

Self-Organizing Students Viability in Cultural Education Environment of Technical University

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Abstract

Background/Objectives: The aim of the paper is to apply synergetic integration uniting different terms into a unique picture of cultural education environment of a technical institution, where different systems have certain energy to exchange with other systems. **Methods:** A synergy approach was used to identify pedagogic technology of modeling synergetic conflict communicative situations improving holistic process of students' vital abilities. As there are no special diagnostic methods evaluating self-organizing students' vitality, we included a set of adapted assessment tests: Self-actualizing test, tests for diagnosing subjective control, motives and sustainability and the adapted evaluating techniques proved the increased personal characteristics as vital abilities combined with sense of satisfaction with life and learning process. **Findings:** The pedagogic synergy is often ignored in education and it leads to unpredictable education results. Multiple links of universal, social and personal values and meanings of communicative situations make the students form their personal value systems and life preferences as positive attitudes to conflict communicative acts. Firstly, we supposed that modeling conflict communicative situations are equal to self-development where communicative activity provokes intense self-control and high level of consciousness in communication acts thus reflecting growth in personal structures expressed as subjective experience, flexibility, sustainability, tolerance and empathy to different opinions and positions in conflict situations. Thus the results prove the efficiency of adapted technology. Secondly, the main education approaches are united by a synergy. So, the term 'vitality' is extended with synergetic theory and self-organizing vital abilities determined as inner students' self-formation stimulated by pedagogic technology. **Applications/Improvements:** The paper expanded practical possibilities of pedagogic technology demonstrating the better results among the students of focus groups.

Keywords: Communicative Situations, Consciousness, Motivation, Education Environment, Self-Organization, Self-Development, Viability

1. Introduction

The significant researchers' interests to the process of improving students' viability is closely connected with increasing acts of terrorist violence, different exacerbate religious and ethnic conflicts are considered to be the external factors of increasing internal tension in personal structures of consciousness decreasing viability. At present time education functions are to ensure self-organizing processes of students' development in integrative

pedagogic process. The significant multicultural process in cultural education environment can be realized as a significant communicative process of learning foreign languages based on the principle of cultural orientation as it is stated that cultural values and essences live in students' consciousness as the way of integrating universal, cultural, moral values (national, foreign, personal, educational, professional) and mentalities to reach a universal harmony, a human unity with the help of different pedagogic means of self-actualization and self-identity¹. The problem of

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improving students' viable abilities is one of the most actual and complicated in modern society improving the quality of life and professional education. Modern education documents emphasize the need to increase the quality of students' characteristics and competences as a complex combination of professional knowledge, personal communicative skills, personal position, values and attitudes focused on future quality life. Due to the statement the main pedagogic instrument of improving education quality is personal development of a future specialist. The existing contradictions and crises create synergetic conditions for unpredictable pedagogic results, so it is necessary to consider pedagogic synergy. So we refer to pedagogic self-organization facilitating education and cultural processes integrating different disciplines boundaries and foster links of communicative culture. The focus on synergetic approach is relatively new in education policy and has emerged as a reaction to various crises in society, education. Self-organization of students' viability results in progressive changes in internal plane of students' development as innovative characteristics and features expressed in any significant activity like education process (in learning communication) where the limits, speed, time and duration are determined and controlled by the students as active subjects of the learning process. Pedagogical self-organization is described as self-formation as conscious appearance of innovative qualities in basic characteristics, skills and key competences of higher levels.

To solve the research task a large number of studies describing the process of developing students' viability were analyzed. However based on subjective experience of foreign language teachers, the authors of the present article realized that some characteristics of students' vital abilities, pedagogic technology and synergetic conditions for self-organization of students' vital abilities are still in need of further exploration. The conditions and technology based on conflict communicative situations stimulate consciousness activities as certain synergetic parameters being a basic education strategy for personal self-development^{2,3}.

The research is mainly based on literature analyses and empirical results received in practical research work for five years of pedagogical experiment in real cultural environment of the technical university (Don State Technical University). Overall, this paper focuses on three main concepts crucial for effective pedagogical self-organization: The involvement the subjects in communicative situations (students and teachers), opened character of communicative situations (to be added and explained by subjects' consciousness), the communicative situations

should be basis for dialogues to determine a student's personal position in conflict communicative situations. Our interest to the conflict situations is based on the statement that inclusive communication is an integrated process addressing and responding the diverse students' needs by increasing their participation in learning process⁴.

2. Concept Heading

The process of improving the level of viability is closely connected with the process of forming personal systems of moral and cultural values as a basis for autonomous personality⁵. The pedagogical concept of improving students' viability highlights some requirements of modern society. In general viability is considered to be one of the main human abilities providing person's psychological health in a modern community. It is known as inner, holistic inborn ability to survive in any hard life situations preserving basic personal values and characteristics and demonstrating new features. The significance of improving students' viability is stressed by personal motives stimulated by personal needs and wants due to physiological and psychological peculiarities of students' age⁶. The concept of our research is to determine pedagogical methods of improving students' viability in cultural educational environment in the process of learning foreign languages in technical university. Taken into account the complexity of educational processes, existing crises in social education as modern reality and our purpose we refer to synergetic approach as inevitable inner tendencies appeared inside of the systems to get a balance in instable crises situations the system gets a chance to a new way of development. So, synergetic parameters for self-organizing process of students' viability appear as a response to different unpredictable conflict communicative situations in the process of learning foreign languages. It appeared as self-formation, self-development, self-realization, and self-efficacy due to inner changes in the systems. Human conflict communication acts (comprehension tasks, brain storming etc.,) enhance holistic inner activities of personal structures being the basis for self-organization of vital abilities. Thus, pedagogical tools create inner motivation impulse for self-organization vital abilities. There are some synergetic conditions for self-organization: The information and the content of conflict situations must be open to stimulate personal potential, must have certain energy potential to be exchanged with other systems³, must be dialogue-oriented, (to stimulate self-organization process), to be subjectively oriented (to enrich subjective experience and add subjective values and senses) and the communica-

tive situations must be interesting for students. Pedagogic synergy principle of presenting information from several positions let the students get rid of dual perception of reality to search the way out of different situations combining different contradictions. The outsider position has a lot of advantages in conflict communicative situations. The most important is the opportunity to overestimate the situation from different positions.

2.1 Theoretical Basis

A theoretical examination is based on socio-cognitive theory of self-organization, self-control and self-efficacy. The present research emphasizes the close connections and relationship of personal characteristics, perceptions, communicative and professional competences, viability level, self-motivation, interests, attitudes, confidence and powerful educational environment enhancing personal self-development⁷. The multiple aspects of cultural environment of the university and the content of modeling communicative situations are based on cultural aspects of education cultural content and inner psychological characteristics, motives and values. The efficiency of modeling communicative situations can be empirically estimated through evaluating different levels of students' viability and the correlations of the results occurring in personal structures of students' consciousness can be further processed. On a global scale, a high level of students' viability usually ensures personal and professional success, meets the needs and interests of a person and social requirements of global dynamic production promoting high productivity and effectiveness of professional self-realization to improve the quality of education, production and life quality. Young people generally experience different types of psychological hardships connected with low viability levels and they are the crises conditions for self-organization.

Some researchers point out the dependence of viability level, personal self-control, self-efficacy, self-esteem, moral and cultural standards⁸ the other scientists⁹ stressed the role of self-esteem and self-control as actual factors of improving students' viability level. The low level of viability is known as a loss of interest to personal self-realization in social and vocational activities. It is underlined that low vital abilities cause a lot of suicides, and make people seek ways of escaping from social reality like taking drugs, alcohol problems, poor economic, social, industrial conditions are factors for improving adults' viability. As a result, researchers come to the conclusion that some vital hardships are major factors to improve person's viability level¹⁰. Therefore, the present study contributes to pedagogical

methods examining a synergetic pedagogical technology of modeling conflict critical communicative situations as vital models of different imaginable hardships to stimulate students' self-development. In addition to the above studies we pay attention to synergetic effects caused by communicative situations and appearing as inner tendencies to self-developing students' vital abilities.

The term viability is widely used in different scientific fields. It is studied as the sense of coherence¹¹⁻¹³ as hardness¹⁴, as thriving¹⁵, as resilience¹⁶, life effectiveness¹⁷, as earned resourcefulness¹⁸, as self-efficacy¹⁹, self-determination²⁰, as posttraumatic growth²¹. The phenomenological essence of "a viable person" is often studied on a basis of integration of a variety of interdisciplinary fields of researching like (sociology, anthropology, psychology, education and political sciences). In general it characterizes a subjective personality with active personal position, demonstrating high professional, communicative and social skills and characteristics. High level of viability is sometimes supposed to be a result of other significant educational, communicative, cultural processes. In some psychological papers the term "vitality" is known as one of the main inner potential²², a system, a complex mental personal characteristics^{23,24}, an integral personal characteristics²⁵, a life principle²⁶, responsibility for the successful adaptive behavior in a society²⁷, a productive activity as response to different hard vital conditions²⁸. But in general, all these papers describe vitality as a main human ability^{29,30}, as a subjective vitality³¹, as a coping behavior in difficult situations³², as the processes of individual self-realization³³, as a social competitiveness³⁴, as a style of self-regulation³⁵, as a stress coping behavior^{36,37}, as inner stability of the individual³⁸, as a situational activity and personal consistency³⁹.

Hence, the present study aims to examine main psychological factors improving viability: Self-estimation, self-efficacy and self-control and self-organization. Motivation refers to the intention of being successful⁴⁰, self-efficacy, and self-estimation are closely connected and described as capability of a person to organize and to generate achievements¹⁰. Self-control refers to a psychological construct that comprises emotional, cognitive and communicative behavioral elements⁴¹. Self-organization is an ability to self-development, adaptability to changing social environment. The first two elements are relative while the students' self-efficacy is a personal ability that may affect motivation and learning process⁴². In other words, when the students are convinced that they can understand different communicative situation and learning material correctly they will demonstrate high levels

of self-efficacy and perform foreign communication with greater self-motivation, self-estimation. So the main task of technology is to convince the students that they have the right for mistakes and the mistakes are progressive results of self-assessment which are important for further self-development. The studies dedicated to this area of research demonstrating the close integration of self-efficacy, motivation, self-control and self-organization as they are correlated. Analyzing scientific papers we come to the conclusion that viability is an inborn human ability of a person to self-organization in different life situations.

2.2 Participants

The research design is based on random sampling whereby students of different groups and faculties were selected as samples representing subjects of education process. As it

was pointed out above in the paper main factor of effective self-organization is sure to be a modeling critical communicative situation stimulating communicative creativity. The criterion of estimation was sorted out among qualitative indicators, so we refer to communicative creativity as students' abilities to demonstrate new innovative ways of communication tasks, combining different points of view to the situation. The study was conducted in real conditions of technical university during five years among the first and second year students of different faculties and departments. But the results demonstrated some drawbacks so it made us do some correction procedure. So we included more control groups and experimental groups and observed the results at different levels of education process. (Tables 1, 2). The way of increasing students' viability level is tested at starting, intermediary and final

Table 1. Pedagogic technology of self-organizing students' viability synergy concepts of communicative situations				
Conceptuality		Creativity		Criticality
Pedagogic Technology of Modeling Conflict Situations with Critical Accent				
1 Stage				
Synergetic Parameters of Communicative Situations for Students' Self-organizing Viability (Pedagogic Support of Students' Creative Activity in Communicative Situations)				
Subjectivity		Open Information		Dialogue Approach
2 Stage				
The Synergetic Conditions for Pedagogic Support of Students' Self-organizing Viability				
1. <u>Starting communication</u> : personal attitude – brief determination of problems, conflicts – stimulating imagination – avoiding ready-made concepts.				
2. <u>Transmitting information</u> : combining questions – communication from monologue to a dialogue – control communicating process – indifferent personal attitudes.				
3. <u>Persuasive argumentation</u> : a subjective position of interlocutors must be clear – moral analysis – adapting conflicts and arguments to the personal position – clarity in presenting arguments – rhetorical methods.				
4. <u>Decision making</u> : developing personal intuition based on adding subjective information – emotional expression of decision – overcoming the simplifications - a new creative options searching – decision making- searching arguments for new options.				
		Results		
Self-organizing Viability Expressed by Personal Structures of Students' Consciousness				
Motivation	Criticality	Collisions	Self-organization	Empathy
Communicative , Professional competences, Creativity, Self-control, Self-efficacy				
The process of establishing relationships among the meanings, "other points of view", searching way out of a conflict situation, establishing "a different position", the credibility of the argument motivated counteraction.	Critical analyzing traditional opinion (invariant);searching new vectors in communication, using communicative competences of transmitting information, quick decision making, making logic conclusion; be tolerant to people with another opinions, experiencing tactical way of interruption.	Determining obvious and hidden sources of the contradictions, problems and conflicts in communication situations	Overcoming the contradictions between a given understanding of the communication content and the position of other participants, analyzing the context in changing circumstances; adding personal senses to the conflict situation with subjective experience and share them with teachers and students.	Supporting and accepting the other person position in a communicative situation and empathize with him; using the knowledge about the peculiarities of subjective way of understanding life situations, conduct style and character, of environment; using the discussion, compromise avoiding conflict.
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Table 2. Dynamic development of students' viability (the results of adapted self-actualized test)

Scale	The Start of Experiment			The End of the Experiment			Dynamic of Changing		
	N	O	V	N	O	V	N	O	V
Students									
1. Competence in Time	43	37	52	54	50	64	+11	+15	+12
2. Support	52	46	64	57	59	71	+5	+11	+7
3. Valuable Orientations	62	41	59	69	56	79	+7	+15	+20
4. Flexible Communicative Behavior	41	38	51	53	46	68	+12	+8	+17
5. Sensitivity	34	32	45	46	40	53	+12	+8	+8
6. Spontaneous	46	34	51	52	50	61	+12	+16	+10
7. Self-Respect	60	34	56	65	47	78	+5	+13	+13
8. Self-Acceptance	56	36	59	64	49	68	+12	+13	+10
9. Knowledge about Synergy Development	36	41	49	45	49	56	+9	+8	+7
10. Synergy	31	30	35	49	46	52	+18	+19	+11
11. Accepting Aggressive communication.	32	39	46	45	51	56	+13	+12	+10
12. Contacts	42	36	49	54	47	61	+12	+11	+7
13. Cognitive Competences	35	31	46	49	45	58	+14	+14	+12
14. Creativity	46	36	51	58	48	64	+12	+12	+13

stages of the experiment, as it meets the requirements of the research interest and the nature of education process.

3. Material and Methods

Among the stated vital qualities we point out the following: Viable person must be adaptable to changes, reflexive to understand and correct mistakes, with inner ability to preserve stable inner vital features and find ways out in conflict communicative acts to combine basic characteristics and to form higher vital abilities as a compromise of old and new qualities due to synergy tendency when inner self-organization is stimulated by conflict communication acts. Vital abilities can be developed in creative activities of conflict communication acts where the students pick up cultural and moral values and motives among personal and professional values. These cultural values usually develop cultural layers of students' consciousness and different ties to combine professional and cultural development and pedagogical support stimulate self-organization of their vital abilities.

The vital self-development process has main determinants: Personal structure of consciousness which is noticeable in communication acts and self-organization.

To solve the aim of our paper we used a lot of inter-related testing methods. The researchers applied methods of historical, comparative and theoretical analysis of

philosophical, psychological and pedagogical papers, the methods of induction and deduction, system structure analysis. Concept analysis proving the hypotheses of our paper that self-organizing vital abilities can be stimulated by methodological tools in conflict communication acts were used. The pedagogic observations as included and non-included methods of observations, different tests (SAT)⁴³, tests to evaluate subjective control⁴⁴ creativity⁴⁵, test questionnaire⁴⁶ testing autonomy-dependence⁴⁷.

Socio-psychological diagnosing tools help the researchers to evaluate the achievement results in focus groups of students, the progress changes were received by direct and indirect assessment tools during empirical work, the given progressive changes were estimated by direct and indirect assessment tools at certain stages of experiment, by a lot of standardized questionnaires and tests^{48,49}, diagnostic techniques⁵⁰; questionnaires⁵¹ and adapted tests^{52,53}, diagnostic tools^{54,55}.

As there are no tests evaluating self-organized viability we adapted the most tests to the aims of our researching⁵⁶.

4. Results

The respondents' vital abilities were initially evaluated by experts and registered. The respondents' vital abilities were initially evaluated by experts and registered. The results of the analysis of vital abilities demonstrate inte-

grative adaptable system. Synergy principles install a lot of links among existed and new values, senses, motives, compromising opinions, dignity and respect to other opinions. Thus, communication acts including conflict communicative situation as activity of personal structures are the abilities to convince and argument, to neutralize the opponent in conflict communication act, to avoid tension; to distinguish among moral values and standards, to know universal and moral values and senses, to understand moral values of communication and to use possible communicative tasks (motives); to make critical analyses of famous facts and details and to add senses to them (as invariant critical thinking of a well-known facts), an unusual point of view to a particular communicative situations to express subjective opinion based on different points of view (invariant position); to seek the ways for compromises as a combination of different views and critical estimating objective opinions to quick adapting to new communication acts, to combine communicative skills (self-control), to improve energy potential to enhance solutions and analyses; to express patient and sympathetic relations, to express critical opinion (criticality); to point out contradictions and compromises, to avoid of conflicts (collision); to demonstrate innovative opinions (creativity); to understand another position to respect the opinion of other people (empathy), to seek the ways of permanent self development, to form to new vital abilities (self-organization). So, inner self-organization can be evaluated by direct and indirect observation methods in creative communication acts. The diapason of personal changers in viable abilities is a progress resulting in viable abilities at middle and high levels. (Tables 2, 3).

The results defined synergetic conflict communication acts influencing students' self-organization can change the role of teachers to an invariant position which is preferable to make an educational support to students. (Table 1). Firstly, these results determined personal and professional development and a quality of a personal life. Then, they proved the efficiency of technology. We consider the results show the desired degree of vitality, their creativity in communication and stress personal success in social communicative activity. All these points determine the importance of synergetic technology of modeling conflict communicative situations.

The most significant and difficult part of our research was the process of evaluating the quality of conflict communication acts so indicators proving the effectiveness of pedagogic technology were used. Using indirect indicators means to adapt pedagogical conditions for developing students' vital activities and to stress the significance of self-control we got evident results. The indicators can be measured statistically by pedagogic tools.

A quantitative method is to be carried out by diagnosing the students' vital abilities and communicative skills.

We conducted survey to determine the vital abilities and notice changing results into standard scores, the scores depend on the average value -50%, with a standard deviation to 10%.

(Table 2).

If we compare the results of vital abilities growth in focus-groups we can determine that it reached in compare to control groups where the results are rather low -0.5% so we can say about positive growth of students' vital abilities.

Table 3. The efficiency of self-organization of students' viability in communicative situations

Scale	Control group				t	Focus group				t
	M1	D1	M2	D2		M1	D1	M2	D2	
1. Motivation	2.66	7.1	7.2	2.68	0.71	7.8	2.75	7.9	2.81	0.42
2. Self-organization	6.76	45.8	46.4	6.84	2.14	46.8	6.84	47.6	6.89	2.50
3. Cultural orientation	3.31	11.0	10.7	3.27	1.5	11.0	3.31	11.4	3.97	0.50
4. Adaptability	3.74	14.0	13.4	3.66	2.14	14.8	3.84	13.5	3.67	3.17
5. Self Control	2.64	7.0	6.5	2.54	1.56	6.4	2.52	6.7	2.58	1.25
6. Criticality	2.60	6.8	6.6	2.56	1.0	6.3	2.50	7.1	2.66	2.0
7. Empathy	2.94	8.7	8.4	2.89	0.43	8.6	2.93	9.2	3.03	1.90
8. Collision	1.76	3.1	3.7	1.92	1.5	4	2	3.6	1.89	1.21
9. Self acceptance	2.50	6.3	7	2.64	1.89	6.1	2.46	6.5	2.54	1.43

5. Discussion

The synergy methodology was supposed to contribute to a better understanding of pedagogic self-organization has been prompted by the results of communicative effectiveness of experimental students' groups. The results of the experiment demonstrated rather great dispersion in students' viability levels tested in creative activity of foreign communicative situations. The more significant communicative situations for the subjects of education process, the more energy they receive to exchange it with other systems and the higher self-organizing process of students' viability will be. The research instruments were sorted out among the varieties of adaptive measurement among pedagogic tools such as self-assessment test⁵⁶, framework of Personal Values Test⁵⁷. They were adapted during our experimental practice. The research is based on a qualitative measurement approach where the main criterion is the students' involvement in creative activity in foreign communicative situations⁵⁸.

The authors' pedagogical technology used in education process is a pedagogical strategy of modeling different critical and conflict communicative situations being crucial pedagogic conditions where systems are supposed to search new ways out to further stable development. So the main condition of improving students' viability is the opened communicative situations that can be understood by students in accordance to their own level of consciousness development and added in students' creative activity where the students choose and assign cultural, education and professional values among education, professional curricular contents.

Due to the students' creative activities the subjects of educational process receive the possibilities to realize and enrich their inner potential and experience. The analyses of different communicative situations based on integration of subjective experience and experience of other people are useful for students' self-development as a way of expressing subjective communicative position without contradictions. Combining subjective experience, personal values, self-control, pedagogic support of the students' interpreting different communicative situations can be treated as "creative qualities adding new personal meanings to communicative acts"⁵⁹. The process of explaining initial and changed communicative sense is supposed to be synergy conditions for improving students' vital abilities based on a synthesis of main theories:

A theory of psychological systems development⁶⁰, trans-communicative theory⁶¹ and synergetic theory⁶²⁻⁶⁵.

6. Conclusion

The results of our research let us come to the conclusion that the students' viability can be developed as the way of improving quality of professional education. The significance of received results proves the importance of self-organizing students' viability as a component of education modernization developing inner potential of a student and ultimately leading to a quality changes in individual plane of future specialist, changing personal structures of person's consciousness.

Our reference to self-organization of students' viability improves the organization of education processes transforming existing traditional education policy of pursuing communication to effective pedagogic support and partnership communication with greater tolerance and empathy.

The research proved that pedagogic technology based on conflict communicative acts has received effective synergetic parameters for self-organization of students' viability.

The term viability is added by self-organization it enriches the term and adds to synergetic methodology for better understanding a complex pedagogic process of its development in education environment of a technical university.

We stated that the adapted technology is a set of critical and conflict situations provoking efficient creative activity. The effective pedagogic support where the teacher may easily change usual researcher's position and become an outsider in effective communication ensure independent work; the main method of pedagogic control can be transformed to a kind support ensuring human feedback cooperation with students. The internal process of self-development can be stimulated by changing communicative situations.

Using pedagogic technology the teachers have a fine chance to improve the quality of education process of learning foreign languages and stimulate personal and professional development.

Having achieved good research results we must point out that there are still a lot of problems to be eliminated: The first, it is necessary to correct the existing education aims in order to form personality with high level of viable

characteristics: (Versatile, creative, open minded, conscious); the self-organizing process should be taken into account to ensure a non-interruptive education character to improve the synergy effect, so the experiment should be tested at state level. A lot of evaluating tests must be adapted to the aims of the research.

7. References

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