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Peculiarities Of Self-Categorization And Sociocultural Orientation Of Future Teachers Elementary School

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Abstract

The personal identity allows human being to integrate the idea of his personality into a coherent whole, to define its place in the system of social relations, to interact with other people, to choose his purposes, values and beliefs. The identification is also a defense mechanism of personality. Psychological and pedagogical research of this problem is extremely rare, despite its importance to the education of the younger generation, for the organization of the educational process. The problem of the research is: the insufficient knowledge of a social and cultural orientation, features of self-categorization of 1st year students of urban and village schools, and non-proliferation of accounting practices of these features in the educational process of the university. It was detected in the course of empirical research that the 1st year students are equally oriented to the modern culture; traditional cultural values are very rare. On the 1st place of the structure of the identity of young people there is the reflexive "I" (35%), the social "I" (25%), communicative "I" and active "I" (10%). Only 1% of students designated their civil and religious affiliation. None of the respondents designated their ethnic affiliation. In identifying characteristics family sphere and interpersonal relationships are shown more often, rarely- study and future professional activities. The differences between the indicators of socio-cultural orientations and structural components of identity of the 1st year students from urban and village schools are not identified.

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1. Introduction

At the present stage of society development the representatives of all socio-humanistic areas of knowledge note that there are substantial changes in the structure of a personal identity: there is deflection from the traditional

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sociocultural and value orientations, social preferences and identity of young people change. Authors connect it with globalization, with active development of information technologies and virtual communication (Gusakovskiy, & Sakhnovskaya, 2008). Today in philosophy and socio-humanistic sciences it is spoken about problems of "identity loss" of the modern human being, emergence of "multiple" or "multicultural" identity. "Identity - experience which allows the person with good reason to tell: I am I, the active center organizing structure of all types of my real and potential activity" (Fromm, 2005). Identity of the personality allows the person to integrate ideas of the personality into a whole, to define the place in system of the social relations, to interact with other people, to choose the purposes, values and belief. Identity formation is the difficult and long process beginning in the childhood, proceeding throughout all human life (Miklyaeva & Rummyantsev, 2008). Identity emergence it is, at first, accentuation of yourself, comparison with others and reference on the basis of comparison to any category. Identity includes two big subsystems: personal identity and social identity. The first treats self-determination in terms of physical, intellectual and moral personal feature. The second subsystem — social identity — consists of separate identifications and is defined by belonging of the person to various social categories: race, nationality, category, sex, etc. (Ageev, 1990). As personal identity social identity appears as the important regulator of consciousness and social behavior. Psychological mechanisms of social identity formation were described, first of all, by cognitive scientists. They distinguished the following mechanisms: comparison, categorization, model imitation, isolation, integration. Amiot de la Sablonnière, Terry & Smith. (2007) studied process of social identity formation of the personality. They distinguished four stages based on a self-categorization of the personality with various ingroups. Psychological and pedagogical researches of this problem are extremely rare, despite their importance for education of younger generation, for the organization of educational process. In the course of the elementary school teacher training the special place is given to development of communicative, common cultural competences. But in teaching and educational process features of the young people identity and changing socio-cultural orientations of youth are not always taken into consideration.

2. The problem of the research

The problem of the research is insufficient study of sociocultural orientations and features of a self-categorization of first-year students from rural and urban schools and non-prevalence of practice of the accounting of these features in the educational process of university.

3. The objective of the research

The objective of the research is the identification of socio-cultural orientations and features of a self-categorization of first-year students of rural and urban schools. 70 first-year students of the Kazan federal university, who are training in the direction of preparation "Primary education", were studied in the course of empirical research.

4. Methods of research

During research the following methods were used. Kuhn-Makpartlenda's method "Who I am?". The test allows to identify structural components of identity, including the most significant ones. Examinees need to give answers to the question relating to them within 10 minutes: "Who I am?".

The test of cultural and valuable orientations (in L.G. Pochebut's modification). The author of test is the American psychologist J. Tausend. The test of cultural and valuable orientation is intended to orientation for definition of the main tendencies of studied culture formation. The test is dedicated for identification of orientations to the following types of culture: dynamically developing, modern, traditional. The first type – the traditional culture (TC) – is characterized by orientation of people to the past, devotion to traditions, interest to history. The second type – the modern culture (MC) – is characterized by orientation of people to the present, to modern for them events. The third type – the dynamically developing culture (DDC) – is characterized by orientation of people to the future, to achievement of fast considerable results. Methods of mathematical statistics with use of t-criterion of Student, criterion φ^* - Fischer's angular transformation, ranging, a percentage ratio of data. Methods of statistical data processing: Student's t-criterion, criterion φ^* - Fischer's angular transformation for detection of statically reliable differences between selections.

5. Results of empirical research

Between indicators of sociocultural orientations, structural components of identity of first-year students of rural and urban schools reliable differences are not revealed. In modern information conditions rural and urban pupils have similar conditions of socialization. Therefore it is possible to start the generalized analysis of results.

During empirical research it was discovered that first-year students are equally focused on the modern and dynamically developing culture, traditional cultural values are very rare. The percentage proportion of results were the following: 40% of first-year students are focused on dynamically developing culture, 43% - on modern, 17% - on traditional culture. Between a proportion of modern and dynamically developing culture statistically reliable differences by Fischer's criterion are not revealed. Values of modern culture are concentrated on the person, his rights, avocation; development of its abilities, self-realization. In interpersonal communication people are usually reserved, try to observe a social distance and role instructions. The friendly relations develop slowly and are deeper and more dedicated to each other. For results of the activity people generally want to receive not material, but moral reward (glory, recognition, success). Dynamically developing culture differs by an orientation on achievement of fast considerable results. People make short-term plans and try to realize them as much as possible vigorously. The person's mission consists of management of the nature. Identity, independence, autonomy from a social environment is cultivated. The importance of individual interests and values admits. In communication people are open, direct, focused on equality of role relationship. The attention of people of this culture is concentrated in practice. Successful activity assumes, first of all, fast material remuneration. Thus, both of these cultures on which our students are focused, are characterized by orientation on "individual results and achievements". And in traditional culture person is more focused on a social environment, on group, collective values. Sociocultural orientations of the personality are connected with conditions of its socialization, with dominating values of society. Contradicting, denying culture which developed at present, in favor of traditional culture doesn't make sense. Though, of course, teachers with life experience are likely estimate more positively the culture which for them is more common. Further the indicators of identity which are designated most often by first-year students will be analyzed. The overall picture can be seen on the chart. From all identification characteristics which are available in this test, at first-year students not only material "I" is presented. "Reflexive" "I" come out on the top of identity structure. Students designate first of all their personal identity: personal qualities, features of character, description of individual style of behavior; emotional attitude to their selves.

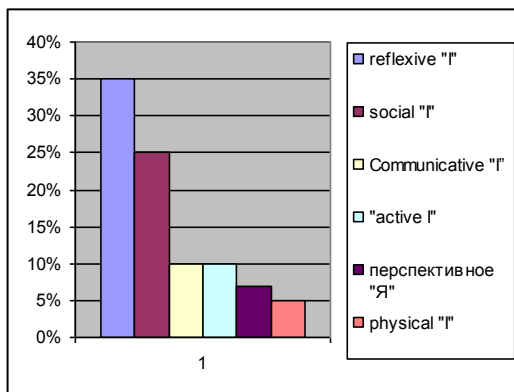


Fig. 1. Structure of first-year students identity

The answers characterizing global, existential "I" also belong to reflexive "I": "I am a homo sapiens", "my essence" and etc. This allows telling about desire of first-year students to emphasize the identity, originality. Individualism on the one hand is connected with a high individual responsibility. But at the same time it can cause difficulties in following the rules, instructions, social roles, group interaction. Having received, similar results in the first half of selection, there was a suspicion that it is connected with influence of "Psychology" discipline, because research of students happened after classes of this discipline. Research in the second half of selection was conducted in day when there was no psychology at all, by other author. Diagnostics showed similar results. Therefore it is possible to

make a conclusion that prevalence of reflexive identification characteristics in answers of examinees is not situational. The most part of students gave 8-10 answers. This can prove the average level of development of a reflection (introspection). There are few students with high level of a reflection (the given 15 and more answers). Rather large number of first-year students designated social "I". But not all displays of social "I" were represented. None of students call the confessional, political affiliation. Only one student noted ethnic and regional accessory. Also students didn't reflect group accessory in the answers. Though family roles, a sex accessory are designated in answers of almost all students. In the course of pilot research of third-year students it is possible to notice that civil, ethnic, confessional identity designate by much more students. This meets, unfortunately, only among academically successful students. 12% of first-year students express the educational and professional role position (the student, I study at university, future teacher and etc.). This can speak about the positive relation to the future professional activity and the importance of professional education. Communicative "I" has identical expressiveness with active "I". First-year students rather highly appreciate friendship, friends, communication, and interaction with people. Similar results are quite natural and typical for examinees of youthful age. Identification of the "active I" is connected with ability to concentrate on yourself by restrain discretion of acts, and also by diplomacy. Students, who designated this identification characteristic, more often mark out the abilities, skills, hobbies which are not connected with study. The presence of active "I" in significant characteristics shows commitment, responsibility and activity of young people. In the structure of perspective "I" of the first-year students' professional prospect and family prospect are reflected. Wishes, intentions, the dreams connected with the educational and professional sphere and a wish, intention, the dreams connected with marital status (future mother, the bride) are more actual for students. In answers of some respondents physical "I" is reflected (the beautiful girl, hardy, strong), but they are met extremely seldom. The analysis of results showed that students designate the physical characteristics less often, than it is considered. During research none examinee with negative identification characteristics was revealed. All identification indicators are positive. Existence of positive valency can be a sign of an adaptive condition of identity as it is connected with persistence in achievement of the purpose, the accuracy, responsibility, a business orientation, social courage, activity, self-confidence. Also high level of differentiation of identification characteristics wasn't revealed at any student. Generally low level of differentiation (1-3 indicators) is diagnosed for students. So that students generally call identification characteristics relating to 2-3 indicators (for example, social or reflexive "I"). Low level of differentiation can tell about identity crisis. Low differentiation of identity is connected with such personal features, as unsociability, anxiety, diffidence, difficulties in self-checking. The family sphere, the sphere of the interpersonal relations is more often presented in identification characteristics of students. Further by the importance study and future professional activity take place. The rest and work spheres are not presented at all.

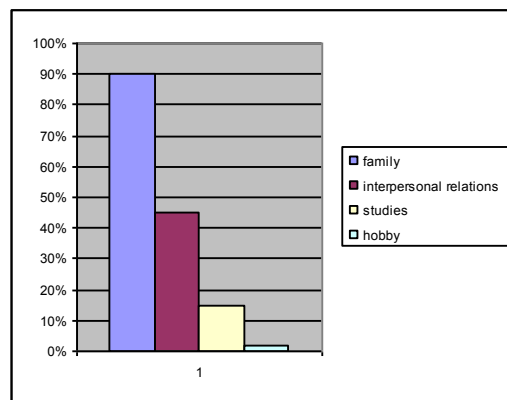


Fig. 2. The importance of vital spheres for first-year students

Results of a technique "Who I am?" are very contradictory. On the one hand in identity of students reflexive "I" is expressed. But at the same time there are problems with reflection development. Social "I" by the importance take the second position, but in it only family and interpersonal roles are presented. According to many indicators first-

year students are active, and ambitious. But at the same time unsociability, anxiety, diffidence, difficulties in self-checking is diagnosed.

Due to the received results of research we are going to pay special attention to the following activities in the course of studying of psychology, pedagogical and humanitarian disciplines:

- development of ability to a reflection and self-control;
- development of a positive self-assessment;
- formation of a civic attitude and patriotic feelings;
- skills of social cooperation, mutual aid.

The account and integration of sociocultural orientations of students and the teacher are problematic question for us.

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