Development of Perception of Value Content of Learning Activity in Junior School Age

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Abstract: The article covers the concept of value content of learning activity of junior schoolchild, criteria of operational and activity, emotional and value, reflexive and evaluating components of learning activity and conditions of its development. In the scope of proposed structural and functional model of development of perception of learning activity value the role of psychologist in organization of activity oriented on development of perception of learning activity value is defined. The author analyses results of approbation of structural and functional model of development of junior schoolchild's perception of learning activity value.

Key words: Learning activity value content • Emotional and value and value and semantic attitude

INTRODUCTION

When the new kind of activity is introduced in life activity of a child it presumes development of a special subjective and individual attitude of a schoolchild to learning process and its results. Analysis of school functioning shows that learning activity sometimes is not individually valuable for schoolchild but the content of learning activity allows developing adequate requirement, meanings and value as well as emotional and value attitude of schoolchildren.

Negative attitude to learning of major part of school children is a serious obstacle to reach this aim. This attitude is a result of unsuccessful search for individual meaning of learning activity of a school child himself. This search for a meaning manifests itself in early primary school age and increases in middle and upper school. A child who didn't find perspective and direct meaning of learning personally for himself considers such learning senseless and may show negative attitude to it.

So it is necessary to focus all the efforts on changing and improvement of learning process in the sense of creation if “I-image” content of a schoolchild as a subject of as attitude to learning activity. Only such condition makes learning activity personally valuable and sensible for schoolchild (B.F. Lomov, V.N. Myasuschev, O.G. Khmeleva, others).
Specifics of learning activity of primary schoolchildren and the possibilities of its forming have also been studied (G.I. Vergeles, V.V. Davydov, A.K. Dusavitskii, A.K. Markova, M.V. Matyukhina, D.B. El'konin and others) [6].

Problems related to explanation of the concept “value content of learning activity of junior schoolchild” and with determination of psychological conditions of value content of junior schoolchild learning activity were beyond the subject of research. The term “value content of junior schoolchild learning activity” is almost unused although it was accepted as necessary. The need to fill this gap defines urgency of this research.

Value content of junior schoolchild learning activity we consider as subjective and personal psychological formation that characterizes the value orientation of junior schoolchild on learning activity and manifesting itself in the ways of perception, separation of his(her) “I” as a subject of relation to learning activity in the system of relations “I - other” in the unity of operational and activity (subjective and personal aspects of learning activity) emotional and value (emotional and value attitude of a teacher and peers) and reflexive and evaluative (content of “I-image” as a subject of learning activity) components.

Value of appraisal of learning activity (B.G. Anan'ev, A.I. Lipkina, M.I. Alekseeva), activity method and behavior, awareness of adult's requirements (A.N. Leon'tev, V.V. Davydov, D.B. El'konin, G.A. Tsukerman) are criteria of operational and activity component. The results of forming of this component are analysis of activity a child is engaged in, prior reasoning, flexibility and variability of methods used, perception of his(her) own actions, active search for new methods and solutions, high level of abstraction, understanding of conditional character of an object and action, discovery of different types of features, capability to act according to pattern, according to adult's requirements, their appraisal and the requirements caused by the situation.

Emotional and value component includes emotional and value attitude from a teacher and peers. Criteria of this component are positive emotional coloring of an attitude to learning activity (A.K. Markova, A.F. Plekhanov, A.F. Lazurskii, A.N. Telegina, N.I. Nepomnyashchaya, M.E. Kanevskaya). Development of this component results in high level of emotional attitude to school. Junior schoolchild goes to school with pleasure, demonstrated his(her) interest during classes that cause positive emotional experience; he(she) follows all the directions of a teacher, he(she) is conscientious, responsible, he(she) is upset if has low grade or is criticized by a teacher.

Reflexive and evaluative component is the level of perception of “I-image” as a schoolchild, eager to learning activity (J. Braun, N.I. Nepomnyashchaya, O.N. Pakhomova, S.N. Rubtsova, T.N. Ovchinnikova, V.V. Bartsalkina). Development of this component is reliable and deliberate way of thinking about himself as a subject of learning activity. Junior schoolchild prefers learning activity, demonstrates single-valued, active, grounded and logical system of thinking about himself.


Forming of value content of junior school child leaning activity is provided by the following conditions:

- Forming of subjective and personal value of learning activity of a schoolchild is achieved by creation of positive emotional experience and having direct pleasure from the process of knowledge acquisition (A.N. Leon'tev, A.K. Markova, A.N. Telegina, Dzh. Braun, L.S. Slavina);
- Forming of content of “I - image” as a subject of learning activity is achieved by linking achievements of learning activity with personality of achid in emotionally colored form (N.I. Nepomnyashchaya, M.E. Kanevskaya, O.N. Pakhomova, S.N. Rubtsova, T.N. Ovchinnikova, V.V. Bartsalkina);
- Mastering the methods of learning activity in the system of relations “I - other” is achieved by forming situations of learning cooperation (D.B. El'konin, V.V. Davydov);
- Cultivating by a teacher of individual position of a child in different class situations is realized by projection of evaluating activity in positive image “I - schoolchild” (A.I. Lipkina, B.G. Anan'ev, Sh.A. Amonashvili).

Definition of a concept of value content of junior schoolchild leaning activity, clarification of its structure and psychological conditions allowed developing structural and functional model of forming of value content of junior schoolchild leaning activity [10].
In the scope of developed model of forming of value content of junior schoolchild leaning activity psychologist organize activity consisting of three blocks: work with teachers, parents, schoolchildren.

A special developing program has been worked out to work with junior schoolchildren. The course consisted of two blocks. First block was oriented on development of the way of learning activity, positive attitude to activity a schoolchild was engaged in, that allowed developing operational and activity, emotional and value components of value content of junior schoolchild leaning activity. The course was organized in 40-45 minutes classes that lasted for four months once a week.

Second block was oriented on forming of positive attitude to learning activity, reliability and awareness of “I - image” as a subject of the attitude to learning activity that reflected emotional and value and reflexive and evaluating component of forming of value content of junior schoolchild leaning activity. In the scope of this block junior schoolchildren received the tasks to form positive attitude to learning activity and components of “I - image” of a schoolchild. It took five classes 30-35 minutes long oriented on creation of friendly and open attitude to learning activity. During classes we drew attention on the attitude to a peer that manifested itself in mutual aid and sympathy.

Psychologist worked with parents together with teacher on the meeting of parents, group and individual consulting and was oriented in provisioning information, awareness of the importance and necessity of forming of value content of leaning activity in junior school age and helping create favorable conditions for its forming. Psychologist together with teacher developed agenda of meeting of parents where there were discussed specifics of development of individual value content, the role of learning activity in junior school age, diagnosis results, conditions of forming of value content of junior schoolchild leaning activity, the ways of effective interaction of a parent and a child. As a result parents became more competent some of them showed their interest and the wish to continue communications in the form of individual consulting.

The work with teachers was oriented on creation and optimization of psychological conditions of forming of value content of junior schoolchild leaning activity. This aim was achieved by group, individual consulting, psychological and pedagogical consultation, methodological seminar. Methodological seminar consisted of four classes. First was dedicated to analysis of problems encountered by teachers: lack of interest to learning activity, unformed learning actions, low level of mental activity development, lack of information on a certain problem. It is worth noting that there were more questions than answers. Teachers were waiting for ready recommendations but still were opened to cooperation, showed interest and wish to work together. On the next stage of our work with teachers psychologist spoke on a psychological and pedagogical consultation with the aim to develop a single way of action to solve problems related to the lack of the value content of leaning activity in junior school age, to join efforts of teachers, psychologist, parents interested in successful forming of value content of learning activity, share duties and responsibilities.

Analysis of results of realization of the model of forming of value content of learning activity shows positive dynamics of forming of value content of junior schoolchild leaning activity that may be seen in reliable positive attitude to learning activity (medium level before the experiment was 31 %, after - 49 %; high level - 0% and 47 % respectively). Inclination of junior schoolchildren to analyze their activity grew from 12 % to 62 % that proves the positive dynamics of the work (p<0,05); indicator of flexibility and variability of applied methods of learning activity increased from 24 % to 67 % that proves reliability of difference (p<0,05). It is also determined the magnitude of difference (p<0,01) in indicator of awareness of the own actions (before the experiment - 3 %, after - 59 %); abstraction level, understanding of figurative sense increased on 65 % that is proved by mathematical calculations with Fisher criterion q (p<0,01) of high level of awareness and reliability of “I - image” as a subject of learning activity.

Repeated study of the level of emotional attitude to school allows tracing positive dynamics (p<0,01) in forming of value content of learning activity of junior schoolchild. After the program the level of positive attitude to school of junior schoolchildren increased and became closer to the norm (medium level before experiment was 31 %, after - 49 %; high level - 0 % and 47 % respectively).

We do not consider this research as a thorough study of the problem. Study of psychological conditions of forming of different types of value content oriented on different ages, forming of techniques of forming of value content of learning activity of junior schoolchild may be perspective directions of research.
REFERENCES