

ENVIRONMENT OF RURAL SCHOOL AS PROMOTER OF PUPILS' NEEDS FOR FURTHER EDUCATION

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Abstract

The school's education surrounding is the places where social experience and children's learning opinion are gathered develop the system of attitudes. It values actualizes education's needs and develop the motivation of self-realization and develop the motives to continue the education. It is important to develop the skills to make a prognosis, to plan and to Project the future. The aim motivation must be the real key in this process. The education of career is the school especially the main thing for rural schools that provide the long-term development during the crisis of demography and competition. The authors offer:

1) the typical needs of pupils for education in the surrounding of education, which is based on ecological approach in education and stresses the link between the surrounding and man in the holistic way,

2) the analysis of done investigations and evaluation in the part of discussions analysing the approach of career's education problems in the rural school, giving the references to other authors' views and investigations.

Key words: pupils' educational needs; career education; rural elementary school.

Introduction

Society, which learns, proposal of lifelong learning and guarantee that is near your place of residence is one of global aims of nowadays (Baltā grāmata, 1998), (Delors et al., 2001). The Ministry of Education has worked out 'The conception of the education's development' (Pamatnostādnes, 2006). There defined that aim of education is – to form balanced educational system and it is based on knowledge, society is democratic and socially integrated of life-long and it promotes inhabitants of Latvia, increases national economy, it takes part in space of Europe, but at the same time to preserve and develop the characteristic values of culture.

The main priority is education of youth. It is systematic and scientifically based pedagogic interaction. The preferable result is to overtake even education is a value for youth, the process of self-development and result, which helps to find a right place in the society, it influences the responsibility, promotes the possibilities of self-realization and the goals. It is of great importance – the environment where pupils store knowledge and social experience form systems of attitudes and values. Rural schools should be the environment of education where the main stress is on educational needs and for young generation, they are motivated to continue the education, choose the profession and form the career.

The aim of the research is theoretical substantiation for experimental investigations are processing now. The authors of the present paper have launched a new research on the approach of career's education in the rural school.

Materials and Methods

Methods of the research include studies of scientific literature and reflection of personal pedagogic experience. The authors have a great deal of substantial experience in

working with pupils in Primary and High school.

The actualization of pupils educational needs with interaction of school's environment, the theoretical motivation of investigations

The pupil's personality develops with interaction of culture, towns, schools pedagogic environment. We consider that upbringing and teaching are the forms of interaction between personality and school's environment.

The most important for development of personality and self-realization is interaction with social environment.

The most important for development of personality and self-realization is interaction with social environment. V.Zelmenis (Zelmenis, 2000) points that Social environment is not only passive object of observation and imitation. It moves forward concrete demands for young generation and tries to realize them. Taking into account the social environment and the character at school pupil's formation of personality happens with interaction of pedagogical environment, which based on systematic, successive, scientific basis and purposefulness.

According to Piažhe G. (Piažē, 2002) thoughts – a young man develops his inner structures with interaction of conditions of environment. Child develops himself, but he does not do it very free and independently, but he adapts to environment.

The development of man is with interaction of surrounding environment. There are three ways of interaction between human and environment (Bronfenbrenner, 1996; Briede et al., 1998; Katane, 2005a):

1) man is in environment and if the environment does not change, he is under influence of it,

2) man effects on environment and causes the changes, but man does not change obviously,

3) the interaction causes double-sided.

The third form of interaction is the most important.

We have to actualize pupil's cognition and needs of self-realization and then they are motivated to continue the education. It is important that rural school's educational environment should change according to pupils, teachers and interests and needs of society, certain priorities of development. A. Maslow – scientist from USA (Maslow, 1954) valued conclusion in one's own theory of motivation and met motivation that personality needs realization of man depends highly from environment. Conditions of environment either promote self-actualisation of man or forbid any of realisation possibilities of concrete needs. According to A. Maslow self-actualization is use of talent, abilities and opportunities. The man has to as it what he could be, the man to realize abilities and opportunities and has to fulfil one's own mission. A. Maslow (Maslow, 1968) describes eight ways what does individual can use for self-actualization (8 types of behaviour) which conduct to self-actualization:

- 1) experience (absolute, lively, selfless with a perfect concentration and reception in for myself of all happening);
- 2) understanding of life like that process and then self actualization is mean to fulfil every choice for improving;
- 3) to start one's own intentions realization, not only pets it and brings it inside, make skills for learning and studying to coordinate one's own activity with one's own inner character;
- 4) honesty and responsibility for one's own actions;
- 5) the first steps help to develop ability fulfilling 'the best choice of life';
- 6) regular process of developing one's own potencies;
- 7) tops of experiences, the highest emotional instants to perform what is passing and can serve outset borderline for new searching;
- 8) discovery of one's own 'protection' and overcome it.

The education is intellectual need, concrete action in which the result is expressed in a kind of intellectual values is defined of nowadays in 'The conception of education in Latvia' (Latvijas izglītības koncepcija, 1997). The education must help to develop and improve attitude of man for intellectual values. Process of education is effective if the pupil becomes inner free, can take in order one's own thoughts, has formed one's own world outlook, can improve one's own orientation of values. C. Rogers – scientist from USA (Rogers, 1967) pointed the thought, that prerequisites for favourable emotional psychological environment pupils are centred in pedagogical process, double sided trusting in pedagogical interaction (teacher's and pupil's), respect, understanding and sensitivity. C. Rogers also has stressed that the emotional experience, teacher's supporting and favourable attitudes to pupils, encourage, feelings of security and believe of one's own are great importance for

pupils. Just considering these precondition can insure:

- 1) necessary school environment for child development,
- 2) interaction of individual "openness" to dialogue,
- 3) making of learning motivation and adequate self-evaluation.

A long time before Latvian classic of pedagogy E. Peterson (Peterson, 1931) pointed thought that every who is aware of well-educated, understands and suspects that he is valued as a man and he has the one's own place in the events of history and connection of social life and transcendent.

To continue describing educated man, author stresses a man's inner displays can describe with an effort making of one's own individual merciless self-criticism and incessant struggle that reach one's own ideal 'me'. The school must provide for pedagogical support environment which is so necessary for pupils what would arouse pupils to search for further education and planning one's own future, promote pupil's adequate self-estimated formation process where pupils can feel the need for positive other estimation and understanding.

To search for one's own 'me' pupils have necessary maximal used utmost effort all skills, abilities and possibilities. The pupils have to come to understand what is he and what is the desire to become.

In National Curriculum (Valsts pamatizglītības standarts, 1998) is pointed that school teaching environment must enable pupils have sensation and believe that they can do much; favourable and optimistic environment in the lessons which create safety and protection sense, give possibilities for everyone without worry to try, to make mistakes, to learn from mistakes. They are very important precondition for successfully learning, pupils' attitudes and value system for their development. It is very important to make favourable psychological emotional environment.

At the beginning of the 20th century (in the 20th-30th years) many very famous Latvian pedagogy and psychology, for example, L. Ausejs, A. Dauge, P. Dāle, E. Peterson, M. Liepina, V. Seile, J. A. Students, O. Svence etc. integrated psychology conclusions to pedagogy, stressed emotional psychology climate sense in the school pedagogical process (Anspaks, 2003). For example, E. Peterson (Petersons, 1931) in his book Universal didactic stressed thought that good results in pedagogy reached to provide for favourable psychological conditions, recognition abilities of pupils. More safety means for discovery in school are stimulation of pupils' intellect and amateur activity how support child believes to oneself strengths. It can catch up with love and respect like as identity, to respect his needs. E. Peterson pointed child's intellectual and emotional development compact obligation and indivisibility. That conclusion is

found also in nowadays Latvians' scientists D. Liegeniece (Liegeniece, 1999), A. Spona (Spona, 2001), I. Zogla (Zogla, 2001) works. Positive experience meaning pupil's interaction with environment also is stressed L. Vigodsky (Вигодский, 2000). To learn on conclusions of scientists, we can say that child's experience which springs up in pedagogical process, is one of the famous indicators what give proof of pupil's and school's environment character of interaction, it influence on development of identity. But S. Rubinshtein stressed (Рубинштейн, 2004) that joy and satisfaction of success usually increase energy for further activities, but cares, embitterment, fears reduce people's capacity for work. It can influence not only mental but also physical health. Latvian scientist D. Ilishko (Ilishko, 1999) regards that nowadays class environment must be atmosphere where do not pressure, stress and it has sufficiency different kind of information. Class environment must give creative necessary information and possibilities to get more information, it means, must create the necessary preconditions for developing pupils' interests.

Supporting, positive pedagogical psychological environment and think over, purposeful pedagogical action and co-operation can arouse for pupils education needs. It can influence the pupil's learning motivation and further forming attitudes and values system.

It is of great importance to chosen career for rural youth cooperation among the school, family and potential other school in future. The next importance is to give possibilities for pupils it plays different social roles in different sectors of environment what enrich one's experience of life. In the development, process of everyone is very important to provide for all structure of life environment (cooperation between institutions of education) ordering common goals in education work and further development. The scientific motivation for this conclusion we can find in the ecology conception of man's development (Bronfenbrenner, 1996). In that way the rural school planning and carry out the career, education must take function of coordinator to all level cooperation to divide sphere of competences actions and responsibilities about gain results. We consider that the career education must take of great importance place in this pedagogical interaction and joint action and cooperation process.

Scientist O. Baitinger (Байтингер, 1999) points, that youth waiting events in future catch variously. Getting education, choosing suitable profession and fears to lost one's in daily routines - become of their actual points. Our observation witnesses of rural school leavers are not always are sure about right and conformity one's chosen future profession. However, all of them know or they continue and where continue studies. Then pedagogy from rural school have very wide action's field for career education. The

needs realize career education in rural school environment can motivate to lean also on K. Levin (Левин, 2001) dynamic and conception of topology psychology where scientist calls the needs of environment stimulation and actualization about queasiness needs.

Results and Discussion

Nowadays planning of career education becomes more and more necessary how pupils know their parents. There are two conceptions: professional orientation and career education. The professional orientation is a kind of service, which provides different age of people with necessary information and support. The professional orientation helps people to choose the way of education or kind of employment. It moves and supports everyone to accept the effective plan to one's employment not only in education field but also in training for a new profession. It gives possibility people to understand and develop one's interests and abilities to find out one's recess in work market and develop one's skills for career planning. But the word 'career' we think about all plan of actions which moves and motivates a man to profit by the experience of social, professional skills through all life long. Career education advance and research are already necessary in the family, which can continue in different level educational institutions. The career education must be purposeful planning and its content must integrate in elementary school conformity.

Nowadays the school is institute that organizes powerful enterprises, supports planning and developing pupil's career identity renders professional assistance to families and in result of cooperation moves forward pupil to working life.

D. Pratt (Pratt, 2000) in his work "Curriculum planning" notes that work-winners depend from schools because these determine how clever employees come in their enterprise. It has made works on (Crain, 1984) asking 11283 personals and has made out that to take on to engage schools' leavers, they value higher in their reliability (94%), attitudes to work (84%), ability for working in the team (74%), ability for quick learning (57%) and reading skills (57%). Therefore, teachers must give possibility for pupils' self-development, understanding one's, estimate one's cooperation possibilities and knowledge, acquainted with different possibilities for making a career, understand changing in educate and state development. The teacher's task is to develop interests about career and giving professional advice for chosen career, which answer to bring up his goals. The authors pedagogical experience witness that rural school pupils have necessary pedagogical support for further way of education because they have not:

- 1) goals motivation of further education,
- 2) have not necessary information and knowledge

about further education environment and possibilities that it offers. Therefore we consider that rural school must work out conformable models of career education what provide for many and different complex kinds of enterprises which give them necessary support in pupil's identity development of career. There would be show of great importance for different individual and institutes' groups' cooperation. Pupils must give possibility to introduce with all enterprises planning that can give them necessary support in individual career developing. These total enterprises could be integrate in the process of elementary school which encourage pupils for planning, projecting and forecasting one's future, one's professional action as such one of the way of personality self- realization.

Teachers consider their duty from personal experience:

- 1) help pupils to develop basic skills which necessary for pupils further educational environment planning and forming,
- 2) investigate pupils' interests and needs,

- 3) estimate learning achievement,
- 4) teach pupils use obtaining knowledge in new quality and new situation,
- 5) form supportive environment for pupils self- evaluation,
- 6) investigate pupils further education possibilities, offering of different kind of institutes and curriculum and give this information for pupils and parents,

Provide with cooperation and joint action for pupils and their families (parents, grandparents brothers, sisters) in the process of career realization.

Rural elementary school's educational environment groups of individuals' competences and functions in the career education

Pupil, family, subject teachers and form masters are involved in the career education. Each group has concrete duties in the development of the career. The authors worked out the model (see Figure 1) and point those pupil masters' social skills, follow his teaching achievements, store the

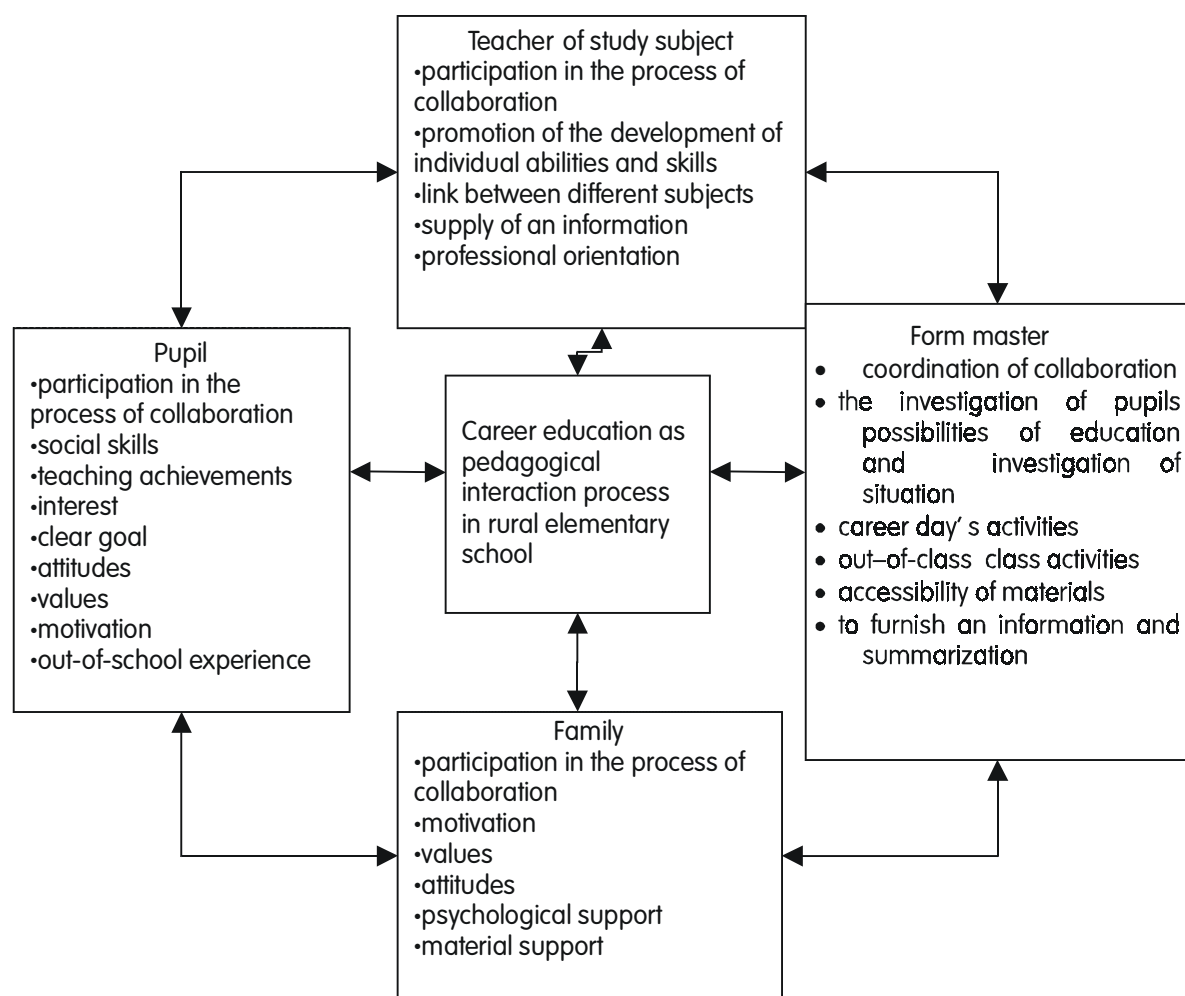


Figure 1. The authors made a diagram 'The subject groups' competences and functions on career education in rural elementary schools'.

knowledge and use them in new situation; he is motivated to reach the goal. Pupil has clear goals and stable system of values. Teacher of subject forms collaboration with pupil, develops his talents, gives the necessary information and supports a pupil in the career's education. Form master collaborates with pupil, parents and subject teachers, organizes the investigation of pupil and his abilities, involves him in out-of-school activities, stimulates pupils to search and summarize the information of career's education, and motivates pupils to reach the goals. Family supports the choice, shares the experience with pupils, offers material support, forms the system of values, stimulates pupils for promotion of competence, and is partner of collaboration. Taking into account the authors own pedagogical experience it is possible to stress the main steps of career education:

1) preparation – should be clear the goals, should choose those subjects which are necessary for the profession,

2) recognition – to do self-evaluation, to think about the choice and experience to take part in different pursuits which are connected with interests and of the development of abilities for chosen career, to store the necessary professional knowledge to stimulate for qualitative activity,

3) investigation – the collection of materials and information for the chosen profession using IT, libraries, acquaintance with the experience of professions representative, his positive and negative emotions,

4) settlement – according for the priorities to study the methods of acceptance the decision, collaboration with professional – advice giver,

5) summarization – looking back will give possibility to estimate of the done things and make the necessary corrections according to the goals and it will motivate the pupil to act – pupil ask questions for himself and gives the answers and he is sure of decision's effectiveness,

6) planning – are clear goals in career education, plan is necessary and step by step pupil plans his activities to reach the goals, planning foresees resources, possibilities to overcome obstacles, and correction to accept a decision,

7) active action – the fulfilment of plan leads to the end, the storing of new information and processing is still going on, pupil realizes the goals, is opened to collaborate, he

uses theoretical knowledge practically, he is motivated to reach the goal.

The author Katane I. (Katane, 2005b) worked out the investigation from 2000-2005, offers evaluation system for expertise of rural schools' educational environment. The investigation includes indications for evaluating of rural schools' functions on career education. Thirty-three rural elementary schools took part in this investigation from all four regions of Latvia. The structural, functional and evolutionary aspects were the basic means of investigation. The results of this research testify that the career education is a priority for many schools. It helps for the pupil's development and to motivate them to continue the education offer the graduation the elementary school. It is a guarantee for successful realization of pupils' educational needs in future.

Conclusions

The importance of education is a matter of current interest along with the processes of integration and globalization. Education considered as long-term society and guarantee of prosperity and an effective promoting mean to develop every individual. Man develops in the interaction with surrounding environment, which has a great importance of educational environment and it is as stimulator for personality of educational needs, the provider for necessary circumstances and a qualitative education.

Today many rural schools consider that the career education is not only development of pupil's personality but it is the mean of clearness of learning and also the long-term guarantee and the main way of development in the processes of competition and crisis of demography.

Investigations testify – in order to plan and realize career education each school has to work out its own model of educational needs according to an environment, pupils, teachers and all society where are certain responsibilities and spheres of competences, which are based on collaboration and joint action. Investigations testify that the realization of career education in rural schools promotes several factors of pedagogical culture – different traditions, varied collaboration with school leavers, parents and other schools as the real educational establishments of pupils.

There are qualitative and quantitative changes in the rural elementary schools in the sphere of career's education during the last years.

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