

COMPARATIVE ANALYSIS OF THE CONCEPTS «PSYCHOLOGIST» AND «SOCIAL TEACHER» IN THE STUDENTS' INDIVIDUAL CONSCIOUSNESS

Abstract. The article presents the study results of such concepts as mental representation and inductive categorization. It implemented the program of conversion respondents' opinion, based on their cognitive experience, in scientific fact, which has a certain prognostic potential.

Keywords: concept; conceptual space; mental representation; multiple intelligence; opinion; scientific fact.

From the point of view of the theory and practice of our research, we adhered to the proposition that the concept can be viewed as a mental representation based on ability for analytic– synthetic intellectual activity and inductive categorization. This way of theorizing allows us to make the assumption that conceptual structures (concepts) are interrelated with respondents' self– esteem by particular types of their individual intelligence.

Organization of the study. We used the method of «Semantic differential» (SD) in the M. A. Holodnaya's [3] modification and «Test of multiple intelligence» (TMI) by G. Gardner [2] in the research process. 49 second– year students enrolled in the specialty of «social pedagogy and practical psychology» took part in the study.

1. «Semantic differential» is a method for assessing the sensory– emotional impressions participation in concept functioning. It includes 34 pairs of adjectives, for example: 1) calm / anxious, 2) small / big, 3) bright / faded and so on.

In our study, subjects assessed a typical «psychologist» and a typical «social teacher», using the «Semantic differential». To translate qualitative data into quantitative indicators, a seven – point scale was used: – 3; – 2; – 1; 0; 1; 2; 3 (where – 3 and 3 are very strong, – 2 and 2 are medium, – 1 and 1 are weak, 0 is not suitable). This approach allowed us to differentiate the significance of each adjective in the proposed pair. As a result, in terms of the expression degree, adjectives were merged into three groups: low (0 to 0.99), medium (1 to 1.99), and high (2 to 3) levels.

2. G. Gardner's «Multiple Intelligence Test» consists of 70 statements and contains 7 scales: verbal– linguistic intelligence (LIG); logical– mathematical intelligence (LMG); musical intelligence (MUG); bodily– kinesthetic intelligence (TKG); spatial– visual intelligence (PVG); interpersonal intelligence (IPG); intrapersonal (intrapersonal) intelligence (VLG) [1; 2].

Results and discussion. The average grades of the «Semantic differential» graph for the concepts of «psychologist» (no – 5, weak – medium – 20.04, heavily – 8.5) and «social teacher» (4.98, 20.9 and 8.04) do not significantly differ.

Students believe that out of 34 bipolar characteristics 3 adjectives (calm, pleasant and strong) characterize psychologist at a high level and accordingly 8 and 23 – at the middle and low level.

There are 2 qualities (active and strong) in the verbal portrait of a social teacher, 16 and 16. In general, the social teacher has higher indicators in 22 cases, the psychologist at 12. The differences between the psychologist and the social teacher are more pronounced in categories of «calm» (2.21, 0.8), «warm» (0.19, 1), «colorful» (0.21, 1.2), «active» (1.33, 2.2), «rotating» (0.81, 1.7) and «close» (0.63, 1.6).

According to the results of factor analysis, in 7 cases, 7 factors were identified, explaining 59% of the total variance. The factor matrix of the concept «psychologist» includes the combination of the following factors (the name of the factor is given by the variable with the largest weight): F1 «Flat-volume» (- 0.70), F2 «Elastic» (0.76), F3 «Rotating» (0.76), F4 «Short» (0.78), F5 «Gentle» (0, 81), F6 «Merry» (0,80) and F7 «Pleasant» (0,76). The list of factors which representates the concept «social teacher» has the following series: F1 «Strong» (0.83), F2 «Acute» (0.84), F3 «Calm» (0.77), F4 «Small» (0.75), F5 «Silent- sounding» (- 0.87), F6 «Smooth» (0.77) and F7 »Colorful» (0.76).

The first, the sixth and the seventh factors are of the greatest interest from the point of view of the analysis of students' implicit representations about the psychologist. So, F1 describes the psychologist as a voluminous (0.70), direct (0.68), colorful (0.64), sounding (0.62) and fast (0.59) person. F6 combines such qualities as hilarious (0.80), high (0.76), bright (0.69) and continuous (0.54). According to F7, the psychologist is a pleasant (0.67), calm (0.65), harmless (0.61) and wavy (0.45) specialist.

The personality of the social teacher is more controversial. On the one hand, according to the F1 he or she is a strong (0.83) person, characterized by such features as spacious (0.74), close (0.71), cheerful (0.70), active (0.53) and elastic (0.47). On the other hand, according to the F2 structure, the social teacher is characterized by such qualities as acute (0.84), hard (0.59), cold (0.59), serrated (0.49), high (0.41) and angular (0.30).

Through the uniqueness of the links represented in factor matrices describing the concepts «psychologist» and «social teacher», latent meanings with nuances appear. For example, the adjective «calm» in the F7 structure of the concept «psychologist» is consistent with the qualities «pleasant» and «harmless». The same characteristic in the context of the same- name F3 of the concept «social teacher» is associated with the words «fixed» and «permanent».

According to G. Gardner's «Multiple Intelligence Test,» students believe that they have a primary development of intrapersonal (28.28, s=3.41), musical (28.25, s=5.48) and verbal- linguistic (27.89; s=4.21) intelligences (Figure 1). Intrapersonal and verbal- linguistic intelligences are a necessary condition for the effectiveness of their future professional activities. The high evaluation of musical intelligence, in our opinion, is related to the respondents' age features. The last three ranks in the hierarchy of intelligences belong to bodily- kinesthetic (26.86; s=4.09), interpersonal (26.58; s=4.34) and spatial- visual (25.08; s=4.34) intelligences.

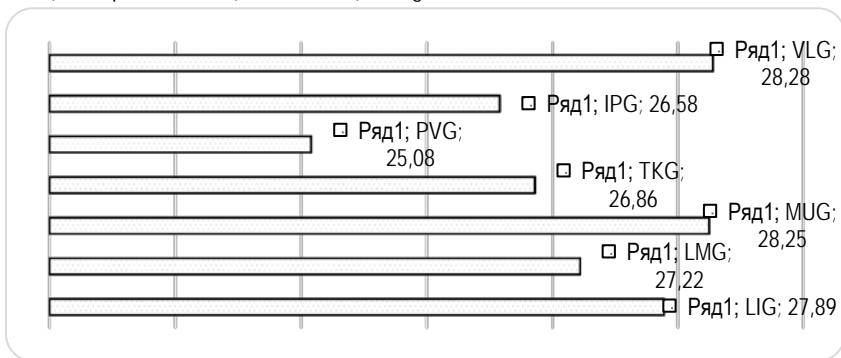


Figure 1 – The structure of students' multiple intelligence

It is necessary to emphasize the presence of a certain discrepancy between the high importance of intrapersonal intelligence and the explicit underestimation of the interpersonal intelligence value.

As a result of correlation analysis by Spearman's method, the relations between spatial– visual (– 0.41) and intrapersonal (– 0.32) intelligence with excessively high indicators of sensory– emotional impressions participation were found in the structure of the concept «social teacher». The musical intelligence back– proportionally correlates to the severity of the sensory– emotional impressions inherent of two concepts (the number of elections on the scale «strongly» of the semantic differential) – «psychologist» (– 0.33) and «social teacher» (– 0.35).

In addition, the bodily– kinesthetic intelligence is positively correlated with the ability to differentiate sensory– emotional impressions in the formation of the concepts «psychologist» (0.40) and «social teacher» (0.42).

Conclusion. As a result of the conducted research, it was established that there is a differentiation of concepts «psychologist» and «social teacher» in the students' semantic space which reflects the complexity and multidimensionality of professional formation and professional identity of students in the context of a mental conflict of simultaneous acquisition of two specialties and, consequently, deferred choice of the final profession. In the respondents' minds, the psychologist appears more as a facilitator; in the image of a social teacher, the features of the teacher appear – a person who is ambiguously evaluated and at the same time more understandable and close, at the moment of his/her professionalization. The hypothesis about the connection between the concept and the evaluation of intelligence was partially confirmed.

Thus, the study of concepts is a complex procedure for investigating the respondents' everyday opinions and their transformation through statistical analysis of empirical data into scientific facts established by the experimenter. As a result, irrational and subjective (inalienable) by its nature information acquires the status of rational scientific knowledge and becomes the property of specialists in the relevant field of theory and practice.

Список использованных источников

1. Гарднер, Г. Структура разума: теория множественного интеллекта : пер. с англ. / Г. Гарднер. – М. : ООО «И.Д. Вильямс», 2007. – 512 с.
2. Мынбаева, А. К. Развитие интеллектуальных способностей студентов университета как фактор повышения интеллектуального потенциала Казахстана: Монография / А. К. Мынбаева, В. Т. Тихомирова, А. В. Вишневецкая. – Алматы : Казак университеті, 2014. – 164 с.
3. Холодная, М. А. Психология понятийного мышления: От концептуальных структур к понятийным способностям / М. А. Холодная. – М. : Изд– во «Институт психологии РАН», 2012. – 288 с.

УДК 376

В. Г. Максимчук

ДЕТСКО-РОДИТЕЛЬСКИЕ ВЗАИМООТНОШЕНИЯ В СЕМЬЯХ, ВОСПИТЫВАЮЩИХ ДЕТЕЙ С ПСИХОФИЗИЧЕСКИМИ НАРУШЕНИЯМИ В СОВРЕМЕННЫХ УСЛОВИЯХ

Аннотация. В статье представлено сравнительное исследование взаимоотношений в системе «родитель – ребёнок» в разных образовательных средах.

Ключевые слова: семья; ребёнок с психофизическими нарушениями; родитель; воспитание; помощь; психологический тип; нарушения слуха; множественные нарушения.