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Cover design Andreas Vogel

Contacts “East West” Association for Advanced Studies
and Higher Education GmbH, Am Gestade 1
1010 Vienna, Austria

Email: info@ew-a.org

Homepage: www.ew-a.org

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учебной мотивации как эмоционально-личностной основе, способствующей получению высоких образовательных результатов.

Пути становления учебной мотивации для каждого студента индивидуальны и неповторимы, при этом важно, чтобы преподавательский состав университета ориентировался на динамику учебной мотивации студентов, не только с целью повышения эффективности обучения, но и с осознанием её роли в процессе личностного самоопределения молодого поколения. Самоопределившийся человек готов к изменению, верит в себя, ощущает полноту жизни и собственную целостность, удовлетворен жизнью, отличается наличием комфорта во внутреннем мире. Зафиксированные нами проблемные зоны в мотивационно-личностной сфере студентов свидетельствуют о том, что они находятся в процессе поиска себя и своего места в жизни.

Создавая в образовательном процессе условия для формирования познавательной мотивации, ориентирующей студентов на глубокое включение в процесс получения знаний и профессию, у них можно активизировать смысловое переосмысление. Практика познания, глубокое включение в культуру знаний способны привести к успешности в обучении, что усиливает позитивность представлений о себе, повышает меру адекватности смысла Я.

Таким, образом, обращение к личностным основаниям, отражающим качество учебной мотивации, можно положить в основу социально-психологического сопровождения личностного самоопределения студентов. Приобретая веру в себя, рефлексируя основания своей активности, осознавая роль своего интеллектуально-личностного потенциала в обучении, имея позитивную модальность учебной мотивации как эмоционально-личностную основу образования, студенты способны к эффективному самоопределению.

*Davidyuk Marina Oleksandrivna,
Vinnytsia State Pedagogical University,
Associate Professor, PhD, Department of Pedagogy
E-mail: davidyuk.marina@mail.ru*

*Ignatova Olena Mikolaiivna,
Senior Lecturer, PhD, Department of Pedagogy
E-mail: ignatova_olena@mail.ru*

The research of teaching abilities of students who are going to be teachers

One of the important features of the modern society is the rapid growth of demand for scientific and technical personnel who have profound knowledge and

capable of creative, exploratory approach to the solution of various theoretical and practical problems.

Proper selection and placement opportunities provide maximum realization of each person, and it is necessary to identify these opportunities and develop them. Therefore, there is a natural interest in last decades of psychologists and educators in studying the problem of human ability.

As we could have observed, the problem of abilities is complex and multifaceted, its comprehensive study conducted on the physiological, psychological and socio-psychological and educational levels. National and foreign scholars have the significant differences in the interpretation of the term “ability” is an ongoing debate about the role of biological and social skills in the structure remains unsolved problems of diagnosis and measurement of abilities continue to search for effective strategies for sustained development and the development of skills to specific activities.

Almost all scholars unanimously agreed that ability — it is not a kind of psychological property of the individual but the whole complex, which manifests itself in an active human. The most completely abilities are presented the way a person learns social and cultural experience, enriching it by acting as the creator of the material and spiritual values.

The problem of quantitative measurement of abilities has quite a long history. Back in the late XIX – early the twentieth century foreign psychologists (Cattell, Therman, Spearman) under the influence of requirements due to the need to exercise professional selection for mass specialties, suggested to identify the level of student abilities. So, supposed to be installed rank place identity and the suitability to perform certain types of activity.

Qualitative characteristic of abilities is to answer the questions in the sphere of human activity which a person is easier to find themselves, to find great success and achievement. And finding out that specific psychological qualities meet the requirements of a profession, we can answer the question to what extent they developed in the rights of others. Thus, the qualitative characteristics of abilities are inseparably linked with the characteristic quantity.

In the context of current educational reforms the problem of abilities, professional, and in particular, educator, teacher, is particularly acute. Actuality of the problem of pedagogical capabilities supported by the fact that it is widely represented in the works of many researchers. For example, in the writings of S. Rubinshteyn, B. Teplov the foundation for the study of pedagogical abilities in native science is showed. Further, their ideas have been developed by other native researchers. So, Natalya Kuzmina disclosed such abilities as teacher’s observation, imagination, pedagogical tact, distribution of attention and organizational skills.

In the most general form V. Krutetsky developed a clear structure of abilities depending on the activities carried out and the personal characteristics of the teacher.

However, with regard to actual structural components of pedagogical abilities, here in the researchers some differences in their definition are observed, especially the question of the relationship and mutual dependence of the qualitative characteristics of the components of pedagogical skills is unexplored.

The research of different types of special abilities is made primarily in connection with vocational guidance. Updating of curriculum requires significant changes in the professional training of future teachers. In higher educational establishments the basis of pedagogical skills and professional culture of teacher are formed. An important component of teacher skills is teacher's professional growth stimulating a talent for teaching activities.

Under the teaching abilities M. D. Levitov understands a number of properties that relate to various aspects of the teacher's personality and, above all, his mental activity. These qualities "are not innate, they are developed during training and practical work, but they are quite resistant to talk about them as qualities necessary for successful teachers"¹.

M. D. Levitov identifies 5 main pedagogical abilities: 1) Ability to transfer knowledge to children in a short and interesting way, and 2) the student's ability to understand, based on observation, and 3) an independent and creative mentality, 4) pedagogical creativity, speed and orientation, which allows time to plan the necessary measures, 5) organizational skills.

Important research on the problem of forming pedagogical abilities, conducted by N. V. Kuzmina. She also divided abilities into general and special. To general abilities she refers primarily intellectual — memory, imagination, thinking abilities, to special — the ability required to perform specific activities: music, art. Special abilities are included in educational activities subject to the availability of teacher pedagogical orientation and pedagogical skills².

To the offered list we should add the creative abilities. Based on the fact that the basis of ability usually is appropriate capability, this classification seems most optimal, since it corresponds to the main groups of skills eaching techniques. Exploring different approaches to the classification of pedagogical abilities showed that the structure of these abilities is a complex multi- entity that provides academic, perceptual, communication, organizational skills (team skills) to ensure the success and efficiency of operations, and development which are necessary in a modern educational environment³.

¹ Большой психологический словарь./Сост. и общ.ред. Б. Г. Мещеряков, В. П. Зинченко. – СПб.: Прайм-ЕВРОЗНАК, 2007.

² Кузьмина Н. В. Профессионализм личности преподавателя и мастера производственного обучения./Н. Кузьмина – М.: Высш. шк., 1990. – 119 с.

³ Митина Л. М. Психологическая диагностика коммуникативных способностей учителя/ Л. Митина – Кемерово, Кемеровский областной институт усовершенствования учителей, – 1996.

Modern textbooks on educational courses for students of universities provide detailed analysis, more often than not, these pedagogical abilities as didactic, perceptual, organizational, communication, academic, prognostic, ability to focus and distribution of pedagogical tact. The most favorable period for the diagnosis and development of professional abilities is the stage of training for teachers at the university.

The first phase of the study was a survey of experts. As last we have found the first year of graduate study VSPU named after M. Kotsiubynsky, eg: those people who already have full teaching degree and practical experience — 20. We asked them to clarify the list of occupational abilities questionnaire developed by analyzing the classification of pedagogical skills.

We asked experts to estimate the qualities listed in the questionnaire as follows: “not needed” (0 points), “sometimes necessary, but not always” (1 point), “useful, but not very” (2 points), “useful” (3 points), “required very much” (4 points).

On this basis we have singled out the qualities that experts have provided critical for determining the abilities that contribute to successful careers: communication, organizational, pedagogical tact and ability for empathy.

We hypothesized that in the structure of pedagogical abilities the most important are communication and management skills, capacity for empathy, these components are in close interdependence of each other — the higher are communication and organizational skills, the more profound is the capacity for empathy and more developed pedagogical tact (Table 1).

Table 1. – Expert assessment of the importance of teaching abilities

The importance of ability	not needed	sometimes necessary, but not always	useful, but not very	useful	required very much
Pedagogical tact	–	–	6	2	72
Communicational skills	–	1	–	10	69
Organizational skills	–	5	7	6	62
Emparty	–	10	–	–	58
Teaching	–	3	5	15	55
Academic	–	4	2	6	43
Capacity for the distribution of attention	–	5	4	15	24
Prognostic	–	8	5	15	17

On the second stage of the research we have organized a study of the level of development of pedagogical abilities of 4th year students of the Institute of Philology

and Journalism VSPU named after Kotsiubynsky, future social workers (The sample consisted of 30 persons).

To diagnose pedagogical capabilities we have applied three methods, the purpose of which seemed to us quite versatile and revealing concerning the definition of proficiency. These questionnaires: “The ability of the teacher to empathy” (author — I. M. Yusupov), test questionnaire CBS (communication and organizational predisposition — V. Synyavskyy, B. Fedoryshyn), test “Teaching situations” (Ye. Brunner) to determine level of pedagogical tact, or their own teaching abilities¹. Tables 2–4, the obtained data.

Table 2. – Levels of the communicative abilities and organizational skills

Levels of the communicative abilities	Low	Below average	Average	High	Very high
Number of students (30 p. — 100 %)	8 p. (26,7 %)	6 p. (20 %)	2 p. (6,7 %)	7 p. (23,3 %)	7 p. (23,3 %)
Levels of the organizational skills	Low	Below average	Average	High	Very high
Number of students (30 p. — 100 %)	6 p. (20 %)	3 p. (10 %)	7 p. (23,3 %)	5 p. (16,7 %)	9 p. (30 %)

Data from tables show that communicational and organizational skills of students almost proportionally divided between low, medium and high levels of development. This indicates, in our opinion:

- Firstly, the duration of the formation of pedagogical abilities that eventually happens during training;
- Secondly, the functional affinity of communication and organizational skills — the majority of respondents level of these abilities overlap — hence, an important conclusion can be reached regarding methods of teaching future teachers it must be directed to develop the capacity for effective communication, and the: development of organizational knowledge and skills, as last directly dependent on the teacher’s ability to communicate, establish various contacts both in the professional activity and beyond.

Table 3. – Level of Pedagogical Tact

Levels	Low	Average	High
Number of students (30 p. — 100 %)	–	24 p. (80 %)	6 p. (20 %)

As we can see from the data in the table, the average level of educational abilities presents in the vast majority of respondents indicating about their not accidental choice of profession (this is confirmed by the absolute lack of students with low levels

¹ Бодалев А. А. Общая психодиагностика./А. Бодалев, В. Столин – СПб., 2004. – 440 с.

of ability signified), on the other hand, the rate of formation of high-level teaching that showed only a fifth of respondents indicates the lack of experience of the respondents.

Table 4. – Capacity of the teacher for empathy

Levels	Very low	Low	Normal	High	Very high
Number of students (30 p. — 100 %)	–	1 p. (3,3 %)	25 p. (84,3 %)	4 p. (13,3 %)	–

The predominance of medium — normal levels of emphatic abilities of future teachers, as illustrated by the table, may indicate the ability to control their emotions while remaining attentive in communicating and desire to hear more than the spoken words. It is a good quality for a teacher.

Assuming at the beginning of our research the connection and interdependence between the structural components of pedagogical abilities we thought that high level of one of them leads directly to high or at least average level of the other. The results of the tests did not confirm our assumption — in two cases, a high level of communication skills combined with a low capacity for empathy, and one respondent with a high level of empathy in the sample showed the lowest values in communicative and organizational skills. Higher numerical coefficients that indicate the level of pedagogical tact, characterized mostly respondents with high or very high level of communication and organizational skills, or those and others together.

Calculating rank correlation (using Spearman coefficient) between pairs of abilities “pedagogical tact — communication skills”, “pedagogical tact — the ability for empathy”, “pedagogical tact — organizational skills”, “ability for empathy — communication skills”, “ability for empathy — organizational skills and organizational-communication skills”, we got the following results: “pedagogical tact — the ability for empathy” – $r_s = 0.11$; “pedagogical tact — communication skills” – $r_s = 0.25$; “capacity for empathy — communication skills” – $r_s = 0.10$; “pedagogical tact — organizational skills” – $r_s = 0.15$; “organizational-communication skills” – $r_s = 0.9$.

Thus, the greatest correlation coefficient with each have organizational and communication skills — the higher the level of communication, the higher is the level of organizational skills and vice versa. For the sample of 30 people rank correlation coefficient of 0.25 and below is not an indication of the relationship between signs, so we cannot say that diagnosed ability are in direct dependence.

Conclusions. Diagnostic results showed that quality indicators of the key pedagogical skills of our respondents are mostly at average and higher than average levels of development. Calculating the rank correlation to establish dependency properties showed that the direct dependence are communicative and organizational skills, so we can predict that the growth capacity of teachers to communicate leads to an increase in its organizational capabilities.

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*Manolova Harieta,
Medical University of Sofia,
PhD in Medical Psychology,
The Faculty of Medicine
E-mail: harieta.manolova@gmail.com*

Separation from family and consequences on children's mental development – case-presentation

This text shows some details of the difficult and responsible work of child clinical psychologist and is an example of good collaboration between services and institutions of two European countries, led by the principles of protecting the best interest of the child. It present the personal story of a boy, separated from his own family when he has two years of age, leaving three years in different foster-families and consequences of separation and lost on early child psychic development. After discussion in EU Parliament it was negotiated a Bulgarian expert to do an expertise on place and this professional opinion to be presented to the Court in the country where the child lives. The Experts Report was accepted and the child was successfully returned at home according to prescriptions. Here is presented the large part of study to follow the technology of work¹ concerning reconstruction of the case and the design of psychological expertise that would help professionals in clinical practice and experts work. Names and places in the text have been changed or missing due respect for confidentiality.

¹ Manolova H. Expert evaluation of sexual abuse in childhood, in "Sexual abuse of children – diagnosis and intervention", Taralej EOOD, Institute for Social Activities and Practices, – 2011. – P. 24–31.