

CROSS-CULTURAL STUDIES OF LEARNING ACTIVITIES EXPERIENCE RUSSIAN AND CHINESE TEENAGERS

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Abstract: In the context of globalization and unification of education throughout the world, it is urgent to study the influence of the educational process on Russian and Chinese schoolchildren who have recently adopted western educational models. It is important to see how this education is absorbed by schoolchildren, how it affects their mental well-being in school. Studying the teenage environment is also important, as we observe the well-being of the children in the school during their intensive intellectual development.

This work is aimed at studying the internal curriculum of teenagers in class. The internal curriculum was explored through the experience of the Chinese and Russian adolescents of the educational process at school. To achieve this goal, we have applied a psychological dimension of indicators of energy, spatial, temporal and informational characteristics indicators of the experience of schoolchildren's learning activity. The study showed that Chinese schoolchildren have shown exponent ruel feelings for all characteristics above average values. This fact shows a high level of involvement of adolescents in the learning process and the favorable impact of the school environment on their mental development.

While Russian teenagers have all the indices of experience below the average, which points a weak involvement of schoolchildren in what is happening in the classroom and the uncomfortable mental well-being of schoolchildren in class. This study develops scientific ideas in the field of adolescent psychology, educational psychology, cross cultural psychology, and can also have practical ways to understand and improve the educational process.

Keywords: ruel feelings consciousness, educational activities, family relations, space-time and information-energy characteristics of experience, teenagers, cross-cultural psychology.

1. INTRODUCTION

The research problem is the necessity to study the influence of global processes in education on the subjective world of adolescents in educational activities in the context of different cultures. We studied teenagers of Russian and Chinese schools, where educational reforms were subordinated to Western standards. According to our research, the experience of the impression has a developing function for co-knowledge, personality, self-structures of the subject (Fakhrudinova, 2012). In this case, we investigated the educational processes in the school as an impression. The higher the accommodative potential of the impression, the higher the developing effect of learning activity, the better the learning knowledge, skills and habits are adopted. Question of the research: how does the educational situation affect the adoption by the adolescents of the teaching material in the classroom, their mental health, how do they experience what is happening in the classroom, and how does the school develop adolescents? And are there any cultural differences?

We studied the characteristics of the experience of learning activities by Chinese and Russian teenagers during the school day lessons. Then we compared the dynamics of schoolchildren experience educational activity during the school day. The main purpose of this research is to understand the dynamics of the energy indicators spatial, temporal and information characteristics of the experience of schoolchildren's learning activity and the difference in these characteristics between Russian and Chinese schoolchildren.

We relied on the views of L.S. Vygotsky about the experience as a dynamic unit of consciousness, that it is the experience which represents the internal plan of the social situation of development you can see the social situation, of education in a school environment. According to L.S. Vygotsky - the only entrance to the internal plan of the social situation of development, into the subjective world of man is experience. We looked into the inner world of Russian and Chinese teenagers. The cultural-historical concept of L.S. Vygotsky allows us to consider the reality of the influence cultural and historical environment on the features of mastering the educational material in the classroom (Vygotsky, 2000). We have developed apprehensions about the nature, structure of experience in the doctoral dissertation (Fakhrudinova, 2012). The structure of the experience includes energy, spatial, temporal and

information characteristics (Fakhrudinova, 2009, 2010, 2012). Through these characteristics, we study the phenomenon of experiencing adolescents in the learning process.

Research hypothesis: the indicators of learning activities experience should have differences in Russian and Chinese teenagers during the school day.

The purpose of the study: to study the indicators of Russian and Chinese learning activity experience in the classroom during the school day.

Tasks of the study:

1) To make a psychological measurement of the indicators of energy, spatial, temporal and information characteristics of teenagers' educational activity experience in Russian and Chinese schools.

2) Conduct comparative analysis energy, spatial, temporal and information characteristics indicators, learning activity experience of Russian and Chinese teenagers.

To study the internal plan of the educational activity situation, a method of psychological measurement was applied. We used the questionnaire of L.R. Fakhrudinova "Measure experience". Previously, cross cultural studies of Chinese and Russian schoolchildren educational activity experience were carried out by Fakhrudinova L.R. In the framework of the dissertation research (Fakhrudinova, 2010, 2012), as well as in joint research by L.R. Fakhrudinova. And Sabirova TN (Fakhrudinova, Sabirov, 2014, 2016, 2017). Various aspects of adolescents experience were explored, but a comparative analysis of the experience characteristics of the experiences was carried out for the first time. Fakhrudinova L.R. was the head of this study, the results the young scientist Sabirov T.N. summarized the results of the studies obtained over many years.

2. MATERIALS AND METHODS

An experimental base for research: the Kazan school of the Republic of Tatarstan in Russian Federation (46 people) and the school of the city of Tanjin city in the People's Republic of China (50 people). Subjects - adolescents male and female at the age of 11-12. In total, 96 Russian and Chinese adolescents participated in the study.

(experiencing)thermometer (Vygotsky, L.S., 2000). This checklist consists of four scales: "Energy characteristics", "spatial characteristics", "time response" and "Information Data".

Scale "Energy characteristic" reflects the intensity, strength, brightness, power, experience of the subject. High scores on this scale indicate that the subject is experiencing very intense, energy-charged experiences that give a person a very strong inspiration, energy, power, lifting, shaking the very foundations of his being or experience high intensity, which completely absorb all the forces of the subject, his experience in fact, withdraw all the energy from the rest of his mental life. Low rates reflect the weak experiences of very low intensity, the lowest figures reflect that the event actually happening does not cause any feelings in the subject.

Scale "spatial characteristics" shows the volume, breadth and depth of coverage of the experiences of the inner life of man. High values on this scale mean that the experience almost completely captures the subject, a high level of being "occupied" by the experience. If we compare with the fire in the room: the fire engulfed almost the entire room. Low values of this scale means that the subject gives experience a small place in his inner life. There are much more other more important internal events in his inner life.

Scale "time characteristics" refers to the effect this experience has on the internal time. Higher values indicate that the experience causes the subjective feeling of time speeding up, the saturation of the time by events. Time passes quickly and quietly. Very high temporal characteristics are associated with the feeling that the subject simply can't keep up with the times, can't control the events which appear to be too quickly. The time sequence is broken, he is lost in this dance of events. Low values indicate that the experienced events produce the feeling of time slowing down; it is felt to be viscous to flow painfully and slowly. But at the same time, this figure may mean dropping out from the time flow, detachment from what is happening, contemplation.

Scale "Information response" shows the importance of this experience for the subject, the degree of personal involvement in what is happening, how the experience changes him, in what degree it gives knowledge. The higher values reflect very high importance of experience for the subject, its high information saturation. The subject feels how this experience changes him. Low rates mean that the experience gives the subject a little in terms of life

experience, knowledge and information. It is irrelevant to the subject.

Each thermometer has a grading from 1 to 5 and corresponds to one of four of the aforementioned characteristics. For example, thermometers scale "Energy characteristics." The students evaluate the energy characteristic of the experience of what is happening to them in the classroom and note on the scale:

1. The strength, intensity, energy, my experiences

1----2----3----4----5

This test has the advantage of the operational capabilities of the application, for example to diagnose the dynamics of the experience in the classroom (Fakhrudinova, 2010).

3. RESULTS AND DISCUSSIONS

The obtained data were processed using the method of descriptive statistics, where the average values of the experience indicators in the lessons were revealed. Next, statistical reliability was calculated in the differences of the energy, spatial, temporal and information characteristics of Chinese and Russian adolescents experience according to the Kolmogorov-Smirnov method.

The summarized results are shown in Figure 1.

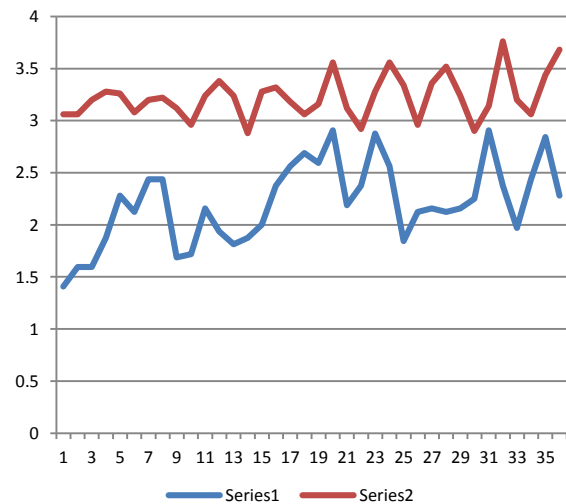


Figure 1. Summarized results

Indicators of energy, spatial, temporal and information characteristics of the experience of learning activities of Russian and Chinese teenagers in the classroom on Monday.

Legend:

The red (upper) line corresponds to the characteristics of Chinese schoolchildren experience,

Blue (lower) color indicates the Russian schoolchildren experience

1, 5, 9, 13, 17, 21, 15, 29, 33 points correspond to indicators of energy characteristics;

2, 6, 10, 14, 18, 22, 26, 30, 34 correspond to the spatial characteristics, 3, 7, 11, 15, 19, 23, 27, 31, 35 correspond to the time characteristics,

4, 8, 12, 16, 20, 24, 28, 32, 36 corresponds to the information characteristics the learning activity of adolescents experience at the lessons.

Figure 1 shows that, in general, the levels of indicators of the experience characteristics of the experience are higher for Chinese schoolchildren than for Russian schoolchildren. In addition, we observe that in general, Chinese teenagers have indicators above three points, which means above average. And the Russian schoolchildren are below three points, which means lower than the average. The data obtained show that Chinese schoolchildren better learn the teaching material in schools, the impressions of lessons have a developing influence on them, since all indicators are above the average, higher than their usual state. In addition, this trend remains stable throughout the school day.

Let's consider further, in more details each characteristic. What with the analysis of the energy-related characteristics of the experience of learning activity (see Figure 2).

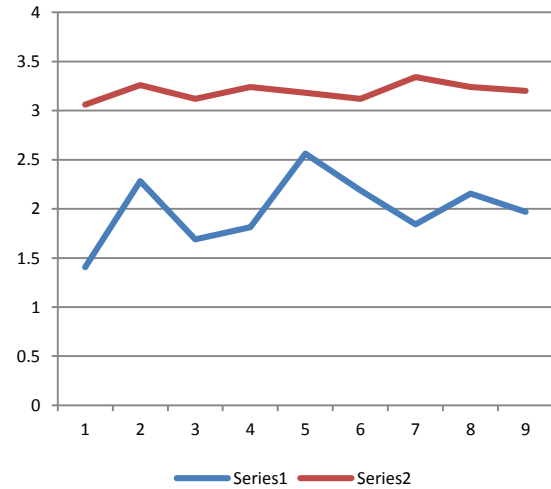


Figure 2. Energy-related characteristics of the experience of learning activity

Indicators of the energy characteristics of the experience of learning activity

Russian and Chinese teenagers in class on Monday.

Legend:

The red (upper) line corresponds to the characteristics of the experiences of Chinese schoolchildren,

Blue (lower) color indicates the characteristics of the experiences of Russian schoolchildren.

Energy characteristics shows how intense the experiences of school children in the learning process. We see that Chinese students are relatively elevated, slightly above the usual level. Their energy characteristics are above 3 points (which corresponds to the average value of the intensity of the experience). Russian schoolchildren often have such low scores (a lot of scores of 1 point, which corresponds to a practical lack of experience in the lesson) that the data indicate the indifference of Russian schoolchildren to what is happening in the class

Consider the spatial characteristics of the experience of learning activities at lessons that show the depth and breadth of the subjective world of the schoolchild with the learning process (Figure 3).

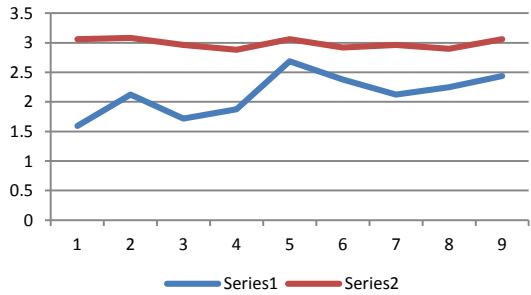


Figure 3. Spatial characteristics of the experience of learning activity

Indicators of the spatial characteristics of the experience of learning activity

Russian and Chinese teenagers on class on Monday.

Legend:

The red (upper) line corresponds to the characteristics of the experiences of Chinese schoolchildren,

Blue (lower) color indicates indicators of the characteristics of the experiences of Russian schoolchildren.

Figure 3 shows that this characteristic of Chinese adolescents keeps about 3 points, sometimes going down below the usual state. The data show that the inner world of adolescents is full of rueful feelings, but they are not connected with lesson. For Russian children time passed slowly, the lesson became suffering.

Next, we will analyze the time characteristics, showing the internal time of adolescents (Figure 4).

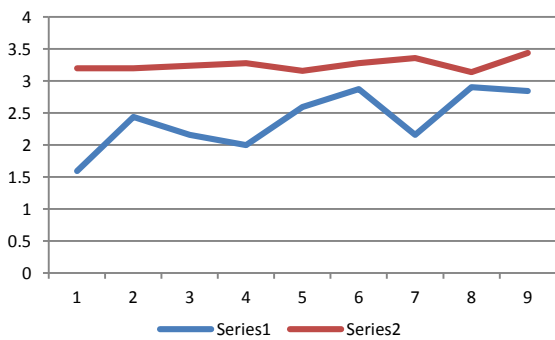


Figure 4. Temporary characterization of the experience of learning activity

Indicators of the temporary characterization of the experience of learning activity

Russian and Chinese teenagers in class on Monday.

Legend:

The red (upper) line corresponds to the characteristics of the experiences of Chinese schoolchildren,

Blue (lower) color indicates indicators of the characteristics of the experiences of Russian schoolchildren.

It can be seen from figure 4 that the internal time for teenagers in the lessons accelerated, goes faster than usual, the teenager feels that the number of events in the lesson exceeds the usual level. For Russian teenagers, the time has slowed in the lessons, for some people it has practically stopped, its course is very painful for the student, the lesson seems very lean to him, bringing suffering.

Next, we turn to the information characteristics of the experience, showing how interesting the teenagers are at the lesson, how important they are to them, how much they change (Figure 5). Studies have shown that for Chinese students the value of the knowledge obtained does not much exceed the usual level. Classes do not have a powerful transformative impact on the consciousness of school children, the accommodative potential of the material is not very high. Russian schoolchildren's information characteristics show how much training is uninteresting for them, they do not see in them any potential for their development, or they see very weak potential.

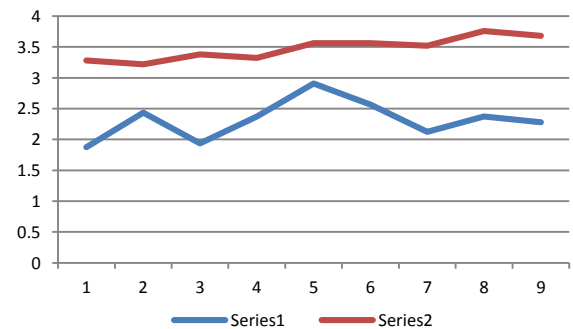


Figure 5. Information characterization of the experience of learning activity

Indicators of the information characterization of the experience of learning activity

Russian and Chinese teenagers in class on Monday.
Legend:

The red (upper) line corresponds to the characteristics of the experiences of Chinese schoolchildren,

Blue (lower) color indicates indicators of the characteristics of the experiences of Russian schoolchildren.

4. SUMMARY

1) Проведены исследования энергетических, пространственных, временных и информационных характеристик переживания учебной деятельности российских подростков в течение учебного дня. Выявлено, что показатели энергетических, пространственных, временных, информационных составляющих переживания учебной деятельности ниже средних значений. Полученные результаты свидетельствуют о том, что российские школьники имеют слабую включенность в учебный процесс через переживание учебной деятельности, Внутренний план учебной деятельности, субъективная составляющая учебной деятельности как бы «сворачивается» от того, что происходит на уроке.

2) Проведены исследования энергетических, пространственных, временных и информационных характеристик переживания учебной деятельности китайских подростков в течение учебного дня. Выявлено, что показатели энергетических, пространственных, временных, информационных составляющих переживания учебной деятельности выше средних значений. Полученные результаты свидетельствуют о том, что китайские школьники имеют большую включенность в учебный процесс через переживание учебной деятельности. Внутренний план учебной деятельности, субъективная составляющая учебной деятельности как бы «разворачивается» в сторону происходящего на уроке. .

3) Сравнительный анализ показателей переживания учебной деятельности российских и китайских подростков показал, что различия заключаются в том, что китайские школьники имеют в среднем более высокие показатели, чем российские школьники. Для китайских

школьников учебная деятельность имеет развивающий эффект, включенность в учебную деятельность подростков высокая. Для российских школьников учебная деятельность имеет скорее деструктивный характер для развития их внутреннего мира.

5. CONCLUSIONS

Summarizing the results of the study, it can be argued that the process of globalization in education has had a completely different impact on the state of the educational process in Russia and China. The experiences of Chinese schoolchildren in the classroom as a whole contribute to the development of their consciousness, personality, self-structures, assimilation of their educational material. In Russian schools there is a less optimistic situation: what happens in the lessons not only does not contribute to the development of the consciousness and personality of the schoolchildren, but on the contrary, the learning process brings them suffering, perceived by them as a boring, boring occupation that brings mental suffering. The educational process for Russian schoolchildren is not only an inefficient learning process, but it causes mental trauma that causes poor health and mental suffering

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