

PEDAGOGY OF HIGHER EDUCATION

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Typology of pedagogical situations: cross-cultural analysis

Victoriya V. DOBROVA 

Samara State Technical University

244, Molodogvardeiskaya St., Samara, 443100, Russian Federation

victoria_dob@mail.ru

Importance. The natural appeal to the possibility of defining certain typological features that would contribute to the differentiation of pedagogical situations leads to the need for a certain systematization of knowledge and experience. It is relevant to consider and compare the classification basis of typologies, since there is still no certainty about how a pedagogical situation should be described.

Research methods. The comparative analysis, the content analysis, the method of interpretation and contextual analysis.

Result and Discussion. The analyzed typologies of pedagogical situations in Russian pedagogy differ in typological basis, principles, understanding of the essence of pedagogical situations, which makes their systematization ambiguous, complex and practically impossible to use in everyday pedagogical practice. Foreign typologies of pedagogical situations are built on fundamentally different grounds, based on the understanding of the essence of the educational process, participants and the nature of changes. The analysis has shown that all the studied typologies of situations do not simplify the use and systematization of pedagogical situations, but being built on mixed basis, bring confusion in understanding and operating of pedagogical situations.

Conclusion. The diversity of descriptions and ambiguity of definitions of pedagogical situations makes it difficult to create a complete typology and choose the clear basis. Based on our definition of the pedagogical situation, we considered it possible to propose clearer and more systematic basis for typology and to identify 3 types of pedagogical situations. Such a logical basis can be the ability of a pedagogical situation to reach the solution of a pedagogical task. Unlike all the analyzed situations, the proposed typology is based on clear systemic typological basis, allows differentiating and ordering of pedagogical situations, is easy to use.

Keywords: pedagogical situation, typology, pedagogical task, pedagogical semiology

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Типология педагогических ситуаций: кросс-культурный анализ

Виктория Вадимовна ДОБРОВА 

ФГБОУ ВО «Самарский государственный технический университет»
443100, Российская Федерация, г. Самара, ул. Молодогвардейская, 244
victoria_dob@mail.ru

Актуальность. Закономерное обращение к возможности определить некие типологические особенности, которые способствовали бы дифференциации и упорядочиванию педагогических ситуаций, приводит к необходимости определенной систематизации получаемых знаний и опыта. Актуальным представляется рассмотрение и сравнение оснований типологий, поскольку определенности в том, как должна описываться педагогическая ситуация до сих пор нет.

Методы исследования. Сравнительный анализ, контент-анализ, метод интерпретации и контекстуальный анализ.

Результаты исследования. Проанализированные типологии педагогических ситуаций в отечественной литературе по педагогике различаются по типологическим основаниям, принципам, по пониманию сущности педагогических ситуаций, что делает систематизацию педагогических ситуаций неоднозначной, сложной и практически невозможной для использования в повседневной педагогической практике. Зарубежные типологии педагогических ситуаций строятся на принципиально других основаниях, исходя из понимания сущности образовательного процесса, участников, происходящих изменений. Все проанализированные типологии не только не упрощают создание и использование педагогических ситуаций, но будучи построенными на разных основаниях, вносят определенную путаницу в понимание и оперирование ими.

Выводы. Многообразие описаний и неоднозначность определений педагогических ситуаций затрудняет создание полной типологии и выбор четкого основания. Исходя из нашего определения педагогической ситуации, мы посчитали возможным предложить более четкое и системное основание для типологии и выделить 3 типа педагогических ситуаций. Таким логическим основанием может стать способность педагогической ситуации достигать решения педагогической задачи. В отличие от всех проанализированных ситуаций, предлагаемая типология базируется на четком системном типологическом основании, позволяет дифференцировать и упорядочить педагогические ситуации, удобна в использовании.

Ключевые слова: педагогическая ситуация, типология, педагогическая задача, педагогическая семиология

Конфликт интересов. Автор заявляет об отсутствии конфликта интересов.

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IMPORTANCE

A large number of research works in the field of pedagogical interactions and pedagogical phenomenon leads to the necessity for systematization of the knowledge and experience gained. Hence a natural appeal to the possibility of defining some typological features that would contribute to the differentiation and ordering of the pedagogical concepts and phenomenon. In Russian and foreign pedagogy there are many typologies of pedagogical situations, based on various grounds. However, there is still no certainty in how a pedagogical situation should be described and classified. The authors' positions are determined by the significance of information about this or that aspect of the typology: external signs of the situation, real behavior of people, perception of students and teachers, etc.

Since there is an enormous variety of pedagogical situations, the necessity to systematize them, i.e. to distinguish more or less stable types, is obvious. However, it is interesting and useful not just to consider individual types of pedagogical situations, but to classify them from a cross-cultural comparative perspective, namely, to compare Russian and foreign approaches and bases of typologies of pedagogical situations.

RESEARCH METHODS

The choice of research methods is justified by the peculiarities and difficulties of systematizing pedagogical concepts using the methodology of pedagogical semiology. The following methods were used in the research: the content analysis, the comparative analysis, the systematic and structural analysis, the method of pedagogical literature logical analysis, the method of interpretation and contextual analysis.

RESULTS AND DISCUSSION

Pedagogy traditionally considers pedagogical situations as a unit of both educational and upbringing process. Being an integral part of the pedagogical process, they present pedagogical

reality, as a concentrated expression of the pedagogical process and pedagogical system in their temporal space [1]. Pedagogical process is formed of pedagogical situations. Therefore, we can say that the dynamism of the educational process, its self-movement and self-development are provided and conditioned by pedagogical situations. Thus, a continuous chain of mutually continuing and interrelated pedagogical situations is a pedagogical process itself.

In pedagogical research a pedagogical situation is considered to be the means and condition of the pedagogical process, it is studied from the point of its functionality and relevance in the educational process, is analyzed in order to design and organize it. But despite the importance of this pedagogical category, the definitions of pedagogical situations found in literature vary without clear reasons. The conducted analysis of the "pedagogical situation" concept in pedagogical research proved that there is no common understanding of this term [2]. The lack of unambiguous and clear understanding and definition of pedagogical situations results in the development of a large number of their typologies [3–7] associated with the desire and need to systematize, organize and operate pedagogical situations in the real educational process.

Each pedagogical situation is individual and unique, but in Russian science there are several authoritative typologies, which include a large number of situations.

Thus, the most generally recognized typology of pedagogical situations is presented by V.S. Bezrukova and is based on the following characteristics:

- the place where the situation originated and took place that defines its conditions and ways of their projection (home, lesson, street, extracurricular, etc.);
- the projectivity degree (specially or naturally created);
- the originality degree (typical, repeated or non-standard);
- the controllability degree (rigidly set, controlled, uncontrolled);
- the participants (parent – student, student – student, student – teacher, etc.);

- the inherent conflicts (non-conflict, conflict, critical);
- the content (problematic, educational, everyday, polytechnic);
- by their nature (discipline, cross-discipline, general scientific) [8].

This typology, although quite detailed, takes into account different aspects of the pedagogical situation, nevertheless does not allow to clearly distinguish one pedagogical situation from another, without providing a basis for the choice of attributes.

Another frequently used typology is based on some clearly distinguished components of a pedagogical situation, e.g., participants, place, etc. So according to V.A. Slastenin et al., the following typological basis can be used for the typological classification of pedagogical situations: by the interacting subject and object; by the location; by the pedagogical process nature (educational, didactic, etc.); by the educative perspectives inherent in the situation, etc. [9]. The drawback of this typology is that it's impossible to classify situations according to all these attributes simultaneously and only one basis can be used at a time.

The typology that gives priority to the special organization of students' behavior in educational establishment when reaching pedagogical goals, as well as on the degree of student's resistance to the teacher's educational or disciplinary requirements is created by N.V. Bordovskaya, A.A.Rean, who distinguishes pedagogical situations of the following types: self-assessment situations; motivational situations of stimulation of cognitive activity; situations of problematic learning tasks solving; communicative situations; conflict situations; success situations; game situations; influence situations; new activity mastering situations; situations of responsible decisions taking, etc. [10].

The more general types of pedagogical situations are distinguished by I.N. Yemelyanova, who singles out:

- undefined (lack of sufficient information) and defined (presence of full information) situations;

- open (search for alternatives) and closed situations;

- finite (assume only one single solution of the situation) and non-finite (the solution made allows the possibility to be improved) situations [11]. This typology allows to develop the general strategy for particular pedagogical situations solving, but the tactics remains beyond consideration.

Among the more modern trends in pedagogical situation typology creation we can notice more practice oriented typologies. Thus the typology that is based on meaning development logics during foreign language learning is made by I. Zasukhina [12], who distinguishes 5 groups of pedagogical situations: 1) the situation of self-discovery in which the student will experience his/her first success, see the prospects of his/her growth, believe in his/her capabilities; 2) the situation of accepting a new motive as a tool activity (educational, communicative, professional, etc.), as a professionally and vitally important value; 3) the situation of self-overcoming, meaningful work on oneself; 4) the situation of experiencing and overcoming one's own mistakes, reflection of one's experience through actualization of the main moral regulators of behavior; 5) the situation of planning the future, creating a holistic image of oneself in the future. This typology looks like a sequence of situations, specifically aimed at meaning-forming activity of students, leading to a new meaning self-determination. We see the disadvantage of this typology as the impossibility of using the types of situation separately, the assumption of a strict sequence and completeness of all stages of the process.

Based on the understanding of students' multicultural personality D.S. Batarchuk [13] divides pedagogical situations into several blocks: 1) pedagogical situations are designed to strengthen positive ethnic identification, positive adequate representation of oneself as a subject of ethnicity (situations of diagnostic type, situations of informational type, situations of motivational type, etc.); 2) pedagogical situations are designed to develop the ethnocultural competence of the student's personality (situations of

strengthening positive ethnic self-identification, situations of comparing the features of one's own and other ethnic groups, situations of forming an emotional and valuable attitude, situations of argumentation, etc.); 3) pedagogical situations are designed to develop the ability and readiness for interethnic communication on the basis of ethical and legal norms and rules (training pedagogical situations, role-playing games, meetings with representatives of ethnic groups, etc.); 4) reflexive pedagogical situations (students' written answers to questions, training sessions, interviews with the use of "critical incident", analysis of various actions of people in the process of interethnic interaction). In our opinion, this typology, although it represents a mechanism for the development of multicultural personality of students in the educational process, looks very complex and is built on different bases, in connection with which it is not applicable in practice for purposes unrelated to the development of multicultural personality.

During the analysis we found more than 50 typologies of pedagogical situations in the Russian literature on pedagogy. All of them differ in typological bases, principles, understanding of the essence of pedagogical situations, which makes the systematization of pedagogical situations ambiguous, complex and practically impossible to use in everyday pedagogical activity.

It is interesting to consider foreign typologies of pedagogical situations, as they are based on fundamentally different grounds. Representatives of foreign pedagogy, classifying pedagogical situations, do not proceed from external features, but take into account, for example, the relationship that the student establishes with the object of knowledge and the educational system. Thus, G. Brousseau distinguishes 4 types of situations: the situation of action, the situation of formulation, the situation of validation and the situation of institutionalization [14].

Understanding the nature of education and consequently students' achievement formed the basis of R.M. Smith's categorization:

1) situations in which education is aimed at the *product*, so the outcome of the experience is

emphasized that is to acquire a particular knowledge or set of skills;

2) situations in which education is aimed at the *process*, so the attention is paid to what happens during the learning that is how students meet needs and achieve goals;

3) situations in which education is seen as the *function*, so the aspects that help accomplish learning and education are emphasized that is how students are motivated, what makes them change [15].

Usually effective educational practice engages all the three types of pedagogical situations. Thus when we use knowledge on how learning and teaching happens (function) and what exactly happens when people learn (process), the participants of effective educational process gain new knowledge and skills (product). In doing so, one experiences an active process of transmitting new knowledge, skills and values into behavior.

D.A. Kolb in his work on learning styles identifies three types of pedagogical situations:

- rationalist (cognitive): the task of this pedagogical situation is to acquire, use and memorize abstract symbols;

- behavioral: the pedagogical situation is understood as a process of behavioral change, at what consciousness and subjective experience is especially important;

- experiential: the integrative situation that is a combination of cognition, experience, behavior and perception [16].

In any pedagogical situation, learners are subjected to certain changes. Understanding the nature of change is important and its stages can form the basis of a typology of pedagogical situations. Change is a *process*, not an event. Exposure to new modes of action and instruction does not guarantee that students will begin to perform and apply them at once. The pedagogical situation of this level is rather a changing process developing over time. This change should be considered from the perspective of individuals's change. Understanding of the response of individual students to changes in their behavior is critical. The pedagogical situation of change in individuals is a *personal experience*. Thus each

person responds to change, perceives and feels it individually. Change in people presupposes the next type of situation – the situation of *growth*, both in terms of their ability to apply new knowledge and their attitude to change. This continuous growth is the part of the changing process that students undergo over time [17]. So this typology is based on the nature of education and the understanding of change.

The criteria of the way of organization of pedagogical relations is used in the typology that includes: a) a frontal situation (individual tasks, only student-teacher interaction); b) an open situation (free cooperation of all participants that presupposes individual results); c) a collective situation (free cooperation of all participants in order to solve a collective problem). This typology is used when talking about different stages of educational process: group a) situations are used in the course learning stage, group b) – in the exercise stage, group c) – during exam preparation stage [18].

Several typologies of pedagogical situations [19; 20] are based on the dimensions of students' natural propensities. Hence the division of pedagogical situations into.

1. Situations of surface and deep learning. What is taken into account is what has been learned, not how much. The situations of deep learning are based on the desire to understand, to question, to make sense of, to compare with previous experience (to grasp the very content of the learning material). And in a situation of surface learning, the student seeks to memorize rather than understand, to practice skills by instruction without thinking about the sense (to learn the text itself). Both types of situations in the pedagogical process are bound together. Deep learning helps students develop relations and links, but does not aim to transfer specific knowledge. Surface pedagogical situations are more traditional for modern educational reality, when good memory and practiced skills are sufficient for learning and academic success. At the same time, without prior surface learning, practicing skills, acquiring knowledge, deep learning is not possible.

2. Situations involving holist and serialist learners. The former type of learners gains a broad overview before completing the task, while the latter needs to follow a well structured and logical paths. Usually the learning style does not change even if it is unsuccessful. Therefore, the teacher must adapt the pedagogical situation and the pedagogical task each time to the specific type of learning.

3. Situations in which learners are verbalisers, visualisers or doers. Verbalisers learn more easily if the information is provided in spoken or written form, visualisers prefer diagrams and pictures, and doers respond better to practical activities. Taking into account these types of learners, the teacher must choose the right material, methods and pedagogical situation accordingly.

In terms of social relationships, there are three different types of pedagogical situations: individualism, collaboration and competition [21]. Students working collaboratively usually have higher achievement levels as collective performance is better in quality and quantity than the individual one. It also gives students the possibility to develop their emotional intelligence with the help of numerous social interactions, so they can gain social, communicative and interpersonal skills working in teams [22].

Typology creation is a process of grouping the research or observation objects on the basis of their common features. This is necessary to make large classes of objects easier to use, easier to remember and easier to project. The above analyzed typologies of situations, in our opinion, not only fail to simplify the development, use and systematization of pedagogical situations, but being based on different grounds, make confusion in understanding and operating of pedagogical situations. The variety of descriptions of pedagogical situations makes it difficult to create a complete typology and choose the basis for their typology.

We consider that the concept of “pedagogical situation” indicates the subject field activity in which the situation is analyzed. Thus we can call a situation pedagogical if the tasks of education, upbringing and development of a student is

being set. “A pedagogical situation can be considered a potential opportunity of the pedagogical event to happen in pedagogical terms. That is, a pedagogical situation is understood as a potential dimension of a pedagogical event, which is itself the actual realization of a particular pedagogical concept, achievement of a pedagogical goal, fulfillment of pedagogical tasks” [2, p. 79].

The function of introducing each new generation to culture is performed by education. If we understand education as a process of cultural development of personality, and its goal as the transmission, reproduction and generation of culture, then the pedagogical situation as part of the pedagogical event can be considered as a potential event, in the context of which the transmission of culture can potentially occur. That is, “a pedagogical situation is a potential dimension of the event, which is a process of pedagogical interaction between the subjects of pedagogical activity (educational process), within the framework of which a single pedagogical task of transmitting a unit, a quantum of culture, in specially organized pedagogical conditions and space-time continuum is solved” [2, p. 80].

Typology should rely on some logical basis in order to distinguish this or that part of pedagogical reality represented by pedagogical situations, the nomenclature of specific situations. We suggest to use the possibility and ability of a pedagogical situation to reach the solution of a pedagogical problem as the logical basis of typology, i.e. the possibility of achieving a pedagogical effect. The pedagogical process includes a goal and tasks, so the situation when a teacher wants to achieve the goal or solve the tasks is quite obvious. Then, in our opinion, we can distinguish situations with the achievable goal and solvable tasks. Besides, in some situations it is not possible to solve the tasks by definition. And there are situations that should be transformed in terms of the situation parameters or goals [23]. Based on these grounds, as well as the logic and practice of everyday teachers’ practice it is reasonable, in our opinion, to distinguish 3 types of situations:

1) a pedagogical situation with the achievable goal that can be developed from a potential into an actual one;

2) a pedagogical situation with the unachievable goal that cannot reach the pedagogical effect or solve the pedagogical problem;

3) a pedagogical situation that need to be transformed by change plans, tasks, goals or changes in the situation in order to make it effective.

Unlike all the situations we have analyzed, the proposed typology meets all the requirements outlined above, namely, it is based on clear systemic typological bases, allows differentiating and ordering pedagogical situations, is simple in use.

CONCLUSION

The analyzed typologies of pedagogical situations in Russian pedagogy differ in typological basis, principles, understanding of the essence of pedagogical situations, which makes their systematization and usage ambiguous, complex and inapplicable in everyday practice. Fundamentally different grounds for typologies creation are used by foreign researches and practitioners considering understanding of the essence of the educational process, participants and the nature of changes as the basis.

Each of the typologies presented has at its core different ideas about the nature and goals of learning and education and is accompanied by distinctive pedagogical methods, didactic approaches, organizational forms, quantity and quality of students, and preferences for assessing students’ learning trajectories. Each of these typologies implies its own classificatory logic that allows us to judge which distinctions seem relevant, adequate and fair in the context of learning, how to identify valuable and relevant learning content, how to delimit and relate spaces of learning, and how to assess the quality of learning trajectories that are formed in these spaces. The analysis has shown that all the studied typologies of situations do not simplify the use and systematization of pedagogical situations,

but being built on mixed basis, bring confusion in understanding and operating of pedagogical situations. This ambiguity explains the need for the creation of the typology that is complete (universal), rather general and has clear basis.

Based on our definition of the pedagogical situation, we propose clearer and more systematic basis for typology and identify 3 types of ped-

agogical situations. Such a logical basis can be the ability of a pedagogical situation to reach the solution of a pedagogical task. Unlike all the analyzed situations, the proposed typology is easy to use and it has clear systemic basis thus allowing differentiation and ordering of pedagogical situations.

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Information about the author

Victoriya V. Dobrova, PhD (Psychology), Associate Professor, Head of Foreign Languages Department, Samara State Technical University, Samara, Russian Federation. <https://orcid.org/0000-0002-3037-4797>
ResearcherID: D-5584-2014
victoria_dob@mail.ru

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Информация об авторе

Доброва Виктория Вадимовна, кандидат психологических наук, доцент, заведующий кафедрой «Иностранные языки», Самарский государственный технический университет, г. Самара, Российская Федерация. <https://orcid.org/0000-0002-3037-4797>
ResearcherID: D-5584-2014
victoria_dob@mail.ru

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