

# ПЕДАГОГИЧЕСКИЕ НАУКИ

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## ВОСПРИЯТИЕ СТАРШЕКЛАСНИКОВ ОТНОСИТЕЛЬНО СТАТУСА И ЦЕННОСТЬ ПЕДАГОГА В СОВРЕМЕННОМ ОБЩЕСТВЕ

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## STUDENTS PERCEPTION OF THE STATUS AND THE VALUE OF THE TEACHER IN THE SOCIETY

**Краткое содержание.** Эта статья представляет собой анализ результатов этапа педагогического эксперимента по выявлению определенных аспектов текущей ситуации, информирование учащихся о преподавательской деятельности, аспект, который рассматривается с точки зрения старшеклассников. Катастрофическая нехватка учителей в Республике Молдова, как и в других странах, приводит к необходимости исследований в области ориентирования старшеклассников в преподавательской карьере. В качестве основы для будущего информирования учеников о педагогической деятельности, необходимо выявить потенциальных кандидатов, предрасположенных с точки зрения структуры личности, принять профессию преподавателя.

**Summary.** This article is an analysis of the results of the stage of the pedagogical experiment to identify certain aspects of the current situation, to inform students about teaching activities, an aspect that is considered from the point of view of high school students. The catastrophic shortage of teachers in the Republic of Moldova, as in other countries, leads to the necessity and importance of research in the field of guidance students in teaching careers. As a basis for a future formative implication, in order to guide the students in the teaching career, it is the identification of the potential candidates predisposed, from the point of view of the personality structure, to embrace the teaching profession.

**Ключевые слова:** руководство студентами в их педагогической деятельности, педагогическая деятельность, профессия, статус учителя.

**Keywords:** guiding pupils into the teaching career, didactic career, profession, teacher's image.

**Introduction.** The choice of profession depends on your abilities. Although known that most often the family plays a very important role, however, there are other factors that could become dominant in the choice of career, such as discovering the innate aptitudes/predispositions hidden from the teaching profession in this case. The idea of the research stipulates that if a student that likes the Romanian language, they could choose the philology, another who likes the discipline Biology could choose a profession in the medical field, as the students in the general education choose a teaching career, in the conditions in which they do not understand whether or not they liked pedagogy, which was not taught in schools as a school discipline. One of the research hypotheses states that students who will have a positive attitude and an adequate perception towards the teaching profession, and will be guided to this profession, will choose the teaching career in the future.

In order to identify certain dimensions of the guidance in the teaching career from the perspective of the students, we have proposed the application of an opinion poll for the students, having the following identification objectives:

- ✓ of the students' opinion regarding the image of the teacher in the society at the current stage;
- ✓ of the students' opinion regarding how the teachers are perceived by the other members of the society;
- ✓ of the students' opinion regarding what a student must possess in order to be guided to the teaching career;
- ✓ of the opinion of the students regarding the interventions from the state/school so that the students choose the teaching profession;
- ✓ to students if they would choose a profession in the field of Education Sciences.

**Methods.** If we refer to the structure of the opinion poll, it contains items with a choice answer, and items which the experimental subjects must complete them with their own opinion. This experiment was conducted during February 2019.

**Description of target group.** The target group of the experiment was made up of 400 high school students from three general education institutions. In the Figure below we see that out of the total number of students, involved in the experiment, 52% were the students of the 10<sup>th</sup> class, 32% - the 11<sup>th</sup> class and 16% - the 12<sup>th</sup> class.

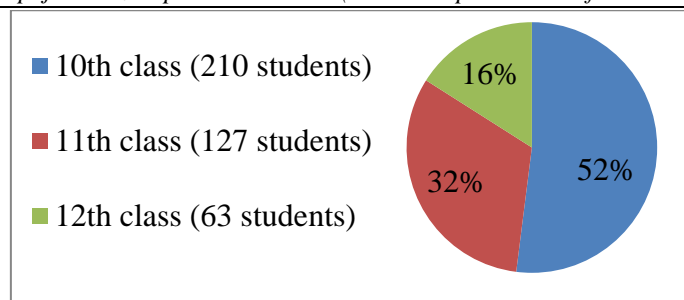


Fig.1. Number of students involved in the experiment

Students are between the ages of 15 and 19 years, of which 12% are 15 years old, 40% are 16 years old, 33% are 17 years old, 12% are 18 years old and 3% are 19 years.

**Results** The high school results were grouped

according to the class they belonged to. If we refer to the image of the teacher in society at the current stage, we represent the results of the high school students in Figure 2:

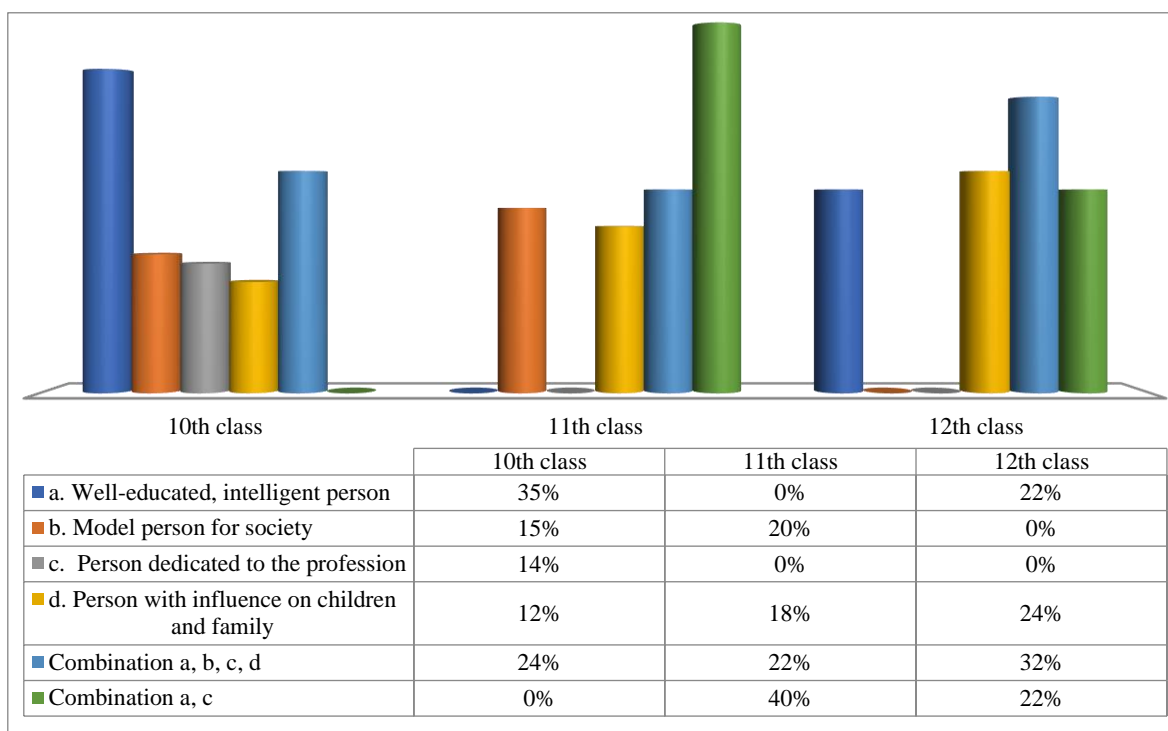


Fig. 2. High school students' opinion on the image of the teacher in society

Analyzing Figure 2, we notice that the most common opinion for the students of the 10<sup>th</sup> grade lies in the fact that the teacher is a trained, intelligent person (35%), for the students of the 11<sup>th</sup> grade - a trained, intelligent person who is dedicated to the profession, and for the students of the 12<sup>th</sup> class - an educated, intelligent person, a model for the society, which is dedicated to the profession and with influence on the children and the family. We should mention that the opinion that is the least common in the vision of the high school students, both for the students of the 10<sup>th</sup> grade (12%) and for the students of the 11<sup>th</sup> grade (18%) the teacher is a person with influence on the children and the family, and for the students 12<sup>th</sup> grade

(22%) - the teacher is a trained, intelligent person dedicated to the profession.

Another dimension that we set out to analyze is the opinion of the students regarding how the teachers are perceived by other members of the society. Analyzing the results shown in Figure 3, we mention that 20% of the students of the 10<sup>th</sup> class, 35% of the 11<sup>th</sup> classes and 35% of the students of the 12<sup>th</sup> class consider that the teachers are perceived negatively by the other members of the society.

Another 80% - the 10<sup>th</sup> class, 65% - the 11<sup>th</sup> class and 65% the 12<sup>th</sup> class claim that they are perceived positively by the other members of the society.

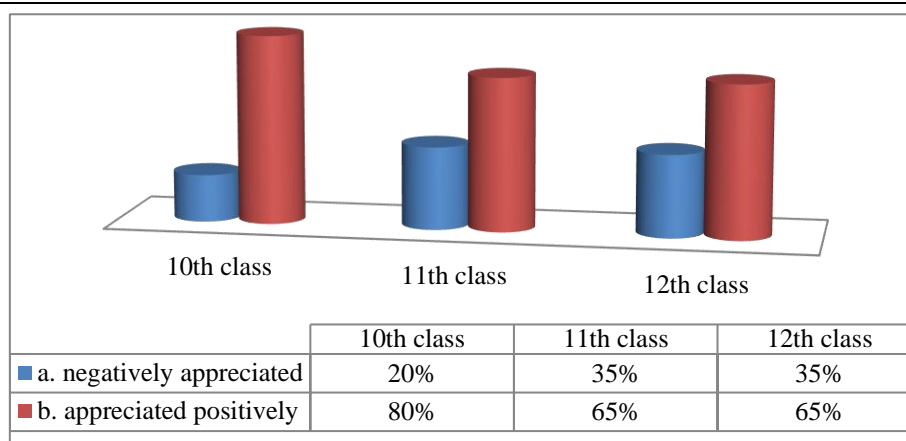


Fig. 3 High school students' opinion about how teachers are perceived by the other members of the society

In order for a student to embrace the teaching profession, most of the students of the 10<sup>th</sup> (38%) and 11<sup>th</sup> (41%) class consider that he/she must possess vocation, grace, call to the teaching profession, love for children, abilities leader, good organizer. In the opinion of the students of the 12<sup>th</sup> class, the dominant thing is that this student has the feeling of love for children.

For the fewest of the students of the 10<sup>th</sup> grade (10%), this student who will opt for a teaching career must possess the skills of leader, and good organizer, and for the students of the 11<sup>th</sup> grade (8%) and of the 12<sup>th</sup> - a (20%) - are communication skills, tolerance and fairness.

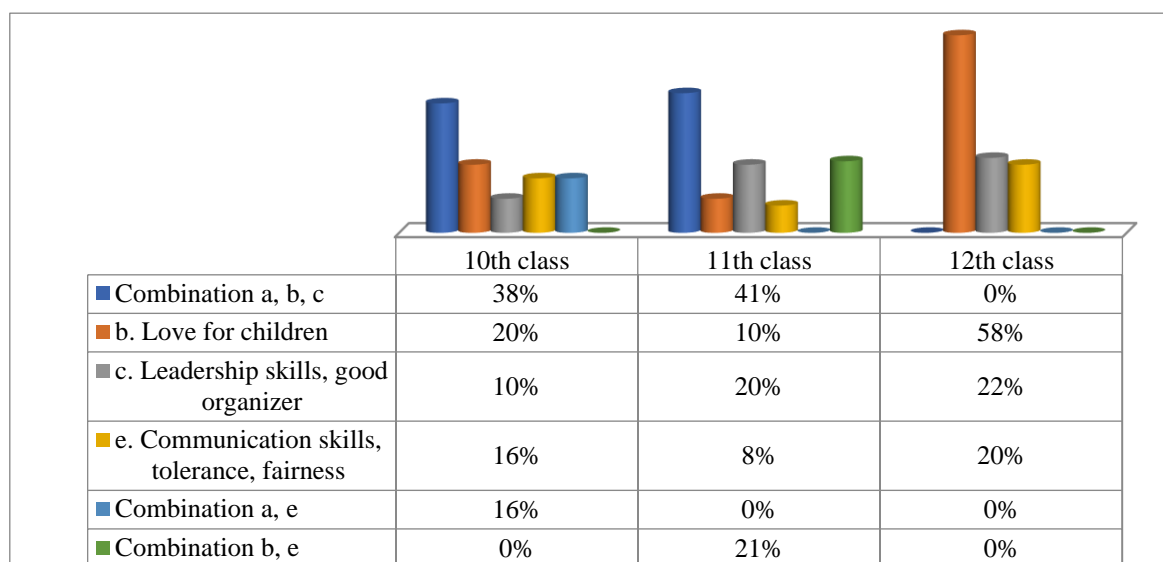


Fig. 4 High school students' opinion about what a student should have in order to choose the teacher profession

Regarding the interventions from the state/school, for the students to choose the pedagogical profession,

the opinion of the students of the 10<sup>th</sup> class we see it graphically represented in Figure 5:

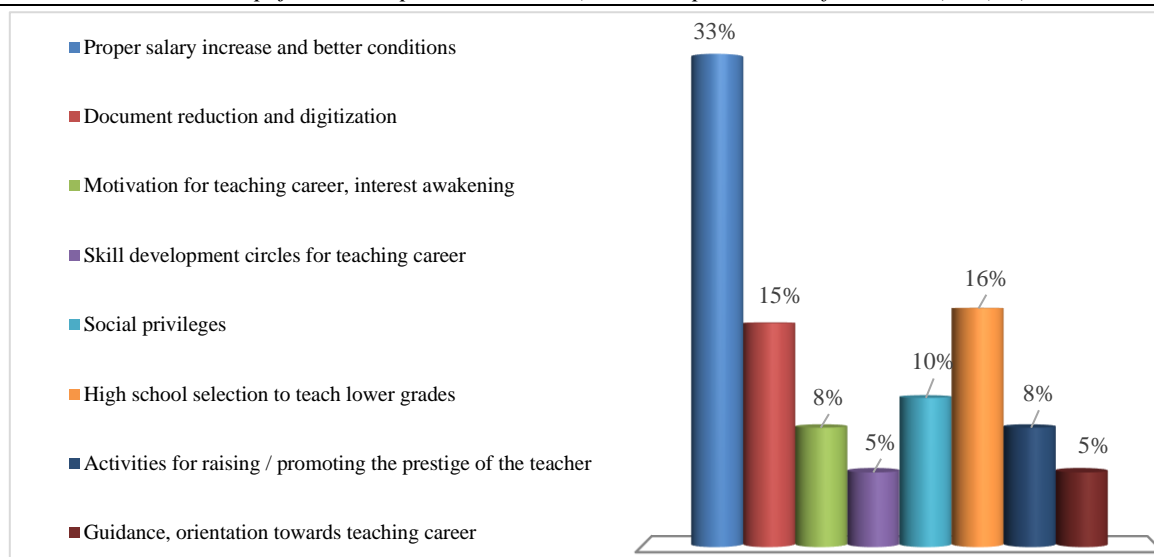


Fig. 5 Activities proposed by the students of the 10<sup>th</sup> grade so that the students can choose the pedagogical profession

Analyzing the figure above, we can mention that 33% of the students of the 10<sup>th</sup> grade support the corresponding increase of the salary and better conditions, 15% chose to reduce and digitize the documents. Another 8% say that the students should be motivated towards the teaching career and the awakening of the interest towards this profession. Of the 10<sup>th</sup> grade students, 5% consider that one of the possible actions that would motivate the students to choose the teaching career is that the school must organize skills development circles towards the teaching career.

Another 10% of students in the 10<sup>th</sup> grade argue that social privileges can make this profession attractive to students, 16% claim that high school selection is required to teach certain lower class subjects to arouse their interest, 8% claim that lifting activities are required/promotion of the prestige of the teaching career and only 5% claim that guidance, guidance to the teaching career is needed.

Analyzing the results of the students of the 11<sup>th</sup> class, we graphically represent in Figure 6 the actions proposed by them:

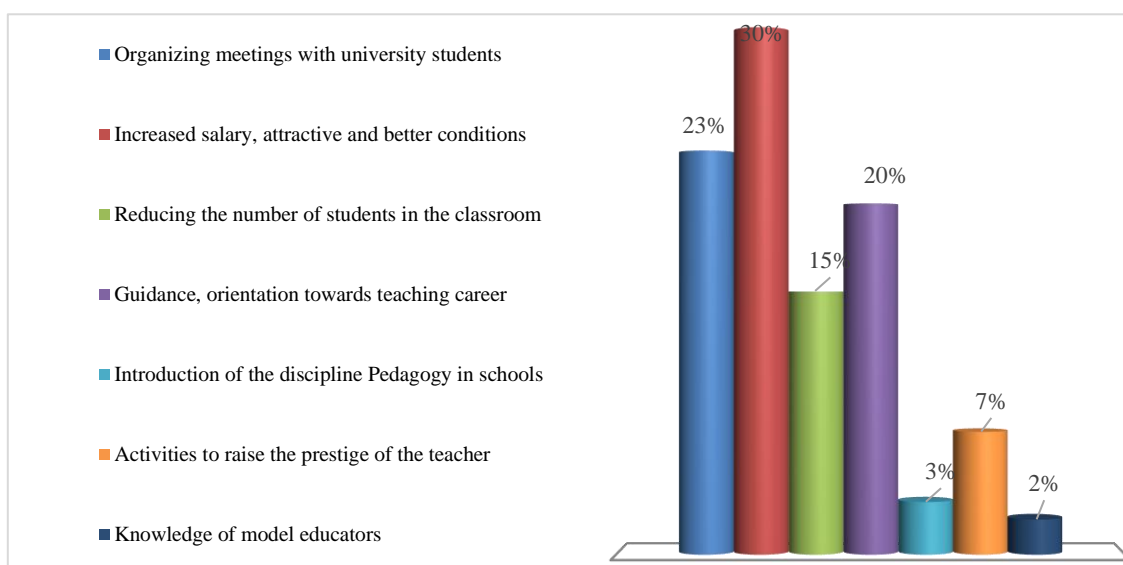


Fig. 6 The actions proposed by the students of the eleventh class for the students to choose the pedagogical profession

Analyzing figure 6 it can be said that 30% of the students in the 11<sup>th</sup> grade proposed to increase the salary and ensure better conditions, and 23% have a proposed organization for studying the universities. Another 15% of the students proposed to reduce the number of students in the classroom, and 20% have guidance, orientation to the teaching career. The fewest

of the students of the eleventh grade proposed the pedagogical introduction in schools (3%), activities to raise a prestigious teacher (7%) and knowledge of the teacher model (2%).

In Figure 7 we see graphically the actions proposed by the students of the 12<sup>th</sup> class:

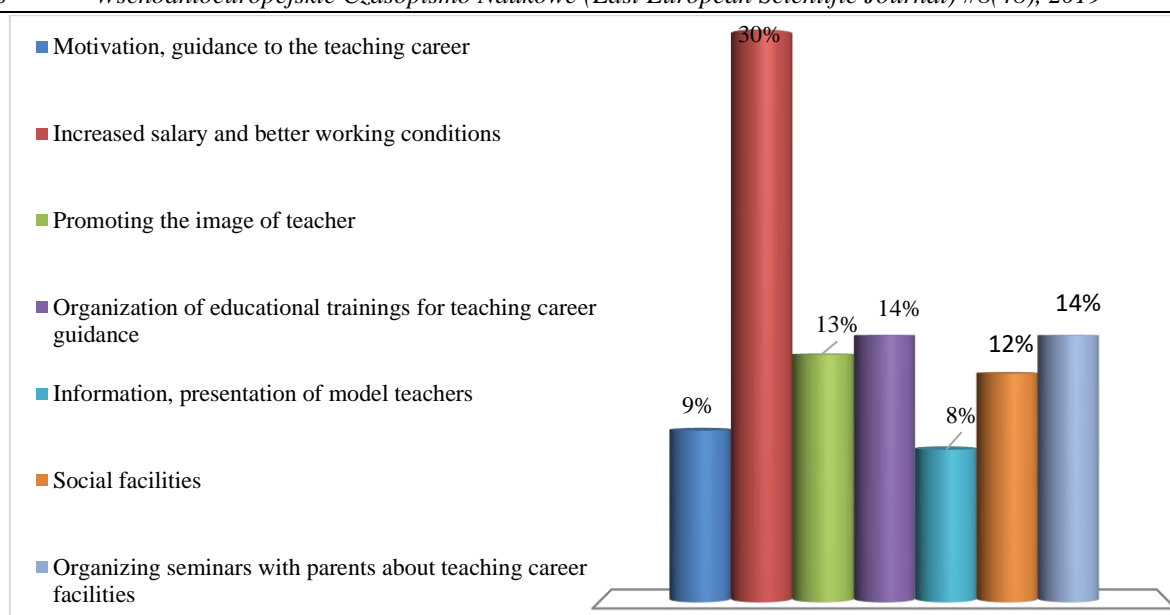


Fig. 7 The actions proposed by the students of the 12th class for the students to choose the pedagogical profession

Thus, out of the number of students in the 12<sup>th</sup> grade, 30% proposed that the state should provide a motivating salary.

As many as 14% proposed organizing seminars with parents about the facilities of the teaching career and organizing educational trainings on guiding the students in the teaching career. The promotion of the teacher's image represents an action proposed by another 13% of the students of the XII class, and another 12% support the granting of social facilities to those who profess this profession. Another 9% say that

for students to choose this profession, motivation, guidance to the teaching career and information, presentation of model teachers are needed.

Another dimension that we set out to identify in the experiment is whether the high school students want to choose a profession in the field of Education Sciences.

In Figure 8, we see graphically the students' responses of the three classes involved in the experiment:

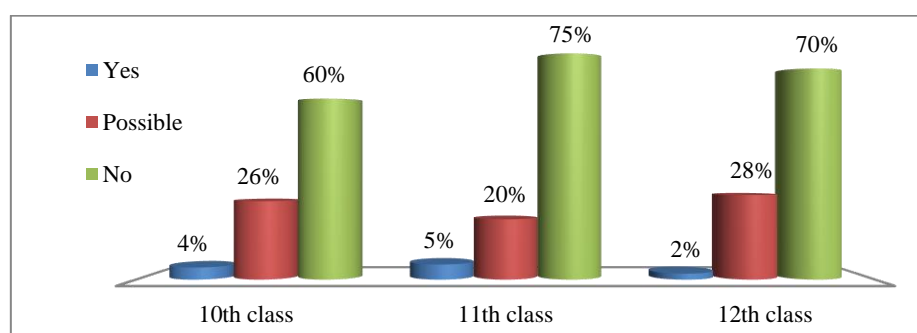


Fig. 8 The number of students who would choose a specialization in Educational Sciences

Thus, 4% of 10<sup>th</sup> grade students, 5% of 11<sup>th</sup> grade students and 2% of 12<sup>th</sup> grade students would certainly choose a specialization in Educational Sciences. Another 26% of 10<sup>th</sup> grade students, 20% of 11<sup>th</sup> grade students and 28% of 12<sup>th</sup> grade students mentioned that they might choose a specialization in Educational Sciences. It would not choose a specialization in Educational Sciences 60% of the students of the 10<sup>th</sup>

grade, 75% of the students of the 11<sup>th</sup> grade and 70% of the students of the 12<sup>th</sup> grade.

Statistical data shows that almost 1/3 of the total number of students in each possible class would choose a specialty in Educational Sciences. Analyzing the results of the experiment from the gender perspective, out of the total number of participants in the experiment, boys represented 167, and girls 233 in number.

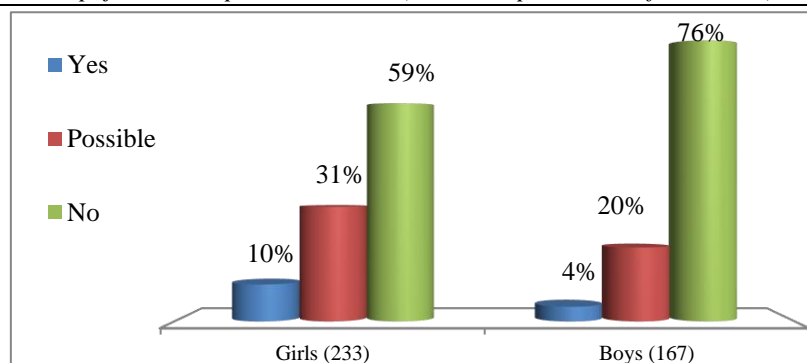


Fig. 9 Experimental subjects preferences if they would choose a specialty in Education Sciences, from a gender perspective

Thus, in Figure 9 we see that 10% of girls and 4% of boys would choose a specialty in Educational Sciences. Another 31% of girls and 20% of boys might choose, and another 59% of girls and 76% of boys would not. From this point of view, we can mention that the feminization of the education system is an axiom known by everybody, and the data of the experiment show once again that the professional preference of the girls for the teaching career is a dominant one compared to that of the boys.

In order to detect those students who, from the point of view of the personality typology, would have a certain interest in the teaching profession, in the next stage of the finding experiment we set out to identify the students in the 10th and 12th grades, that have them in relation to certain environments. Based on the idea that individuals are looking for those environments that are in line with their interests, and then they fall in line with the stronger the match. Therefore, we applied the inventory of interests J.L. Holland. The author promotes the theory that personality is the result of the interaction between hereditary characteristics, essential for the development of specific interests and activities to which the individual is exposed, resulting in six personality types: R (realistic); I (investigative); A (artistic); S (social); E (entrepreneur); C (conventional). The students had to answer the 120 questions that start with the expression "Would you like to ...?" And were awarded 2 points - if the activity they like, 1 point - if they are indifferent, and 0 points - if they dislikes. The students, reading the question, alone wrote down each score in the space indicated and then calculated their final result. The highest score indicates the type of personality they have. In this way, we found those students who have an interest in social activities. After analyzing the results 35% of the students have the type of entrepreneurial personality who prefers teamwork, especially with the purpose of leading, occupying the leader position. These students express the desire for power, social status, having communication skills and knowing how to become understanding, enthusiastic and self-confident. The predominant personality type also owns 0.5% students - entrepreneur-conventional, and 0.25% students entrepreneur-artist.

Among the students involved in the experiment 19% have the kind of investigative personality who likes to solve abstract tasks, to understand and to organize the world. These students possess mathematical, scientific skills, being analytical, curious, original and creative who like the rules and not even work in a team. It's original and creative. It is aimed at areas that involve research and investigation. Likewise, with the predominant personality type they obtained 0.25% - investigative-artistic.

Another 14% of the students have the conventional personality type, being stable, attentive to details, possessing secretarial, mathematical abilities and have great respect for the rules, but also to know what is expected of them.

Conventionalists prefer activities that require orderly manipulation, systematization of data, information. Also predominantly personality type obtained 0.75% students - conventional-artistic, 1.75% - conventional-entrepreneur and 1% - conventional-investigative. Another 12.5% of the students have the artistic personality type and are characterized by imagination, creativity, attracted by less structured activities, which leaves them the possibility to express themselves. Being sensitive, they prefer to work alone, needing individual communication, and prefer the indirect relationship, through artistic expression.

Another 2% of the students possess the type of realistic personality being characterized by the tendency to go towards activities that involve the manipulation of objects, instruments, machines, possessing a technical ingenuity and practical spirit, preferring to build and repair. These students enjoy outdoor activities, having difficulty expressing their feelings.

Another 9% possess the type of social personality, being interested in activities that involve the interpersonal relationship, which they like to pay attention to.

Societies possess verbal, social skills, being cooperative and generous, while being attracted by activities that involve information, training and development. Another 2% of students have the predominantly social-entrepreneurial personality type, 1.25% students - social-artistic, 0.25% students - social-investigative.



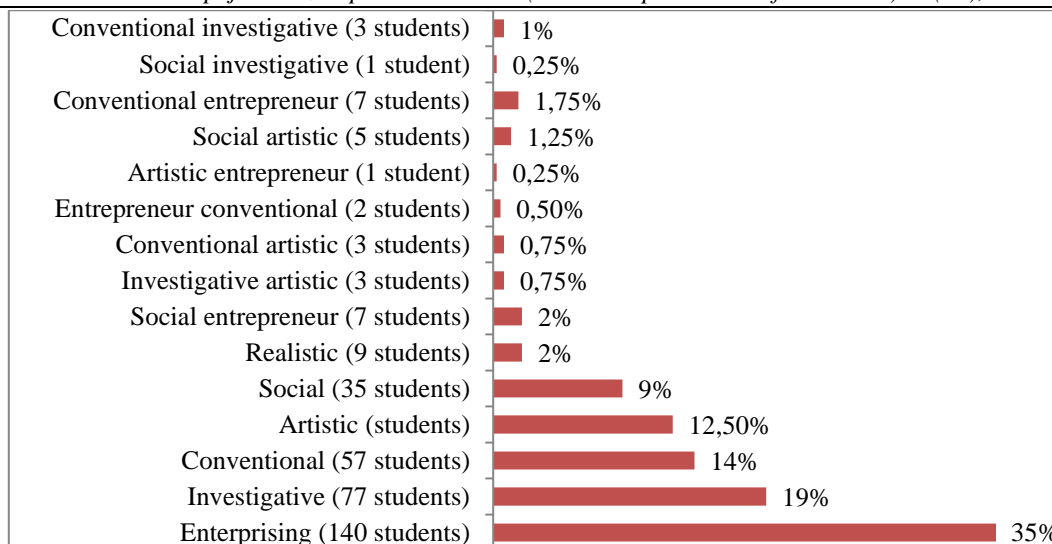


Fig. 11 The personality type of the experimental subjects

### Conclusions:

- ✚ Most of the students involved in experiment consider that the teacher is a trained, intelligent person dedicated to the profession at the present stage.
- ✚ Most of the students claim that the teachers are positively appreciated by the other members.
- ✚ In order to make the teaching profession attractive for students in pre-university education, most have proposed financial actions.
- ✚ Nearly 1/3 of the possible target group would choose a specialty in Education Sciences.

✚ The 12.5% of the students who have the type of social personality, having personality traits predisposed to a possible choice regarding the teaching profession, we can say that it actually represents a pretty good percentage, given that the teaching profession represents a classic profession, and the realities point out that the students in pre-university education have interests towards other professions/activities, such as vlogging, blogging, styling, instagramming.

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## QUALITATIVE DIAGNOSTICS THE ACHIEVEMENT OF COMMUNICATIVE SUCCESS OF YOUNGER STUDENTS

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## КВАЛИТАТИВНАЯ ДИАГНОСТИКА ДОСТИЖЕНИЯ КОМУНИКАТИВНОЙ УСПЕШНОСТИ МЛАДШИМИ ШКОЛЬНИКАМИ

**Abstract.** The article discusses the diagnostic communicative personality development. Opened the essential content of the concept “communicative success of the younger schoolboy”, which is seen in the didactic aspect – as a result of the positive experience of the training of communicative activity, manifested in the student’s desire to engage in educational communication at their level of development, training.

Determined set of criteria of formation of the communicative success of younger students by cognitive, behavioral, emotive parameters; established diagnostic method for assessing the communicative success of younger students and contributing to the improvement of the process of its formation. Scientifically founded idea of using kvalimetric approach ensures manufacturability communicative success of the estimation procedure through the use of mathematical apparatus pedagogical qualimetry.

Formulated in a position paper confirmed the practice and allow managers and teams primary level schools to implement the ability to predict and control the process of formation of communicative success of students.