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Изучение мнений старшеклассников о школе и ее влиянии на развитие их личности

Исследование было проведено в 2018 году «Группой изучения современных тенденций формирования личности» ФНИСЦ РАН среди учеников 9-11-х классов в школах Москвы и Московской области. В качестве метода исследования использовался анкетный опрос.

В ходе исследования было выявлено отношение учеников к школьному коллективу, их удовлетворенность общением с одноклассниками, а также причины неудовлетворенности.

В рамках опроса авторы определили наиболее обсуждаемые в рамках школы темы – это события, происходящие в школе, планы на будущее, поступление в вуз.

Ключевым аспектом исследования стало определение того, какие качества и умения личности в наибольшей степени развивает школа. По мнению большинства опрошенных, школа позитивно влияет на развитие навыков общения и умений вести дискуссию, отстаивать свою точку зрения, а также формирование таких качеств, как дисциплинированность, коллективизм, терпимость, ответственность и добросовестность. Тем не менее, среднее общеобразовательное учреждение не способствует развитию стрессоустойчивости, независимости и самоуважения.

Кроме того, определены возможности влияния учеников на разные стороны деятельности школы. В наибольшей степени ученики могут воздействовать на формы проведения внешкольных мероприятий, выставление оценок, разрешение конфликтов между учителями и учениками, а также на организацию кружков и секций. По мнению большинства респондентов, нет никакой возможности повлиять на методы преподавания, выбор учителей, предметов и обучающих программ, а также на организацию питания.

Было также выявлено, что большая часть школьников считают себя патриотами, которые любят свою родину и гордятся ею. Большинство опрошенных учеников планируют получать дальнейшее образование в России и надеются, что ситуация в нашей стране в ближайшее время улучшится.

Ключевые слова: школа, старшеклассники, формирование личности, качества личности, умения личности, школьный коллектив, интересы учеников, патриотизм

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The research of high school students' views about schooling and its impact on the development of their personality

The article deals with the impact of the school on the formation of different skills and qualities of high school students. The study was conducted in 2018 by "the Group of the Study of Current Tendencies of Personality Formation in Education among students of 9-11th grades in schools in Moscow and the Moscow Region in the ISRAS. As a research method, a questionnaire is used.

The study has been found the ratio of students to the school community, and their satisfaction with communication with their classmates, as well as the causes of dissatisfaction.

In the survey, the authors identified the most discussed topics in the school context – these events taking place in school, plans, entering the university.

The key point of the research was the determination of what sort of qualities and skills of an individual the school develops to the greatest extent. According to the majority of respondents, the school has a positive effect on the development of communicational skills and skills to lead a discussion, to defend own point of view, as well as the formation of such qualities as discipline, collectivism, tolerance, responsibility, and fairness. However, a secondary educational institution does not contribute to the development of stress tolerance, independence, and self-worth.

Also, the opportunities of the influence of students on different aspects of the school's activities are identified. To the greatest extent, students can influence the form of extracurricular activities, grading, conflict resolution between teachers and students, as well as the organization of coteries and sections. According to the majority of respondents, there is no way to influence teaching methods, the choice of teachers, subjects and training programs, as well as the catering.

It was also revealed that most schoolchildren consider themselves patriots, who love their country and are proud of it. Most of the respondents are planning to obtain further education in Russia and hope that the situation in our country will improve shortly.

Keywords: school, high school students, personality formation, personality qualities, personality skills, school staff, students' interests, patriotism

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Introduction

Students spend most of their time at school. At the same time, they do not get only knowledge there but also actively interact with their coevals, teachers, participate in various activities.

The school has a huge impact on the formation of the personality of the student, his psychological characteristics.

The result of this impact depends on many factors, in particular, on the nature of interactions in the team and its cohesion, relations with teachers, the level of requirements at school, inner school culture, etc.

The factors influencing the formation of the student's personality, and the school environment, in particular, arise a particular interest to psychologists, sociologists, teachers, and other scientists.

Problems of the formation and development of personality were considered in the studies of domestic psychologists (L.S. Vygotsky; A. G. Kovalev; I. S. Kon; A. F. Lazursky A. V. Petrovsky; A. N. Leontyev and others) and foreign (A. Adler; J. Kelly; A. Maslow; G.W. Allport; E. Erickson; C.G. Jung and others).

In Russian sociology B.G. Ananyev, Yu.A. Levada, V.A. Mansurov, Yu.M. Reznik, J.T. Toshchenko, V.A. Jadov, etc.

Many studies of modern Russian scientists are devoted to research of student's motivation to study, to motifs of choosing of future specialization, and their future universities, in particular, the studies of authors such as J.M. Zhumalieva [1], O.V. Zhuravleva [2], O.N. Lopatkova [3] and many others.

Problems of self-determination and the ambitions of youth are considered in the studies of A.A. Onipko [4], A.M. Taminsky [5], A.I. Kulakova [6], D.L. Konstantinovsky [7], E.I. Pronina [8] and others.

Some studies are devoted to the influence of the family and the school on the formation of the child's personality [9-11]. At the same time, the impact of the school environment on the formation of various qualities of a student is revealed in research to a much lesser extent than the influence of the family.

Methods and methodology of research

The study on the theme "The Study of Current Tendencies in the Formation of Personality in Education" was conducted by "the Group of the Study of Current Tendencies of Personality Formation in the ISRAS with the support of the Russian Society of Sociologists among high school students of Moscow schools in 2018.

«The Group of the Study of Current Tendencies of Personality Formation in Education» ISRAS researches the role of an educational institution in the socialization of youth and adolescents, identifying risks to society occurring while formation of students' negative social practices, taking into account economic, social and demographic factors.

The goal of the research represented in this article was to identify the attitude of high school students to school and coeval, as well as the influence of the school on the formation of various qualities and skills of students. The authors of the article were active participants in this project.

The study was conducted by the method of the questionnaire survey. It was attended by 200 high school students aged 15 to 18 years, of whom 59% of the respondents (118 people) are female, and 41% (82 people) are male.

The students of the 10th grade prevail (42%, 84 respondents) among students, a third of the respondents study in the 9th grade (34%, 68 respondents), and about a quarter (24%, 48 respondents) in the 11th grade.

The share of students from Moscow schools was 70% (140 people), a third part was represented by high school students of the Moscow Region (30%, 60 people).

The article analyzes the issues spanned several important areas of young people life: 1) the degree of integration of students in the team; 2) the range of interests of students discussed within the school; 3) the degree of school influence on the formation of certain skills and personal qualities; 4) the possibility of the influence of high school students on different aspects of school life; 5) influence of school on the patriotic upbringing of schoolchildren.

The study hypothesizes that the school forms not all the necessary skills and qualities in the modern life of students emphasize the formation of a disciplined, responsible, tolerant person.

Research results and their discussion

The relationship between students in the school team is one of the main factors forming the attitude towards the school.

If the interactions in the classroom are favorable, the student learns more readily and easily, goes to school with pleasure.

If the interaction in the educational community, is intense and even conflicting, then the motivation of students to learn often decreases, and a negative attitude towards the school is formed as a whole.

The results of the survey illustrate that more than half of the respondents (62%) feels their belonging to the school community.

Only 12% do not feel that they are part of a class, and 16% of respondents argue that there is no team in a class, which indicates a low degree of cohesion.

10% of respondents find it difficult to answer.

It should be noted that the older the students, the less cohesive their school team is.

The survey illustrated that more than half of respondents (56%) are satisfied with communication with classmates.

However, there is also a significant part of those who do not like communicate with classmates: 34% are not completely satisfied with them, and 10% are not satisfied.

Table 1

Satisfaction with communication with their classmates

	Quantity	%
Fully satisfied with	52	26
Rather satisfied than not	60	30
Rather not satisfy	68	34
Absolutely not satisfied	20	10
In total	200	100

The main reasons for which high school students are not satisfied with the communication with their classmates are the following: lack of common interests, conflicts, mutual misunderstanding:

"I have no common interests with classmates";

"We often have conflicts in the classroom";

"My classmates do not understand me";

"Many classmates do not want to communicate with me."

Another aspect that was considered in the course of the study are topics that senior students discuss more common among themselves within the school.

The survey represents that the most frequently discussed events are events taking place in school, plans for the future, admission to the university – more than 40% talk about it often, about the same – sometimes.

Table 2

The most relevant topics to discuss with classmates

	often	sometimes	never	In total
School events	48	45	7	100
Prospect	46	44	10	100
Enter university	44	43	13	100

This reason is that most of the respondents are pondering about choosing a university in grades 9-10 [12, p. 6].

Most of the students sometimes talk about the interaction with teachers and musical preferences, a little less is quite often.

More than half of the respondents sometimes discuss material has been studied at school, world events, films, books, and sporting events.

But if the covered material with this or that frequency appears in the conversations of all respondents, then 35% of the respondents do not interest at all in sporting events.

It should be noted that more than a third (38%) part of students never discusses computer games with a school team, personal relationships, and interactions with parents.

Even higher, the percentage of those who never discuss in class how to gain money, and the problems refer to alcohol and drugs.

On the one hand, it is possible to assume that students discuss with classmates only what mostly happens within the walls of the school and does not go beyond its framework, and high school students communicate with out-of-school friends and acquaintances on personal topics in their spare time.

Nevertheless, on the other hand, now we can talk about socially desirable answers, that is, the most expected answers that students gave in the survey process.

Therefore, it is obvious that topics that are beyond the limits of school issues are also present in the communication of high school students.

One of the objectives of the study was to identify how the school influences the development of various skills of schoolchildren and the formation of their various qualities (based on their own students' assessments).

A modern school should be personality-oriented, and the organization of the educational environment in such an educational institution presupposes the disclosure of each student as a person [11].

During the survey, it revealed that the school has a positive effect on the formation of many skills of high school students. It is obvious that in the modern world, communication skills, creativity, and flexibility in conflict resolution are of particular importance.

Most respondents noted that the school has a positive effect on the development of communication skills and the ability to lead a discussion, to defend their point of view.

Table 3

The impact of schooling on the development of various students' skills of students

	Have an impact on	Not have the impact on	It difficult to answer this question	In total
To communicate with	69	28	3	100
To bring the discussion, defend own opinions	65	31	4	100
To think creatively, to solve nonstandard task	63	33	4	100
The ability to resolve conflicts	62	30	8	100
To take the initiative	60	33	7	100
Set goals and achieve them	60	31	9	100
Obey the rules	56	32	12	100
Perform routine work	52	31	17	100

More than half of schoolchildren believe that the school helps foster the formation of creative thinking, the ability to resolve conflicts, to take the initiative, set goals and achieve them, but at the same time obey the rules and also perform routine work.

Moreover, about a third of the respondents held the contrary view supposing that the school does not affect the development of the above skills in any way.

Also, it was revealed what traits and attributes of an individual, are most developed by the school.

In the course of study in school and other educational institutions, it is important not only to provide young people with solid knowledge and skills that meet the requirements of the modern labor market, but also to form them as active members of society, bring up the commitment, kindness, diligence, initiative, discipline, enterprise [10, p. 40].

The survey showed that the school has a positive effect on the formation of such qualities as discipline, collectivism, tolerance, responsibility, and integrity.

The opinions of students regarding the influence of the school on the development of flexibility, diligence, intelligence, initiative, honesty, and stress tolerance are divided.

Some respondents noted its positive impact on the education of these qualities, and the other students noted the lack of impact.

Regarding stress tolerance, about a third of students believe that the school environment prevents the formation of this quality.

This is related to the fact that in high school students face such difficult exams as the GFA and UGE, and for many students, it is great stress that not everyone can cope.

In the opinion of the majority of students, a general education institution does not promote to the development of self-esteem and independence, imposing certain standards of behavior, trying to form, above all, a disciplined, responsible person who lives by the rules of the team, which confirms the hypothesis put forward by us.

Another rather important part of the study is the theme of the influence of high school students on various aspects of school life.

The survey results illustrated that students could influence the form of extracurricular activities, obtain estimates, resolving conflicts between teachers and students, as well as organizing a school of coteries and sports classes most of all.

In this case, students feel as major actors on which a process depends in any way.

More than half of schoolchildren noted that there is no way to influence teaching methods, the choice of teachers, subjects and training programs, as well as the catering and teachers.

This result can be explained by the fact that these aspects in most schools are governed by certain standards that do not imply the influence of students on these aspects of school life.

Although it the greatest impact school students would like to have on the above-listed parts of the school life.

It should be noted that a significant part of the respondents found it difficult to answer this question.

Another theme is the patriotic upbringing of young people. This aspect was relevant for Russia throughout time, but in modern political and socio-economic conditions, it has even become more significant.

Formation of patriotism in the younger generation is one of the primary focus of the school education system [13].

Currently, many Russian scientists have involved in the study of patriotism.

In modern science, this phenomenon is interdisciplinary. The study of patriotism is devoted to the study of researchers such as M.K. Gorshkov, N.A. Zhuravleva, S.Yu. Ivanova, T.V. Bespalova, T.S. Kolyabina, T.V. Piskunova, etc.

The results of the study illustrated that 2/3 of respondents (66%) imply patriotism as love for their homeland, a quarter of respondents (26%) believe that patriotism is pride in their homeland, the remaining (8%) of respondents believe that being a patriot means to serve in the military.

It should be noted that the studies have been conducted earlier by the "Group for the Study of Personality Formation in Education" of the Institute of Sociology of the Russian Academy of Sciences also illustrated the main component of the concept of "patriotism" is love for the Motherland and pride for it [14, p.98].

The questionnaire survey has also revealed whether high school students consider themselves patriots. More than half of the respondents (64%) feel as such, not every fifth student (20%) considers himself a patriot, the rest (16%) were unable to say for sure.

It should be mentioned that a survey has held among university students in 2016 showed that only 36% of respondents fully consider themselves patriots. Moreover, representatives of being a male called themselves patriots (40%) than being a female (34%) [15, p. 53]. Thus, schoolchildren turned out to be more patriotic than students were. This is because; considerable attention is paid to the upbringing of patriotism in schools today, whereas in universities this direction is less developed.

As it has been found out in the process of the survey, most of all the students' love for the Motherland is raised by the family (50%), by the school (in particular, the teachers) (40%), as well as relatives and friends (10%). It is obvious that patriotic upbringing has its basement in the family; it largely depends on the attitude of the parents towards their country and the processes that take place in it.

A major role in the formation of patriotism is played by the school, first, the personality of the teacher such work which he takes towards that end.

Most schools now carry out many activities of a patriotic nature, but not all of them affect the inner spiritual world of the schoolchildren, make them think about the country and the future within.

Also, the in the process of the study was identified the attitude of high school students to the possibility of choosing further education in Russia or abroad.

It turned out that more than half of the students in grades 9-11 (60%) would like to receive education in Russia, more than a quarter (26%) – abroad, and only (14%) found it difficult to answer the question.

This is because schoolchildren study more comfortably in their language environment and familiar culture; they do not want to leave their home country and closest people.

Some high school students do not simply have financial possibilities to continue their education abroad.

The survey of students showed that every fifth respondent would like to leave Russia for another country for permanent residence, 40% wanted to live (learn) abroad for some time and return to their homeland, and the remaining 40% did not plan to leave Russia [15, p. 53].

Given research does not allow making global conclusions, but still, it can be stated that many schoolchildren, according to their subjective assessments, have a developed feel of patriotism.

Although there is a significant part of young people who either do not consider themselves to be patriots or have not decided on this issue, therefore, it is obvious that further comprehensive work in schools in this direction is needed.

The study another aspect was highlighted upon – factors representing a danger in modern Russia.

In the view of schoolchildren, the greatest danger today is terrorists and other criminal elements, both domestically and abroad (43%), followed by economic crises (24%). 13% of respondents have noted technological disasters and natural disasters that are increasingly occurring in the world.

Every tenth respondent fears poverty. Another ten % of respondents were unable to say for sure.

At the same time, more than half of the respondents (55%) acknowledge that there is a certain threat of a third world war, only 8% point out a greater threat, and a significant part of the respondents (37%) do not take any possibilities of the beginning of the 3rd World War.

More than half of schoolchildren (52%) hope that soon the position of Russia will improve, one in four is sure in the opposite.

Thus, schoolchildren as a whole are quite optimistic about the situation in Russia and its prospects.

Conclusion

Thus, it is obvious that the school has a significant impact on the formation of skills and qualities necessary for the student: develops communication skills, the ability to defend their position, to think creatively, and to be disciplined, responsible, tolerant and conscientious.

However, the school does not promote the development of self-esteem and independence.

Pupils would like to have more choices in the process of schooling – choosing teachers, subjects, teaching methods, but in modern conditions, they can mostly affect the forms of extracurricular activities, grading, and conflict resolution with teachers.

The school also affects the formation of patriotism among schoolchildren significantly. The majority of surveyed schoolchildren consider themselves to be patriots, while patriotism means love of the Motherland and pride for it.

To form individuals who will be successfully realized in the modern world, the school should be personality-oriented, become more flexible, taking into account the needs and capabilities of students.

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