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УСЛОВИЯ ПЕДАГОГИЧЕСКОЙ ПРОИЗВОДИТЕЛЬНОСТИ СИТУАЦИИ У ПОДРОСТКОВ

КЛЮЧЕВЫЕ СЛОВА: подросток; личность; педагогическая ситуация; традиционный урок; пубертат; стресс; агрессия; самооценка; эмоция; чувства; аффект; вандализм; депрессия; агрессия; релаксация.

АННОТАЦИЯ. В статье изложены основные идеи исследования, направленные на решение проблем, связанных с педагогическими ситуациями подростков. Это такая социальная группа, которая по максимуму использует СМИ и черпает информацию разного содержания, так как молодые люди очень любознательны и хотят быть в курсе всех событий, происходящих не только в их городе, но и во всем мире. Все это определяет актуальность данного исследования. В связи с возрастающим влиянием средств массовой информации на социализацию школьников актуальными становятся проблемы определения позиции педагогов в работе с детьми, возможная степень вмешательства взрослых профессионалов в процесс освоения детьми окружающего мира на основе средств информации. Проблема влияния СМИ на формирование личности подрастающего поколения на сегодняшний день остается открытой для педагогической среды.

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CONDITIONS OF PEDAGOGICAL EFFECTIVENESS OF THE CURRENT SITUATION FOR TEENAGERS

KEYWORDS: teenager, personality; pedagogical situation; traditional lesson; puberty; stress; aggression; self-appraisal; emotion; feelings; affect; vandalism; depression; aggression; relaxation.

ABSTRACT. The article presents the main ideas of the research aimed at the solution of problems connected with pedagogical situations of teenagers. Teenagers make up a social group that maximally uses mass media to get information of all kinds, because young people are very inquisitive and want to be aware of all events taking place not only in their city, but also in the whole world. All this defines the importance of the given research. In connection with the growing influence of mass media on socialization of schoolchildren the problems of definition of the teachers' position in their work with children and the possible degree of involvement of grown up professionals into the process of children's cognition of the surrounding world through mass media become rather urgent. The problem of influence of mass media upon the formation of the personality of the growing generation is still open for the pedagogical environment of today.

It is known that every generation usually gets through complicated teenage period. However time when previous generation was different is not like nowadays, when all positive and sacred in family can be lost without adults' efforts, i.e. at school – by teachers, at home – by parents and public authorities. Since, personality development process occurs without their active participation, which, ultimately, may end in tears as for parents, so for teenagers.

In this regard, within this article we'll try to find cause-effect relations and terms of pedagogical situation appearance with teenagers using model of this pedagogical phenomenon which have appeared in the process of studying the corresponding literature which classifies, describes, explains and gives applicable advice concerning prevention and removal of their complex reasons. However we'll rest upon only those types of pedagogical situations which externalize at teenagers at the level of 5-7 forms.

The Figure (see Application) reflects reasons of teenager's pedagogical situation at school, where:

- generally, the reason of pedagogical situation appearance is structure of teacher's traditional lesson, where during the whole pe-

riod of child's study at school everybody realizes schoolchild's incompetence

- this can be explained by the fact that at every lesson level of schoolchild's assimilation is not controlled by a teacher. This is because at each lesson a teacher examines only 25-30% of pupils from the whole group. And this creates such a condition when schoolchild studies from time to time instead of systematic assimilation of educational materials. This gradually creates microgroups of poor pupils, which control advanced pupils making them not to answer teachers' questions, and therefore they frustrate teacher's efforts during a lesson.

Hence it appears that a teacher should be taught to such teaching technologies which facilitate removal of abovementioned disadvantages of traditional lesson, which continues their existence year on year and are convenient for bureaucrats who go on creating semblance of success and imitation of innovation, thus creating favorable conditions for appearance of pedagogical situation for teenagers;

- daily slowly but steadily appears stable group of poor pupils due to non-coverage of every subject; to poor pupils are added teenagers due to puberty;

This period corresponds to the moment of schoolchildren's transition to the 5th form.

Herewith it is important to note that practicing teachers know about nonconformity to form masters and teachers, [6, p.99-105] and headmasters [13, p.116]; this uncontrolled group conforms only to primary school teachers, moreover only to those who taught in primary forms. Appearance of this period can be explained by teenager's anatomical and physiological growth. Specifically, these factors explain occurrence of groundless stress and aggression [3; 4; 10; 11];

- schoolchildren's fatigue due to great amount of subjects, healthless schoolchildren [9], irresponsible schoolchildren, lack of terms and proper parents' control, schoolchildren involved by parents to house or agricultural works, or even worse to shops or servicing institutions. This can also include children from vulnerable families and fatherless children.

All the abovementioned negative relations are the consequences of standard lesson. In these conditions, form master, social teacher, parents, child's militia are derivatives from teacher's teaching technology. This means that if for a wonder a teacher possesses such a technology, his works is based on creativity and pedagogics of cooperation, without forcing a schoolchild; work is aimed at creation of nonschool clubs where every schoolchild can self-actualize. In fact exactly from self-assertion of personality of schoolchild-teenager starts «magical transformation from ugly duckling to beautiful swan». Positive qualities appear when teenager starts performing and achieving success in any type of work. For a teenager it is important that others acknowledge Him. It turns out that he proves his maturity, his right for personal opinion and everybody should consider it [2, c.4].

This is the exactly thing he needs, since nobody considers Him treating Him as child. Besides, within traditional teaching from heterogeneous form always appear poor pupils. Since in such types of teaching, pupils always are divided to «strong», «average» and «weak».

- commonly, though «weak schoolchildren» are poor pupils, they get satisfactory marks for quarters and studying year. When teenager understands that he gets formally «satisfactory» marks, independently of his knowledge, he has ample grounds not to believe to teachers. And in this case appear negative relations to «adults», to their unfairness. At the same time, he gets «inferiority complex», which is the reason for disconfidence.

With this background, professor I.B. Bekboev notes that if a teacher constantly humiliates a schoolchild with constant negative relation, schoolchild gets constant sense of fear and anxiety. Such a sense appears at those schoolchildren, whose parents impose exces-

sively inflated demands. In both cases, there appears very low self-esteem at a child, and failure becomes stable. As a whole, this enhances children's emotional discomfort. In this regard, professor I. Bekboev considers adults' ability to see small success in schoolchild's behavior as a way out of apparent trapped state, and try not to pay attention and punish for insignificant violations and weaknesses [1,14].

I. Bekboev believes that for some reason we consider the thoughts of children to be underdeveloped in most cases, it is necessary to make such mental condition of teenager consistent with the environment.

Actually, child is clever; his mind is formed in a different way. That is why all what we do is generally crazy from the viewpoint of children. But even if we don't understand it we would admit that they have the right to make mistakes and commit misconduct. Mind is unchangeable through the centuries. And undesirable doings of young people are always new. These back-alley actions gradually cause the growth of intelligent creature. In that way, the World makes a small step forward...

So, I. Bekboev supposes that according to all the young people with indecent behavior, without setting up them to the criminal environment we should hope for positive results.

- because of hyperemployment of parents, they have no time for control over the level of education of their children, they lose the communication with a class teacher. In this case, all this is stopped by a pupil without positive result in teaching;

- constant family quarrels in dysfunctional families resulting in not only psychic disorders of child but can also be a reason of leaving family;

- constant academical failure of child in all the school subjects causes lose of interest, idling and laziness;

- failing to find something positive in school subjects, some possibilities of self-actualization, he searches it in the street.

The influence of all negative factors mentioned above, accumulated at school and home causes favorable conditions for appearance of troubled children.

Generally, psychologically main emotional states experienced by a human are divided into emotions, feelings and affects [4. p. 206]. But the first notions of stress was introduced by the Canadian psychophysiological Hans Selye in the year 1932 as protective organism response to external unpleasant changes of environment [7, p. 230-235].

In this regard, we suppose that outside «escape» of negative energy accumulated due to the lack of possibilities of self-esteem in good things «troubled children» show as aggression and stress. On the one hand stress

condition of teenager results in narrowing of his state of awareness, physical and psychical health decline, on the other hand;

- the results of stress condition of teenager can cause to exertion of vandalism acts [5, p.34-38] and depression;

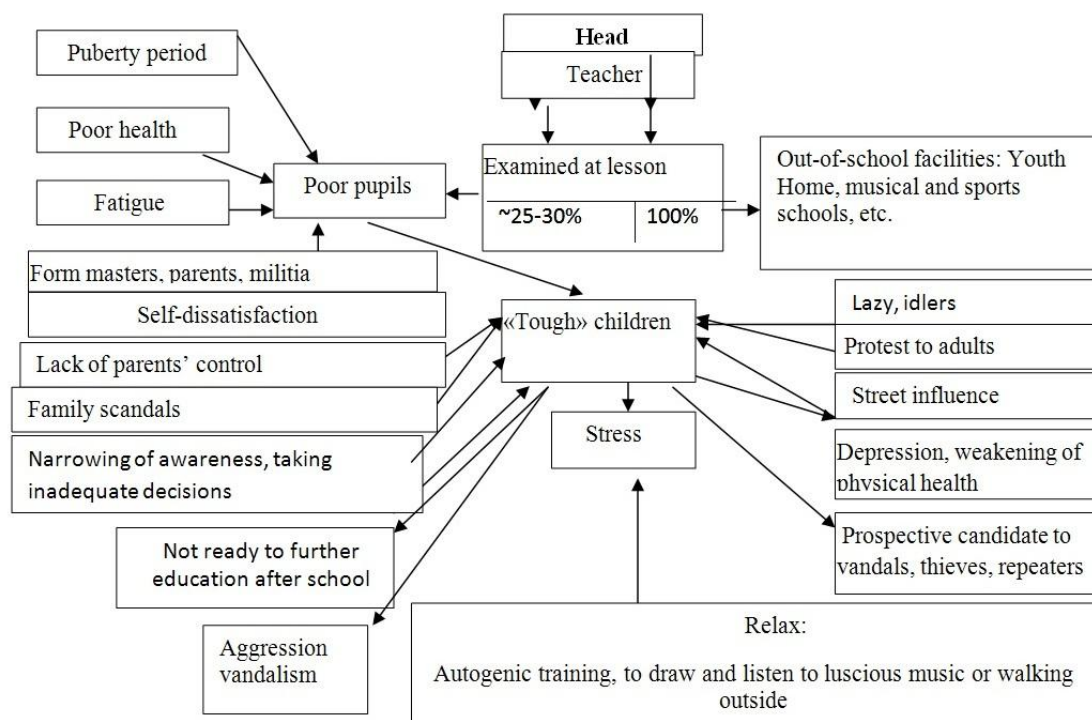
Depression is a composite psychophysiological state of soul which can last for a long time depending on nature and types of reasons.

From there, taking into account all active factors appear the following conditions for:

- non-systematic studying and children are not ready to continue their education after school;
- aggression is the expressive symbol of accumulated stress;
- subjective experience of accumulation in juvenile period results in search of ways to earn «easy means of living» without cares and zealousness, what leads to living on theft, stealing;
- troubled life of teenager is often evident in different forms of pedagogic situations which should be solved without negative consequences and it is necessary to teach them it. And it is possible just under the sole condition

– if the methods of relax are known. Originally relaxation has a technical meaning. Therewith, this notion means return of human being into the initial quiet psychological state in which a man was before the affect. In addition to the above it is necessary to know that in such state a human being gains some negative destructive energy narrowing the state of awareness and it should be cannily referred to creativeness. For example, one should try to paint a picture of nature, listen to a good music, stay outdoors, teach oneself to auto-training, practise the Chinese gymnastics (Wushu) or other ways to get free of negative emotions;

According to the given picture in applied aspect one can arrive at the conclusion that the most significant in teaching is to refuse of traditional structure of lesson applying new methods of education allowing to examine each pupil on every subject and systematic control over after-school interests of their pupils without which there are always appear favorable conditions for free-standing and uncontrolled pedagogical processes called as pedagogical situation.



App. 1. Model of pedagogical situation with teenagers at school and approaches to its reduction

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