

PREVENTION of «psychological dependency» by MEANS of DYNAMIC MOVEMENT TO THE PRACTICAL ACTIVITIES of STUDENTS

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Н.М. Макаренко. Запобігання «психологічного утриманства» за допомогою динамічного руху до практичної діяльності студентів. Визначено: тоталітарна освітня система не розвиває у людині ініціативність, креативність, здатність до самостійного мислення, що безпосередньо впливає на формування та існування мінімальної практичної спрямованості освіти. Зазначено, що основні чинники, які гальмують рішення цієї проблеми – перенасиченість навчального процесу теоретичними курсами, які спрямовані на розвиток загальної ерудиції студентів, але не сприяють підвищенню соціальної значущості майбутнього робітника системи освіти. Представлено одну з основних проблем вищої школи на етапі реформування – мінімальну практичну спрямованість освіти. Представлено авторський варіант рішення проблеми на неспеціалізованих факультетах – впровадження системи контекстного навчання як процесу динамічного руху діяльності від учбової, академічної, через квазіпрофесійну, учбово-професійну до практичної за допомогою трьох взаємопов'язаних навчальних моделей: семіотичної, імітаційної, соціальної. Особливу увагу приділено опису такого фактора як підвищення зацікавленості студентів неспеціалізованих факультетів у проведенні науково-психологічних досліджень. Встановлено, що реалізація семіотичної моделі передбачає на даному етапі пошук інформації про наявні дані, проведені дослідженнях, формування вмінь представляти ці матеріали у стислому, максимальному інформаційному вигляді. Показано, як імітаційна модель дозволяє скласти покрокову інструкцію проведення цих досліджень, моделювати ситуацію, а соціальна модель дозволяє провести дослідження, представити його результати у вигляді статті, курсової, тез, виступів на різноманітних форумах, набути навички самостійної роботи.

Ключові слова: нефахові факультети, «утриманство», контекстне навчання, семіотична модель, імітаційна модель, соціальна модель, рівні діяльності, практична складова освіти, рефлексія.

Н.Н. Макаренко. Избегание «психологического иждивенчества» с помощью динамического движения к практической деятельности студентов. Определено: тоталитарная система образования не развивает у человека инициативность, креативность, способность к самостоятельному мышлению, что непосредственно влияет на формирование и существование минимальной практической направленности образования. Указаны основные факторы, тормозящие решение этой проблемы: перенасыщенность учебного процесса теоретическими курсами, которые направлены на развитие общей эрудиции студентов, но не способствуют повышению социальной значимости будущего работника системы образования. Представлена одна из основных проблем высшей школы на этапе реформирования – минимальная практическая направленность образования. Представлен авторский вариант решения проблемы на неспециализированных факультетах – внедрение системы контекстного обучения, как процесса динамического движения деятельности от учебной академической, через квазипрофессиональную, учебно-профессиональную к практической с помощью трёх взаимосвязанных обучающих моделей: семиотической, имитационной и социальной. Особое внимание уделено описанию такого фактора как повышение заинтересованности студентов неспециализированных факультетов в проведении научно-психологических исследований. Установлено, что реализация семиотической модели предполагает на этом этапе поиск информации об имеющихся данных, проведённых исследованиях, формирование умений представить эти материалы в сжатом, максимально информационном виде. Показано, как имитационная модель позволяет составить пошаговую инструкцию проведения этих исследований, моделировать ситуацию, а социальная модель позволяет провести исследование, представить его результаты в виде статьи, курсовой, тезисов, выступлений на различных научных форумах, приобрести навыки самостоятельного овладения практическими действиями.

Ключевые слова: неспециализированные факультеты, иждивенчество, контекстное обучение, семиотическая модель, имитационная модель, социальная модель, уровни деятельности, практическая составляющая образования, рефлексия.

Problem formulation. In the 40s of the last century Carl Rogers tried to break the «dependency» practice of teaching students who should not listen and reproductively replicate the finished material, but comprehend all the new by their own and have a creative approach to the process.

The most important task of nowadays high school (especially in the context of fundamental reform changes of the past years)

is organic combination of training, education and the formation of a highly qualified specialist. Certain changes in the system are occurring: the teacher's time sheet reduces which greatly promote opportunities of the students' independent work; the number of learning disciplines is decreasing; the unitary model of higher education is substituting on differentiated, variability one; it is expected maximum adaptation of future specialist to professional activity. Although in practice, these changes only declare what actualizes our study, makes it timely and relevant.

Analysis of recent researches. It should be noted that attention is paid to the question of solving the problem of maximizing the practical orientation of education in high school since the time of the widespread use of Marxist-Leninist teachings. Its necessity at the present stage is emphasized in the works of L. Vlik, A.I. Kuzminskiy, Z.I. Slepkan, N.N. Tokareva, N.N. Makarenko, A.V. Shamne [3] etc.

The tasks of the study. The excessive oversaturation of studying process with theoretical courses (which are aimed at students' developing of general knowledge), what still exists in high school makes us perplex. Having a great experience of practical work at school, we can say that based on future educators' lectures on political science, culturology ethics, aesthetics, as a rule, do not play a decisive adaptive role in the future professional activity, occasionally contributing to the formation of some graduates' needs to go into the study of these sciences. Examples of the gain practical education part is only declared, they are illustrated with good examples of this approach in the Canadian, American and European universities.

It is radically one of the principles of high school – the principle of connection of the education with practical activities. Education is successful and effective in that case, when a person feels the need and usefulness of the knowledge that are represented and acquired in high school. The essence of all education in high school should be aimed at best preparing graduates for active and productive career. This principle is based on the gnosiological, sociological and psychological patterns. Practical activities is the effective way to the formation of the personality, the student's abilities based on acquired knowledge become successful in solving various problems of life. In addition, the successful practice activates the need in follow cognitive and developmental activity. Because of it, we consider the author's vision of solving the problem of enhance practical orientation of the future specialists' training in pedagogical high school as the purpose of our research.

Discourse of the main material. Nowadays there are three levels of students' activity in the education process in a high school. On the first one, as usual, actions are copied from the proposed sample (for example, the answer for the lab class selected with a demonstration of the inability to find the specific material in the Internet or literature, nor to allocate the necessary minimum). The identification of objects and phenomena, identifying them by comparison with known samples take place.

The second level is the procreational activity too, which is directed on perception the information about the different features of an object, process or phenomenon. But at this level, there is already a generalization of methods and techniques of cognitive activity, transferring them to solve specific problems.

The third level suspects the productive activity of the independent using of acquired knowledge for solving problems, which are beyond the known samples.

Most of present-day students (especially the humanities departments) are showing presence on the first and second levels.

The learning efficiency in modern high school mainly depends on understanding the sense of understanding the forms, methods, techniques, ways of training and their proper selection, skillful application. A major component of the learning process is a method, as a mechanism of bringing into action the external and internal resources. Accordantly, the present-day teacher has to adopt the learning methods, which provide not only a high level of students' cognitive activity, but also would «tie» them to future careers.

We see the way out of the situation in the implementation in practice of our work, the context education system. The context education system was proposed by A.A. Verbitskiy [1] and it was adopted by us. The central part of the education system is the concept of «context» as a system of internal and external factors, as well as the conditions of human behavior and activity which are affecting the features of perception, understanding and transformation of the specific situation, as well as determine the meaning and significance of this situation in general and with its components.

Mastering the skills in this training system is carried out as a process of dynamic movement of the activity from academic learning, through nearprofessional and educational activity to professional practice, what is helped by three interdependent training models: the semiotic one, simulation one and social one. The context education system is the type of education, in which there is consistently modeling an objective and social content of

future professional activity and behavior, using the whole system of methods, forms, methods of education (traditional and innovative). There are three models:

The Semiotic model. This one includes the theoretical information about a concrete area of activity. It includes the information on problem, which is supplied in the form of mini-lectures, theoretical search tasks, thematic readings, interviews, establishing information projects, platforms for expert presentations, trips to swipe files, annotations to read and found information.

A unit of work is a linguistic action. In the practice of our work we apply lectures-visualization, pre-planned lectures with mistakes, «lecture together». This allows permanently activating students, increasing their concentration, involving them in the course of a lecture with demonstration of knowledge of the prepared material.

The Simulation model. Simulation training model is designed future work situations that require analysis and decision making on the basis of theoretical information. A unit of work is an objective action of practical transformation the simulating situations. Unfortunately, constantly reducing academic load for the psychology course on non-dedicated faculties do not provide additional hours for a quality implementation of this model. It can be realized quite local only on seminar. Therefore practically there is no opportunity to carry out any workshops – practical classes which prepare students to realize their own workshops (this classes involve training the students for work with sources of information, instruction about the practice of selecting and jotting down the information, noting, making plans, proceedings, presentations, conducting discussions, etc.). And according to the Hungarian economist M. Shimae, the volume of today's mankind's knowledge, on average, doubled every 3-5 years. It is necessary to teach students to orient by themselves in such «information tornado» and to be able to correct selection as well as using in practice a new and necessary things. Thus, together with verification students' theoretical knowledge on seminars role and business (case-study) games, brainstormings, solving problems with incorrect information, tasks-paradoxes, drawing up step by step instructions, algorithms action are adopting. On the classes of developmental psychology, pedagogical psychology and social psychology there are offered to discussion widescreen situations, microsituations, situations-illustrations, situations-incidents, «information Labyrinths» and introduced the elements of socio-psychological training.

The Social model. It is aimed at the development of social competence in the direct involvement in life situations with following feedback and reflection. A unit of work is an action. It is realized by «airlifted force» to problem zone, carrying scientific researches, collective creative affairs, activity by the principle «everyone teaches each other», forming coaching skills, edition the information messenger (website development) to sharing experiences.

We would particularly like to dwell on such factor as the increasing the interest of students from nondedicated faculties to carrying out the scientific psychological research. It pays special attention while working in the Faculty of Foreign Languages. At the first, there are offered topics for studies which are leading to increase interest, require the independence, creativity, and minimize using of ready Internet materials. This is, for example, such topics, as: «Psychological and pedagogical mistakes in the films of the Soviet period», «Invective as a form of modern interaction», «Constructive using of teenagers' computer addiction», «Computer nickname as a form of self-realization in adolescence and early adulthood», «Overcoming communication barriers in communication with foreigners», «Clothing style and character accentuation in adolescence», «Non-verbal signals as a way to draw attention in the educational process», «Fairytale therapy as a method of reducing ones' suggestive anxiety», etc.

Realization of the Semiotic model at this stage implies finding the information about earlier research, formation of skills to present the material in compressed, as much as possible, information appearance.

The Simulation model allows to create step by step instructions of this research and to model the situation. And, finally, the Social model allows to make research and to present its results as an article, course work, proceedings, presentations at various scientific forums.

Creativity of proposed research is a source of new knowledge and the development of student's potential. They contribute to the penetration into the essence of the subject, the achievement of this goal, which in the future will improve the quality of their professional activities. It is important to develop student's reflective experience (in the form of feedbacks) that ensure the recognition and transformation of personal experience through its rethinking. The student must not only find and revise the necessary scientific and theoretical material but assimilate it too. Assimilation is the transformation of the material in the form of individual activity, the ability to apply it in solving of professional problems. A student,

who only remembers the material (even the most advanced and valuable), but does not know how to apply it in practice, becomes a «specialist» in quotation marks.

So, while analyzing of psychological and pedagogical mistakes in the films of the Soviet period (the film «We'll Live Till Monday») student A. Batenkova had identified the lack of an individual approach to pupils, innovative and person-centered learning, a violation of interpersonal interaction in the system «teacher-teacher», «pupil-teacher», «pupil-pupil», the pursuit of non-standard point of view, humiliation and insulting the pupils, unfounded criticism of the work results, coercion and absence of learn interest; also, she had compared these errors to those allowed in the modern school. To this end, the researcher had conducted an extensive questionnaire of teachers with different years of experience, of parents and pupils. It should be noted that almost all the mistakes of the past are repeated in the modern system of education, as the student had been reported on the psychological and educational conference of the practice results and covered in the studies.

Student A. Olifer had conducted a longitudinal investigation of using the swear words (invectives) among the city's residents. The aim of research was to identify the main reasons of using the swear words, to study the semantic nature of invectives, to develop the psychological and pedagogical conditions for reduce using of this words among adolescents and young adults. In the study there were presented the results with the sample of 154 people of different age (from 10 to 67 years); classification the main reasons of using that swear words (primary the emotional stress is reducing); semantic nature of the phenomenon (euphemisms of genitals and exaggeration of physical and mental disabilities). It was noted that neither the level of education, nor the sex play a role in the widespread use of swear words. The author not only had developed and adopted the practice of personal coaching training for reducing of use the swear words among youth, but also had repeatedly represented the results, processed by a cluster analysis and verified by a Student's t-test in scientific publications, on pedagogical councils and educational institutions of the city. At the basis of coach training were laid down the basic principles of correction developed by D.B. Elkonin [2]: the pragmatist principle (during the classes they had been simulating correspond life situations, participants received tasks to carry out on practice independently correct preventive work with those who use invectives); the principle of involvement of meaningful

individuals (there were involved parents, teachers, teachers of the Russian and foreign literature Faculty).

The student A. Malyuga had made a research of constructive use the computer addiction and presented its results in scientific articles and presentations at international conferences. At the First International Scientific and Practical Conference of Young Scientists named «Recent trends in world psychological practice» A. Malyuga received the diploma of III stage of research on the topic «Ways to reduce computer (gaming) addiction among minors» (2014). It should be noted that conducted by the student the experiment had proved the possibility of constructive using the teenagers' computer addiction in their cognitive development. For this purpose in practice of working with addicted teenagers (stay online for more than 5 hours per day) three experimental influence methods were implemented. The experimental group consists of 3 people.

1. *Radical method* (during the week). At this stage, teenagers were almost completely forbidden to access the computer. At the first onset as the result of observation and conversations were recorded increased nervousness, dissatisfaction, aggression, irritability. Guys constantly felt and demonstrated the need to turn on the computer, the tablet, search for the game in the phone. Radical method clearly demonstrated its dysfunctionality because it is impossible to wean hasty the addict from his toys. It can provoke «withdrawal», frustration.

2. *Gradual influence method* (during the week). At this stage teenagers daily were spending the time in the virtual reality, in games for 15-20 minutes less. The work was carrying in a competitive mode, the results were recording in the observation diary. It is the «spirit of competition» significantly affected on the reduction the time of the destructive using a computer. Therefore, we can conclude that this method is more effective and accurate, enabling smooth, painless reducing the Internet addiction.

3. *The replacement method* (it was carrying out during the month in cooperation with teachers and a school psychologist). At this stage, the reflection was constantly carrying, the introspection diary was keeping, the methods such as belief, information, constructive manipulation and request were using. The essence of this experimental phase was to switch attention and energy of a teenager on using the Internet for search and educational purposes. The children had offered maximal use of Internet resources for finding unknown words in Wikipedia, error correcting, searching and compile the necessary information for classes, copyright

transfer of relevant texts, etc. Considering that school teachers paid more attention to the quality of the work done, work with Internet resources sparked interest. At the end of the experiment decreasing the amount of time for Internet games and improving the quality of knowledge in the English language was recorded.

A special interest kindle the study conducted by the student K. Suprun, the results of which were placed in the collective monograph «The modern teenager in the system of psychological and pedagogical support». It was conducted as a result of worsening the modern problem of person's identity in virtual reality. One of the most common methods of self-presentation in cyberspace today is an alias or nickname. It is the bearer of the symbolic, psychological and social meanings. 'When we meet someone new, one of the first things we want to know is that person's name, and by its means we reach immediate conclusions, sometimes not reliable, about his or her personality, gender, or ethnic origin', – said Kaplan. Deciphering nicks we can get an idea of the author's personality, to try to influence on his subsequent behavior by the certain way. The student had conducted ascertaining experiment with sample of 60 adolescents and young adults. Analyzing the results, it can be noted that more than 25% of teenagers' nicknames can be classified as «Heroes» (ак_47 Максим, S.T.A.L.K.E.R, Спанч Боб, Cristiano Ronaldo, Роман Абрамович, Человек-паук). In our opinion, they were chosen to identify themselves with a hero that explained the central growth of adolescence – the need to respond ideas about a «real adult». A large number of nicknames have pet form (Викуся, Alinka_Kukla, Нюша, Крошка, Нюта, Фанечка), it may indicate the need to compensate for problems of loneliness and uselessness, arising in adolescence.

In adolescence the most attention is paid to nicknames replacement the name by the symbol (l-tatka, tan4iK, Nas1ja, Mashka_It's_Me). This is due to the level of cognitive development at this stage. Formal operational thinking allows to analyze abstract ideas, to look for logical contradictions, errors in logical judgments, to be interested in hypothetical problems. A significant association between the nickname and psychological characteristics of respondents was established with the help of mathematical statistics. The results were presented in the work, which took first place in all-university competition of scientific student work.

Conclusions and prospects of further research. Summing up, it should be emphasized that, despite the attempts of the changes in higher education, work with students still remains at the level

of procreation and simulation. A student memorizes (at best) the information, learns to apply it by the pattern, without trying to deepen the knowledge, to seek a new, modified material. Some students are rising to the interpretive level, trying to understand the investigated material, to associate it with previously acquired knowledge, to master the methods of application the knowledge in new conditions. But the purpose of training the future specialists on the third, the creative level remains unrealized. And specifically this level is reached at the maximum involvement of students in practical activity, the ability to look for (and find) a previously unknown, creative ways of solving professional problems, which we practice by adopting the context education system on courses of general psychology, developmental psychology and social psychology.

Unfortunately, the borders of the article do not allow to describe completely (systematically) the work aimed to radically change the direction of the theoretical education to the practical education.

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N. M. Makarenko. Prevention of «psychological dependency» by means of dynamic movement to the practical activity of students. Recently aggravated issues of personal development and behavior of today's youth require prospective employees of the education system to have not only theoretical knowledge but also practical skills. Unfortunately, the education system still has the same totalitarian system, which does not develop initiative, creativity, and ability to think independently in a human. It affects the formation and existence of the minimum practical orientation of education in high school. The main factors that hinder the solution of this problem are the following: the congestion of educational process with theoretical courses aimed to the developing of general erudition of students, but these factors do not enhance the social significance of the future employee of education system. The article presents the author's solution to the problem of unspecialized (psychological) departments. The problem is the inculcation of contextual learning system as a process of dynamic movement of activity starting with the academic system through quasi-professional activity, educational activity and professional activity ending with the practice activity with the help of three interrelated training models: semiotic, imitative and social. Increasing the interest to scientific and psychological research of students of unspecialized faculties is the major part of the context education. At this stage the implementation of the semantic model assumes searching for information about the available data, researches and the formation of ability to present the material in a compressed, as much as possible informative way. The simulation model allows you to create a stepwise instruction of leading these studies and to simulate the situation. The social model allows making a research, to submit its findings in the form of articles, course works, abstracts, presentations at various scientific forums, to acquire the skills of self-mastery of practical actions. The author carries out systematic work on the introduction of educational models that in the future should improve the student's adaptation to a new social role of the teacher.

Key words: unspecialized faculties, dependency, context-education, semiotic model, simulation model, social model, activity levels, practical component of education, reflecting.

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