

AN INNOVATIVE FORM OF MEDIA IN THE DEVELOPMENT OF STUDENTS' SELF-KNOWLEDGE AND SELF-DEPENDENCE

Spona A.P.

Riga Teacher Training and Educational Management Academy, Riga, Latvia

In the changing conditions of modern society what is to be evaluated positively is the fact that the terms "students' attitude", "interests", "talent" and "success" are becoming more important in the acoustic space of the national education management and practice. This shows a change in the understanding of the quality of education.

The goal: of this article is to analyze the LTV1 student game show "Smart even smarter" as a means of developing self-dependence and self-knowledge in students and the realization of new principles of upbringing.

Material and methods. One of the most popular national television programs in Latvia is "Smart even smarter" ("Gurds vēl gudrāks") which was organized during 2013 and 2014, a total of 24 shows have aired. The basic idea of the program is the activation of the students learning and understanding how useful the acquired knowledge, skills and attitudes are in life-activity. The television game "Smart even smarter" consists of 4 rounds: 12 participants take part in the first, the second one - 8, the third - 4, and the last round - 2. The third and the final rounds are especially interesting. The finalists are allowed to choose the topics of the question. The analysis of questions, 17 interviews with students, 5 interviews with parents and 21 interviews with teachers gave the opportunity to find the reason of the game's popularity in schools and society; as well as a cause for the making of a new pedagogically important upbringing principle.

Findings and their discussion. The show has proven itself to be valuable both in content and form. The television game is based on a new upbringing principle - the principle of free choice. This principle requires the student to have a freedom of choice in matters regarding the content and form of

learning activity. Freedom starts with choice. If a student has choice in the learning process, the student learns responsibility and self-dependence.

Conclusion. The TV show is a purposefully organized pedagogical mean of successfully socializing and raising the intellectual potential of students.

Key words: TV show, goal of humane upbringing, new principles of upbringing.

ИННОВАЦИОННАЯ ТЕЛЕВИЗИОННАЯ ФОРМА ВОСПИТАНИЯ САМОПОЗНАНИЯ И САМОСТОЯТЕЛЬНОСТИ ШКОЛЬНИКОВ

Шпона А.П.

*Рижская академия педагогики и управления образованием,
г. Рига, Латвия*

Повышение интеллектуального потенциала школьников является одной из главных задач общества. Наши исследования показали, что телевидение, как и интернет, являются важнейшими источниками знаний для подростков и молодежи.

Цель статьи – проанализировать телевизионную игру «Умный, ещё умнее» как педагогическое средство, которое способствует реализации новых воспитательных принципов и представляет возможность развить самопознание и самостоятельность учеников.

Материал и методы. Передача «Умный, ещё умнее» – это популярная телевизионная игра, которую организует Латвийское государственное телевидение (канал ЛТВ-1) весь 2013/2014 учебный год (24 передачи). Идея передачи состоит не только развлекать зрителя, но и способствовать развитию у участников и зрителей познавательной деятельности, самооценки знаний, умений, способностей. Структура игры: в первом этапе участвует 12 школьников, во втором – 8, в третьем – 4, а финале 2 участника. Финалисты сами выбирают тему каждого вопроса. Передача рассчитана на школьников 6 – 12 классов. В нашем исследовании проанализированы знания участников с 6 по 9 класс по отдельным учебным предметам, а также понимание подростками актуальных экономических, культурных, политических реалий общественной жизни. В процессе анализа были проведены 17 интервью с участниками игры, 5 интервью с родителями, 21 интервью с учителями. Обработка ответов дала возможность выяснить причины популярности игры, а также выявить развитие новых педагогически значимых принципов воспитания.

Результаты и их обсуждение. Телевизионные передачи «Умный, еще умнее!» являются примером развития свободы, самостоятельности и ответственности самих подростков. Обработка ответов дала возможность выяснить причины популярности игры, а также выявить развитие новых педагогически значимых принципов воспитания. Такого рода игры основываются на новых принципах воспитания: принцип свободного выбора, который требует от участника свободно выбрать содержание и форму своей познавательной деятельности. Этот принцип виден уже в процессе отбора участников – ученики сами заявляют о желании участвовать в передаче/игре и имеют право пригласить одного учителя школы на передачу как болельщика. Второй принцип – принцип сотрудничества – в этой игре проявился таким образом, что сотрудничество может выступать не только как вид деятельности, но и имеет функцию принципа. Принцип сотрудничества требует оценивать деятельность как социально педагогическое явление, которое оказывает значительное влияние на социализацию школьников. Третий новый выявленный принцип воспитания – достижения как основа развития.

Заключение. Вся деятельность за и перед камерами нацелена на достижение успеха как на основу развития познания школьников. В этом безусловно заинтересованы сами школьники, учителя и родители, ибо до сих пор информационные средства были больше нацелены на развлечение молодежи. Такого рода телевизионная игра реализует роль технологии уже не как средство пассивного развлечения, а как активное педагогическое средство для развития интеллектуальной деятельности школьников.

Ключевые слова: телевизионная игра, цель гуманного воспитания, новые принципы воспитания.

In the changing conditions of modern society what is to be evaluated positively is the fact that the terms "students' attitude", "interests", "talent" and "success" are becoming more important

in the acoustic space of the national education management and practice. This shows a change in the understanding of the quality of education. The pride of each country and the mirror of the society is a good school. It promotes the satisfaction of the students' necessity of knowledge as self-fulfilment and self-esteem, which is important for every growing human being. The basic knowledge acquired in the school creates a worldview, but an understanding of it comes from attitude. According to psychologist B.G. Ananiev: "the making of a social human being is the making of a personality-subject, acquiring social behaviour, communication, the process of activity and learning, from games and studies to work" [1].

Our study [2] on the social situation of students, their attitude towards school, sources of information, expectations of school, and their connections with future intentions showed that a contradiction has formed between the school information sources and information technology sources outside school.

The assessment of students from Riga and Moscow of the sources of information is balanced: the 1st place is taken by the internet, the 5th place is taken by television, school lessons - 7th place and school books - 9th place. This means that raising the intellectual potential of all students is one of the tasks of modern society.

Since the internet and television are so important in the free time and cognitive inquiry of students, the concrete collaboration between these resources and students is one of the possibilities of raising the quality of learning activity. Without the collaboration with schools and teachers, the media - neither the internet nor television - can provide the formation of a system of knowledge for students.

In the 20th century the media was also resources of the purposeful learning process. The media was mainly used by teachers as a source of information for the collaboration with students. In the 21st century the situation has changed. Students acquire the freedom of personality's consciousness faster than teachers. The core of the development of a humane personality - a sense of freedom, self-dependence and responsibility - becomes the purpose of the self development of students and media has an important role here as well.

That is why in the 21st century a topical problem is the direct collaboration between the media and the students. Within this approach new instructional principles actualize, principles that require a balanced and equal collaboration between generations and peers. The idea of this kind collaboration being a mutual learning is put forth by the German pedagogue E. Tenorth [3]. Collaboration is also formed as a mutual learning in the LTV1 program "Smart even smarter".

The goal of this article is to analyze the LTV1 student game show "Smart even smarter" as a means of developing self-dependence and self-knowledge in students and the realization of new principles of upbringing.

Materials and methods. One of the most popular national television programs in Latvia is "Smart even smarter" ("Gurds vēl gudrāks") which was organized during 2013 and 2014, a total of 24 shows have aired [4]. The basic idea of the program is the activation of the students learning and understanding how useful the acquired knowledge, skills and attitudes are in life-activity.

It is an important pedagogical contribution to the activation of the cognitive activity of students. The analysis of the game is based two conditions developed by B.S. Bloom: 1) there are people who learn fast, but there are others who learn slowly. If an individual approach is applied then all students can master problem solving skills. 2) It is necessary to systematically evaluate each student's achievements (for the student – to self-evaluate - the author) to guide the learning process in the direction of the necessary development and not to give a mark [5].

During the year students have been asked 812 questions on several different topics that are useful in life and learning. Each contestant is given 30 seconds to answer.

The questions vary in form and content, sometimes they surprise the contestants, and sometimes they give a unanimous correct answer. An emotional experience accompanies every question, the contestants, the teachers and also the fans are part of the program. The questions are asked by different institutions and people: the president, cultural figures, famous athletes, shop owners, people from different backgrounds and specialities. The questions can be given via screen or verbally, they might also be played out in a situation or be shown in the form of a picture.

The television game "Smart even smarter" consists of 4 rounds: 12 participants take part in the first, the second one - 8, the third - 4, and the last round - 2. The third and the final rounds are especially interesting. The finalists are allowed to choose the topics of the question. For example, for teenagers the topics are: books, instruments, cinema, literature, personalities, games, television, traditions, rivers, history and the topics for high school students are: animals, travel, capital states, battles, Latvian history, laws, statues, numbers, foreign words. For instance, a finalist chooses the category "animals", the question is: the most popular sheep in the world is Dolly. What has made her so popular? Dolly was the first cloned mammal (died in 2004). A finalist chooses foreign words. Question: What is the process of prices rising and the value of money dropping called? Inflation.

The analysis of questions, 17 interviews with students, 5 interviews with parents and 21 interviews with teachers gave the opportunity to find the reason of the game's popularity in schools and society; as well as a cause for the making of a new pedagogically important upbringing principle.

Findings and their discussion. The show has proven itself to be valuable both in content and form. The television game is based on a new upbringing principle - the principle of free choice. This principle requires the student to have a freedom of choice in matters regarding the content and form of learning activity. Freedom starts with choice. "A practice which would enhance our potential is definitely a matter of choice," as said by the famous scientist B. Lipton [6]. Learning is the main occupation of a student and results are possible only if the occupation is personally important and interesting. If a student has choice in the learning process, the student learns responsibility and self-dependence. "One is responsible for everything in one's life starting from the moment one starts to realize this responsibility," B. Lipton adds [7]. This principle is fully put into practice in the game show "Smart even smarter" - starting with the free choice of the student to take part in the show. Interviews with those who had finished the first round showed that they are happy to be a part of the game even if it's just for one round. They enjoy participating, the new self-experience, new friends, and the fun game. The majority of those who made it to the 3rd round expressed joy and wished luck to those in the final. This indicates that students are learning to know how to assess themselves and they can see ways of improving their learning activity.

Learning is possible mainly due to collaboration. The television game-show proved that not only is collaboration a means of learning, but also that collaboration has a function of a *principle in studying and activity*. The principle of collaboration requires the activity to be experienced, organized and evaluated as a systematic social phenomenon, which significantly influences the socialization of students. The interviews with participants done by the cast of the game "Smart even smarter" were mainly held in schools collaborating with contemporaries with different interests. The interviews were done either during class or during musical or sport training outside school. Both students and teachers emphasised the talents and universal values of the contestants. Perhaps many students heard so much good about their personality for the first time.

"The attitude of optimism and positivism used to be considered accidental. Many studies have proven that those skills can also be learned," states D. Church, "if you fill your mind with scenes of prosperity, it can create an epigenetic environment, which enhances a positive attitude" [8]. Such situations are quite often actualized in the TV game "Smart even smarter".

Collaboration brought out the interests, achievements, self-dependence and responsibility and through the various descriptions it strengthened the confidence that one's course of development is in accordance with one's individual needs.

The pedagogical analysis of the whole game revealed another fairly new upbringing principle - the principle of basing one's development on achievements. This principle was applied throughout the whole process of the game - from organizing it to evaluating the results. When a student experienced failure or critique, he or she did not have to feel ashamed or humiliated. The hosts - Valters Frīdenbergs and Kaspars Ozoliņš - treated the contestants with great respect and Irēne Gruzīte - the executive director - worked with the cast in a humane manner. An interest in every child's achievements could be heard in every individual or group interview done by the staff. Diverse and talented students from many regions of Latvia take screen. The game show "Smart even smarter" has activated not only the learning activity of students, but it also has given a chance to learn to evaluate the achievements of one's personality. Self-evaluation and the positive appreciation help the students to make a prognosis about their future learning perspectives. There are no indifferent pupils, teachers on parents in this show.

Conclusion. The TV show is a purposefully organized pedagogical mean of successfully socializing and raising the intellectual potential of students. Comparing oneself in activity helps students to develop the skill of self-evaluation, to put forward life activity goals and to achieve them. In the field of upbringing smart, talented and mutually respectful people LTV1 has found an effective form of collaboration with students, as well as teachers, parents and many collaborators as their partners in building a humane future society.

Literature

1. Ананьев, Б. Г. (2001) Человек как предмет познания. Санкт-Петербург: Питер. 288 с. ISBN – 5-272-00315-2.
2. Sast. Špona, A. (2011) Mūsdienų skolēni Rīgā un Maskavā. Rīga: Raka. 312 lpp. ISBN – 978-9984-46-215-8.
3. Tenorth, H. E./ Tippelt, R. (2007) BELTZ Lexikon pädagogik. Berlin: Beltz Verlag. 786 s. ISBN – 978-3-407-83155-2.
4. <http://www.ltv.lv/lv/berniem/gudrs-vel-gudraks/> (skatīts 20.06.2014.).
5. Bloom, B. S. (1976) Human characteristics and School learning. New York: McGraw-Hill. 284 p. ISBN – 0070061173.
6. Liptons, B./ Bērmans, S. (2013) Spontānā Evolūcija. Rīga: Lietusdārzs. 439. lpp. ISBN – 978-9984-869-33-9.
7. Liptons, B. (2011) Ticības Bioloģija. Rīga: Lietusdārzs. 197. lpp. ISBN – 978-9984-869-17-9.
8. Čerčs, D. (2012) Ģeniālie ģēni. Rīga: Lietusdārzs. 375. lpp. ISBN – 978-9984-869-23-0.