

PSYCHOLOGICAL ANALYSIS OF TEENAGERS' ATTITUDE TO THE LEARNING PROCESS

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Abstract. The article presents the results of an empirical study of teenagers' attitude to the learning process. The presented data characterize the emotional relationship "student-teacher". The authors argue that in modern conditions, teachers' task is not only to transmit knowledge to students, but also to change the attitude of students to school, learning process, and teacher's image. This process may occur as a result of intensive interaction between a teacher and a student..

Keywords: teens, learning, studying process, student disaffection, effective socialisation

Introduction

Currently, schools face numerous challenges (COVID-19 and the transition to online education; transformation of value system, mobilization and medicalization etc.) The negative consequence of these processes is a change in the attitude to the learning process and difficulties in socialization. Analysis of psychological literature shows that there are serious problems with building relationships between teachers and students in the educational activities (J. Appleton et al (2008), J. Parsons & L. Taylor (2011), E. Eskinner (2016), A.Martin &, P. Ginns (2017), J. Fredricks & W. Mccolskey (2012), M. Romanova (2014) et al. The learning process has repeatedly been chosen as the subject of psychological and pedagogical research. However, it should be noted that the learning process in secondary school has been studied much less than, for example, primary school education. In our opinion, this is primarily because this age is interesting in terms of psychological characteristics and age changes of teenagers themselves. The only thing that many researchers write about is a decrease in motivation in high school and, as a result, lack of interest in learning among many teenagers.

This leads to unfavourable conditions at schools: teenagers are reluctant to learn, and thus they create a negative atmosphere in class. As a result, the lack of discipline does not allow the teacher to effectively navigate the learning process. This leads to teachers increasing their classroom and home workload. This situation becomes even worse situation in schools, which naturally affects the relationship between the

teacher and the student. Negative situations occur repeatedly, and this leads to dramatic school conflicts.

As a result, it becomes obvious that the problem of teenagers' attitude to the learning process is becoming urgent today and is based on the study of relationships between teachers and students. The purpose of our research is to study the attitude of teenagers to the learning process.

Methods

Our research was conducted in 2017-2019 in the city of Penza. 63 persons from 7-8th grades of local schools were tested. The following research methods and methods were used: analysis of the products of activity (student performance); Rene Gilles' projective method; methods for diagnosing the motivation to learn and emotional attitude to learning (modification of the method of A.D. Andreev); method "Attitude to learning and academic subjects" (G. N. Kazantseva)..

Results and discussion

The study showed that the majority of respondents have a negative emotional attitude to school and the learning process, they also suffer from school-based anxiety. Naturally, such indicators are associated with low motivation to study. In our opinion, these results also reflect the state of relationships between teachers and students. Students' reactions to teacher's critical comments are of particular interest. 62.3% of 7th grade students prefer to remain silent in response to the teacher's remark, but 51.7% of 8th graders respond to the teacher and engage in verbal altercation, proving their negative attitude and lowering the teacher's authority. 43.8% of students chose "my behaviour is my own business" answer. Only 31.4% of 8th grade students change their behaviour in response to teacher's comments. Thus the general attitude to the learning process is negative, the same is true about relationships between teachers and students, and this trend only worsens as the students get older.

Quantitative analysis of the results, using the method of mathematical statistics - φ^* -Fisher's criterion, showed that there are significant differences between students in grades 7 and 8 in relation to learning, namely: 7th-grade students demonstrated high "anxiety" indicator ($\varphi^*_{emp} = 3,612$) and "closeness, isolation" ($\varphi^*_{emp} = 2,938$) at $p \leq 0.01$. School-based anxiety, "school boredom", a certain closeness from teachers are common among students

8th-graders have a higher level of "anger" ($\varphi^*_{emp} = 3.367$) and "negative attitude to the teacher" ($\varphi^*_{emp} = 3.761$) at $p \leq 0.01$. Students demonstrate negative behavior towards individual school teachers (both the teacher and the subject they teach), verbally express negative attitude to learning. Thus, in the 8th grade, the proportion of those who are inclined to open protest behavior when interacting with the teacher increases, and as a result, a negative attitude towards learning is created.

Conclusions

The problem of teenagers' attitude to learning is relevant in schools around the world. It is justified not only by the increased amount of information but also by the rapid changes and need of the modern teenager to adapt to socio-economic changes in the country and the world. Nowadays negative attitude to the learning process is often followed by changes in the attitude to the teacher. The teacher's image becomes a mirror reflection of changes in the education system as a whole. There are certain characteristics of students' attitude to the learning process—negative attitude to school, learning and the teacher is formed. This also affects academic results of the students themselves and their knowledge. In such conditions, teachers' task is not only to give knowledge to students but also to change their attitude to school, learning process, teacher's image as one of the main subjects of learning. In our opinion, this can happen only via increased interaction between teachers and students.

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