

COMMUNICATIVE PROPERTIES OF THE PERSONALITY AND CULTURAL CONGRUENCE AT YOUNGER SCHOOL AGE

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ABSTRACT

High-quality and quantitative results of the empirical research directed to detecting communicative properties of the younger school age child identity in case of the different cultural congruence level are given. Three levels of cultural congruence depending on compliance of the younger school student behavior in a standard situation are experimentally revealed. The standard situation acts as a standard situation of social interaction in which social behavior rules are rather precisely determined. The comparative analysis of communicative features of the examinees personality with the different cultural congruence level is carried out. Reliable distinctions on such personality characteristics as "sociability", "social courage" are established. It is revealed that distinctions in behavior and feature of communication are characteristic of different levels of cultural congruence of younger school students. Younger school students with the high cultural congruence level are open and sociable. They perceive and carry out the rules and standards of behavior shown them. In this group of children factors of cultural congruence are successfully developed: "social interaction", "educational competence", "obedience", "self-checking", "self-service", "regimentation". They showed more successful cultural fitness and mastering requirements of surrounding life that demonstrates understanding and compliance of a standard situation. Examinees with the low cultural congruence level are closed and sensitive. They showed the low level of development of normativity. Successfully to be socialized, meeting all standards and requirements of culture, they need to learn to interact with other people. Also they need to learn irrespective of the desires to respect the rules and rules of which the standard situation characteristic of this age consists: to increase progress in study, to improve the discipline, self-checking, to learn to be independent and to control the behavior.

Key words: *cultural congruence, standard situation, regulation, rule, culture, subject of culture, children of younger school age, feature of the personality, communicative properties of the personality.*

INTRODUCTION

Studying at school, the younger school student appears in a unification situation when the single requirements regulated by the regulations established in culture are imposed on all children. In this case the situation containing a cultural regulation assumes compliance to the rule which is standard within culture (Bayanova and Tsivilskaya, 2014).

Within N. E. Veraksa's concept "the standard situation" is determined as "a standard situation of social interaction in which social behavior rules" are rather precisely determined (Veraksa, 2000).

D. Kanter allocates the following situations where everyday life (Canter, 1986) proceeds, and, therefore, regulations and rules of conduct of the person are implemented there: house, workplace (school), public associations (circles, sections), public places (museums, cafe, park).

The psychology in case of the child's research in a standard situation is designed to reveal how the child differentiates the rule in a situation as he builds the attitude towards him as far as at the child internal installation (disposition) in relation to the shown regulation is created (Bayanova and Mustafin, 2016). The concept "cultural congruence" determines degree of compliance of the child of a standard situation. The adult broadcasting the rules set by culture is capable to make assessment of cultural congruence of the younger school student (Bayanova and Mustafin, 2013).

The research conducted by group of scientists abroad showed positive results concerning the aspiration of children to meet the standards reigning in group:

Professors of L. Ross, R. E. Nisbett claim that the context of a situation in which we appear significantly influences our behavior (Ross, 2011).

The same thought is developed by Ap Dijksterhuis, claiming that situational regulations represent interrelation of the environment and standard behavior, and it means that the environment automatically directs standard behavior (Ap Dijksterhuis, 2003).

By scientists of K. L. Mulvey, A. Hitti, A. Rutland, etc. it was revealed that younger school students, communicating with each other, create the groups having moral or cultural beliefs, visit of one educational institution, and also a sex in the basis. With age children showed a big capability independently to make the decision, irrespective of the regulations reigning in group. (Mulvey et al., 2014).

Discrepancy to rules in a standard situation can lead to an exception of social groups (Tsilvskaya, 2015). Scientists of M. Killen, J. Lee-Kim, etc. are convinced that the exception of social groups is a source of the conflict, a stress and tension in public life (Killen et al., 2003).

The Russian researchers note that the aspiration to meet social norms at younger school students is rather big regardless of specifics of the educational environment (Ulanova, 2009).

A. K. Pashchenko in the researches revealed the following features of a standard situation of younger school students (Pashchenko, 2010):

Among younger school students there are high-status students who mastered the regulations offered by teachers. Some of them appear in a situation of search of an opportunity to implement themselves, others realizes the needs for the limits of behavior determined by adults. Middle-status students are characterized by shift in perception of a standard situation from impulsive behavior to standard. Low-status students are characterized by not inclusiveness in general activities, group regulations for them aren't significant.

At younger school age there are profound changes in psychological shape of the child; various spheres of his mentality develop. We made an attempt to research communicative properties of the identity of younger school students depending on compliance degree children of a standard situation.

ORGANIZATION AND METHODS OF A RESEARCH

1) Research students of the second, third and fourth classes of comprehensive schools of Kazan and Chistopol have taken part. The total amount of selection has made 188 people. From them 100 boys and 88 girls aged from 8 up to 11 years.

2) In the diagnostic purposes the following techniques have been applied:

3) the technique "Definition of cultural congruence of the younger school student"

designed on the basis of theoretical researches L.F. Bayanova, for a research of features of compliance of the younger school student behavior to a typical range of the rules characteristic to age of the subject and accepted in this culture;

4) the personal questionnaire of R. Kettell modified for children of younger school age adapted by E. M. Aleksandrovska.

RESULTS

At the first stage by means of a technique "Determination of cultural congruence of the younger school student" was estimated compliance of the younger school student behavior to cultural rules. At children's age where the social situation of development is determined by educational activities which are controlled and estimated by teachers, cultural congruence was estimated by teachers who acted as experts.

By results of diagnostics groups of examinees with the certain cultural congruence level depending on the level of interaction of the younger school student with a standard situation (Bayanova, 2015) were allocated.

1. Interactive level (high cultural congruence level), reflects compliance of the subject of a standard situation in real behavior. These are the children who mastered the regulations offered by teachers which are authorities on group. They realize these rules and on the example, broadcast standard of behavior for peers.

2. Reflexive level (average level) which reflects a disposition (internal readiness or unavailability to correspond to the rule of a standard situation). These children know and understand the rules of conduct demanded from them and can correspond to them. However they are less successful in regular accomplishment of required rules.

3. Perceptual level (low level) connected with perception of a standard situation and differentiation of the rule. These children understand rules and requirements which are imposed on them by teachers. Owing to any reasons group regulations are insignificant for this category of children or can't regularly be carried out.

Distribution of examinees on levels of their cultural congruence is provided in table 1.

Levels of cultural congruence	Number of persons	Percentage of subjects (%)
Interactive level	22	12
Reflective level	142	74
Perceptual level	24	14

After studying of results of diagnostics of cultural congruence at younger school students it was revealed that in selections of examinees various degree of expressiveness of factors of cultural congruence is observed. In the computer SPSS Statistics 17.0 program by means of Student's (table 2) t-criterion we have studied influence of factors on the cultural congruence level of students. Reliable distinctions on all factors in groups of examinees with the different cultural congruence level are established.

Factors of cultural congruence	Average values in the group with the interactive cultural congruence level	Average values in the group with the reflexive cultural congruence level	Average values in the group with the perceptual cultural congruence level	t-test of Student	
				The empirical value of the t-test	P level of significance (at $p \leq 0,05$)
social interaction	26,7	21,8	14,5	14,230	0,000
educational competence	25,8	21,1	14,1	13,826	0,000
self-control	27,6	24,7	16,6	14,318	0,000
tameness	24,9	20,1	11,9	16,055	0,000
self-service	14,6	12,3	7,9	11,483	0,000
regimentation	15,8	14,0	10,2	10,558	0,000

Note: Reliable distinctions in expressiveness of factors of cultural congruence in groups of examinees at the set reliability level $p \leq 0.05$ are highlighted in bold type.

Further we have studied and analysed personal features of younger school students depending on the cultural congruence level which help children to meet in the best way shown rules and standards, that is influence normativity of the personality.

For studying of personal characteristics of children of younger school age R. Kettell's questionnaire in E. M. Aleksandrovskaya's adaptation has been used.

Average profile of communicative features in groups of children with the different cultural congruence level, and also results of statistical reliability of distinctions of arithmetic averages on factors of A, E, H personal questionnaires of Kettell are presented in table 3.

Factors Cattell personality questionnaire (Children's version)	Walls in the group with a high cultural congruence level	Walls in the group of middle-cultural congruence	Walls in the group with a low cultural congruence level	t-test of Student	
				The empirical value of the t-test	P level of significance (at $p \leq 0,05$)
Factor A (communicative)	7,2	5,9	4,5	4,769	0,000
Factor E (the tendency to self-affirmation)	4,3	3,5	3,6	1,096	0,285
Factor H (social courage)	6,2	4,9	3,8	3,874	0,001

By means of Student's (tab. 2) t-criterion reliable distinctions according to such personal characteristics as "sociability", "social courage" in groups of examinees with the different cultural congruence level has been established.

DISCUSSION

At younger school age the normativity as the characteristic of the personality has a number of features that is connected with process of forming of the highest mental functions. The normativity of the younger school student is characterized by ability to strictly carry out the rules set by adults, to be obedient, to acquire the school program, to be able to serve itself, to be able to control the emotions and behavior.

The analysis of results showed that with increase in cultural congruence level degree of expressiveness of the factors determining compliance of the child of a standard situation raises.

With increase in cultural congruence level younger school students interact with adults and children more successfully (a factor of I "Social interaction"). They don't lie, don't deceive, keep the promises. They are able to find mutual understanding with people around, are capable to see and respect the personality in other person, are ready to take part in his affairs and to allow it in the company. Children it is amicable and frictionless play, sponsor younger. These children kindly treat the interlocutor, aren't called, don't fight, don't offend other children. Children with high rates on this factor are characterized by flexibility and compromise nature in case of the problem resolution in conflict situations, the aspiration to be in a consent with opinion of people around, consciously adapt, conforming to the rules and regulations of good form in the relation with people.

On a factor of II "Educational competence" children with the high cultural congruence level are characterized by educational achievements, ability to perform intellectual tasks, ability to study and operate with knowledge. They correctly speak and pronounce words, competently read and write, that is have the developed speech and are able to state the thoughts accurately. They are susceptible to information and support the knowledge new, read much, develop the memory. They think before to state something or to do. We assume that this group of children adequately estimates itself and the place in educational activities, they are able to receive and use new knowledge, understanding their need.

High cultural congruence level leads excellent discipline, a clear understanding and observance of required rules and standards of behavior. Children with an appreciation on this factor have socially approved characteristics: persistence, consciousness, tendency to observance of etiquette. To conform to such standards, from the child the application of certain efforts, availability of the accurate principles, beliefs and accounting of public opinion is demanded. The factor III "Self-checking" measures the level of internal control of behavior, integration of the child in standard space of school and social groups. This group of children is characterized by focus, strong will, ability to control the emotions and behavior, they can't kill a conversation of adults, not to play about, not to rustle, not to make mistakes in home works, to be attentive, to watch a bearing, to beforehand collect school supplies and a portfolio in school.

The cultural congruence level of the younger school student is higher, the above the child is oriented to relations with the adult, broadcasting cultural regulations and rules of conduct. The child, imitating the authority, reflects required cultural regulations. The behavior of the child meets expectations of the adult: he respects and obeys seniors, fulfills requirements and pleases parents, isn't late, arrives in time home, doesn't leave without the permission the house (a factor of IV "obedience").

With increase in cultural congruence level the level of awareness by the child of need to be able to care for itself, to help relatives increases. Children without reminders, independently: help parents (on economy), clean up (the room and on the house), help to wash the dishes, and also follow rules of personal hygiene (a factor IV "Self-service").

Rules of a factor VI "Regimentation" are precisely certain and strictly established for daily execution by the younger school student: to do home works, not to miss lessons, to obey and receive good marks. This factor characterizes a main objective of the younger school student – to study well. Three rules from four are caused by educational activities which are the leader at this age. By means of educational activities the main relations of the younger school student with society are performed. Obedience of the child helps it to master the rules and regulations shown by adults, and successful study helps it to be self-assured more. The child will correspond in the best way to a standard situation, to adapt in cultural society more successfully.

These features of normativity affect features of the identity of younger school students. The children who are differently corresponding to a standard situation have various communicative properties of the personality.

The children having the high cultural congruence level (12% of examinees) are emotional, open, benevolent, sociable, with rather developed social and communicative skills (A factor). They are rather obedient and compliant (E factor), aren't conflictual, dependent on adult and other children. It is connected with features of a social situation of development of younger school students when the teacher acts as the mentor who is strictly requiring accomplishment of rules, checking each action of the school student. The teacher and other successful students are an authority for younger school students, children consciously submit to the authority. Children of younger school age with the high cultural congruence level differ in social courage, come into contact with adults easier, communicate easy (H factor). Results of the techniques used in a research showed more successful cultural fitness and mastering requirements of surrounding life in this group. It demonstrates understanding and compliance of a standard situation, to perception and accomplishment of required rules.

Examinees with the average cultural congruence level (74%) differ in simple and optimistical nature (factor I). They often don't argue the point of view, are guided by opinion of people around, follow more pre-potent and easily give in to authorities. They are passive and submit to the obligations (E factor). Children of this category are shier and timid, prefer to have one-two close friends, can't support broad contacts (H factor). These features allow children to adapt, but not to change a condition in social group what they by results of diagnostics don't aim at.

Examinees with the low cultural congruence level (14%) are more closed, sensitive and stubborn, than other groups of examinees (a factor And). These children don't aim to ego-trip (a factor E), they are compliant and obedient, show dependence on adult and other children with higher authority. They possess supersensitive nervous system and sharply react to any threat, are also timid and shy in relations with adults (H factor). These children can't support broad contacts and don't like to work together with others. Children with the low cultural congruence level perceive the rules and standards of behavior shown by adults, but not always carry out them, showing inconstancy and not concentration. Their normativity is at a low level and successfully to be socialized, meeting all standards and requirements of culture, they need to learn to interact with other people, and also to open itself for new acquaintances and communication. Also they need to learn irrespective of the desires to respect the rules and rules of which the standard situation characteristic of this age consists. They should increase progress in study, to improve

the discipline, self-checking, to learn to be independent and to control the behavior.

Daily carrying out the rules ordered by adults, the younger school student aims to correspond to authority which teachers and parents – the adults broadcasting regulations and rules of conduct are for it. It demonstrates that the child wants to correspond to these rules, to be successful, so to adapt in standard space in which it appears daily (comprehensive school, music school, sports section, a creative circle, the house).

Results of a research can be useful to school teachers and psychologists for the purpose of increase in efficiency of the decision in the tasks of age and psychological nature which are really arising in educational institution by them. And also to parents for forming of the educational process directed to formation of the standard identity of the child.

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