

DOI: 10.12731/2218-7405-2013-7-49

SOCIAL VIGILANCE OF SCHOOL JOURNALISTS: COGNITIVE ASPECT

Sidorova T.V.

In the article one of the stages and results of an ascertaining experiment aimed at identification of the level of high school students' social vigilance formation are described. The scientific novelty of this work is to implement the pedagogical interpretation of the concept "social vigilance", and also in the selection and creation of valid methods for studying the phenomenon. Ascertaining experiment on cognitive criteria included a test on facts of social reality knowledge, the methods developed by the author "The analysis of the communicative situation," and "Continue the report", content analysis of texts. The results show that teenagers' social vigilance largely developed in respect of the microprocesses, but it's low in respect of macroprocesses. The young journalists have little knowledge about the various social groups, social stratum. The obtained data show the directions of teaching activities to develop students' social vigilance. Experimental results, methods and forms of research can be extrapolated to other types of educational activities.

Keywords: socialization, social vigilance, cognitive criterion, the school media center.

СОЦИАЛЬНАЯ ЗОРКОСТЬ ЮНЫХ ЖУРНАЛИСТОВ: КОГНИТИВНЫЙ АСПЕКТ

Сидорова Т.В.

В статье описаны один из этапов проведения и результаты констатирующего эксперимента, целью которого стало выявление уровня сформированности социальной зоркости учащихся средней школы. Научная новизна работы заключается в осуществлении педагогической интерпретации понятия «социальная зоркость», в подборе и разработке валидных методик исследования данного феномена. Констатирующий эксперимент по когнитивному критерию включал тест на знание фактов социальной действительности, разработанные автором методики «Анализ коммуникативной ситуации» и «Продолжи репортаж», методы содержательного анализа текстов. Результаты исследования показывают, что социальная зоркость современных подростков в значительной степени развита в отношении микропроцессов, в отношении макропроцессов она развита слабо, юные журналисты обладают недостаточными знаниями о различных социальных группах, слоях. Полученные данные показывают, в каких направлениях следует вести педагогическую деятельность по воспитанию социальной зоркости у современных школьников. Результаты эксперимента, методы и формы исследования могут быть экстраполированы на другие виды воспитательной деятельности.

Ключевые слова: социализация, социальная зоркость, когнитивный критерий, школьный пресс-центр.

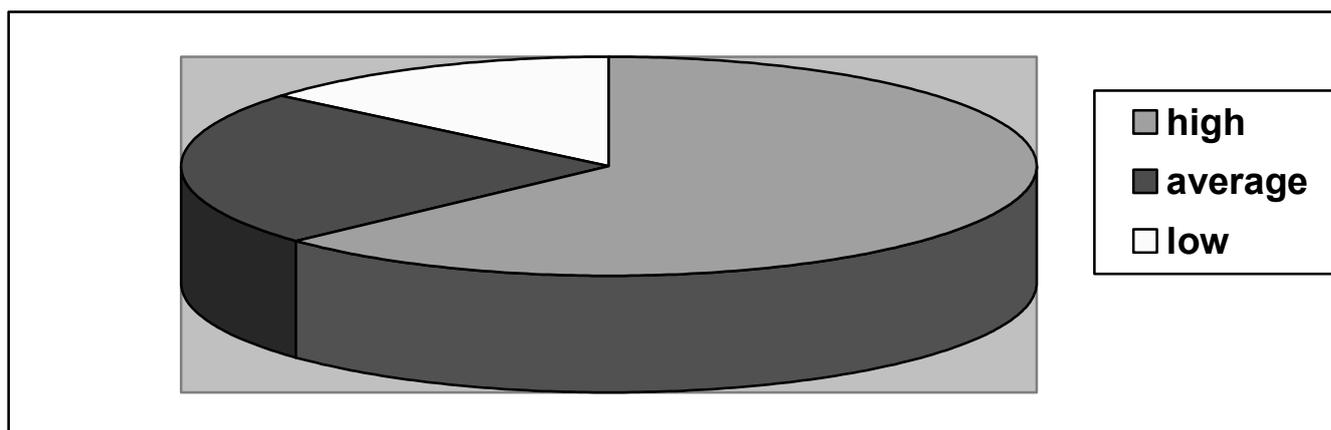
Introduction. Socialization – the process of the society values and norms assigning – is starting with its “scrutiny”, estimation of its value for oneself, selection

some and filtration others. The stages of this process can be related with the concept “social vigilance”: a person looks, sees, thinks, analyzes, selects, assigns.

We consider social vigilance as *the ability to see and evaluate social phenomena, to project them on social events, situations*; as a kind of *social information filter*, which helps in navigation in the social world, recognizing the positive and negative in a variety of information and social environment; as *a factor of socialization*, conducing to the conscious choice of ones place in the social and cultural environment and the assignment of social roles. During the research we have defined the criteria (motivational and evaluative, cognitive and activity) and indicators of students’ social vigilance formation. In this article we describe the experience of studying social vigilance on cognitive criterion of the school media center members of “Multidisciplinary Law Lyceum № 8”, Pskov.

Materials and methods. The aim of the ascertaining stage of the research was to determine whether the young correspondents possess knowledge about social phenomena, processes, relationships; do they realize themselves as the different social roles performers; whether they have the idea of the verbal and non-verbal communication; do they know about the various social categories, groups. To achieve the goal we conducted a test on facts of social reality knowledge, we determined the knowledge level of micro- and macroprocesses by methods “The analysis of the communicative situation” and “Continue the report”, as well as we used methods of texts’ content analysis.

Results and discussion. Test on the facts of social reality knowledge was composed on the basis of the current political and social situation in Russia. The test questions are designed to check the pupils’ awareness in the field of Housing and communal services, the environment, international relations, regional features, etc. The test results showed that 63% of respondents have a high level of knowledge, 23% - average and 14% - low (pic.1).



Pic. 1. The level of knowledge of social reality facts

However, disadvantages of the test method, among others, consist in automatic errors and lack of personal touch, so in order to ascertain the knowledge level of micro- and macroprocesses we have developed the methods “The analysis of the communicative situation” and “Continue the report”.

Method “The analysis of the communicative situation” was as follows: we asked students to look at 20 pictures depicting various communicative situations and suggest what people in the pictures feel, what their gestures express, in what emotional atmosphere communication takes place. Discussion follows after viewing each photo. Pupils took appropriate postures, tried themselves in new roles, discussed. Such way we investigated the students’ ability to understand the signs of nonverbal communication, to define the mood of the interlocutor and to decide on further ways of communication. Most of the students interpret gestures correctly, they are able to understand and identify the emotional disposition of communication. However, it was noticed that often students lack the vocabulary to express their thoughts.

In order to identify the school children’s social vigilance in relation to macroprocesses we used the method “Continue the report”. The method is to look at the initial episodes of problematic reports about important social themes; after the command “stop” students are encouraged to continue the report. It was necessary for

this to answer the questions: what problem is considered in the report, why it is topical and how do you assess it, which way out of the existing situation do you see. In the reports problems discussed, such as the social stratification of the population into rich and poor (“Palaces and huts”, “Those who have power”), meals in kindergartens and schools (“Taste of Childhood”), lives of disabled people (“Closed in ones body”, “Children of corridors”), gambling today's children (“Children of the matrix”), dilapidated houses in which we live (“The Wall of Crying”), etc. The students actively involved in the reports discussion. It was observed that the themes excited them, teenagers discussed, proposed their problem solving. However, some problems were not available to school children. For example, problems of persons with disabilities, teenagers argued that we have few people with disabilities in our country, there is no need for ramps, etc. But the students are actively offered, how to help young computer gamers and how to change the school menu. The method of continuing the reports showed that many of the macro social problems stay on outside the teenagers’ field of view. It is difficult to analyze to them, evaluate the problem, all the more so to suggest the ways of solution.

It also showed the analysis of texts of young journalists. Topics which chose the young journalists were just informational. They described the events of school life (Olympics, conferences, sporting achievement), made reports about school activities, informed about upcoming and past holidays. Only a small part of the materials included an attempt to analyze these events, writer’s comments were rare, there were not comparative, statistical data. There was not a description of social reality, life of the district and city, and other events that can be related to the macroprocesses, in the first issues of the school newspaper.

Conclusion. Analysis of the diagnostic research of the young journalists of the school media center has revealed the following facts:

- teenagers’ social vigilance largely developed in respect of *micro-processes*, interpersonal interaction, communicative acts; social vigilance in respect of

macroprocesses developed in a less degree: it is difficult for them to navigate in the social problems of modern society, to see its causes and suggest solving ways;

- 50% of young correspondents show an interest to social phenomena selectively, their understanding of the spiritual and moral concepts are fragmented, the desire to participate in public affairs is unstable;

- the majority of students know about the verbal and nonverbal communication, realize that often words say one thing, but facial expressions and gestures say quite another; students are able to “read” the body language, but the 28% of respondents (whole-school index) are not able to change their behavior depending on the situation of communication, feel emotional mood of interlocutor, evaluate themselves and their actions on the part;

- modern students have knowledge of the social groups that surround them, such as various youth subcultures, of those social categories, which relate their families (working, employees, military, etc.). However, their knowledge of other social strata, such as the disabled, the unemployed, orphans, etc. are quite scarce;

- young correspondents of school media center write material for informational purposes, only 15% of students are attempting to analyze the received information, summarize and specify the data; young journalists’ social vigilance is more focused on the phenomenon of school life, but the problems of the district and the city is out of their sight.

In the activities of school media center, in our opinion, should be included such methods and forms of work that are focused on the social vigilance development not only in interpersonal relationships, but also in respect of macroprocesses, such as the problems of the district, the city, the lives of citizens, etc. It is necessary that the young journalists gradually expanded the field of their activities, to go beyond the scope of school life and learn to see, hear, and think more globally.

DATA ABOUT THE AUTHOR

Sidorova Tatyana Vladimirovna, postgraduate Student of Pedagogy and Social
Work Department

Pskov State University

2, Lenina street, Pskov, Pskov Region, 180760, Russia

e-mail: botkina@yandex.ru

ДААННЫЕ ОБ АВТОРЕ

Сидорова Татьяна Владимировна, аспирант кафедры педагогики и
социальной работы

Псковский государственный университет

ул. Ленина, д.2, г. Псков, Псковская область, 180760, Россия

e-mail: botkina@yandex.ru