

Направленность академических ориентаций студентов в процессе реализации учебного курса как ценности

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Аннотация. В современных условиях экономических перемен положительно оценивается факт, что в сфере практики педагогики и управления просвещением Латвии все большее значение приобретают понятия «отношения», «достижения», «ориентации». Это свидетельствует об изменениях в понимании, так как качество просвещения в большой степени зависит от инновативной профессиональной компетенции будущих педагогов. Целью исследования было выяснить взаимосвязь отношений и ориентаций студентов в академических студиях будущему современному педагогу. Источниками выработки методологических основ исследования являются теоретические работы научных деятелей Латвии и Западной Европы, защищенные диссертации по педагогике и психологии и обобщенный опыт исследовательской работы. В исследовании адаптирован и использован «Опрос об академической направленности студентов как отношение к студиям» (Survey of Academic Orientations) (Davidson, Beck, & Silver, 1999). Методика содержит определенные академические ориентации, что может послужить профессиональным интересам будущего педагога. Их образуют определенные факторы отношений к студиям.

Результаты свидетельствуют о том, что в педагогических студиях у студентов образуется выраженная сфера интересов, показывая определенные академические различия в академических качествах между выборками студентов Латвии. Работа будущих педагогов в наши дни связана с совершенствованием ориентаций студентов и их отношений к студиям.

Ключевые слова: академические ориентации, осознание ценностей, отношения.

The study aims to find out the students' academic progress as an attitude and an interest in studying the expectant modern educator.

The research method: the methodological basis of the development of sources is Latvian and Western scientific theoretical knowledge, pedagogy, psychology, defended dissertations and research practice. As previously described the Survey of Academic Orientations is a 36-item, Likert-type scale (5 = strongly agree to 1 = strongly disagree). College students were asked to rate the extent to which each statement described their attitudes, perceptions, and/or behaviors. Academic Self-Efficacy is a six-item scale measuring the confidence in one's academic ability to become proficient in academic tasks and assignments and achieve one's scholastic goals (Davidson, Bromfield, & Beck, 2007). The 6-item subscale is designed to evaluate an individual student's accomplishment orientations.

Methodology include certain academic orientation, which can serve as a future teacher professional progress. They represent a set of factors to treatment studies: Reading for Pleasure: Academic Apathy, Academic Self-Efficacy: Mistrust of Instructors; Creative Expression: Structure Dependence: Adaptiveness Index.

Modern specialists as students have to acquire not only basic knowledge and skills, various forms of relations within the profession, but also to develop their own skills of self-development. Management of training and self-development of the student has a new meaning in the modern pedagogical process in higher educational institutions. Careless attitude of student toward the formation of self and lack of interest in self-improvement in the learning process lead to his/her inability to solve many professional problems

The importance of the development of professional identity was emphasized by the British philosopher John Stewart Mills. He stresses in the article ,that individuality is equivalent to the

development and only establishment of the individuality creates or may create fully developed human beings. So, as a person develops his personality, he gets more value for himself and consequently he is able to be valuable for the other (Mills, 2003). So he advises as means of self-development to study in such a way to be able to understand the positive results of human experience and get their benefits for self-development and self-education.

In the long-term development strategy of Latvia until 2030 the following definition of creativity was used. Creativity is the generation of new ideas, new views on existing problems, selection of new opportunities and ways to address these issues with the use of new technology. The concept of creativity is undeniably linked with the orientations and innovations. (Long-term development strategy of Latvia up to 2030, 2010).

Thus, creativity is associated with orientation and innovations. In most cases innovations are the result of purposeful search, which is impossible without a focus on creative research. The main resource of this search is the human creativity, with creative potential, as one of its essential components: orientations, values, opportunities for self-realization, the uniqueness, the resilience (Vidnere, 2011). The orientation is an important component of people's creative potential, and its development is an important task of the pedagogical process at all stages of training a specialist, from school and college to university.

The scientific literature also proposes a model «of expectancies» or expectations (expectancy-value model) (Atkinson, L., Atkinson, C., Smith, & Hilgard, 1987; Wigfield, 1994). J.S. Eccles believes that the perceived values are associated with the achievements and they contribute to the choice of the achievements and performance of tasks (Eccles, & Wigfield, 2002). Expectancy values for success are understood as the belief of the individual in that his/her activities will be successful while carrying out the expected tasks. Theoretical and operational differences in the conceptual designs are important in the mechanism. These structures include the following concepts: self-efficacy, achievement, confidence in the success and accomplishments, ideas of competence, representation of the values, that form the belief in one's own abilities and the development of one's own system of values (see Fig. 1).

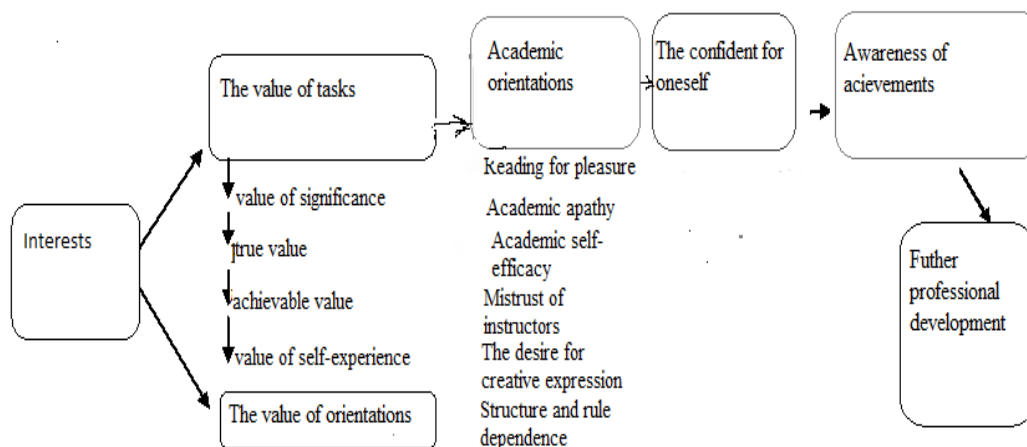


Fig. 1. The focus of the academic orientation in the value realization model

The value of tasks relates more to the values of a specific type than to other values that have a broader context, for example, charity, religiosity, etc. (Schwartz, 1992). J. S. Eccle (Eccles, 2004) defines the value of assignments with aspects of their importance: (a) is it suitable for a specific assignment and essential to other assignments in the life of an individual (suitability of value); (b) whether it is pleasant and fun to turn on in the task (true value); (c) whether it can be done well – the realization of the return in the performance of the task, which affects the individual's self-esteem and self-confidence (achievable value) and (d) whether negative aspects for inclusion in actions (self-assessment value) are taken into account, for example, positive or negative results of efforts and assessment of the emotional state (anxiety when performing, fear of failure). Unlike the previously accepted model of achievement motivation, this concept considers achievement and values in inverse proportionality (Fischhoff, Goitein, & Shapira, 1982). In this model of identifying values, orientations

and values are most often positive and mutually related. Positive experimentation, self-confidence, which gives feelings of competence, can enable individuals to perceive the qualities of values and realize their importance for understanding self-experience. At the same time, stating the importance of values in the achievements, it is possible to increase the inclusion in the task, the development of competence and assess their success in life. Using various measuring instruments in investigating aspects of the values of a task, it was stated that they positively correlate with factors affecting the value of the task (Eccles, & Wigfield, 2002). In another study, it was found that achievements correlate with academic orientations. Despite conceptual differences, task values are analyzed as a single factor, in empirical studies most often combining the expediency of the task and the awareness of achievement (Wigfield, Tonks, & Klauda, 2009).

Another study determined that the achievements correlate with values of tasks, Identified tasks associated with the orientations and selection achievements. There is also evidence that the perceived suitability of values is related to achievements, so that suitability to values may be of particular importance in connection with motivations and achievements in educational institutions (Schiefele, Krapp, & Winteler, 1992).

Studies have shown that the development of orientations helps academic performance and self-confidence. S.Heidi and K.A. Renniger created a *model of development of orientations*, arguing that the development of orientation are positively effected by experience which reinforces the knowledge in a particular area, as well as awareness of the value of the work done. They theorized that the orientation develops in four steps – from the short-term interest, then the orientation in a particular situation, an emergency situation, and, finally, the orientation in the normal course of activity, where the orientation deepens and strengthens the interest in self-development over time (Hidi, & Renniger, 2006).

On the mental needs of science created several theories. The most popular of them is the Pyramid of Needs (Maslow, 1954) created by Abraham Maslov (Abraham Maslow, 1908–1970). Three needs – Existence, Accessories, Outgrowth – in his theory called Clayton Alderfer (Alderfer, 1972). For both theories, a common thing is the expansion of the concept of needs outside the sphere of biology. A person himself can create a hierarchy of his needs. This is one of the main approaches to the development of a specific purposeful orientation. The filter itself, which belongs to the personality itself, can best of all determine the hierarchy of its needs – orientations. The versatility of values is the second component, which in the development of personality determines a variety of orientations. The interaction of needs and values creates a sustainable motive, an internal psychological source of human action. The motive directs the action of the object or object of interest. The motive also awakens to the nomination of a goal to be interested in any phenomenon, which is expressed in action. Orientation education defines the social environment. If a person feels united with the environment, she participates in the creation of the environment by her behavior. In this way, the properties of the environment are strengthened and transmitted.

Of great importance in the development of orientations is the inclusion of students in positive relationships with the components of the management of the subject matter of the studios, that is, with activities that ensure positive academic success, including also emotional and behavioral components (Furrer, & Skinner, 2003). Studies have proven a connection between emotions and orientation and the ability to cope with a task, happiness, and academic success (Csikszentmihalyi, 1999). However, it is possible for students to have a clear perception of the significance of values, connecting material and personal life, which contributes to the results of education and orientations (Brophy, 1999).

The way to improve students' motivation and achievements is to help find their value and significance in life (Brophy, 1999; Wigfield, & Eccles, 2002). Unfortunately, research on student motivation shows that such motivation strategies are not sufficiently developed in schools. The exciting trend indicates that interest in school tends to decline with time (Lepper, Corpus, & Iyengar, 2005). Similar results were also obtained when comparing the orientations of schoolchildren in Moscow and Riga, and reducing the importance of school as a source of information (Špona, 2012). J.S. Eccle and her colleagues believe that the focus on successful activities and the accomplishment of achievements is connected with the choice of areas of orientation, their expansion and awareness of values (Eccles, & Wigfield, 2002).

Awareness of values contributes to the selection of achievements and the implementation of tasks Surveyed students with different levels of competence and conviction about their competence. The results indicate that students with low conviction about competence exhibit lower orientation, achievement motivation, and interests in different areas than students with high

conviction about competence (Eccles, & Wigfield, 2002). The conviction about the competence of students arises if a part of their achievements in previous work is related to predictive achievements. The general principle of theoretical formulas emphasizes that students who think they can be successful in activities are more motivated to continue the task. New developments in scientific publications show that work experience, which is associated with the development of orientations before choosing a new field of activity, is the main basis for long-term future achievements (Bandura, 1997).

Thus, the chronology of the students' activities should include not only motivation, but also the scope of orientations and the ability to perform. We accept that the awareness of values and orientations among students can be particularly effective in order to create conviction about their successful activity. The theoretical approach in the context of values, roles, orientations and achievements is based on a system model that includes the expression of values or ideas about values.

More recently, attention has been drawn to the psychological reasons of the fact that some students are able to integrate into the academic environment, while others are not. Three psychological components of the process of successful academic integration were identified: self-efficacy, methods to achieve efficiency and assignments performed by the students for their own development. The process of academic integration of students is successful, if they believe that they are able to cope with the appearing problems, and not shy away from and not run away from them, and if they see in themselves (no external power) the reasons for their success or failure (Bean, & Eaton, 2002).

The aim of our study was to investigate the orientation of students on the six psychological variables that reflect the subjective opinion of students on the three most important factors of the academic environment: (a) self-efficacy, (b) cooperation with the teachers (degree of confidence) and (c) academic tasks, motivating to perform academic work (Davidson, Beck, & Silver, 1999).

Three of them are considered positive – creative efforts, reading for pleasure and academic self-efficacy, and three are meant negative (rule and structure dependence, academic apathy, mistrust of instructors). The close relationship of positive academic orientations is a successful general academic adaptiveness and integration into the academic environment, which contributes to the manifestation of a sustained process of development of professional identity.

Research by JP Beck and VB Davidson was designed to recognize individual differences in the orientation of students. They were looking for a way to predict achievement, stress, development of commitment and persistence of students. In their study, they noted that academic efficacy and academic apathy in students' orientation for successful studies could significantly predict achievement of freshmen.

Further the relationship of academic values with the stress and students' strategies to overcome it was manifested (Beck, & Davidson, 2001).

In study, the method of academic orientation of students graduate from Latvia (Riga) has been adapted (n = 204). "Questionnaire for academic orientation of students» (Survey of Academic Orientations) (Davidson, Beck, & Silver, 2007, in Latvian adapted Vidnere M.) has been adapted and used for research.

The methodology applied consists of six academic orientations, includes 36 questions and can help to choose academic professional identity of future specialists. It allows to obtain data on factors of students' attitudes to learning: Reading for pleasure, academic apathy, academic self-efficacy, mistrust of instructors, the desire for creative expression, structure and rule dependence (see Table 1).

The composition of the sample – 71% women and 29% men; 83% of pedagogical students in, aged 22 to 26 years old.

As can be seen from the analysis of correlations, reading for pleasure is positively correlated with the desire for creative expression, which significantly increases the overall index of adaptation. Also, reading for pleasure is negatively correlated with mistrust of instructors. This reflects the importance of the role of the teachers in guiding their students for in-depth information acquisition from books, and not just fragments from the Internet. Academic apathy is closely linked to self-efficacy, mistrust of instructors, structure dependence.

Table 1

Academic orientations of students in Latvia, their relationship							
Factors relations	Correlations (Student_L-R_all.sta) Marked correlations are significant at $p < .05000$ N=204 (Casewise deletion of missing data)						
	Reading for pleasure	Academic apathy	Academic self-efficacy	Mistrust of instructors	The desire for creative expression	Structure and rule dependence	The overall index of adaptiveness
Reading for pleasure	1.00	0.08	-0.00	-0.19	0.37	0.04	0.43
Academic apathy	0.08	1.00	0.27	0.26	0.20	0.23	0.25
Academic self-efficacy	-0.00	0.27	1.00	0.30	-0.00	0.21	-0.11
Mistrust of instru.	-0.19	0.26	0.30	1.00	-0.06	0.15	-0.10
The desire for creative expression	0.37	0.20	-0.00	-0.06	1.00	0.02	0.53
Structure and rule dependence	0.04	0.23	0.21	0.15	0.02	1.00	0.02
The overall index of adaptiveness	0.43	0.25	-0.11	-0.10	0.53	0.02	1.00

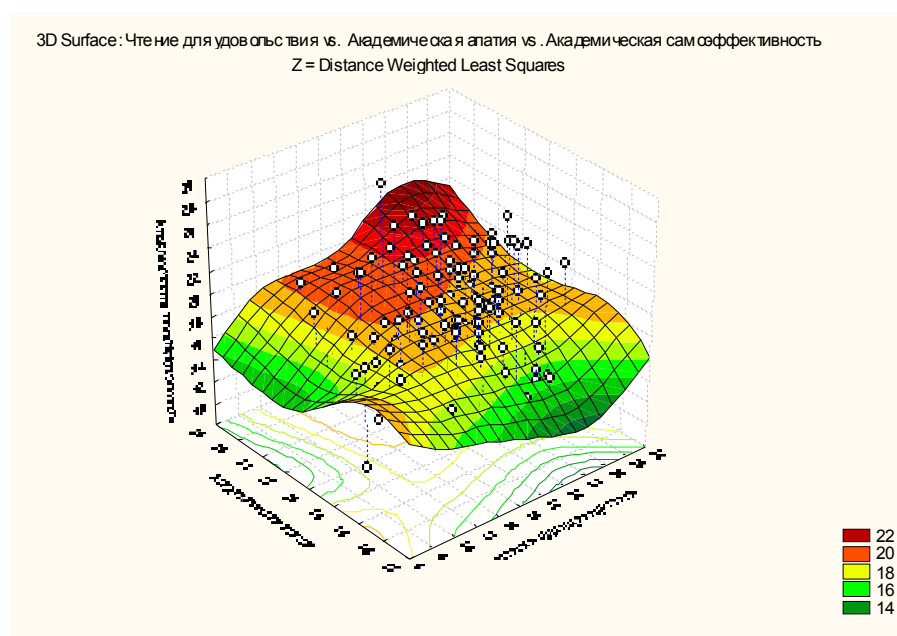


Fig. 2. Interrelation of academic orientation of students: reading for pleasure, academic apathy and academic self-efficacy

Here we can observe correlations between reading for pleasure, academic apathy, and academic self-efficacy, especially noting the higher the reading performance for pleasure, the higher the academic self-efficacy.

The higher the reading rates for pleasure, the higher the rates of striving for creative expression.

The aim of this study was to determine the orientations of the students for the six components of the academic direction for students of the master's program in Latvia, and for future educators. The results showed that two of them had statistically significant correlations with indices of general adaptiveness.

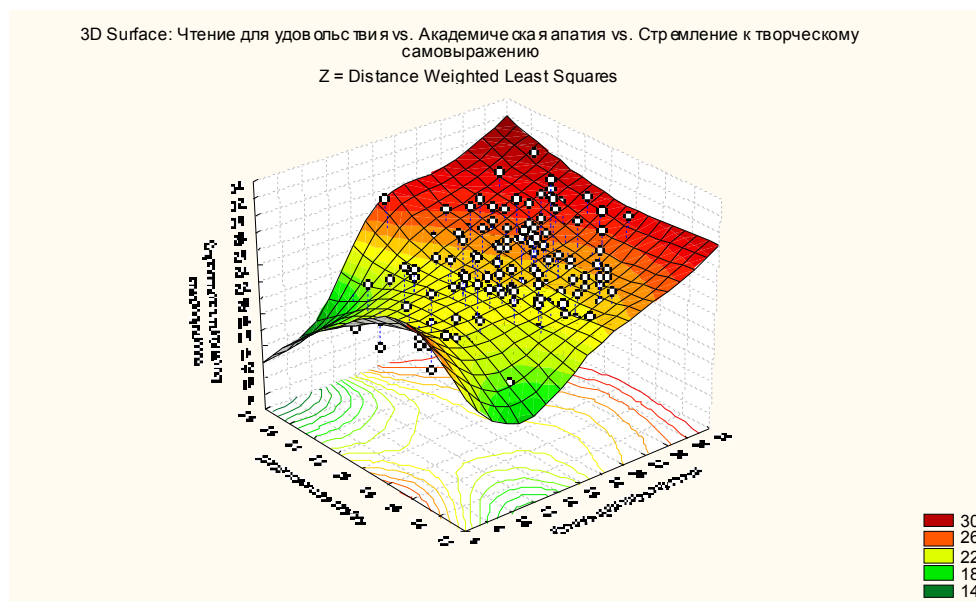


Fig. 3. Relationships of academic pursuit of students: reading for pleasure, academic apathy and the desire for creative expression

Students who show low academic efficacy and high academic apathy are leaving the universities more often than their peers. These statements were confirmed by previous studies (Beck, & Davidson, 2001). Academic orientation is an important means of diagnostics and an important source of professional identity. Therefore, in future research it is important to pay attention to the scale of negative academic orientations, to determine the correlation of indicators of intrinsic motivation and self-efficacy of students with the direction of academic values. Academic orientation is an important means for the diagnosis and the formation of professional identity of future pedagogical specialists.

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The Academic orientations of pedagogical students and their role in the Model of Value

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Abstract. The current economic change positive trait is fact that the Latvian education and management practices, increasingly more important concepts: performance, interest, attitude. This reflects the perception changes, because the quality of education largely depends on the professional identity of future teachers. The article analyzes the university pedagogical students' attitude towards study as academic orientation as professional identity formation.

The study aims to find out the students' academic progress as an attitude and an interest in studying the expectant modern educator.

The methodological basis of the development of sources is Latvian and Western scientific theoretical knowledge, pedagogy, psychology, defended dissertations and research practice. As previously described the Survey of Academic Orientations is a 36-item, Likert-type scale (5 = strongly agree to 1 = strongly disagree). College students were asked to rate the extent to which each statement described their attitudes, perceptions, and/or behaviors. Academic Self-Efficacy is a six-item scale measuring the confidence in one's academic ability to become proficient in academic tasks and assignments and achieve one's scholastic goals (Davidson, Bromfield, & Beck, 2007). The 6-item subscale is designed to evaluate an individual student's accomplishment orientations. Methodology include certain academic orientation, which can serve as a future teacher professional progress. They represent a set of factors to treatment studies: Reading for Pleasure: Academic Apathy, Academic Self-Efficacy: Mistrust of Instructors; Creative Expression: Structure Dependence: Adaptiveness Index.

Why pedagogy students formed strong field of interest, presenting certain academic progress?

Future teachers work nowadays due to the student's interests in promoting the value of awareness and attitude towards studies.

Keywords: academic orientation, students' attitude, professional identity formation