



This paper is taken from

Identities and Citizenship Education: Controversy, crisis and challenges. Selected papers from the fifteenth Conference of the Children's Identity and Citizenship in Europe Academic Network

London: CiCe 2013

Edited by Peter Cunningham
Technical Editor: Angela Kamara and published in London by CiCe,
ISBN 978-1-907675-20-1

Without explicit authorisation from CiCe (the copyright holder)

- only a single copy may be made by any individual or institution for the purposes of private study only
- multiple copies may be made only by
 - members of the CiCe Thematic Network Project or CiCe Association, or
 - a official of the European Commission
 - a member of the European parliament

If this paper is quoted or referred to it must always be acknowledged as Vidnere, M. & Rone, S. (2013) 'Heart is the only teaching aid in addition to the class: Social-breeding, social-development and attitudes as a result of mobility', in P. Cunningham (ed.) *Identities and Citizenship Education: Controversy, crisis and challenges*. London: CiCe, pp. 291 - 301.

© CiCe 2013

CiCe
Institute for Policy Studies in Education
London Metropolitan University
166 – 220 Holloway Road
London N7 8DB
UK

This paper does not necessarily represent the views of the CiCe Network.



This project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Acknowledgements:

This is taken from the book that is a selection of papers given at the annual CiCe Conference indicated. The CiCe Steering Group and the editor would like to thank

- All those who contributed to the Conference
- The CiCe administrative team at London Metropolitan University
- London Metropolitan University, for financial and other support for the programme, conference and publication
- The Lifelong Learning Programme and the personnel of the Education and Culture DG of the European Commission for their support and encouragement.

Heart is the only teaching aid in addition to the class: Social-breeding, social-development and attitudes as a result of mobility

*Māra Vidnere and Sandra Rone
Riga Teacher Training and Educational Management Academy (Latvia)*

Abstract

This paper argues that social-breeding and social-development are interrelated and conditioned processes. It presents data to explore teacher, parent and student sense of freedom, responsibility and independence to illustrate the importance of social breeding and the role of the school. It then considers student attitudes exploring both attitudes as social orientations of values, and as conscious inner social mechanisms. In doing so it draws on questionnaire data from Russian-Latvian mobility students which leads the authors to stress the importance of self-actualisation educational processes.

Keywords: *social breeding, social development, attitudes, mobility*

Introduction

This paper argues that social-breeding and social-development are interrelated and conditioned processes. In the first section, *Forming and developing freedom, independence, and responsibility*, it presents data to explore teacher, parent and student sense of freedom, responsibility and independence in order to illustrate the importance of social breeding and the role of the school. In the second section it considers student attitudes as social orientations of values, and in a third section attitudes are explored as conscious inner social mechanisms. The second and third sections draw on questionnaire data from Russian-Latvian mobility students.

1. Forming and developing freedom, independence, and responsibility

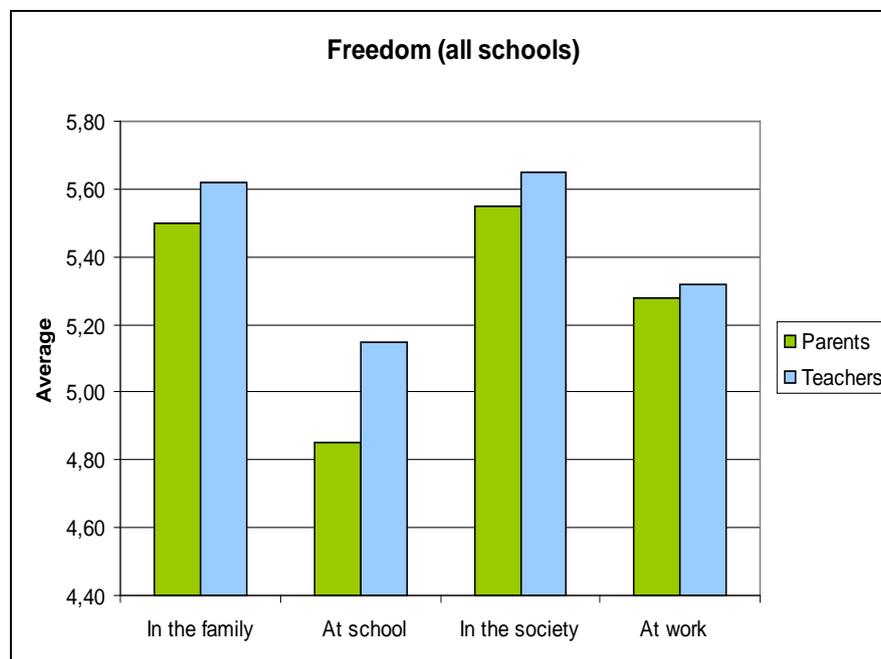
The individual and society (state) are interconnected. A free citizen can develop, work, and grow only in a democratic society. Freedom is a measure of the manifestation of a person's activity. No one is ever free from circumstances, environment or norms but one can express his or her attitude. Today's humanists evaluate a person by the possibilities and abilities to form his/her behaviour and attitude in a free, independent, and responsible manner. Ability of freedom (accept external as internal law or 'law in oneself') is the thing that integrates a person as a whole to form harmonious attitudes. It ensures positive communication and cooperation in the social environment. A child begins learning social experience with its first cry upon birth, and its family lays the foundations for communication and cooperation. Some weight of responsibility for social breeding is also borne by school as an important institution in the state.

Freedom begins where there are options. Freedom is one's abilities and possibilities to think, to choose an action and behaviour version optimal for him/herself according to his/her needs. There is inner and outer freedom. Internally, a free person is autonomous,

expressed in his/her independence and responsibility regardless of external environment and circumstances. A free person chooses aims, means of his/her life's activity independently and takes responsibility for the decisions made. A pupil's freedom is connected with parents' and teachers' sense of freedom.

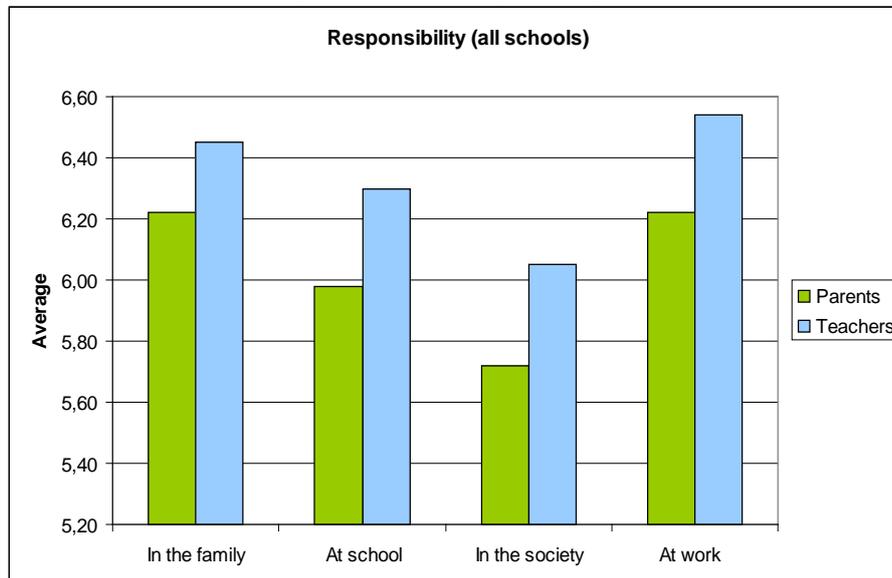
Below we present our research findings. Fig. 1, below, illustrates that teachers have a higher sense of freedom in the family, at school, in the society and at work than parents which means that teachers have the decisive influence on the formation of sense of freedom in pupils.

Figure 1. Sense of freedom



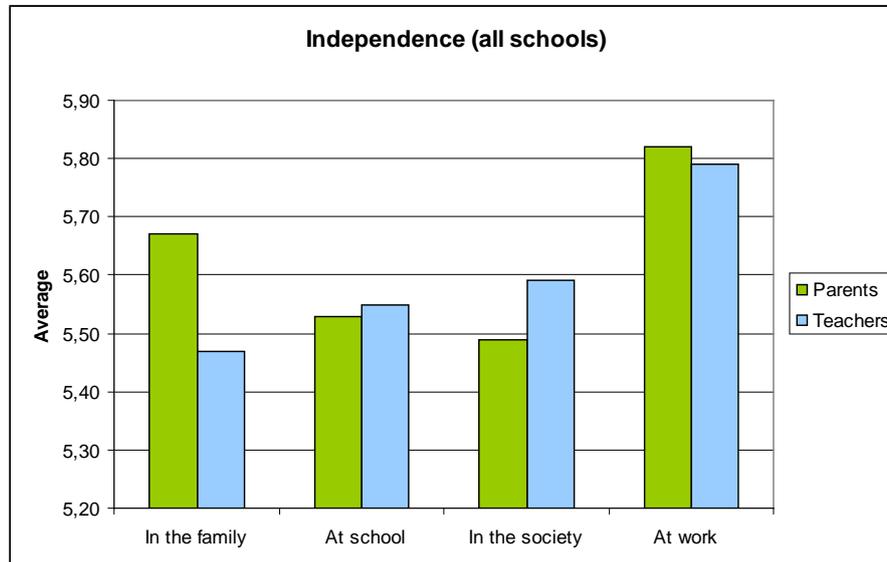
Responsibility is an honest fulfilment of duties. Obligation is the first step of a person towards success. Personality accepts external limitations of society or nature voluntarily forming moral attitudes in him/herself. The level of responsibility, as for a sense of freedom, is higher in teachers, and differences between parents and teachers are significant. It must be pointed out that 99.9% of teachers were women (of 110 teachers participating in the study only 8 were men). It stresses high responsibility of women teachers for children in the family, at school and work.

Figure 2. Sense of responsibility



The study also reveals differences between the sense of independence in parents, teachers in the family, at school and work. Sense of independence of parents especially in the family is considerably higher than that of women teachers (Fig. 3). Thus in activity and communication important to the person and ensured with options for free choice aim of breeding is achieved.

Figure 3. Sense of independence



It can be the general aim of our breeding – humane personality based on the unity of freedom, independence, and responsibility forming and developing in action. Such aim of breeding can be achieved in a democratic society where care for a person, his/her well-being is the highest value. A free person does not limit freedom of others. Authoritarianism, violence, and constraint are the external conditions that do not facilitate formation of a humane personality. However, there are also internal factors blocking development of a humane personality – weak will, purposeless living.

2. Attitudes as social orientations of values of teenagers

Breeding – internalization process of values of personality as a result of which social tendencies, values and norms are harmonized with personal conviction system, formed by the world view, and expressed in certain attitudes to oneself, others and the world in general – takes place in socialization and cultural component learning process of the personality. Key component of breeding content are attitudes forming in the choice of social orientations, tendencies, and values.

The content of breeding is revealed in person's subjective attitude to him/herself, others, work, culture, society, and nature as values of personal importance. Attitudes are expressed and developed in the process of satisfaction of one's needs and activity for aim achievement according to possibilities of social conditions. Outwardly the attitude is expressed in behaviour, actions.

The content of breeding *in attitude to oneself* is formed as a whole according to the development content – physical, mental, and social development. It characterizes the basis of personality's development and amount of breeding content. Content of breeding also determines attitude to others. Nowadays the law of breeding is – what you do not want done to yourself, do not do to others. This law shows correlation of breeding – attitude to oneself and attitude to others. However, these attitudes cannot be equated. Why are children in the family and pupils at school convinced that adults must take care of them but they must not take care of their parents, teachers? *Care for others* is a social basis for attitude breeding acquiring importance as a value in life.

Breeding of attitude to others includes the following:

- Developing ability to hear out and accept opinion of others;
- Learning to recognize and appreciate your peers;
- Being able to respect rights and obligations fulfilled by others;
- Feeling unity, equality with people of various social groups and nationalities.

Breeding of attitude to others may also be guided by the law: live so that others would benefit from your living. Feedback in this process means receiving approval of one's efforts, understanding and importance of opinion of others to oneself.

Attitude to others is also related to expansion of borders of one's ego in the socialization process and development of social tendencies and orientations reflecting *formation of attitude to the country and its social processes*. Students (1933) believes that 'personality cannot develop outside the country'. Personality is forming dynamically towards norms, values, and ideals in the society. This opinion has proved in life and remains topical nowadays. In respect of teaching statehood Students stresses that 'true statesmen nurture the people by appearing as servants of the people instead of as masters at all occasions.' (*J.Students, 1933*)

Attitude of pupils to society and state is based on attitude to:

- Mother tongue of their parents;
- Other people, facts, and events;
- State symbols, universals, traditions in the family, at school, in the local region, state;
- Studies and interests.

It all may be learned by taking part and joining in the social processes and events. In the last years patriotic songs and poems about fatherland have been heard less frequently in classes and extracurricular activities. Petersons (1926), Latvian pedagogue, believed that Latvian youth should be bred so that it would serve its people, having general humane and national values that have crystallized over long years but keeping in mind that everyone is an individuality requiring particular understanding. (Petersons, 1926)

Attitude of teenagers to their country and formation of attitude to the new social identity – European Union reflects intentions and social tendencies of teenagers and youth.

Human improves his/her own wellbeing and that of the whole society by work. Work is not only a way to ensure existence but also a way of self-actualization. These and other regularities reveal *human attitude to work*.

Latvian endurance and toughness can be explained by raising attitude to work. Student says: 'Latvian – even at moments of emotional pain - maintains his/her awareness of

duty and work, and it would be hard to find another people as industrious and hardworking as Latvians anywhere in the world' (Students, 1933). Aleksandrs Dauge stresses that true love for work, having educational power, is best learned in family. He adds that school is the direct necessary continuation of family breeding (Dauga, 1924). If child is willingly working with adults at home, then school work should be made as 'the work of breeding and creating' (Dauge, 1920).

Attitude to work is love for work, willingness and ability to work both practical and mental work. In today's Latvia economy requires positive attitude to work, ability to combine professional work with continuous learning. However, this combination of values of social orientation may be decreased by the negative consequences of changes in the social environment. Formation of attitude to work is related to the formation of person's attitude to culture, its components and universals that change with time and social developments. In many cases formation of attitude of pupils and students to culture is reduced to attitude to art in general. Culture begins with the person him/herself, his/her clothing, language, behaviour, arrangement of workplace and environment. Culture is the organizer of our life; culture is a lens through which we see the world. Everyone has to find artistic values on his own already in childhood. Value of culture reveals in evaluative action in which connection with person's needs, interests, and tendencies is expressed. Thus attitude to language or work of art is expressed instead of just registering one's likes or dislikes. Awareness of one's own interests, willingness to learn new things necessary for social self-development, engaging in music, dance or theatre allows the pupil and teenager explore him/herself in creative activity, express evaluation of what s/he has seen and experienced in him/herself. Attitudes including regulation of needs, development of feelings and will power, formation of taste and improvement of self-control become stronger.

Evaluative attitude by criteria such as – likes/dislike, beautiful/ugly, delights /depresses - shows one's level of development. Such criteria characterize taste that itself, being one of the criteria of personal development, becomes teachable. Thus the subject of breeding activity is always diverse attitudes of pupils. The most important thing for the teacher in the breeding process is to facilitate formation of attitudes. An aim of teacher's activity is to draw actual attitudes of pupils nearer to the development ideal put forward by both personal and social needs.

In life we see the actual level of children's, teenagers', youngsters' attitudes the discrepancy between the ideal and actual level of attitudes gives a certain task to the teacher, for example, to form a responsible attitude to studies, practical work or tolerance and respect for others etc. The task is always concrete. It is determined by the level of breeding of the group or a specific personality. The level of breeding is characterized by a combination of one's attitudes to oneself and society, work and nature, culture and state. Conscientious attitude includes positive emotions expressed as joy in the work process and its result, willingness to work creatively. Conscientious attitude is always characterized also by development of will initially expressed in persistence and purposefulness. In peculiar interaction these components are expressed in one's actions characterizing his/her behaviour in the work process and assessment of its results. Thus we can conclude that a good teacher will always focus on exploration, projection of attitudes, and assessment of changes in the attitude level. Attitudes that have become

stronger in a systematic activity form character traits of a person. It is a permanent and complicated cooperation between teacher and learner, peers, work with parents, other teachers and society. Means of breeding are in fact objective, and they express fragments of reality learned by the person: purposefully organized lessons of personal significance to the learner, activity for improvement of life, position of the teacher in it, relationship among learners are the means that determine effectiveness of breeding activity. The main means in the process of formation of personal attitudes is voluntary engagement of the learner in a diverse activity of personal importance. It may be individual, in a group, in the family, in class, and at school but it is important that s/he is aware of the meaning of work.

3. Attitudes as conscious inner social mechanisms

In the breeding activity it is important how one in the process of activity has changed his/her attitudes. It follows that the subject of the process of breeding activity are attitudes of the person, the product – their changes but practical or verbal work of learners - means affecting these changes. It may initially be achieved by forming a subjective aim for the activity for learners, a need to achieve the aim. Gordon Allport, one of the first theoreticians of attitudes, defined attitude as a mental condition of readiness developed in experience that affects reaction to objects and situations related to experience in a directive or dynamic manner. Today there are two main approaches to the understanding of attitudes. The first one is based on the assumption that attitude contains 3 different types of reactions to the object or three components (Calvo J., Lopez A., 2005):

- Affective reaction – love, hate, like, dislike and other emotions related to the object of attitude;
- Cognitive reaction – opinions, views, thoughts related to the object;
- Conative or behavioural reaction – intentions of activity, will, tendency to act in a certain direction. This is the most common understanding of attitude.

Attitude itself is just a hypothetic construct, theoretical model. Actual observations are nothing more than stimuli provoking attitude and reactions to these stimuli. Sometimes people think or act different from what they feel. This non-correspondence among various reactions made some researchers bring forward another concept of attitude. The second approach is based on the evaluative character of attitudes. (Девяткин, 1999) According to this approach, attitude is evaluation. If object of the attitude is important to the person, it will cause a strong affective or emotional reaction. Object of attitude is important if it affects person's interests, results of his/her activity directly.

In general the definition says that attitude is a relatively consistent, positive or negative evaluative reaction directed at certain people, objects or ideas that affects and motivates. Attitudes form the inner regulatory system of teenagers' socialization process. Therefore it cannot be studied directly but by an accurate psychological method – testing that allows decreasing influence of self-control on the results of testing.

In order to study social tendencies and attitudes of teenagers, original Turnstone's methods were used to help analyze and grade social tendencies according to certain scales of values. However, only the principle of Turnstone's methods (1927a) was used in the study; scales of values and their content was developed independently. When

working on scales of values, it was ensured that names of social values are understandable to teenagers, that the chosen values are topical and that they reflect social perception and experience of teenagers.

The following were chosen as attitude evaluation scales:

- I – attitude to oneself*
- II – attitude to work*
- III – attitude to studies*
- IV – attitude to foreign language learning*
- V – attitude to reading*
- VI – attitude to respect for others*
- VII – attitude to Latvia*
- VIII – attitude to the European Union (EU)*

The above mentioned attitude scales helped explore the tendencies of social values fulfilling internal regulatory functions of teenagers' conduct / activity at work, communication, cognition, relaxation etc. Applied methods along with the chosen social tendencies allowed to study normative concepts of certain values, revealed attitude to significant social values and moral norms. Thus, for instance, establishing attitude of teenagers to respect for others as a value we can generally judge not only of the attitude of teenagers to opinion of other people and public views but also of accepted social norms. Attitude to each of the analyzed social tendencies (values) is reflected by 7 different expressions expressing different - both positive and negative attitudes to the specified social tendency. Each evaluation scale is represented by 7 expressions showing both positive and negative attitudes of teenagers to the social value represented by the respective scale. Scales of values for groups are graded, and the teenager marks his/her evaluation of each expression on each of the 7 social values specified. Examination of normal distribution of data was carried out in 3 ways:

- Comparison of asymmetry and excess indexes with their standard errors;
- Calculation of indexes using Lillifors modification of the Kolmogorov-Smirnov test;
- Calculation of Shapiro-Wilks criterion.

It is deemed that distribution of data corresponds to the normal distribution if it corresponds to all types of result examination. If data distribution corresponds to the normal distribution, then average arithmetic meanings are used for horizontal figures of graphic features. If at least one of the comparable features has a distribution different from the normal distribution, then nonparametric methods are used to establish statistical importance of differences: *Mann-Whitney U-criterion* to compare levels of features of 2 independent samples, *Kruskal-Wallis H-criterion* to compare levels of features for a greater number of independent samples.

A questionnaire was filled out by 314 pupils: 238 (75.8%) of whom have been abroad, 76 (24.2%) – have not (fig. 4). 155 (49.9%) of them are studying in high schools or gymnasiums where the language of instruction is Latvian and 159 (50.6%) – Russian (Figure 4 and Figure 5).

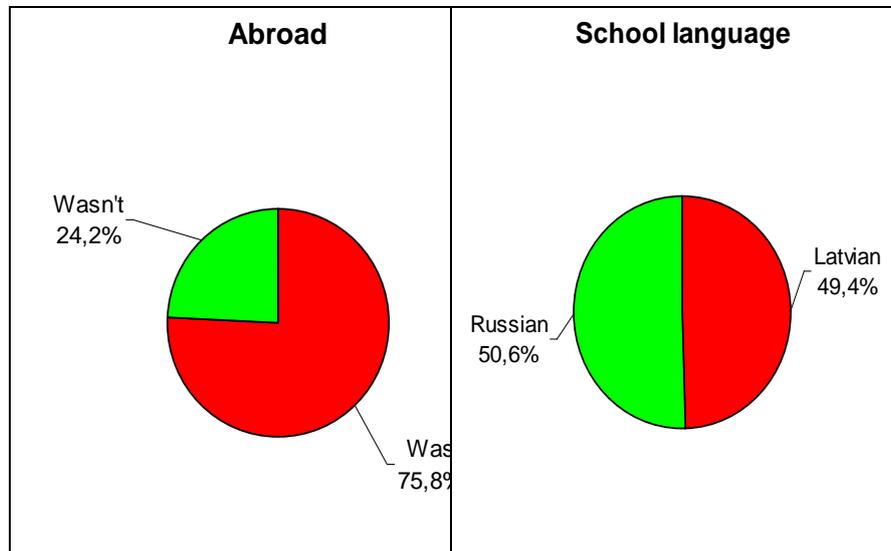


Figure 4. Percentage of all pupils who have or have not been abroad

Figure 5. Percentage of all pupils who educate in Latvian or Russian language

Comparison of different attitudes of Russian school pupils who have or have not been abroad. Fig. 6 shows comparative diagram of average values for different attitudes of Russian school pupils to themselves, work, studies, foreign language learning, respect for others, Latvia and European Union (EU) depending on whether they have or have not been abroad. Statistically important differences were observed only in attitude *to foreign language learning*. Those who have been abroad have a more pronounced attitude in this respect (0.001).

Figure 6. Comparative diagram of average values for different attitudes of Russian school pupils who have or have not been abroad.

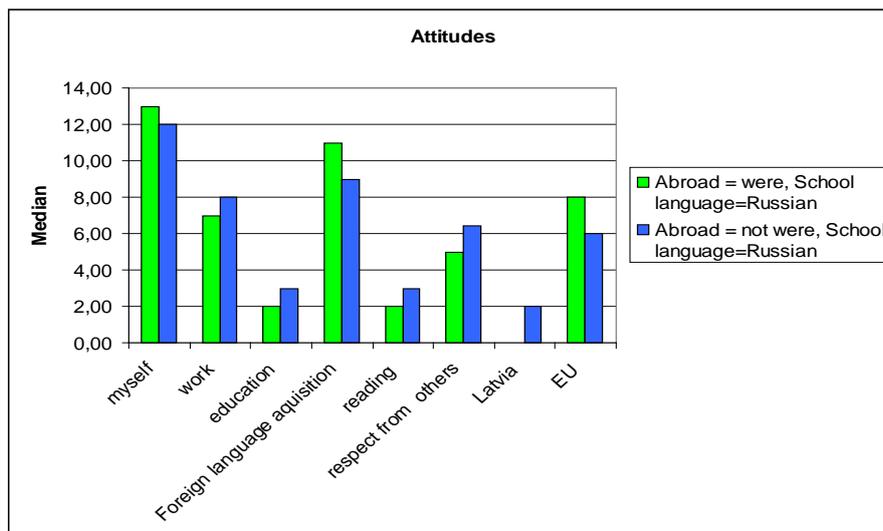
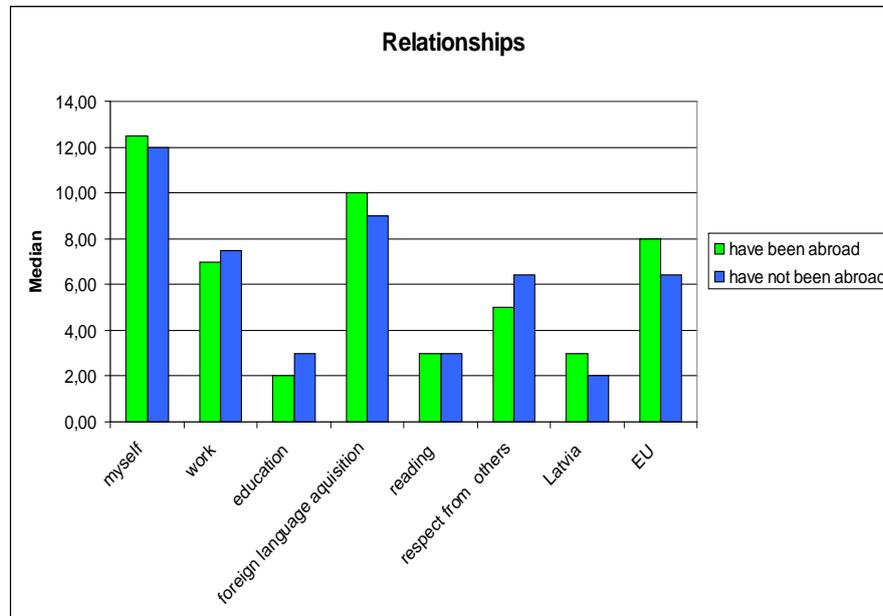


Figure 7. Comparative diagram of average values for different attitudes of all pupils who have or have not been abroad



Analysis of the results of questionnaire on teenagers' attitudes shows statistically important differences in attitude *to foreign language learning* between pupils who have and those who have not been abroad. Those who have been abroad have a more pronounced attitude to this matter (0.001). There are statistically important differences in attitude *to foreign language learning* among Russian pupils. Those who have been abroad have a more pronounced attitude to this matter (0.001). There are statistically important differences in attitude *to Latvia* between Latvian and Russian school pupils who have been abroad. Latvian school pupils have a more pronounced attitude to this matter (0.001). There are statistically important differences in attitude *to foreign language learning* among pupils who have been abroad. Latvian school pupils have a more pronounced attitude to this matter (0.001). No statistically important differences were observed among pupils who have not been abroad.

Conclusions

Social breeding and social development are interrelated and conditioned processes. The more democratic a society is then the greater the opportunity for self-actualization, and the development of a free, independent, and responsible person. It is possible in the process of self-education which is nowadays becoming the basis for breeding. Teenager attitude questionnaire analysis shows that there are attitudes of various significance in Latvian and Russian schools. Generally education as a priority in strategic development of the state has been brought forward in time revealing social significance of the essential value of personality and attitudes.

References

- Bennett, J. (2001). The development and use of an instrument to assess students' attitude to the study of chemistry. *International Journal of Science Education*, 26: pp. 141 -169
- Dauge A. (1928). Audzināšanas ideāls un īstenība. Raksti par lietišķo pedagogiju. – Cēsis – Rīga.
- Dauge A. (1924) Skolas ideja un tautas audzināšanas uzdevumi. Rīga.
- Dauge A. (1920) Par skolotāju izglītību // IMM, nr.2
- Students J. A. (1933) Vispārīgā pedagogija. – Rīga.
- Gardner, P.L. (1995). Measuring attitudes to science. *Research in Science Education*, 25: 283-289. <http://dx.doi.org/10.1007/BF02357402>
- Jurēčs P. (1936) Nacionālās dzīves problēmas. R.: Valters un Rapa.
- Špona A. (2004) Audzināšanas process teorijā un praksē. Raka.
- Špona A. (2001) Audzināšanas teorija un praksē. Raka.
- Pētersons E. (1926) Sociālās audzināšanas elementi dzīves problēmas gaismā // 16. IMM, nr.7)
- Vidnere M., Nucho A. (2001) Garīgās uzvedības veicināšana. RaKa.
- Егорова М.С., Зырянова Н.М., Паршикова О.В., Черткова Ю.Д., Пьянкова С.Д. (2003) „Социальные аттитюды подростков”, Москва.
- Девяткин А.А. (1999). *Явление социальной установки в психологии XX века: Монография*. Калинингр. ун-т. -Калининград. 309 lpp.
- Barber P/, Lopez – Valkarcel B., Pinilla J., Santana Y., Calvo J., Lopez A. (2005) Attitudes of Teenagers, Publisher: Taylor and Francis, Volume 40, Number 5, pp. 625 - 643
- Olson M.A, Fazio R. (2001) «*Implicit Attitude Formation Through Classical Conditioning*» *Psychological Science*, Volume 12, Number 5, September, pp. 413 – 417
- Thurstone, L. L. (1927) The method of paired comparisons for social values. *Journal of Abnormal and Social Psychology*, b - 21, pp. 384 - 400
- Thurstone, L. L. (1928). Attitudes can be measured. *American Journal of Sociology*, 33, pp. 52-54