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Changing the Meaning of the Action as a Way of Providing an Active Role of the Pupil During the Correction of Cognitive Sphere

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Abstract

Providing an active role of the pupil during the correction is one of the most important precondition in the activity approach. Testing the mode of changing the meaning of the action on the field of cognitive correction, two suppositions about necessary conditions for the appearance of the child activity were verifying in this research: providing the child success in the relevant action and roles distribution between child and adult during the correction.

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1. Introduction

Providing an active role of the pupil during the correction is one of the most important precondition in the activity approach, in which the development is considering as happening in the child activity itself and not in the teachers activity concerning the child [1]. Leontiev [2] posited, that any knowledge, ability, skill are formed in the conscious purposeful process – process of the goal directed action. This is the base of the active principle noted by the authors [3, 4, 5 at al.]. Determining tactics of the correction implementation, this principle means that organization of the child activity is the main way of a correction influence. But most of the influence methods make the person an object of the influence, while we need to keep the subject position and even to intensified it. That is the problem, which underlies this research.

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At the same time correction of the cognitive sphere is an actual problem in practice. Education, being average student oriented, is unavoidably associated with some unsuccessful students and correction necessity. The modes of changing the meaning of the action are elaborated within the activity approach [6, 7, 8, 9 at al.]. These modes are seems to be helpful and significant also for the correction of cognitive sphere. Defence mechanism as a result of failure over a long time is one of the specific characters in the correction. These mechanisms prevent a child from being active in overcoming his cognitive difficulties while they prevent him from doing relevant tasks and actions. These actions are associated with the failure and negative emotions. This is the personal meaning of relevant actions for the child, which needs to be changed. At the same time the modes of changing the meaning of the action were elaborated for the different theoretical and practical goals; so they need to be tested if they are appropriate for the correction of cognitive sphere. This was the task for this research.

The general goal of this research is revelation of necessary conditions for the appearance of the child activity, directed to the overcoming his cognitive difficulties. Two conditions are investigated in this research. First, providing the child success in the relevant action from the very beginning even if this action is failure (which is regular for correction) using the including activity mode. Second, different roles distribution between child and adult; when the child is expected not only to fulfil the actions, but also to organize them.

2. Research Description

2.1. Methods and procedure of the first part of the research

To test the including activity mode on the field of correction we've made a research to see if this mode can change the negative meaning of the relevant action (as a result of the failure over the long period of time) into the new positive meaning, which can provide an active role of a child in the overcoming his cognitive difficulties.

In this research 46 pupils 9-10 years old participated in the diagnostic stage and 12 pupils in the correction stage. At the diagnostic stage we have used the "Timetable" method, elaborated by V.Morgun, the teachers interview, the study success analyze. Following the diagnostic stage results we have found that reading is the most failure educational action among participated pupils and most unpleasant at the same time. So we have made our research on the field of reading correction.

For the correction stage we have choose the 12 weakest readers (with no clinical diagnose following to the school speech pathologist and psychologist data). First we have conducted 4 individual studies for them, using typical reading tasks familiar for them. On this several lessons we have fixed different avoid strategies. Generally none of the pupils showed an active role in reading, but all of them have avoided reading (the same result we have fixed in the diagnostic stage). To motivate for this classes we had a conversation about great opportunities of improving the reading skills, the game at the end of the classes, the themes of the text for reading were picked up due to the child interests. Despite the verbal interest of the pupils, all of them were demonstrating different avoid strategies, which we consider as a sign of negative personal meaning of the reading action.

After fixing this, we have used the including activity mode to change the meaning of the reading action. For this purpose we have elaborated and tested a circle of audiobook recording. This kind of including activity comply with a number of requirements specific for the cognitive correction. To record an audio book a person needs to train his reading, to read the text for record, to listen to the record (which is a unique opportunity for the child to hear his own reading) and to correct the record (to correct the reading). At the same time while the child is directly working on his reading skills, he aware, that he is recording an audiobook. And, which is very important for the correction, he has an opportunity to delete failure record and do it once again. That gives the meaning of success even for the failure reading skill.

12 pupil (pour readers with avoid behavioral) have visited this circle during one school year twice a week. The classes last from 40 min to 2 hours.

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