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**PEDAGOGICAL SUPPORT OF BOARDING SCHOOL SENIOR
PUPILS: THE CONTENT OF PREPARATORY WORK
WITH TEACHERS**

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Pedagogical Support of Boarding School Senior Pupils: the Content of Preparatory Work with Teachers

The article deals with the preparation of boarding school teachers for the senior pupils' pedagogical support organizing. The conditions of boarding school senior pupils' pedagogical support effective implementation: their perception of the teacher as a reference person who interfaces through understanding, acceptance, and adoption of a pupil, pedagogical optimism, and nonviolent interaction are analysed. A methodological accompaniment of boarding school senior pupils' pedagogical support organizing is worked out.

Key words: pedagogical support, training teachers, senior pupils, comprehensive boarding school, extracurricular activities.

The pedagogical support of the senior pupils problem acquires the especial actuality, because the pupils are deprived of empathic communication with their family and close people under the boarding school conditions, so as a result they are affected because of the unbalanced influence of the external environment. So, the pedagogical support is one of the compulsory pedagogical conditions of the life self-identity formation of the senior pupils from the boarding schools.

On the current stage the pedagogical support is one of the actual categories of the modern pedagogical theory and practice.

Modern educational specialists (M. D. Aksinyeva, D. A. Beluhin, S. L. Bratchenko, O. S. Hazman, S. N. Gladkov, I. V. Dubrovina, I. A. Zymnya, A. V. Mudrik, and others), are exploring the pedagogical support problem in the humanist paradigm context.

The results of the practice analysis of the pedagogical support questions of the boarding schools confirm that there is no proper attention paid in the boarding schools in order to solve this question.

The objective of the article is revealing the contents of the preparatory work with the educational specialists, considering the questions about the pedagogical support of the senior pupils from the boarding schools.

The analysis of the researches concerning the pedagogical support problems gives a possibility to make the content of this phenomenon more accurate. The pedagogical support of the pupil from the boarding school is the method of interaction between the pedagogue and the pupil in the process of solving child's problems. It penetrates into all the life spheres of the individual that is in the process of formation. It is based on the steady positive relation of the pedagogue to the whole pupil group and to each individual. The pedagogical support is necessary for teaching and educational process, it must have personal- oriented nature.

The purpose of the pedagogical support of the pupils from the boarding schools is the elimination of the difficulties that can be a barrier for the successful independent movement of a child in the society.

The activity of the teacher from the boarding school that performs the pedagogical support of the senior pupils provides for setting trustful relationship with the pupil, it bases on the respect, responsiveness, love to a child, a striving to understand it's necessities, interests and motives, realized by the pupil it's rights for the action freedom, choice, self-expression.

It was conducted a little pedagogical meeting with a theme "A technology of the pedagogical support of a pupil from the boarding school", the aim of the meeting was a formation of the pedagogical support establishing that must have educational specialists from the boarding schools.

The objective of this little pedagogical meeting was to promote a formation of an establishing for using a pedagogical support technology in the teaching and educational process in the boarding school.

The purpose of the pedagogical meeting was:

- to analyze the practice of using methods and techniques for achieving the pedagogical support of the pupils in the teaching and educational process in the boarding school;

- to characterize the features and conditions of using the pedagogical support tactics (defence, help, promotion, interaction);

- to describe the ways for acquisition of the pedagogical support technology by educational specialists from the boarding school.

After the pedagogical meeting teachers came to the common point of view: pedagogical support of a senior pupil from the boarding school is necessary for the educational process, that must have personality-oriented character. Educational specialists noted that the main subject of the teacher's and pupil's activity is the problem of the pupil and the choice of the pedagogical activity tactics depends on the problem solving results.

So, the conduction of the pedagogical meeting contributed to the formation of using the pedagogical support establishing while dealing with the senior pupils from the boarding schools.

The perception of the teacher as a referent individuality by pupils is one of the compulsory conditions of the pedagogical support of the senior pupils from the boarding schools.

The referential pedagogue is characterized:

- by authority- the recognition of surrounding peoples "significant and important others";

- by the right to take a responsible decisions in real circumstances, that can be possible under the condition of absolute confidence of surrounding people in these decisions practicability;

- attraction- the emotional status of "significant and important another", his ability to attract or repel, to cause sympathy or antipathy;

- the authority status, that determines the place of the "significant another" in the system of objective social relations.

Teacher's ability to guide pupil's inherent motivation for self-affirmation into productive direction of personal self-development, a specific feature of the relationship to the reference of the pedagogue is that pupils perceive teacher's own expressed thoughts, point of view and estimates with a trust and they (pupils) don't require a specific proof [1, p. 17 – 30].

Exactly the peculiar argument is the pedagogue. Pupils can see those inner value and importance that he has "... those feeling of respect, sympathy, trust and enthusiasm" [2, p. 18].

The reference teacher as if "grows into", interferes into pupil's inner world due to the formed special emotional contact; and children perceive pedagogue's norms as their own [3, p. 57]. Identification is a psychological foundation of this process. Personal reference of the teacher correlates with the benchmarking pupils' imaginations, causing the proper emotional relationships [2, p. 20].

Personal reference of the teacher is a complex sociological and psychological phenomenon that is largely determined by what form of communication (monological or dialogical) the pedagogue oriented at during pedagogical support process [4, p. 41 – 49].

Monological form of communication with pupils is characterized by such features as: a status dominance; "subject-object" relationship, egocentrism, focus on the own needs, targets, objectives, enforcement with the help of the hidden manipulation or opened aggression; dogmatism, over personal broadcast of the norms and knowledge that is to be indisputably copied and assimilated, rigidity and stereotype of the methods and techniques of influence, the prevalence of disciplinary techniques, subjectivity and a rigid polarization of assessment, a narrow range of assessment criterion of pupil behavior [4, p. 50 – 52].

A pedagogical meaning of dialogical communication has an exceptional importance: an interaction in the system "teacher-pupil" that is oriented at tolerance and a searching for creation the general between the people, can be "the most powerful remedy of the personal and social identification of communication participants, and, first of all, that cherishes their quiet worthiness" [5, p. 93].

There were conducted communication hours, the purpose of that was getting the dialogical interaction skills: "Learn to control yourself" with the aim to teach senior pupils really estimate themselves and others; to expand the knowledge about the rules of interpersonal communication; "How to make the dreams into reality", that had the purpose to teach pupils to make decisions; to form an active and efficient attitude to their own life; to develop responsibility, activity, resoluteness and a persistence to realize your own life goals.

In the basis of pedagogical support of pupils from the boarding schools is the admonition of the pedagogue to use non-violent interaction, because the force teaching and education weakens pupil self-realization needs, negatively affects the pupil development. A child accumulates uncertainty inside themselves, shyness that contributes to the attack or aggression development.

So, non-violent education is a source of additional capacity in the development of a pupil. Non-violent communication is necessary for the educational specialists at the boarding schools and their relations with pupils. The reason is that most of children from the boarding school are exposed to the different types of forcing (physical, sexual, psychological). The pedagogue from the boarding school must protect pupils from such types of forcing. Only in that case when pupils are confident in the desire of the teacher to protect them from such violence, they can have a desire to be opened, to have a contact with their teacher overtly, to try to do everything for socially – approved behavior.

There was conducted a little pedagogical seminar "School without aggression". The aim was the identification of the main aggression causes found in the character of senior pupils from the boarding school and the identification of the ways to eliminate aggressive behavior of children.

Participation of the teachers in this little pedagogical seminar gave the opportunity to understand all the problems more deeply; difficulties, that can spring up in the interactive process with the pupils; to identify the ways of elimination aggressive behavior of senior pupils.

Non-violence pedagogy is efficient in cases when for the non-violent interaction not only teacher, but also the pupils from the boarding school are prepared. To achieve the desired results it was organized meaningful and positively-aimed life activity that as a rule was generally accompanied not only by cooperation, cocreativity, but also by variety of conflicts. In this case, the educational specialists applied to the pupils consciousness, their dignity, conscience; they persuaded and gave examples.

So, there was conducted an activity (lesson) with the elements of training “World through the eyes of an aggressive person”, the purpose was to develop students’ skills to recognize and control the destructive behavior.

During this lesson the teachers clarified the meaning of the word “aggression” (the translation from Latin means “attack”). It was formulated the definition of the word “aggression”. “Aggression – is a behavior that contradicts the norms and rules of people existence in society, that causes physical and moral damage to people”. There were named some signs of aggressive man by pupils (losing control over one’s own behavior; disputes, hassles with other people; intentional irritation of others; accusing surrounding people of their own mistakes; envy, revenge, quick response to different actions of others, that irritate him and so on).

During this activity pupils were discussing such questions as:

- Can a person in a state of aggression assess the situation correctly?
- Can the aggressive behavior lead to conflict?

During this lesson there was the game “A small stone in the shoe”, the purpose of it was: to develop the ability of the senior pupils from the boarding school to recognize and control negative emotions. As a result the pupils’ attention was focused on the fact that it’s useful to tell about your problem immediately, in time as they spring up and it’s necessary to discuss all the resolving ways of these problems.

During the interaction between the teachers and adults from the boarding school there was created benevolent atmosphere, the atmosphere of mutual understanding and cooperation; there were used such methods of pedagogical support as reciprocal information, cooperative planning of educational methods, role games,

dramatization games; improvement of the group or team achievements and others. Also there were used such pedagogical support methods that were aimed at individual and personal support of pupil identification of the personal problems of pupil, exploring the processes of his individual development.

Pedagogues perform these functions as they carry out pedagogical support of senior pupils from boarding schools: diagnostic function, target orientation function, planning function, organization function, mobilization and stimulating function, communicative function, formative function, control and analytical function, evaluative function [7, 201-220].

Incremental realization of the pedagogical support of the senior pupils from the boarding schools provided the definition of the emotional state of the pupil on the first beginning stage (the appearance of the problem of the pupil).

On this stage there were:

- treating the received information by pedagogues and formulating assumptions concerning the context and the reasons of formulating the problem;
- perception of the pupil's problems and perception of the common searching for the ways and methods of its solving;
- ensuring emotional and positive pupil's mood in the conversation process; searching and establishing contact with him. There were used: a pedagogical observation; techniques: discussions in pairs; the method of the ritual communicative interaction: "You-expression", "I-expression".

On the diagnostic stage it was organized confidential conversation with the pupil that contributed to recognition and diagnosis of conflicts, life problems of the child. There was defined the reasons of their appearance. There were used the remedies of an active empathic hearing: the methods of the non-verbal emotional support, pronunciation.

On the design stage with the help of the teacher the pupil defined the ways and remedies for the problem solving; there were discussed the variants of cooperation that are aimed at the solving of the problem. There were considered several ways to solve the problem with the help of pedagogical support; the most acceptable choice

was carried out. The plan of the action was elaborated and discussed. There were used: the method of self-projecting, pedagogical design; the method “analysis of the other people problem solving ways”.

During the active stage the pupil realized the plan consisting of scheduled actions regarding the problem solving. There was used the pedagogical support of the pupil. Effective and analytical stage was aimed at:

- the common discussion of all the successes and failures with the pupil, that were at the previous stages of this activity;
- the observing of availability of problem solving or reformulation of difficulties;
- comprehension by pupil the new life experience, that he acquired in the process of solving problems. There were used at this stage: reflection method, self-reflection method and the conversation method.

In the process of carrying out the pedagogical support of senior pupils from the boarding schools, pedagogues tried to pay attention to the positive character traits of their pupils and use them as a base.

Teacher’s activity was aimed at stimulation of self-cognition by the pupil of his own positive character traits; ethical features formation in the self-estimating of the own behavior; the constant attention to the positive behaviors of the pupils; support of the initiative, activity, responsibility, tolerance, solidarity; revealing of the trusting to the pupil; the formation of the child’s belief into his own strength; optimistic strategy in the determining the educational and correctional tasks; an account of the individual interests of the senior pupils and awakening of the new ones.

Pedagogues execute the following rules showing the pedagogical optimism towards their pupils:

- forming of the humanistic relations in the boarding school; not to accept the humiliation of the pupils dignity;
- giving the preferences to the positive estimates in the analysis process of the pupils’ behavior;

- expression of the trust, respect, exactingness to the children;
- involving senior pupils into social and cultural activities that is aimed at the formation of the social experience;
- defending the pupil interests and providing them with a real help in the process of the problem solving;
- realizing a constant search of the educational and correctional tasks decision variants, that will be useful for every pupil.

The pedagogues showed the pedagogical optimism in the process of implementation of the pedagogical support of senior pupils from the boarding schools; also they focused on the non-violent interaction and on the real possibilities and abilities of the pupils; teachers helped them to learn the way of solving the problem; involved them into social affairs; gave the preference to the opened partnerships, dialogical forms of the communication; promoted and supported the pupil independence in the process of the problem solving; supported the manifestation of activity, initiative, responsibility, tolerance, solidarity; helped them to develop the independence in the problem solving process, the responsibility for their own behaviors and their own life.

Consequently, the pedagogical support of senior pupils from the boarding schools contributed to the increasing of their life self-determination levels.

Analysis of the pedagogical support problem of the senior pupils from the boarding schools requires the further and faceted research.

The problem of increasing efficiency of the post-graduate pedagogical education is considered as the perspective one.

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Канішевська Л. В.

Педагогічна підтримка старшокласників шкіл-інтернатів: зміст підготовчої роботи з педагогами

У статті розглянуто питання підготовки педагогів шкіл-інтернатів до організації педагогічної підтримки старшокласників. Проаналізовано умови ефективної реалізації педагогічної підтримки старшокласників шкіл-інтернатів: сприйняття ними педагога як референтної особистості, який здійснює взаємодію на основі розуміння, визнання, прийняття вихованця, педагогічного оптимізму, ненасильницької взаємодії. Розроблено методичний супровід організації педагогічної підтримки старшокласників шкіл-інтернатів.

Ключові слова: педагогічна підтримка, підготовка педагогів, загальноосвітня школа-інтернат, старшокласники, позаурочна діяльність.

Канишевская Л. В.

Педагогическая поддержка старшеклассников школ-интернатов: содержание подготовительной работы с педагогами

В статье рассматриваются вопросы подготовки педагогов школ-интернатов к организации педагогической поддержки старшеклассников. Проанализированы условия эффективной реализации педагогической поддержки старшеклассников школ-интернатов: восприятия ими педагога как референтной личности, который осуществляет взаимодействие на основе понимания, признания, принятия воспитанников, педагогического оптимизма, ненасильственного взаимодействия. Разработано методическое сопровождение организации педагогической поддержки старшеклассников школ-интернатов.

Ключевые слова: педагогическая поддержка, подготовка педагогов, общеобразовательная школа-интернат, старшеклассники, внеурочная деятельность.

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