

Study of Cultural Congruence in Graders

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Abstract: This study deals with the rules characteristics in normative situations of graders. We presented the results of empirical study on social situation of development of graders as a normative space expressed in the rules of social interaction. We revealed age-specific rules for normative situation and made their classification: discipline rules; rules for self-monitoring; timekeeping rules; rules of relationships with adults rules for successful learning; hygiene rules and self-care rules. Rules for successful learning improve level of discipline, self-monitoring and timekeeping. We attempted to bring the determined groups of rules into line with new formations occurred in graders which are an arbitrariness of mental processes, an internal plan of action, self-monitoring and reflection. Based on the analysis of findings, we can state that the rules regulating the behavior, activity and communication of graders are connected with the formation of new psychological new formations specific to this age. We have related the revealed rules and their classification to the general trends of development of a grader as a subject of normative situation in the context of leading learning activity.

Key words: Social situation of development, normative situation, cultural congruence, rule, grader, subject of culture

INTRODUCTION

Junior school age is an important period for developing cognitive and personal sphere of a child; therefore, the domestic child psychology has always put emphasis on this age period. Key factor in psychological assessment of junior school age that determines the development of a child is learning as a leading activity. By age eleven end of this age period children usually have arbitrariness and self-monitoring formed under the influence of learning activity; a child develops in this age the reflection and planning ability (internal plan of activity). These significant qualitative changes, i.e., new formations in the psyche of a child affect his/her attitude to the social environment and to him-/herself. (Gippenreiter and Puzyrei, 1982).

It is obvious that the uniqueness of the relationship of graders with others determines their mental development. As shown by Vygotskii and Izhevsk (1996) each age period has its own specific social situation of development.

While studying at the school, graders find themselves in a situation of unification, when all children are presented uniform requirements, regulated by the cultural norms. In this case, the situation containing a cultural norm implies matching the rule that is normative

within the culture framework. Extent of the subject's compliance to the rules in the normative situation is evaluated as its cultural congruence (Bayanova and Mustafin, 2013). It seems important for us to discuss the compliance of children starting school to the rules.

The concept by Veraksa (2000) defines "normative situation" as a "standard situation of social interaction which accurately defines the rules of social behavior. This approach defines culture as a space of human activity, a system of normative situations, rules of behavior which the individual must learn to interact adequately with others.

Cultural norm serves rather as a measure that determines a common pattern of behavior in different situations than a value. Common character is formed conventionally in this case and as a rule, based on the appropriateness of the norm introduced. Norm differs from the ethical instance firstly in being extra-subjective and objectively defined and accepted as a part of culture. In terms of ethical instance, the situation forms a "good-bad" scale. While the normative situation is assessed according to that rule which it is based on, therefore, a person in the normative situation either meets or does not meet the imposed rule, the commonly accepted model which are norms (Bayanova, 2012).

We can not but touch an inclusive education of children with disabilities as one of priority areas of development of Russian education. Cultural space of children with special needs existed separately and developed in the special (correctional) institutions until the active implementation of inclusive education. (Akhmetzyanova, 2014a, b).

Healthy children were in a different cultural environment when studying in public schools. Normative situation and the rules applicable to children in these institutions are different (Tsvil'skaya, 2014; Bayanova and Tsvil'skaia, 2014).

The problem of inclusion is that a child with disabilities making a transition from one normative situation to another regulatory needs time to adjust him/herself to new rules and requirements. It is questionable whether he/she will comply with the rules applied by new environment and how high the level of his/her cultural congruence will be Fajzrahmanova (2014) and Artemyeva (2015).

In inclusive environment, a teacher faces the most important task to form and educate the subject of new normative situation, of new culture.

Methodology of the interaction between subject and culture was established in the cultural and historical theory by L.S. Vygotsky which was analyzed in detail in the works by Bayanova (2011, 2013).

Junior school age is one of the most important in terms of the formation of knowledge and skills in learning activity (Artemyeva, 2014). The activity itself provides quite strict regulation of child's activity and introduces a number of rules and restrictions.

Content of normative situation and typical rules imposed on graders in the context of learning activity remains understudied. Despite the variety of research of a pupil as the subject of learning activity, there is a small number of studies of a grader as the subject of culture within the normative situation framework (Pashchenko, 2006). Due to insufficient knowledge of the content of normative situation and common rules specific to junior school age, we attempted to study this area of social and personal development of graders.

MATERIALS AND METHODS

In order to study the normative situation of graders, we have developed questionnaires for graders, their parents and primary school teachers, who are the subjects of social situation of graders' development. We conducted the study on the basis of several educational institutions: MAOU (Municipal Autonomous educational institution) "Grammar school No. 139" of Privolzhskii

district, Kazan; MBOU (Municipal Budgetary general education institution) "Open (shift-type) general education school No. 12" of Vakhitovskii district, Kazan; MBOU (municipal budgetary general education institution) "Secondary general education school No. 54" of Aviaostroitelnyi district, Kazan during the period of October to November 2013. The study involved 437 graders (grades 2-4), 26 primary school teachers and 324 parents of graders.

Students had to do the following five tasks set out in the form of incomplete sentences by completing them as follows: "My parents are happy if I". "My mother usually takes care to ensure that I do not". "Every day I need to". "Adults can bring me up both at school, at home and in the street, if I" and "If I want to be obedient, I". The first and fifth questions give reason to emphasize the most formed ideas about the rules. The belief that one will praise or reward a child for a good deed, allows us to believe that children will willingly perform these rules rather than deny. The second and fourth questions point to the children's understanding of the negative actions their parents do not approve. Answering these questions, the children gave the answers to the most frequently violated rules. Children recorded all their answers by themselves under the supervision of an experimenter in writing, for each child individually.

Questionnaires for parents were presented as fill-in forms where they also recorded answers to the incomplete sentences. The parents were asked five questions aimed at identifying their perceptions of children's observance of compliance and non-compliance with requirements expressed in the rules. The questions were as follows: "I believe that every child in this age must", "I bring the child up if he/she is on a visit or in the street." "When I am not at home my child". "At home, I usually ask my child to" and "the most frequent requirements imposed on the child are". The first and fifth questions aimed at identifying the most emphasized and observed rules. The third and fourth questions give reason for differentiating the rules which according to Vygotskii and Izhevsk (1996) are in zones of actual and proximal development. The second question reflects the content of those in the questionnaire for graders.

Questionnaires for teachers were presented as fill-in forms where they also recorded answers to the incomplete sentences. The sentences were as follows: "The most frequent requirements imposed on the child are." "The teacher can punish the child if he/she." "Children have difficulties in complying with the rules concerning." "As a rule by the end of primary school all children comply with the rules concerning and "the teacher is satisfied with his/her work if the children observe". These questions reveal the same essence as the questions for parents.

To identify the most frequently emphasized rules and group them we conducted a content analysis, involving a frequency analysis by electronic data processing software SPSS v20.0 and MS Excel.

RESULTS AND DISCUSSION

Based on the content analysis of 2503 responses of pupils of 2-4 grades, 2599 responses of their parents and 73 responses of primary school teachers, we have defined 7 groups of rules using frequency analysis: rules of relationships with adults; rules for successful learning; hygiene rules; self-care rules (independence); discipline rules; rules for self-monitoring and timekeeping rules (time management). We carried out this classification using the method of frequency analysis. We further combined the statements in answers in accordance with the rules classes, we had defined. For example, the class of rules for successful learning included the following statements combined: “get good grades” “get “A” grade” “advance well at school” “study hard” “answer correctly at the lesson” “do homework well” “read well”, “make no mistakes while doing lessons and “do not forget to do homework.” We combined the answers of other rules classes by the same content-related principle. The general frequency analysis showed that the distribution of responses of children and adults has differences during the differentiation of rules in social situation of their interaction (Table 1).

Let us consider a group of rules in more detail. We carried out this classification as the previous one by the method of frequency analysis. If we compare the ranking positions by the frequency of selecting a particular rule, the results will also differ. The graders have distributed the priority of rules as follows:

- Discipline rules
- Rules for self-monitoring
- Timekeeping rules
- Rules of relationships with adults
- Rules for successful learning
- Hygiene rules
- Self-care rules

Table 1: Frequencis (%) and ranks of rules selection in samples

Class of rules	Pupils	Adults
Timekeeping rules	19.3 (I)	11.1 (III)
Rules for self-monitoring	19.3 (II)	20.4 (II)
Rules for successful learning	18.3 (III)	9.8 (V)
Discipline rules	16.1 (IV)	33.2 (I)
Self-care rules	11.8 (V)	6.8 (VII)
Hygiene rules	9.7 (VI)	7.7 (VI)
Rules of relationships with adults	8.6 (VII)	11.1 (IV)

CONCLUSION

Using the method of experimental study, we have revealed the rules for successful learning. This happens because the training activity becomes leading for graders. The need to learn successfully the curriculum leads in turn to the improvement of level of discipline, self-monitoring and timekeeping. Discipline rules, self-monitoring rules and timekeeping rules are the priority rules for graders, since this group of rules is a consequence of the following new formations in graders which are the arbitrariness of mental processes, internal plan of action and reflection. In the context of our empirical study of the normative situation of graders, we have attempted to harmonize the group of rules, we have defined with the new formations occurred in graders in connection with the leading activity which is a learning one. Group of rules ensuring self-monitoring is closely connected with the arbitrariness of mental processes in graders. The center of mental development of a child at this age is the formation of the arbitrariness of all mental processes (memory, attention, thinking, activity organization); their intellectualization and internal mediation occur due to the primary assimilation of the paradigm. Arbitrariness manifests itself in the ability to consciously set goals, seek and find the means to achieve them, overcome difficulties and obstacles, at the same time a child learns throughout all his/her junior school age to control his behavior and mental processes as the requirements imposed on pupils from their first day at school provide a quite high level of arbitrariness.

Timekeeping rules related to the organization of activity of a child in the course of time with the ability to predict and anticipate the events resulting from an internal plan of action (new intellectual formation). This is an internal action which helps the child to control successfully the course of problem solving, since it allows predicting the possible “steps” in solving the problem and comparing the different solutions. Developing the internal plan of action allows a child to solve the problem mentally, within the internal plan to anticipate the possible intermediate results and compare actions with the statements of problem and the ultimate goal of the solution, provides the ability to understand a task, find the most important among them, plan the course of problem solving, compare and provide and evaluate possible solutions by focusing on the different statements of the problem (Bayanova, 2001).

Discipline rules result from the development of self-monitoring and reflection in graders. Along with

assimilating the content of scientific concepts, a child masters new ways of organization of activity such as learning. Planning, monitoring and self-estimate take a different meaning, because the action within the paradigm implies a clear distinguishing of interrelated stages (Bayanova, 2001).

Generally, rules regulating the behavior, activity and communication of graders are connected with the formation of new psychological new formations specific to this age. We have related the revealed rules and their classification to the general trends of development of a grader as a subject of normative situation in the context of leading learning activity. The system of normative situations forms indirectly the psyche of a child which according to Asmolov (2002), is always a process of personality development in culture.

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