Tsai, 2008), or the loss of flexibility in complex activities (Dillenbourg, Jermann, 2007). In structured asynchronous learning networks knowledge constructs in high level of critical thinking (Aviv, Erlich, Ravid, Geva, 2003), but unstructured asynchronous are suitable for beginners. (Pozzi, 2009).

*Collaborative Learning Environment* (CLE) provides technologies to specific groups for growth and to achieve objectives by providing online learning community with tools to construct models, hypotheses formulation, problem solving, etc. cognitive processes and collaborative support (Barabas, 2003). Collaborative analysis tools are important for development of learning materials (Keenoy, 2004; Slaidiņš, 2005; Pozzi, 2009)

*Artificial intelligence* (by J. McCarthy, 1956) means artificially modelled intelligent behaviour or computer science industry for intelligent automation of action (Grundspekis, 1993) E.g., *Computer-Based Training* (CBT), *computer aided instruction* (CAI), *Intelligent tutoring systems* (ITS) (Beck, Stern, Haugsjaa, 1996), *Web-based education*.

*E-learning*, *Internet Based Training*, *Web-based/On-line learning*, *M-learning* learning forms are important for the knowledge society. Computers, Internet, wireless technologies, mobile devices are used for high quality learning, allowing remote access, real-time two-way interaction controlled by the teacher. Specially organized learning courses uses telecommunications and computer networks, multimedia, radio, interactive television, etc. technology. Effective e-learning consists of e-resources (learning materials), support, etc. (Slaidiņš, 2005) *Learning*

*Management Systems* (LMS) denote specific e-learning and management software, e.g. open-source course management system *Moodle*.

*E-learning materials* divide by format: print, electronic. By type of perception: visual, audio, audio-visual audio-visual-kinetic (multi-dimensional simulators, training games, etc.). By engagement: passive (seen, read), active (provide feedback) and interactive (participative). By accessing: open access (freeware, with no access protection), limited access (shareware, fee ware, with Access protection). Learning materials should be globally usable, flexible, compatible, clear, structured. (Maziņa, 2010) Standard or specialized content creation tools are suitable for designing learning materials (by Koumi), considering pedagogical aspects (suitability for the audience, learning contexts, goals and objectives), aspect of education - motivation, emotion, and attitudes. Mayer R.E. emphasizes necessity to activate cognitive processes (verbal visual database creation, model-building, cross-links between the learning elements) including logical sequence of content, continuity, and spelling. (Koumi, 2006) Teachers need adequate ICT competences. (Gorbāns, 2008)

Latvian health education cannot be disregard. Socio-economic situation, lack of time and stress increase health problems. Statistics and studies show deplorable demographic situation and poor health in the country (high infant mortality rate; about half of newborn is not healthy, circulatory system diseases, malignant, external causes of death). Society in different ways worsens health (addictive substances, energy drinks, risky behaviour, safety, ergonomic, disease prevention overrides, unhealthy diet, regime, physical or mental overload, conflict, stress). 43% of 13-15 year old students smoke. (Baltiņa-Kļava, 2012)

The aim of Latvian public health policy (Public health strategy for 2011-2017) - to prolong the healthy life years of population and prevent untimely deaths, while maintaining, improving and restoring health, providing effective health care system, e-government (e-health records, e-prescription, visits e-reservation) (ERAF, 2009), public health portal, secure single monitoring information system, e-services, the emergency response information systems and e-health information systems.

In 2006 health education stopped exists as a separate subject and was integrated into primary education 6 subjects. Health education documents content analysis of integrated content detects that 10% of health education content students don't acquire in school neither primary nor secondary level. Primary level students do not acquire more than one fifth (22.5%) of the health education content. (Baltiņa-

Kļava, 2012) Integration of health education content is unprofitable because partially recurring themes in various subjects. The common health education context extracted issues does not agree with didactic principles - continuity, regularity. A positive trend is the desire to provide cross-curricular links, link with life, but there is a need for unifying element to develop a complex understanding of health promotion, For example, health education as a separate subject or an alternative unifying element (e.g., e-learning model). Baltiņa-Kļava has sketched holistic e-governance model for public health promotion, bringing together public health e-government services and health education environment that consists of e-learning materials classified according to different age structure, educational levels, occupational type and of professional health promotion e-support. (Baltiņa-Kļava 2012)

The Ministry of Health accents necessity renew health education as a separate subject and professional health education teachers in schools (as it was from 1995-2005) because of public health problems, e.g. teenagers sexually transmitted diseases. But Ministry of Education doubt the necessity of separate subject. These disagreements interfere with young people health promotion. Therefore it is needed to continue open discussion, researches and foreign experiences to substantiate evidently health education system improvement necessity and to find the best solution for problem solving.

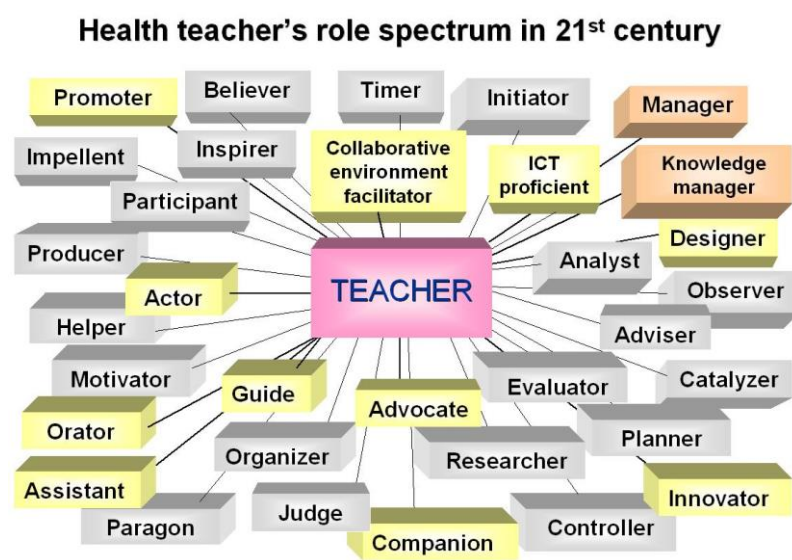
There is a wide range of health promotion models. Holistic approach to health is the meaning of a whole, dynamic condition, quality of life. (Golubeva, Puškarevs, 2008) The term *Public health* first time used in the beginning of the 19th century, in 1884 the Great Britain parliament defined general government responsibility of the population health. (Fee, Brown, 2005) In 1948 World Health Organisation (WHO) defined health as a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity. Natural sciences, social sciences and humanities form the concept of public health. Baltiņš M. divides definitions of *health* into individual and social. Epidemiology, medical sociology, health statistics, health education, economics, political science, public management, environment, prevention, health information administration determines *public health*. Delimitation of borders between medical care and public health is risky. (Baltiņš, 2000)



There are a variety of public health promotion international models and networks: The *Health Metrics Network* (HMN), WHO initiated activated in 2005 to improve public health in countries by developing information systems, research-based decision-making, providing a global public health virtual system, designing models, central administration, local control, data access, security, analysis, visualization, collaboration, automated assessments, reports, warnings of potential public health risks, using common technical standards and semantic technology. (Framework and Standards for Country Health Information Systems / Health Metrics Network, 2008) The *Super Internet Network* (high-performance open-source infrastructure for virtual organizations, remote big data sharing, e.g. the *Global Grid OpenHealth*. (Perry, Fitzpatrick, 2009) The *International Union for Health Promotion and Education* (IUHPE) is unique worldwide, independent, professional association of individuals and organizations committed to improving the health/well-being through education, community action and healthy public policy. *Schools for Health in Europe* (SHE) is a platform for school health promotion. Latvia is joined to SHE network but does not cooperate currently because of denying educational policy. Lack of health education policy in the country causes changing of health education teacher role, too.

*Competency* (Spenser&Spenser, 1993) is an underlying characteristic of an individual that is causally related to criterion-referenced effective and/or superior performance in a job or situation. Documentation on the required competencies of teachers in the country (Skolotāja profesijas standarts, 2004) and the requirements of higher education entrance examinations suggest a formal approach to individual suitability for the profession, because there is no deeper level of competence (personal identity), but only external - knowledge/skill level. Many graduates do not work in a profession, probably due to the unsuitability or lack of profession prestige and low wages. This can be solved including personal suitability tests/interviews in entrance examinations), as well as increasing the prestige of the profession. Studies show a continuing education quality problems and lack of support. (SKDS, 2007) Teacher's professional competence assessment in Latvia: planning and management of training and educational work, analysis of results; student individuality development; self-evaluation of results, self-reflection; accumulation and sharing of experience; contribution to the educational institution. (IZM, 2012/2013)

Summarizing current trends in the 21<sup>st</sup> century and necessary teacher competences for modern education as well as health education and health promotion problems and possible solutions in the country, the following model of actual health education teacher's role spectrum is sketched (see Figure 5, coloured cells contains latest last added roles):



**Figure 5. The model of health teacher's role spectrum in 21<sup>st</sup> century (Baltiņa-Kļava, 2001-2013)**

## Conclusions

This paper includes a literature review and documentation analyses and summary about required competencies in the 21st century for teaching and learning in modern society, the importance of knowledge management, ICT and collaborative learning, and health teacher's role in health education policy in the country.

The results of study detect the problems in the public health situation and national health education system quality and prove the necessity of health teacher role's change involving in the development of new public health promotion e-management model including health education and health observation providing a choice of time and place and professional solution. It is necessary to continue researches and to change public and official attitude to the health promotion through education. There are two problem-solving versions: restoration of health education as a separate subject or development of the unifying element of integrated content.

The teacher in modern society must possess a Blum taxonomy appropriate competences at all levels, especially critical thinking, and encourage them to his students. To keep up with the paradigm change and implement effective educational

process, teachers need the flexibility of using different approaches, methods, activities, knowledge management and collaboration competences, as well as information and communication technology competences and a lot of different roles according to social context.

Suggestions for qualitative teacher education in the 21<sup>st</sup> century: increasing of the profession prestige, fully state-aided continuing education; knowledge application practice, practical problem solving (cooperation with companies, institutions, etc.), support for daily teaching (teacher assistants, advisers, e.g. psychologists, social workers, other specialists), international experience (exchanges, local and international rotation, open classes).

The study results can be used for a source for teacher education system improvement.

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## **Skolas kora diriģenta profesionalitāte XXI gadsimtā**

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### **Anotācija**

Viens no mūsdienu izglītības uzdevumiem ir nodrošināt sabiedrības ilgtspējīgu attīstību mainīgajos apstākļos. Tā īstenošanā nozīmīga vieta ierādīta skolotāja profesionalitātei, tai skaitā mūzikas skolotāja un skolas kora diriģenta profesionalitātei. Skolas kora dziedāšanas procesā galvenais uzdevums ir veidot labskanīgu, dabisku, brīvu, harmoniski un intonatīvi tīru dziedājumu, kur nozīmīgs nosacījums ir pareiza skolēna balss diagnostika un skolas kora diriģenta profesionalitāte, kas veido skolēna pirmo priekšstatu par skaņas veidošanas kvalitātes pamatprincipiem.

Pētījuma problēma - pedagoģiskā darbība skolas korī Latvijā, kura tiek balstīta uz pieaugušo mācīšanas/mācīšanās modeli un metodēm, neņemot vērā konkrētā vecuma skolēna/bērna mācību procesa specifiku un balss fizioloģisko specifiku.

Raksta mērķis – teorētiski analizēt skolas kora diriģenta profesionalitāti, noteikt skolas kora diriģenta profesionalitātes kritērijus un analizēt veiktā pilotpētījuma rezultātus.

Metodes – teorētiskās literatūras zinātniskā analīze, aptauja ar anketēšanas palīdzību un anketēšanas rezultātā iegūto datu interpretācija.

Teorētiskajā pētījumā ietvertas atziņas un metodiskie norādījumi skolotājiem par brīvas un dabiska dziedājuma veidošanu, nošu lasīšanas prasmju attīstīšanu, repertuāra izvēli atbilstīgi bērna vecumam. Analizēta teorija par mūzikas mācīšanas un mācīšanās procesu; par personīgās refleksijas nozīmi profesionālās identitātes

pilnveidošanā; par diriģenta profesionālo zināšanu, personības nozīmi, kas nosaka diriģenta māksliniecisko meistarību un panākumus pedagoģiskajā darbībā.

Pilotpētījumā piedalījās 23 eksperti, skolu koru diriģenti. Pilotpētījuma rezultātā tika konstatēts, ka skolas koru diriģentu zināšanas par skolēna balss attīstību ir nepietiekamas: tiek kavēta pareiza balss tipa diagnostika; tiek traucēta dabiska skolēna balss attīstība, tādējādi ietekmējot kora intonatīvi tīro dziedājumu.

Secinājums – ir aktualizējusies nepieciešamība organizēt mūsdienīgu studiju procesu augstskolā, kur skolu koru diriģentiem studiju procesā, tiek veicināta izpratne, zināšanas par bērna balss attīstības specifiku dažādos vecumos. Tas veicinātu topošo skolu koru diriģentu profesionalitāti. Lai šo idejisko modeli īstenotu praksē, ir nepieciešams noteikt skolas kora diriģenta profesionalitātes kritērijus.

**Atslēgas vārdi:** *skolas koris, skolas kora diriģents, skolas kora diriģenta profesionalitāte, skolēna balss attīstība*

## **Ievads**

Skolas kora diriģents ir radoša, autonoma, neatkarīga, harizmātiska, radoša personība attiekmēs un rīcībā. Diriģenta profesionalitāte attīsta ne tikai skolēnu dziedātprasmi, bet audzina skolēnu kā līdzsvarotu intelektuālu personību, veicina emocionalitāti, gribas attīstību.

Pedagoģiskā darbība skolas korī Latvijā, lielākoties tiek balstīta uz pieaugušo mācīšanas/mācīšanās modeli un metodēm, neņemot vērā noteikta vecuma skolēna/bērna mācību procesa īpatnības un balss fizioloģisko specifiku. Tas norāda nepieciešamību augstākajā profesionālajā izglītībā īstenot humānas un ilgtspējīgas izglītības paradigmu, radīt iespējas katras personības individuālajai attīstībai, sagatavot speciālistus, kas apzinās nepārtrauktas profesionālās pilnveides vajadzību un ir spējīgi attīstīt prasmes, kas palīdz iekļauties mainīgajā sociālajā vidē (Strode, 2010, 6).

Eiropas Komisijas dokumenta stratēģiskajā plānā līdz 2020. gadam (*European Commission 2013*), izglītībai piešķirta prioritāra loma, akcentējot sabiedrības mainīgo lomu, izglītības procesā par mērķi izvirzot ilgtspējīgu izglītību, izmantojot efektīvākas investīcijas izglītībā, pētniecībā / inovācijā un digitālajā sabiedrībā. „Gudra izaugsme” nozīmē veicināt izglītību, rosinot jauniešus mācīties un apgūt inovatīvas zināšanas un prasmes, integrējot tās praksē.

## Skolas kora diriģenta izglītība, personība

2013.gadā Latvijas Kultūras ministrijas kompetences ietvaros ir izstrādāt valsts stratēģiju un īstenot valsts politiku kultūras izglītības jomā, (lv/nozares info/kulturizgl.html) īpašu nozīmi piešķirot skolotāju profesionalitātei, skolotāja personībai, kuru veicinošais faktors – profesionālas izglītības apguve, inovatīvā, integrētā studiju procesā. Mūsdienu apstākļos paradigmas maiņa izglītībā ir aktuāla, tas nozīmē skolas kora diriģenta mācību procesa organizācijas un metodoloģijas maiņu, pāreju jaunā humānpedagoģijaskvalitātē, atbilstīgi noteiktam vecumam. To raksturo: skola/augstskola – motivēta mācību vide, kas sniedz profesionālas zināšanas, zināšanu aprīti – daudzfunkcionālu, radošu studiju/ mācību metožu lietošana praksē, radošā/ konceptuālā domāšana – iniciatīvas un uzdrīkstēšanās palielināšana.

Topošo skolotāju profesionālās patstāvības veidošanās teorētiskās koncepcijas humānās pieejas izvēli noteica divi faktori.

1. Humānisma pieejas galvenais akcents uz skolas kora diriģenta/ studenta **personības izaugsmi**, pašaktualizēšanos, kas motivē mācīties, apgūt zināšanas patstāvīgai pedagoģiskai darbībai, veicina pašapliecināšanos, kura veido personīgo identitāti, kura veicina atgriezenisko saiti, motivē mācīšanās procesu. Nozīmīgs diriģenta personības raksturotājs ir radošums, autonomija mūzikas interpretācijas jomā (Rogers, 1969). Arī A. Maslovs (Maslow, 2001, 418) uzskata, ka katras pašrealizējušās personības pamatā ir radošums, mākslinieciskā pieeja, kuru cilvēks iegūst bērnībā, kura nav sabojāta kultūras ietekmē. Savukārt B.Reimers (Reimer, 2000) mūzikas mācīšanas/mācīšanās procesā kā būtisku faktoru izvirza cilvēka cieņu, aicinājumu attīstīties, gan sociālkultūras kontekstā, gan cilvēka identitātes attīstībā, cilvēka personība ir pamats profesionālas darbības, attīstības pamatā. Skolas kora diriģenta profesionalitāti nosaka ne tikai zināšanas specialitātē – mūzikas pedagoģijā, vēsturē un stilistikā, bet nepārtraukta pilnveide, aktuālas pedagoģijas metodes un inovatīvas mācību darba formas. I. Gailīte „Darbs ar bērnu kori” (Gailīte, 2005, 6) norāda, ka skolas kora diriģents nedrīkst būt savā darbā pavisams, jo dziedātāja balss ir smalks instruments, kura ieskandināšani nepieciešamas plašas zināšanas un pieredze, skolas kora diriģentam ne tikai jāpārziņina bērna balss īpatnības, tam jābūt arī teicamam organizatoram.



2. Otrs faktors skolas kora diriģenta profesionālās patstāvības veidošanās procesā ir **personīgā pieredze, teorijas realizācija praksē**. Z. Rubene (Rubene, 2008, 67) analizējot kritikās domāšanas konceptu studiju procesā atzīmē, ka studenta personīgās pieredzes refleksija, nepārtraukta atvērtība teorijas un prakses mijiedarbības procesam, kas veicinās arī skolas kora diriģenta profesionālo darbību skolā. Pedagoģisko meistarību nosaka ne tikai zināšanu lietošana pedagoģiskajā procesā, bet muzicēšana, mirkļa suģestija, muzikāla pārdzīvojuma radīšana, kas veicina spēcīgu emocionālu pārdzīvojumu skaņdarba atskaņošanas brīdī. Skolas kora diriģenta profesionālajai izaugsmei nozīmīgas ir dzīvesdarbībā iegūtās, pārdzīvotās, izvērtētās zināšanas, prasmes, attieksmes, kas kļūst par personīgi nozīmīgām vērtībām (Šteinberga, 2011, 15) jauna speciālista kā mākslinieka, personības izaugsmē. A. Špona (Špona, 2001) profesionālās pedagoģiskās darbības sagatavošanas posmā izšķir divus aspektus: psiholoģisko gatavību (vajadzības un intereses) un praktisko gatavību darbībai (līdzekļu izvēle un plānošana), kas nodrošina zināšanu produktīvu lietošanu radošā, emocionāli drošā vidē. V. Petrušins atzīmē, ka (Петрушин 2009,341) diriģenta profesionālās zināšanas, personības harismātiskums, nosaka diriģenta māksliniecisكو meistarību un panākumus pedagoģiskajā darbībā. Savukārt G. Cipins (Ципин, 2001) atzīmē, ka personīgās refleksijas nozīme profesionālās identitātes un prakses pilnveidošanā, ir akcentējot studējošā mākslinieka mācīšanās, pašstudēšanas procesu. Attīstot ideju par personīgās pieredzes, teorijas realizāciju praksē, ir veikts pētījums par pieredzē balstītas studijas reālajā darba vidē (Boud & Walker, 1990) dzīves pieredzes un attīstības rezultātu mījsakarība pieredzē balstītais studiju modelis no vienas puses ietver izzīņas procesu, no otras – personības attīstību. Praktizējošam profesionālim spēja reflektēt, mācīties no prakses, kļūst sevišķi svarīga.

### **Skolu koru diriģentu profesionalitātes pētījumi**

Ir veikti vairāki pētījumi mūzikas pedagoģijā par mūzikas skolotāju profesionālo pilnveidi (Resnik, 2005, Hammerness, Darling-Hammond, Bransford 2005), bet maz ir pētījumi par skolu koru diriģentu profesionālītātes kritērijiem. (Bauer, 2003, 12). 2003. gadā C. Bouls (Bowls) izstrādāja anketu, lai noteiktu skolu koru diriģentu profesionalitātes kritērijus, tika veikts plašs analītisks pētījums, tajā piedalījās 1541 pieredzējuši mūzikas skolotāji/ skolu koru diriģenti no visām pasaules valstīm. Pētījuma rezultāti liecina par mūzikas skolotāju/ skolu koru diriģentu viedokli, nepieciešamajām zināšanām un prasmēm profesionālai pedagoģiskajai darbībai. Pētījuma rezultāti tika ranžētišādi: skolotāju profesionalitāti

nosaka teicamas zināšanas IT tehnoloģijās (66%), pašnovērtējums skolotājs/skolas kora diriģents kā personība (57%), zināšanas kora literatūrā/ zinātnē, mūzikas stilistikā (53%), pedagoģiskā procesa, metodoloģijas ievērošana (45%), radošums (43%) un zinātnisko/pedagoģisko rakstu studijas (38%) (Bowls,2003,2).

Latvijā veiktie pētījumi (Znutiņš, 2004, 16-18, Marnauza, 2007, 80-81) raksturo diriģenta profesionālo kompetenci kā integratīvas pieejas diriģēšanas apguves procesu augstskolā, pieaugušo mācīšanas/mācīšanās modeli un metodēm Latvijā ir veikti atšķirīgu profesiju skolotāju profesionālās kompetences pētījumi. R.Andersone (Andersone, 2009, 14-15) analizē dažādu skolotāju profesionālās kompetences izpēti un pilnveides projektus, rezultātā klasificējot vispārējās skolotāju zināšanas, prasmes un attieksmes, taču, lai uzlabotu skolu kora dziedāšanas kvalitāti, radās nepieciešamība sīkāk analizēt skolu kora diriģentu speciālās profesionālās zināšanas un attieksmes. Ikgadējo kora skates rezultāti liecina, ka pedagoģiskā darbība skolas korī Latvijā, tiek balstīta uz pieaugušo mācīšanas/mācīšanās modeli un metodēm, neņemot vērā konkrētā vecuma skolēna/bērna mācību procesa īpatnības un balss fizioloģisko specifiku. Par to liecina X Skolu jaunatnes Dziesmu un deju svētku (2010) un I, II, III Jāzepa Vītola Latvijas mūzikas skolu kora (2009, 2011, 2013) skates protokolu liecības un rezultāti, nepiemērotā repertuāra atlase attiecīgi skolēna varēšanai, vokālā toņa skaņveides paņēmieni, intonācijas nenoturība, skolēnu vispārējā attieksme pret skolas kora dziedāšanu. Šī pretruna noteica nepieciešamību pētīt skolu kora diriģentu attieksmi par praksē nepieciešamajām zināšanām un prasmēm kvalitātes nodrošināšanai.

### **Pilotētājums „Skolas kora diriģenta profesionālā darbība izglītības iestādēs”**

2013. gadā tika veikts pilotpētījums, „Skolas kora diriģenta profesionālā darbība izglītības iestādēs”.

Pilotpētījuma mērķis bija noskaidrot skolu kora diriģentu, mūzikas mācīšanas metodiķu un virsdiriģentu viedokli par skolas kora diriģenta profesionālajām zināšanām, prasmēm un attieksmēm skolas kora pedagoģiskajā darbībā. Lai sasniegtu pilotpētījuma mērķi tika izmantota *Ekspertu aptauja*. Ekspertu aptaujas jautājumi tika sastādīti pēc skolas kora diriģenta profesionālās darbības kritērijiem izmantojot Vītoliņa, (1942), Graubiņa (1931), Sudņikas (1989), Marnauzas (2007), Andersones (2009), Bowles (2003), Brežņeva (1982), Венгрус (2009), Якушева, (2010), Петрушин (2009) teorētiskās atziņas:

1. Kādas **zināšanas** ir nepieciešamas profesionālam skolas kora diriģentam?
2. Nepieciešamās **komunikatīvās prasmes** profesionāla skolas kora diriģenta darbībai.
3. Nepieciešamās **organizatoriskās prasmes** profesionāla skolas kora diriģenta darbībai.
4. Nepieciešamās **speciālās spējas** profesionāla skolas kora diriģenta darbībai.
5. Būtiskākās **attieksmes** profesionāla skolas kora diriģenta darbībai.
6. Nosauciet kādas **rakstura īpašības**, jūsuprāt, nepieciešamas profesionālam skolas kora diriģentam?

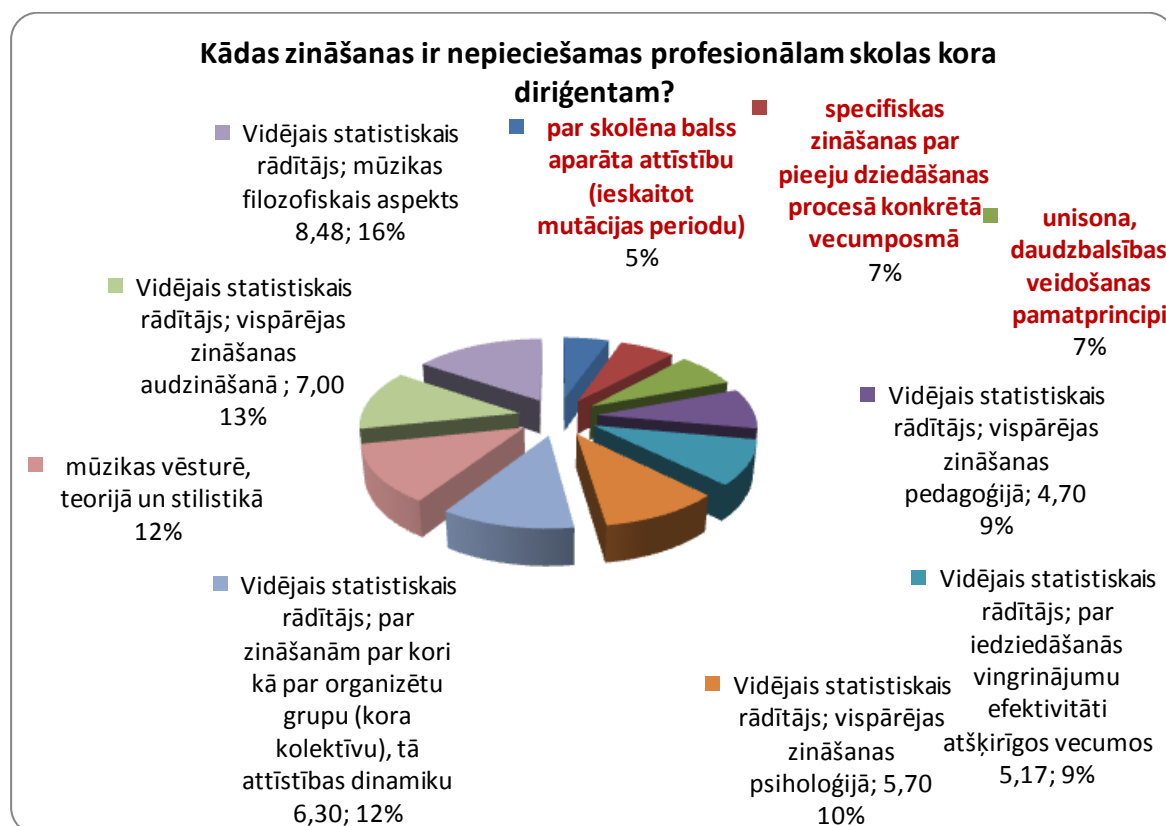
Aptaujā piedalījās 23 eksperti no Latvijas: (3 Skolu Jaunatnes un Dziesmu deju svētku virsdiriģenti, 4 mūzikas mācīšanas metodiķi, 16 skolu kora diriģenti no visiem Latvijas novadiem). Ekspertu vidējais darba stāžs: 20 gadi. Iegūtā izglītība: 22 ekspertiem – pedagoģiskā augstākā, 1 ekspertam – vidējā speciālā.

Pētījumā tika noskaidrots, ka viens no būtiskākajiem pedagoga profesionalitātes raksturojošiem komponentiem ir teicami attīstītas saskarsmes un komunikatīvās prasmes profesionālai skolas kora diriģenta darbībai. Kā prioritāte tika izvirzīta prasme lietot svešvalodu (17%), prasme mācīties no skolēniem (13%), sadarboties ar skolas vadību, vecākiem (11%), prasme risināt konfliktus (11%), prasme uz klausīt bērnu viedokli (11%), prasme būt empātiskam (8%), prasme pamatot viedokli (8%), prasme klausīties (8%), prasme izskaidrot (7%), prasme būt pacietīgam un iecietīgam (6%).

Tāpat pētījumā *Skolas kora diriģenta profesionālā darbība izglītības iestādēs* skolas kora diriģenta darbībā respondentu skatījumā, tika noskaidrots, ka svarīgs faktors ir kā veicināt dziedātāju motivāciju muzicēšanai: dalība konkursos, festivālos (16%), skolēnu slodzes sadalīšana (15%), spēja deleģēt pienākumus (14%), organizēt koncertus (11%), īstenot radošus projektus (10%), veidot radošu vidi kolektīvā (9%), organizēt kora regulāru mēģinājuma procesu (8%), uzņemties atbildību (7%), prasme organizēt savu kā diriģenta darbību (5%), prasme veidot grupu, kora kolektīvu (5%).

Humānpedagoģijas pieeja nosaka arī diriģenta kā cilvēkpersonības nozīmīgākās rakstura īpašības. Pieredzējušie skolas kora diriģenti kā galvenās rakstura īpašības izvirza: cilvēcīga, sirsnīga, atsaucīga, prasīga, emocionāla, radoša, harizmātiska, precīza, apveltīta ar labu humora izjūtu, godīga, komunikabla, atraktīva, objektīva, iedvesmojoša, pārliecinoša un pacietīga personība.

Pedagoga profesionalitāti raksturo padziļinātas zināšanas savā specialitātē, ja skolas kora diriģenta zināšanas ir teicamas pedagoģijā, psiholoģijā, audzināšanā, mūzikas vēsturē un stilistikā, ja skolas kora diriģentam ir speciālās profesijai nepieciešamās spējas un zināšanas:



### 1. att. Kādas zināšanas nepieciešamas profesionālam skolas kora diriģentam

Attēlā uzskatāmi redzams, kurām zināšanām tiek dota priekšroka (mūzikas filozofijai 16% un vispārējās zināšanas audzināšanā 13%) mūzikas filozofijā (16%), vispārējās zināšanas audzināšanā (13%), zināšanas mūzikas vēsturē, teorijā un stilistikā (12%), zināšanas par kori kā organizētu grupu (kolektīvu) tā attīstības dinamiku (12%), zināšanas psiholoģijā (10%), un pēc skolas kora diriģentu viedokļa ir neliela vērtība tiek piešķirta padziļinātas zināšanas par iedziedāšanās vingrinājumu efektivitāti atšķirīgos vecumos skolas vecuma bērniem (9%), zināšanas pedagoģijā (9%), unisona, daudzbalsības veidošanas pedagoģiskie pamatprincipi (7%), specifiskas zināšanas par pedagoģisko pieeju dziedāšanas procesā noteiktā vecumā skolas vecuma bērniem (7%), zināšanas par skolēna balss aparāta attīstību, ieskaitot mutācijas periodu (5%).

Tāpat pētījums raksturo šodienas attieksmi, pedagoģisko procesu darbā ar skolas kori, priekšplānā izvirzot mūzikas filozofisko domu, skolas kora diriģenta radošo un emocionālo kompetenci, pedagoģiski audzinošo aspektu un zināšanas psiholoģijā. Kā arī skolas kora diriģenta profesionalitāti respondenti raksturo spēju sadarboties ar skolēna vecākiem un skolas vadību, prasme organizēt pedagoģisko procesu, tās produktivitāti, kas izpaužas prasmēs plānot, realizēt un pilnveidot skolas kora dziedāšanas kvalitāti.

Skolas kora pedagoģiskās darbības pamatā ir šādi skolas kora diriģenta profesionalitātes kritēriji:

1. Teicamas zināšanas pedagoģijā, psiholoģijā, audzināšanā, mūzikas vēsturē, teorijā un stilistikā, **specifiskas zināšanas par pieeju dziedāšanas procesā noteiktā vecumā, unisona, daudzbalsības veidošanas pamatprincipi, zināšanas par skolēna bals aparāta attīstību (ieskaitot mutācijas periodu), par iedziedāšanās vingrinājumu efektivitāti atšķirīgos vecumos, par zināšanām par kori kā par organizētu grupu (kora kolektīvu), tā attīstības dinamiku, kā arī mūzikas filozofiskais aspekts.**
2. Nepieciešamās komunikatīvās prasmes profesionāla skolas kora diriģenta darbībai ir prasme sadarboties ar skolas vadību, skolēnu vecākiem, prasme lietot svešvalodu, risināt konfliktus, prasme būt pacietīgam un iecietīgam, būt empātiskam, mācīties no skolēniem, pamatot viedokli, prasme klausīties, izskaidrot, prasme uzklaut bērnu viedokli.
3. Nepieciešamās organizatoriskās prasmes profesionāla skolas kora diriģenta darbībai: prasme organizēt savu kā diriģenta darbību, prasme veidot grupu (kora kolektīvu), dalība konkursos, festivālos, skolēnu slodzes dozēšana, uzņemties atbildību, deleģēt pienākumus, organizēt koncertus, spēja patstāvīgi organizēt skolas kora regulāru mēģinājuma procesu. īstenot radošus projektus, veidot radošu vidi kolektīvā.
4. Nepieciešamās speciālās spējas profesionāla skolas kora diriģenta darbībai ir teicama vokālo prasmju lietošana, nevainojama klavierspēle (vai cita instrumenta spēle), teicama diriģēšanas tehnika, (kontaktēšanās ar dziedātāju, izmantojot manuālo (diriģēšanas) tehniku), spēja būt līderim, precīza un ātra orientēšanās partitūrā, ritma un formas izjūta, izkopta muzikālā atmiņa, muzikālā, tembrālā, harmoniskā, melodiskā dzirde, spēja ieinteresēt („vest sev līdzī”), meklēt radošus risinājumus, kritiski izvērtēt situāciju un spēja elastīgi reaģēt.
5. Būtiskākās attieksmes profesionāla skolas kora diriģenta darbībai. attieksme pret skolēniem un skolas vadību, attieksme pret ikdienas pedagoģisko darbu, attieksme pret mūziku t.i. stilu un interpretāciju, attieksme pret sevi un klausītājiem, attieksme

pret vecākiem, pret pedagoģisko procesu, rūpīga attieksme pret kora partitūru, **profesionāla attieksme pret skolas kora darba metodiku.**

Analizējot pētījuma rezultātus, var secināt, ka šie komponenti: **specifiskas zināšanas par pieeju dziedāšanas procesā noteiktā vecumposmā, unisona, daudzbalsības veidošanas pamatprincipi, zināšanas par skolēna balss aparāta attīstību (ieskaitot mutācijas periodu), par iedziedāšanās vingrinājumu efektivitāti atšķirīgos vecumos,** pēc respondentu viedokļa ir ierindoti mazsvarīgāko kritēriju kategorijā. Tas liecina, ka Latvijā pedagoģiskais fokuss skolas kora darbībā ir balstīts uz pieaugušo mācīšanas/mācīšanās modeli nepietiekoši ņemot vērā skolēna balss fizioloģisko specifiku un skolēna raksturīgākajām attīstības iezīmēm. J. Graubiņš (Graubiņš, 1931, 56) veidojot metodisko brošūru „Pirmās notis dziedāšanas stundās” skolotājiem akcentēja, ka būtiskākais skolas kora diriģenta darbībā ir dziedātāja brīvas un dabiskas skaņas veidošana, nošu lasīšanas prasmju attīstīšana, repertuāra izvēle atbilstoši bērna vecumam. Skolas kora dziedāšanas procesā galvenais uzdevums ir veidot labskanīgu, dabisku, brīvu, harmoniski un intonatīvi tīru dziedājumu, kur nozīmīgs nosacījums ir pareiza skolēna balss diagnostika un skolas kora diriģenta profesionalitāte, kas veido skolēna pirmo priekšstatu par skaņas veidošanas kvalitātes pamatprincipiem.

Analizējot Andersones (2009); Graubiņa (1931); Marnauzas (2007); Rubenes (2008); Šponas (2001); Šteinbergas (2011); Znutiņa, (2004); Boula (*Bowles, 2003*); Bouda un Valkera (*Boud & Walker, 1990*); Maslova (*Maslow, 1969*); Rodžersa (*Rogers, 1969*); Reimera (*Reimer, 2000*); Cipina (*Ципина, 2001*); Petrušina (*Петрушина, 2009*) un citu pētījumā analizēto autoru teorētiskajām atziņām, skolas kora diriģenta profesionalitāti var definēt: **skolas kora diriģenta profesionalitāti raksturo iegūtās speciālās zināšanas, prasmes un attieksmes mūzikas pedagoģijā, metodoloģijā, psiholoģijā, mūzikas vēsturē, teorijā un mūzikas stilistikā, kuras kļuvušas par personīgi nozīmīgām vērtībām, kuras ir pārnesamas un lietojamas daudzveidīgās muzikāli radošās situācijās.**

### **Secinājums**

Skolas kora diriģenta profesionalitāti veido zināšanu, prasmju un attieksmju integrēts kopums, kura pamatojums ir humānpedagoģijas, aksioloģijas paradigmās. Tās tiek pārnestas un lietotas ikdienas pedagoģiskajā darbībā. To virza autonoma, brīva, kritiski domājoša personība kā augstākā vērtība, profesionālis.

Pilotpētījumā iegūtie rezultāti liecina, ka Latvijā nepieciešams organizēt inovatīvu studiju procesu, par mērķi izvirzot ilgtspējīgu izglītību, izmantojot efektīvākas metodoloģiskās zināšanas izglītībā, pētniecībā un inovācijā. „Gudra izaugsme” nozīmē veicināt izglītību, rosinot jauniešus kļūt profesionāliem skolas kora diriģentiem, apgūt zināšanas un prasmes, integrējot tās praktiskā darbībā ar skolas kori.

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## **Professionalism of a School Choir Conductor in the XXI Century**

### **Abstract**

One of the education objectives nowadays is to provide sustainable development of society within inconsistent conditions. In order to implement this, an important role is granted to teachers' including Music teacher and school choir conductor's professionalism. The main objective in the process of singing in a school choir is to facilitate melodious, natural, free, harmonically and intonatively clear singing where a significant condition is a correct student's voice diagnostics and a school choir conductor's professionalism that creates the student's first concept about basic principles of sound quality creating.

The topicality of the research – educational activities in school choirs in Latvia are based on the model and methods of adult teaching / learning disregarding students and children's age characteristics and physiologic peculiarities of voice.



The aim of the article – to analyse professional core of a school choir conductor, define criteria of a school choir conductor's professionalism and analyse the results of the case study.

Methods – scientific analysis of theoretical literature, a survey and data interpretation.

In the theoretic research there are conclusions and methodological guidelines for teachers about creating free and natural sound, developing skills in note reading, selection of repertoire according to children's age characteristics. Theories about music learning and teaching process; importance of personal reflection in identity improvement; importance of conductor's professional knowledge and personality that determines conductor's artistic mastery and success in educational activities have been analysed.

The participants of the case study were experts and conductors of school choirs. The case study showed that school choir conductors' knowledge about students' voice development was insufficient: correct diagnostics of voice type is impeded; natural development of student's voice is disturbed which influence clear intonative singing of a choir.

Conclusions – there is a necessity to organize a contemporary study process in higher education establishments where understanding and knowledge about development of children's voice in different ages are facilitated for school choir conductors. It would have a result on school choir conductors' professionalism. In order to implement this model it is necessary to define criteria of professionalism for school choir conductors.

**Key words:** *a school choir, a school choir conductor, professionalism of a school choir conductor, development of a student's voice.*

## **The development of key competences of 21<sup>st</sup> century in visual art and music curriculum: theoretical study**

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*Daiga Kalēja-Gasparoviča, Dr.paed*

### **Abstract**

In the theoretical study the interrelations between the content of learning art and the development of the key competences of 21<sup>st</sup> century are analyzed, with a purpose to find the ways, how to foster them effectively in teacher education curriculum. Theoretical analysis is based on original conception of holistic content of learning art. The commonalities and differences in visual and musical creative action are examined, and the conclusion is drawn, how professional, individual and cultural domains of the content of learning art relate to each of the key competences,

**Keywords:** *key competences, visual art and music curriculum, artistic creativity, teacher education.*

### **Introduction**

Important aim of 21<sup>st</sup> century education is the development of students' key competences, which are defined by European Commission (Gordon and others, 2009). Eight competences - communication in native and foreign languages, mathematic, research and digital competence, learning to learn, social and civic competences, sense of initiative and entrepreneurship, cultural awareness and expression – are presumed to promote the possibility of employment in a knowledge society, social cohesion, active citizenship, personal fulfillment and orientation to the life-long learning (EC, 2006). The recent discussions nominate the general and cross-curricular character of these competences (as opposite to the obtaining knowledge and skills of particular subject), necessity to involve the development of the individual capacities, experiences, beliefs and motivation in the process of learning, as considerable challenge for educators (Gordon and others, 2009). The actual aims of education demands the changes in preschool and primary school teacher education. The problem there is not only the promoting the student teachers' ability to foster the growth of children key competences, but the development of their own competences in the framework of professional studies, too.

Authors' pedagogical experience and research suggest that artistic creativity – the essential part of the content of learning art – embodies majority of the key competences of 21st century in organic and integrative way. But traditionally, the significance of art in the curriculum of teacher education is reduced in favor of scientific research or training practical skills, so this resource in the development of student teachers' key competences is almost ignored. In this context, **the aim** of the theoretical study is to analyze the interconnections between the key competences of 21st century and content of learning art, with a purpose to find the ways, how to foster them effectively in teacher education curriculum.

**The objectives:**

- To analyze the concept of key competences;
- To structure the content of learning visual art and music;
- To compare the key competences of 21st century and their manifestation in artistic action.

**The methods:** document analysis and analysis of theoretical literature.

**Materials and methods**

The research group of the Center for Social and Economic Research defines the understanding of the concept „competence” as a significant problem for the implementation of the actual approach to education (Gordon and others, 2009). The behaviorism, what explains the competence as complex of the knowledge, skills and attitudes for performing particular activity. In contrast, the holistic understanding views it as the organization of individual capacities, motivation and experience for independent, responsible and creative implementation of one's knowledge and skills in complex and unstandardized situations. System-constructivist approach relates the competence to the quality of the personality, not to the field of activity (Prawat, Folden, 1994; Maslo, 2004; Tiļļa, 2005; Helds, 2006). From it follows, that for the development of student's competence, content and process of learning must be individualized, emotionally and personally significant (Barnett 1994; Knowles, 1998). This statement is established in the recommendations for the development of the key competences of 21<sup>st</sup> century by using the wide range of terms of affective phenomena - attitudes, willingness, disposition, empathy, need, motivation, believe, readiness, respect, acceptance, orientation, high evaluations and identity (EC, 2006). The research group of suggests the general capacities of individual – critical thinking, creativity,

initiative, problem-solving, risk-evaluation, decision-making and constructive management of emotions – as necessary components for the development of all eight competences (Gordon and others, 2009). So, the development of the competence depends on engaging student's affective powers as well as the fostering of his/ her individual potential.

Below the content of learning visual art and music is analyzed with a purpose to review the resources of art curriculum in order to find the possibility of the expression of student teacher's key competences within it.

### **Structure of the content of learning art**

The systemic approach reveals the art as a model of the complexity of all relationships of life (Караң, 1997). Dmitry Leontjev structures this complexity as the unity of three components – the artwork, personality and the life, interacting during artistic creativity: the fact of real life transforms into an artwork, in accordance with subjective vision of an artist, but the aesthetic experience, provoked by artistic action, impacts the real life by transforming the personality (Леонтьев, 1998; Gadamer, 1999). The *artwork* means there the substantial, perceptible by senses form, *personality* - the unique complex of individual experiences, attitudes and abilities of a creator or recipient of an artwork, but *life* - socially and culturally significant content of an artwork. Accordingly to Leontjev, an artistic action is at the same time creation of an art work, person's self-expression and communication of life's contexts (objects, feelings, ideas, relationship, values) (picture 1). Presence of all three components is an obligate precondition for artistic creativity (Леонтьев, 1998).

This structure of artistic action conforms with the principles of system-constructivist pedagogy – the content of education as unity of three domains – professional (education/ the artwork), individual (learning/ personality) and context (interaction/ life) ones (Kron, 1999; Tiĭla, 2006).

For construction of the content of learning art, particular components of it were developed in accordance with the structure of the process of artistic creativity: artist's life-experience, emotional impulse and leading emotions, process of creative imagination and image as the result of it, realization of an idea in particular material and evaluation of the result of creation in accordance with tradition (Выготский, 1991).

Person's life experience transforms in artwork as the *narrative* about real world's objects and phenomena, including history, geography, psychology, literature, science, religious rituals and everyday living. Even instrumental musical composition allows imagine singing birds or rippling brook, but abstract paintings and architecture - relationship between different social or psychological powers. By developing the narrative, student learns to access, process, evaluate, choose and present the complex and multi-layered information from his life experience and other sources.

Personal associations, emotional responsiveness, empathy are involved in the communication of the internal content, the meaning of visual or musical artwork. Teplov and Vigotsky even suggested that feelings and passions are the real content of art (Теплов, 1947; Выготский, 2000). The *emotional experience* is not perceived and expressed verbally as narrative or informative depiction. Together with the expression of emotions the artist inquires them – experiences, percepts, differentiates and evaluates (Freeland, 2001; Goulmens, 2001) and develops the ability to high level of reflection, consciousness, management of ones motives, desires, expectations and modes of their realization. Visual art expresses particular emotional states, but music as temporal art - the changes, the dynamics of person's emotional state (Анисимов, 2011).

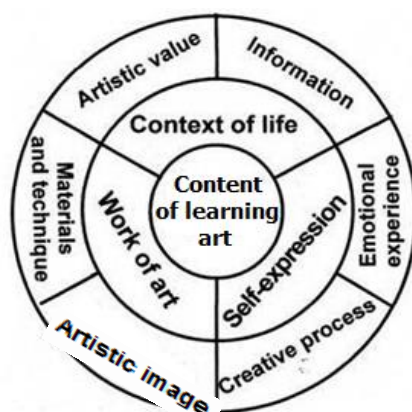
The process of the manifestation of subjective content in appropriate objective form is individual, too. Each artist develops his own approach to the creative process, although the psychological processes necessary for creativity – interaction of the conscious and unconscious psychological powers - concentration, relaxation, associations, state of “flow”, imagination, insight, divergent thinking etc. - are common for everybody (Csikszentmihalyi, 1992; Дружинин, 2000; Де Боно, 1997; Brunner, 1996; Copley, 2000; Direktorenko, Kalēja-Gasparoviča, 2012). In the result of the creative process, each piece of visual art or musical performance is unique and original; it reflects the self-realization and self-development of its author (Davey, 2007).

The material appearance of *an image* and its meaning is shaped of sensory elements. The basic elements of visual image are point, line, space, color, form, light-dark ratio, texture, but musical image consist of melody, rhythm, tempo, dynamics, register, harmony, timbre, etc. These sensory elements and their composition impress the person in psychophysiological and aesthetic way. For evoking reactions of the recipient and together with it – the possibility to capture the meaning of an image, the

artist finds particular combinations of visual elements or sounds. The skillful implementation of composition (balance, dynamics, dominance, rhythm, etc.) develops the capacity of aesthetic communication - sensitive visual and audial perception, emotional responsiveness, feeling of the unity of the form and content, openness to the communication meanings (Арнхейм, 1974; Иттен, 2001; Briška 2011).

Every art does something with some physical material, the body or something outside the body, with or without the use of intervening tools, and with a view to production of something visible, audible, or tangible (Dewey, 1979). For skilled activity and ability of execution the acquirement of materials and *techniques* of specific kinds of activity is necessary. In music the techniques of individual or collective singing and music instrument playing should be trained. Each technological process of visual art - drawing, painting, molding, photography etc., demands the obtaining of specific motoric and procession skills.

The *value of an artwork* depends on the fulfillment of the functions of an art – cognition, representation, feeling, enjoying, changing, decorating, evaluating or appreciating the objects and phenomena of real life, generating and communicating ideas and emotions, social organization, provocation, relaxation, play, etc. (Lewi&Smit, 1990; Каган, 1987; Столович, 1999; Walling, 2000; Freeland, 2001). To study the artistic value means to discuss the social and cultural values, expressed in art, to discover the multiple meanings of an art work, to understand the sense of the art in particular aesthetic, ethical, spiritual, economic, political or cognitive context, to choose and argument the focus of evaluation, to accept and appreciate the diversity of viewpoints, to develop the critical thinking (Freedman; Stuhr, 2004).



Picture 1. The structure of the content of learning art (by L. Vigotsky, 1991).

In figure 1, *six components of content of learning art are defined*, which are necessary inherent to it. All these components relate to the music as well as to visual art.

**Professional domain** of learning art (table 1) relates to the acquirement of the organization of the artistic image and techniques for implementation of the idea into particular substantial material, **individual domain** - to the development and self-regulation of individual processes – expression of person’s emotional and creative powers, but **contexts of life** are connected with informative depiction of facts, events, objects and images of the life and art’s social and cultural significance for the life (see Table 1).

**Table 1. Content of learning art**

	<b>Music</b>	<b>Visual art</b>
<b>Professional domain</b>		
<b>Artistic image</b>	Musical means of expression – pitch, melody, rhythm, tempo, register, timbre, dynamics, harmony, etc. c	Visual means of expression: line, shape, color, texture, symmetry, balance, contrast, etc.
	Composition, meaning, expressivity.	
<b>Technique (activities and processes)</b>	Singing, listening to music, instrument playing, rhythmic movement, composition.	Sketching, drawing, painting, modeling, photography, installation, animation, etc.
<b>Individual domain</b>		
<b>Emotional experience</b>	Mood of the work of art, character, the expressed emotions, feelings and attitudes.	
<b>Creative process</b>	Creation, implementation and interpretation of the idea: concentration, relaxation, thinking (divergent, lateral, imaginative, associative), imagination, insight, solution to the problem, the game, expressing of emotions, experiment, choice, risk-taking.	
	<b>Music</b>	<b>Visual art</b>
<b>Context domain</b>		
<b>Information</b>	Genre, narrative, depicted objects, facts, events and phenomena.	
<b>Artistic value</b>	Manifestation of cultural values - truth, goodness, freedom, harmony, taste, belief, vitality, beauty, compassion, courage, spirituality etc. in the artwork. The functions of art – cognition, depiction and transformation of the world and personality, communication of ideas and emotions, play, entertainment, suggestion, compensation etc.	

A person’s wholeness, involvement of all parts of his personality into the process of artistic action and personal significance of the decisions made during it, are important factors for promoting the quality of an art work.

In accordance with the action approach, the subject and object of an action interact. Person’s experiences, changes of emotions, motivation and values as well as

development of knowledge and skills are subjective outcomes of an action (Eisner, 1985; Gadamer, 1999; Столович, 1999; Freeland, 2001; Velšs, 2006). The artistic action with its holistic character suggests the holistic development of student's competences as the subjective results of an artistic action (Briška, 2011).

## **Results**

As a result of comparing the characteristic of each competence of 21<sup>st</sup> century, described in EC documents (in following text they are in italic), with key words of the holistic content of learning art, following similarities were found.

**Communication in native language** results from the acquisition of the mother tongue, which is intrinsically linked to the development of an individual's cognitive ability to interpret the world and relate to others. The visual art and music, as non-verbal communication, has another means of expression, but some common objectives and principles with communication in native and foreign language. Discussions and reflection in art studies develops the verbal communication, too.

**Professional** domain of learning art develops the understanding of essential categories of communication – *perception* (listening in music, seeing in visual art), *expression and interpretation of thoughts, ideas, opinion, beliefs and feelings*, relations between sign and its meanings, social and cultural *functions and aesthetic qualities of communication* and *variability of communication in different contexts*. In the process of learning visual or musical communication should be „translated” in verbal one.

In the **individual** domain of learning art the *choice of the means of expression appropriate to one's ideas, monitoring and creative adaptation of one's communication to the situation* are realized. Native language is used directly for the verbal – *reflection of the learning process and expression oral and written arguments in a convincing way appropriate to the context*. The verbal reflection of emotional experience and creative process is there especially challenging because of an ambiguity of the issue.

Analysis and evaluation of social and cultural values in **context** domain of learning art involves a *disposition to critical and constructive dialogue, interest in interaction with others and appreciation of aesthetic qualities and a willingness to strive for them*. In the process of evaluation of students' creative works there are many possibilities to develop an *awareness of the impact of language on others and a need to understand and use language in a socially responsible manner*.



## **Communication in foreign language**

This competence engages all aspects similar to the communication in native language, but there are the additional benefits, too. The diversity and variability of visual and musical form helps to develop student's flexibility of perception of and openness to *variability of languages* as means of expression, *appreciation of cultural diversity, and an interest and curiosity in languages and intercultural communication.*

**Context** domain of learning art fosters the *knowledge of societal conventions, and the cultural aspect of languages.*

## **Mathematical competence and basic competences in science and technology**

For the **professional** domain of learning art the *ability and willingness to use and complete the logical and spatial thinking* (visual art) *or mathematics* (especially in music) *as well as the ability to use and handle technological tools to achieve an artistic goal are necessary.*

Within the **individual domain** of learning art the creative process develops cognitive abilities as concentration, perception, imaginative and logical thinking, decision-making, arguing and problem-solving, what are essential for *scientific inquiry and communication the conclusions and reasoning that led to them.* Understanding the emotional and imaginative aspects of the art helps to distinguish them from *processing the scientific data.*

**Context** domain of learning art with reflection, critical analysis and evaluation of social and cultural values fosters *an attitude of critical appreciation and curiosity.* Information about *scientific and technological progress, safety and sustainability in relation to oneself, family, community and global issues* can serve as a source of inspiration for socially significant artwork. The *inquiry and explanation of the real world and its principles* as well as discussing *human wants or needs and ethical issues of science and technologies* are significant functions of art, too.

## **Digital competence**

The reproductions of cultural heritage accessible in internet as well as digital techniques for expressing ones ideas in visual and audial form art provide the motivation for *using and understanding digital technologies* for **professional** goals.

Artistic creativity in the **individual** domain of the content of learning art fosters *ability to search, collect and process complex information and use it in a critical and systematic way, assessing relevance and distinguishing the real from the virtual.*

**Context** domain of learning art with the representation and evaluation of social and cultural processes in artwork promotes *understanding of IST possibilities to support creativity and innovation, critical and reflective attitude towards available information, the motivation to engage in communities and networks for cultural, social and/or professional purposes.*

### **Learning to learn**

The understanding and implementation of visual, auidial and technical means provides the spatial and musical *literacy*; the variety of individual goals and methods for their realization provokes the motivation for *gaining, processing and assimilating new professional knowledge and skills.*

**Individual** domain of learning art with different methods of creative process in music and visual art helps the student to experience and understand the variety of possibilities how *to organize one's own learning, including effective management of time and information, both individually and in groups.* The joyful experience of “flow” during creative activity stimulates the *confidence and motivation for further learning,* but reflection of the artistic activity promotes the *awareness of one's preferred learning strategies and needs, the strengths and weaknesses of his/her skills and qualifications, identifying available opportunities, guidance and/or support available and the ability to overcome obstacles in order to learn successfully.*

**Context** domain of learning art with experience, reflection, critical analysis and evaluation of social and cultural values helps to understand the individual sense and social *significance of the learning.* Information about the wide range of social and cultural processes, communicated in art helps *to build on prior learning and life experiences and use and apply knowledge and skills in a variety of contexts.*

### **Social and civic competence**

The essence of this competence is person's orientation to collaboration and social and civic relationship. The perception, analyze and interpretation of the relationship of expressive elements of image as unique and unrepeatable combination, what is essential for **professional** domain of learning art, stimulates understanding of different kinds of *human relationship* in student's *personal and social life.* Unlimited diversity and variability of artistic means of expression strengthens the *openness, tolerance, readiness to respect other's values and privacy as essential principles of democracy.*

The emotional experiences as a component of the **individual** domain of learning art help to develop student's emotional intelligence - understanding of one's feelings as well as *co-experience, empathy and solidarity*. The creative process lets to experience *personal well-being, the assurance of the optimum of mental health and personal responsibility of the result*. The development of the qualities of creative personality fosters the *person's integrity, optimism, freedom of expression* and ability to *cope with stress and frustration, expressing them in a constructive way*.

**Context** domain of learning art with experience, reflection, critical analysis and evaluation of social and cultural values helps the student *to express and understand different viewpoints, appreciate values diversity, respect others, to overcome ethnic, religious and social prejudices on interpersonal and civic level*. Processing information about the contemporary and historical events, representing the social and cultural problems in artwork, fosters *person's cultural identity, as well as interest in and understanding of the codes of conduct and manners generally accepted in different societies and environments*.

### **Initiative and entrepreneurship**

**Professional** artistic skill - to find the appropriate means for expression of the particular content - promotes student's *problem-solving experience, independence and innovations in personal, social and professional life*. Process management and self-control skills strengthen the *ability to transform the ideas into action, to accept innovations, to evaluate the risks, to plan, to lead and control the process, to take responsibility*.

**Individual** domain of content of learning art fosters the student's qualities of creative personality – *courage, confidence, initiative, independence, self-control, risk-taking, responsibility*. The development of student's individual creative abilities (divergent thinking, imagination) helps *to see and evaluate his/ her possibilities in personal and professional life*.

**Context** domain of learning art with experience, reflection, critical analysis and evaluation of social and cultural values *stimulates motivation to meet goals both - personal and common with others* - and promotes the ability to *understand the context of one's activities and ethical issues*.

### **Cultural awareness and expression**

The **professional** domain of learning art involves the awareness of aesthetical aspects of social and cultural life, the *understanding of the diversity of forms of*

*expression in different kinds of art and social and economic opportunities in cultural activity.*

The creation and perception of an art work - a component of **individual** domain of learning - fosters *the appreciation and enjoyment of works of art and performances as well as self-expression through a variety of media, using and developing one's innate creative and expressive capacities.*

**Context** domain of learning art with reflection, critical analysis and evaluation of social and cultural values stimulates *a positive attitude to creativity, the willingness to cultivate aesthetic capacity through artistic self-expression and participation in cultural life, understanding of the importance of aesthetic factors in daily life.* Processing diverse information about local, national, European and global cultural heritage promotes *a sense of identity with one's own culture as the basis for an open attitude towards and respect for diversity of cultural expression.*

All results of analyze are represented in table 2. The grey cells means the common qualities of the content of learning art and criteria of the key competences of 21<sup>st</sup> century learner, but the white ones – the absence of the strong relations between them.

**Table 2. Interrelations between key competences of 21th century and the content of learning art**

Content of learning art Competence	Image	Technique	Emotional experience	Creative process	Informaton	Artistic value
Communication in native language						
Communication in foreign language						
Mathematical competence and competences in science and technology						
Digital competence						
Learning to learn						
Social and civic competence						
Initiative and enterneuship						

In table 2, we can see, that the content of lerning art has strong relations to the all competences of 21st century.

## Conclusions

- All key competences of 21<sup>st</sup> century manifest itself in each of three domains of musical and visual artistic action – creation of an artwork, person's self-expression and communicating of the contexts of life.
- For the development of all competences of 21<sup>st</sup> century, the realization of the content of visual art and music must be realized as unity of three components – artwork, personality and life.
- The content of learning art can promote the development of student's individual abilities and interests, motivational, affective, creative and critical abilities effectively in each its component.
- The nodal points of competences and the content of learning art – communication, relationship, inquiry, creativity, aesthetical and critical understanding – can serve as indicators for empirical research of the efficiency of the art studies in teacher education curriculum.

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## **Preschool teachers enterprise a need of the 21st century, not a cliché**

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### **Abstract**

International research, the Latvian National Development Plan shows that the educational system task is to reach an educated man competitive labor market, to develop people's initiative, enterprise and creativity needed for the sustainable development of society. We are living in a society that is increasingly demanding entrepreneurial behaviours of all kinds. In the educational and management context it is important to understand that entrepreneurship is embodied in sets of values and beliefs relating to ways of doing, seeing, feeling, evaluating, communicating things. This is reflected in ways of organising things in pedagogical process, in ways of learning things. Enterprise in the education system must be reflected in the culture of the education institution itself, the organisation of the classroom and the ability of the teacher.

In 21st century preschool educator is the latest generation model, which is able to encourage the development of children's enterprise among other competencies. The entrepreneurial pre-school teacher is one who masters the art of: knowing how much ownership and control of learning to give to students: maximising social learning, encouraging student networking, developing motivation and commitment of students to see things through, encouraging calculated risk taking, seeking and taking up opportunities in innovation, and involving students in taking personal responsibility for the development of their learning. Preschool teachers enterprise is the added value that are often underestimated. The objective is to reflect pre-school teachers abilities, their understanding of teaching, pre-school teachers' entrepreneurial opportunities in practice, taking into account the findings of the theoretical literature and the author's practical experience.

**Key words:** *preschool teacher ; enterprise*



## **Introduction**

Worldwide, 21st century is dynamic and continuous time for a change in different sectors and areas - new changes in the politic, culture, social and technology fields and in the same time it is defining the new requirements of today pedagogy. For educators it opens up opportunities for educational practice and research collaborative learning, to make learning more engaging and effective. An increasing role in society is given to creativity and enterprise, which has embarked on an international scale unabated, in forming process of preconditions as individuals and as a country's competitiveness and economic growth.

In recent years enterprise and entrepreneurial topics are widely reported in the studies, revealing it's relevance. In the education sector is always an issue of how and whether the existing education system prepare new generation needs for adult life, pace of work, world of work and the changing environment etc. Enterprise in pedagogical context is more seen as certain skills, behaviours and attributes. The different ways how teachers or students are learning, doing, seeing and communicating things in pedagogical process and transfer it to their everyday life in the same time. No matter is it a small child, a teenager or a competent teachers enterprise, every human must have an opportunity to use, to improve it. That is one of the reason why enterprise with all of it's components should be already understood and activated in pre-school age, in pre-school teacher professional work. Preschool teacher at his core is a new generation model, which is able to help the children enterprise to start develop already in pre-school stage, among other competencies. Better quality of education is a prerequisite for an independent and responsible educational institution as an organization with a strong culture, leadership and entrepreneurial team of professionals, which in partnership with the local community knows how to build and implement the institution's vision. Pre-school teachers' enterprise is the added value for institution, for local community, for children, adults and co-workers who are working with these teachers. Reality shows that often this enterprise is underestimated but in the same time pre-school teachers enterprise is real need, not 21st century cliché.

### **What means pre-school teachers enterprise and why we need it**

There are a lot of definitions for enterprise discussed and defined in sectors like economic, business, psychology, management etc. One of the enterprise definitions for educational purpose says that: „ Enterprise is behaviours, skills and

attributes applied individually and/or collectively to help individuals and organizations of all kinds to create, cope with and enjoy change and innovation involving higher levels of uncertainty and complexity as a means of achieving personal fulfilment.” (A.Gibb, 2007) From this we can point out that teachers enterprise should be taken in action in classroom activities, in culture of education institution. It can not be tucked away for the whole learning process and the institutions daily life. Today pre-school teacher must be erudite professional with high scientific background. It means to him to understand the legality of child development and individuality, to be familiar and to be able to work with information technology, to do research work and to implement the principle of continuity and succession, always to be informed about current events in education politics, methodology etc.

Chancery of the President of the Strategic Analysis Commission study "Preschool as a strong basis for the development of society" reflected a change in Latvia pre-primary education up to date and pre-school education as an essential value, because the first five years of life significantly impact child's future success in education in both academic and personal development and socialization event. A clear definition of the functions and cooperation mechanism design, a common understanding of the quality of teachers and adequate support for their professional task are the first steps to improve the situation in pre-school stage. The Latvian National Development Plan for the years 2007.-2013 show us that the educational system task is to reach an educated person's competitive labor market, to develop people's initiative, enterprise and creativity necessary for sustainable community development. This is possible if teachers in its scope are competent professionals. Pre-school education appreciation is one of the most challenging problems in a better and more effective policy planning. Treatment of pre-school as an important and inextricably important stage of education, as a very important time in the development of the family must be expressed not only in words but in practical implementation. Teacher status obliges them to be those people who in formal education promote their students for lifelong learning basic skills including the enterprise to provide better quality life and to feel confident in this dynamically changing world. (Oganisjana, 2006) But it won't happen by itself. It is possible when teachers themselves are with enterprise competence and are able to identify opportunities and implement them in innovative way. In that way we can agree to quote that teachers in 21.century are agents of change. (Fullan, 1993) In the Latvian National Development Plan 2014.-

2020 the main priority is for strengthening the capacity of human safety or the ability to adapt to changing circumstances. Creating an environment that consists of a sense of security in childhood, it means in the future we will be able to develop and interact with others. It must be possible to develop the competence of quality formal education and non-formal lifelong learning, so that we can recognize and find solutions to any conditions. It should be possible to work in a decent job with sufficient competencies appropriate work to enhance each individual's personal and professional growth. These aspects are significant because they reaffirm the global trends, flexibility and people's enterprise role in the change process. Also shows that it is already essential in childhood to facilitate people's flexibility to environmental influences, conditions and unpredictable perception, analysis and advanced solutions seeing and it's practical realization. A. Gibb confirmed that the primary school objectives are more likely to concentrate upon personal enterprise development, cross curricular activity and socialisation with adults. (Gibb, 2007) The same principle shall be transferable to pre-school. Children in their childhood, a large amount of time spend in pre-school, so the children's enterprise and flexible world view creation takes place also in cooperation with pre-school teachers and adults. I think it's fundamental that the educator must live, work and be sure about this way of thinking, perception model, the significance of its role in the sustainable development of society and advancement.

Pre-school teachers enterprise is reflected in the teacher's behavior, activities and skills. An enterprising pre-school teacher creatively analyze the situation and take risks, not subject to negative pressure conditions but overcomes the resolution, easy can find compromises, realizes his ideas and thoughts and transforms them in action, is responsible for any tasks carried out and their work is always completed to the end, is not afraid of change but most happy to create them for himself, often breaks down stereotypes, is looking for answers to questions, have excellent analytical abilities and have strategic thinking, is using networking for better results etc. So we can see, that teacher's enterprise is multifaceted, so in the same time, it means that it can be influenced, for example, by culture and institutions atmosphere. Therefore it is essential that there is a spirit of enterprise in the educational institution and its culture, in classrooms, in teachers and children's learning process.

### **Preschool teachers' enterprise as added value**

In practical life preschool teacher enterprise added value can be reflected in three areas: in teachers work/ everyday study process in pre-school, in teachers professional development, in their pre-school / workplace well-being improvement.

Lesson giving way, the choice of content, methods and in children's practices pre-school teacher integrates enterprise elements like: creativity, independence, ability to analyze and supplement management skills, ability to assess and take responsibility, ability to set their own goals and determine the necessary resources, cooperation, ability to work in groups, generating ideas, initiative, decision-making and so on. Children practice is promoted with different targets to achieve the goal. In the classes there is an open atmosphere, understanding, the surrounding environment encourages children's cognitive interest and a willingness to experiment, practice and work to realize their plans. Educator not considers themselves as masters of the situation, more like participants in learning process and facilitators. Enterprising preschool teacher provides children to learn the latest techniques in their practices offering both - known and alternative methods, materials, to ensure a wider cognition of the diversity of the world. Children are encouraged to develop projects in groups with peers and parents about their own society and current issues. Occurs acquaintance with the adult world through exploring different professions, job visits, in a variety of tours to expand children's horizons and encourage socialization, to motivate integration and self-awareness as a part of society. Event organization is an integral part of pre-school teacher job. With the help of teachers enterprise they organize not only customary anniversary celebration, but also a variety of new, innovative and true motivational activities in institution and outside. In this event organization and across the entire preparation process, most often are involved the entire pre-school body, including the children themselves and their parents, facilitating the development of each individual's enterprising too. They organize events, such as – "Parade of shoes," "Technology Day, " "The pre-school shine" and so on.

In professional development enterprising pre-school teacher put their initiative. Their professional competence and their personalities improvement is a matter of course that come from themselves, not for example so much by the management side. Continuing education courses, seminars, studies, participation in conferences, workshops, interest in the worlds and EU pre-school activities, the latest

methodology, materials, participation in international and Latvian-scale projects, exchange visits - are activities for which an enterprising school teacher pays attention and engage them with interest. Opportunities and needs are never completely satisfied. Other's experience, innovative things modifying and adapting their professional environment is an issue. Also, my own experience in participation in the EU project "Enterprising Education in Sweden, Estonia, Latvia and Finland 2009 - 2011" reflected the fact that both Latvian and foreign pre-school teachers' interest in promoting enterprising activity in pre-school level is high. Enterprenurial pre-school teachers shared their experiences, their success stories about his view on the enterprise role in pre-school and children's lives, in teachers professional activity in workplace and general growth, which it promotes.

As for the pre-school teacher's enterprise role in the institutions welfare and development, those are an additional and new opportunities that these teachers see, trade in and provide in his or her institution. In the presence of current projects in the field of education enterprenurial teachers are able to contribute their pre-enrichment of logistics, their collective expertise and experience in development and sight of children worldwide expansion. Teacher enterprise promote the use of ICTs in pre-school. Often limited resources encourages teachers to adapt or modify the innovative opportunities with existing resources or link to an external. This continiouse enterprise encourages teachers to improve the environment of institution - the clean up and modernization, they innovate and transform it by themselves. A lot of materials are hand made too. Enterprenurial preschool teachers' collective see pre-schools as a community center, which is there to promote the welfare and development process involving a range of stakeholders - government and people of their own accord, companies, businesses, etc. Prosperity is not always limited to financial or material assets, often with cultural wealth, security and sense of belonging to the promotion and facilitation of the younger generation, with openness to share experiences, advice and support in various situations.

## **Results**

Enterprise topic actuality in the world, personal experience in the field of pre-school and in this article presented data indicate the importance of pre-school teacher enterprise. The entrepreneurial skills should be encouraged from early childhood in a manner to respect the principle of gradualness - from the simplest to the most complex. Pre-school role in the education system is often underestimated.

There is a need of teachers reflections about his own enterprise ability multiple dimensions or skepticism about enterprise actuality and its place in the education system. Latvia can not stay tucked away from global trends, industry innovations and it is already seen in progressive teacher professional activities. Today's teacher is not the same as 30 or 40 years ago, pre-school teachers enterprise is a real need. With this article has begun wider Latvian pre-school teachers enterprise and its potential for further pre-school development research, including promotion of entrepreneurial skills in children's pre-school teaching, learning process.

### **Conclusion**

In 21st century not just adults need to live in the context of global change and the opportunities, but also it means that teachers should work and organize learning process in way to help the younger generation to be prepared to live in this world. Enterprise ability is undoubtedly a modern path of self development, opportunitie implementation, it is a step of today and already for tomorrow. It is not comprehension of standing in same place, but the continuous movement and mobility, enterprise means going with the time. It is important for everyone to develop their entrepreneurial spirit, because it very much in tune with human life and current events in the 21st century, the circumstances under which we live and move towards the world to go by. It provides the ability not to get lost in global information ravel, but to find the track, see its options, solutions and move to personal growth and own path development, gradually moving further in to the public, and even national level.

An enterprising pre-school teacher do their work quality, investing it's heart and carries out in a responsible way. This teacher overcome every obstacle or difficulties with new or transformed solutions, further and further developing their professional competence, work skills and pre-school institution itself. Children, society, pre-school institutions need to have teachers with enterprise skills to promote a new generation of entrepreneurial foundations, to promote children's sense of security in the 21st century.

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## **Self-Directed Learning in Pre-School**

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### **Abstract**

There are several theories of self-directed learning developed for adults since the last century, however it may become primary school too, so it is important to understand the nature of self-directed learning already in pre-school. The article describes how self-directed learning can improve the learning process and results at pre-school, stimulating a child's readiness not only for school, but also for future life. On the basis of the recent theoretical literature will be looked for new ways how to use self-directed learning effectively and to reach new pre-school education quality in general.

**Key words:** *learning, self-directed learning, preschool age.*

### **Introduction**

Learning is a way to change, to become better in the environment in which we live, and the learning results directly depend on how much initiative we invest in learning process, and how motivated we are.

The main task of preschool is not only to help children learn how to socialize with peers and unfamiliar adults, or how to adapt in a new environment. Preschool age children are capable and ready to learn specific, useful knowledge that gives good results, and forms a stable succession of further learning in school.

The 21st century shows growing dynamics in the social and technological development. The education system should prepare individuals who would be able to successfully participate in the era of high social and information flow. In the last century it was acceptable for children, to learn practical things starting from elementary school. Today it may not be enough, and part of the required skills should be learned in preschool. A child's behavior in learning sessions reveals active participation and interest, so by choosing the appropriate methods, children quickly learn to think and act creatively, depending on the task. The preschool education



guidelines are intended to give the child basic skills and knowledge, but the results will be better, if in addition to basic knowledge a child will learn the skills of creative problem solving.

The aim of the article is to point out natural learning potential of preschoolers. Not knowing what challenges our children will have to face after 10 or 20 years, we can create conditions that can help them to create a set of attitudes. New information and unknown demands will not cause stress and confuse children, but will serve as a challenge and an opportunity to use the age-based cognitive skills. Self-directed learning acts like motivator for child to adapt to the requirements of the 21st century.

Self-directed learning generally is defined in the work of M.Knowles (1975). In this work the author describes the idea and basic principles of self-directed learning for adults, but it is not possible to implement self-directed learning in preschool, without researching the theoretical base for the personal development of pre-school children, which are researched by J.Piaget, G.Craig and E.Erikson.

**Goal of the research:** to explore the theoretical nature of self-directed learning.

**Methods of the research:** analysis of the scientific literature, the analysis of normative documents.

**The question of the research:** what is the scientific nature of self-directed learning in pre-school age and how can it be applied in preschool learning process?

### **Theoretical Framework**

The education system allows a teacher to choose teaching and learning methods that can help to achieve better learning results, so it provides an opportunity to promote self-directed learning as a highly valuable learning skill.

To find out and to develop every child's individual abilities and potential, it is necessary for children to learn the relevant skills and competencies. The best results will provide the developing of those individual capabilities, which is a natural way for each of us, so promoting self-directed skills stimulates child directly to this ability.

„Self-directed learning is more in tune with our natural processes of psychological development. When we are born we are totally dependent personalities. An essential aspect of maturing is to become increasingly self-directing.” (Knowles, 1975)

“In its broadest meaning, self-directed learning describes a process in which individuals take the initiative, with or without the help of others, in diagnosing their

learning needs, formulating learning goals, identifying human and materials resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes” (Knowles, 1975)

Study of pre-school children's natural information learning characteristics gives possibility to develop appropriate teaching methods, thanks to which the self-directed learning can provide good results also in the preschool. Self-directed learning is not only a chance for children to work independently, it means initiative-taking work and ownership of learning outcomes.

During the preschool period, motivation for social, emotional, and cognitive self-regulation is increasing as skills and success in these areas grow. Three to six year old children shift from primary external to primary internal control, but the environment continues to play a critical role in the development of self regulation. Children develop executive skills that allow them to select goals and tasks appropriate to their level and to work persistently to reach these goals. In a widening range of tasks they are able to resist distraction, use appropriate and effective strategies, monitor their progress, and ultimately reach goals successfully. At this age children may not consciously plan what to do before beginning a task, but they are beginning to „plan in action”(Bronson, 2002, 200-201).

Thanks to previously characterised development of cognitive ability, we can explore the possibility of self-directed learning presence in preschool.

### **Preconditions of Self-Directed Learning**

Adults become self-directed by taking initiative in their learning process. Preschool aged children initiative is a natural ability, and unlike adults, children at this age are required additional external motivation, even if the selected educational materials by educator are interesting enough.

According to specific cognitive development features and interface properties of preschoolers described by G.Craig and M.Bronson, the table below gives a summary of main preconditions of self-directed learning in preschool and their characteristics (see Table 1)

**Table 1. Preconditions of self-directed learning in preschool and their characteristics**

No.	Preconditions of self-directed learning	Characteristics
1.	Learning environment (room, learning materials)	Very important. Need for a sense of security and free access to the materials.
2.	Initiative	Natural – according to the age
3.	Understanding of the needs	The child must have the desire to learn, and it can be encouraged by teacher. Selecting the appropriate topic, methods.
4.	Motivation	Importance to be recognised, to be better. Motivation can be affected in case if a child does not feel confident of his ability to achieve the specified goal.
5.	Goal awareness	Unstable – depends on the learning method. Is it attractive or not.
6.	Moving towards the goal	Unstable–depends on possibilities of self-realization. The goal may shift if the process does not satisfy.
7.	Evaluating results	In sensitive accordance with the appreciation from peers and adults.

Caregivers can arrange the environment so that it helps children to be aware of their ability to control behavior and supports them in doing so. Environments can be designed so that responsibilities, opportunities, choices, expectations, and consequences are clear, as well as appropriate for the child's interests and developmental age. In addition, they can encourage appropriate independent action and initiative.

Materials children are allowed to use can be made accessible to them without the intervention of adults. In home and group settings, materials can be placed in areas that children can reach without help.

Self-directed learning in preschool children can be considered as a natural ability of self-regulation in the learning process. Motivation for self-regulation is

aroused when children believe that they are responsible for their actions, that they are capable of controlling them, and that they have choices. These conditions are important motivators for self-control in all areas— emotional, social, and cognitive. Self-regulation process takes place according to the physical and social environment (Bronson, 2002)

When a child learns new information, without having background and perceptions, the educator acts as a promoter of the new knowledge concept formation process.

At the first stage of self-directed learning the educator points out the importance of new information. Intrigued by the participation in new kind of learning activities, the child's cognitive structure creates a new "master" which fills with new information. Teacher shows everything as it happens daily, during which a teacher not only shows basics of a new theme, but also forms a narrative, referring to prior learning, pointing to the continuity of information and does not encourage children to work independently. For example, all children together with the teacher learn letters "A" and "B". Children learn and memorize exactly how to learn the letters. Next letters children are ready to learn independently.

Regardless of what methods the educator will select, children's natural learning potential of information will not change. The potential of each child is individual and different, but there is a common characteristic features appropriate for each age.

To promote self-directed learning in pre-school, a teacher should explain the basics of the information to be learned, demonstrate the basic learning methods, as well as to point out the desired result.

Having learnt basic principles with the help from the teacher, the child has all the options and materials to work independently, to discuss process with peers, to watch each other, participating in joint discussions and enjoying the results achieved, which can be considered as self-direction in the learning process.

In adult learning motivation to reach the goal is the most important. Children quite often are driven by egocentrism. Self-directed learning process can drive a child's natural potential in a certain direction and speed.

Main part of the preschool learning process are just playing activities of playing sessions. It should deliver positive emotions and should arouse confidence

and self-actualization. Each playing session is intended to stimulate further learning activities. Any preschool activity should carry the nature of voluntary participation. To be honest, to organize lessons according to children's average internal motivation level, is one of the most difficult aspects of the preschool education process (Kaņepēja, 2012, 28-29.lpp). From this point of view, children's natural egocentric attitude gives positive results. Regardless the training method used by teacher, each child wants to be „The Best”.

### **Self-Directed Learning in Preschool**

Self-directed learning is individual work with clearly identified goals what learning means teacher. Target recognition, and its achievement is a significant success for the preschool age children, which improves a child's self-esteem by helping children become aware of what their strengths are.

Goal of self-directed learning is to promote the creativity in problem solving and learning new information, using children's natural curiosity to discover the world as a researcher.

Piaget considers that children are „individual researchers” who study themselves and the surrounding world, creating their own way of thinking, their individual knowledge and perception, attitudes to things, people, motivation of action (Piaget, 1969). Motivation to encourage cognitive process components, memory, speech, thinking, imagination, attention, sensing-feeling, perception. The educator promotes interest to learn new information and general knowledge about the topic.

Questions and problem solving are the natural motivators to learn (Trilling, Fadel, 2009). Self-directed learning gives the option to focus on learning the basics, however the child not being aware of that, applies the acquired knowledge in practical activities. As the promoter of the initiative, the exhibition, is the child's natural egocentric point of view that determines the desire to be the best. The presence of the egocentric enables mutual discussion. (Craig, Baucum, 2001).

Self-esteem and self-control are essential components of building one's confidence. The development of children's ability to assess the results of their work, becoming aware of their achievements, to be able to compare their results with peers, can reduce the risks, that affects children with low self-esteem. There should be a clear evaluation criteria, that allows to children to understand if learning process and outcome are correct

Self-regulation and self-control are self-directed learning components, as well as promoters of learning skills development (see. table 2), and associated with the development of cognitive processes.

**Table 2.***Self-directed learning development opportunities according to A.Šteinberga overviewed general learning skills and development classification* (Šteinberga, 2013).

	Learning skills	Self-directed learning development opportunities
1st step	<ul style="list-style-type: none"> <li>• Perceptual image conversion in conceptions.</li> <li>• Memory and attention management.</li> <li>• Using available ways of thinking in daily and learning problem solving.</li> <li>• Use of imagination.</li> </ul>	The basic skills that are developed independently of external influences, and do not promote the development of self-directed learning skills.
2nd step	<ul style="list-style-type: none"> <li>• Ability to selectively choose perceived images.</li> <li>• To concentrate attention on the main issue.</li> <li>• Ability to manage attention.</li> <li>• To follow the goal.</li> </ul>	
3rd step	<ul style="list-style-type: none"> <li>• Targeted use of cognitive skills.</li> </ul>	

Self-directed learning develops through cognitive processes of upbringing, and responsibility for that should not only lie on educators, but also on parents.

Cooperation of educators and the child's parents is one of the key factors for the realization of self-directed learning, choosing continuity in upbringing and teaching methods that encourage the child's initiatives and focus.

### **Conclusions and Discussion**

Scientific theory of self-directed learning describes a more efficient use of the corresponding age-specific abilities of learning new information. Children's initiative acts a promoter of self-directed learning promoter, but the teacher is the manager and planer of the process, as well as the validator of the results.

21st century is important in promoting creativity in the attainment of the objectives and challenges so that child would be willing to adapt to modern requirements and realize their potential, because most of the children attending preschool today, in future will work in jobs or careers that do not exist yet.

Preschool education program indicates preferable learning outcome, allowing each teacher to choose teaching and learning methods that are acceptable in a democratic society. We already live in the 21st century, and we need to be able to make decisions every day, to be sure of ourselves. It is no longer a vision of the future (LR preschool education program).

The basic elements of the self-directed learning process in preschool are initiative and determination, but the cognitive process components (memory, speech, thinking, imagination, attention, sensing-feeling, perception) are motivational.

The key benefits of developing self-directed learning in preschool:

- promoting creativity and problem solving skills;
- increasing the potential to adapt to the 21st century education program change;
- promotes continuing education;
- promotes a positive self-esteem.

Asking a child to determine goals and tasks, both educators and parents are the process managers. The challenge is to encourage the child to self-direct his learning process.

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