
© I. V. DOLGOPOLOVA

Cand.Psychl. Sci., Associate professor, Berezhnyaki Branch
of Perm National Research Polytechnic University

i_dolgopolova@mail.ru

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**THE ACTIVITY STYLE IN THE STRUCTURE
OF AN INTEGRAL INDIVIDUALITY OF PUBLIC SCHOOL TEACHERS***

SUMMARY. The article summarizes the research on the activity style and the integrated individuality in education. In the framework of studies of Perm psychological school, the importance of teachers' learning styles as the main factor is underlined. The results of the research made with the help of the "Teaching styles" questionnaire, developed and adapted by the author are presented. The 4-component structure of teachers' style is described. Among its constituent parts there are communicative, organizational, self-organizational and stimulating activities. The connections of these parts and the different levels of an integrated personality are revealed. The personal level involves personality traits, communication and organizational tendencies. On psychodynamic level the activity style is associated with temperament, flexibility, tempo and emotionality. On neurodynamic level different style components interact with a force of excitation and braking, the mobility of nervous processes. The leading role of self-organizational activities and actions stimulating pupils' intelligence and flexibility in communication is proved in the style activity structure. The priority of these components is mediated by the peculiarities of professional "subject" teachers' activity. The intellectual factor's independent role in the studied structure was revealed.

KEY WORDS. Activity style, integrated personality, self-organizational activities and stimulating activities, intellectual factor.

The phenomenon of a teacher, treated as a personality and as a professional, seems to raise a lot of debates. On the one hand, there are a lot of data on the peculiarities of the profession of a teacher (Y.A. Komensky, A.S. Makarenko, L.S. Vygotsky etc), on its structure (N.V. Kusmina, L.M. Mitina, V.A. Slastenin etc), and on the requirements toward it (E.A. Klimov, A.K. Makarova, I.A. Simnyaya etc) [1, 2, 3]. On the other hand, the changes in the society also affect the process of education and teaching. These changes include the introduction of new exam regulations and standards due to a new law in education; the innovation of the high school system (all these factors have drastically changed the requirements to the result of teachers' work, the requirements that a school graduate has to meet). Regardless of the social

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situation, a teacher embodies two sets of features: that of a personality and of a professional. This approach raises the question whether there is any psychological construct today, characterizing the personality of a teacher from the point of view of the development of the professional activity?

According to the traditional Russian psychology and Perm psychological school, such a construct and system-forming factor might be presented by the activity style (AS). Earlier the individual style (IS) was viewed as a necessary condition for adapting to the social and subject environment [4]. Later the studies showed that AS is much more profound in content and that it interacts with the integral individuality (II) defining inner conditions of AS, and with the system of external circumstances and activity requirements [5]. A multi-faceted approach, as B.A. Vyatkin claims, requires a close inspection of IS and II systems interaction. In fact, in the beginning II determines IS, i.e. shapes a new quasi-system, which, by gradually developing, starts to effect the development of II. It is likely that II has a system-forming function, while IS fulfils a system-developing function; however, the core of this connection is far from being researched [6].

The scientists of Perm psychological school have already begun studying these interconnections, particularly in education. For example, M.R. Schukina reveals the AS structure [7]; O.S. Sambikina [8] shows the connection between the teaching style and primary school pupils' II; S.A. Vasyura [9] analyses the link between the communicative style and teenagers' II. A.G. Ismagilova [10] represents the pedagogical communication in the structure of teachers' II. Y.S. Shvedchikova [11] illustrates the interdependence of the professional skills and a teacher's AS in accordance with the latter's personality traits. However, nowadays, there is no exact data fully representing the features of teachers' II and AS. Meanwhile, the role of subject teachers has increased in the past few years due to the high standards of the Unified State Exam (the USE). The multi-faceted research of teachers' II and AS allows to update the idea of the inner conditions for an efficient performance of a modern teacher; and it point out the criteria for selecting qualified teachers.

The results of the multi-faceted research* presented in the article are meant to analyze subject teachers' AS and II structures.

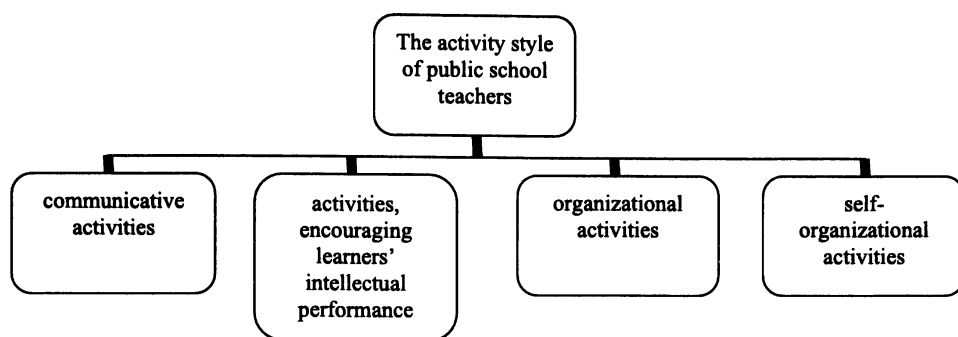
Methodology of the research.

The research was conducted on the sample of 100 teachers of humanities, mathematics and natural science. All these teachers have working experience of more than 5 years**, university degree and certificates confirming their qualification. They are professionals with high level of academic performance. These facts make the sample reliable for the research of the peculiarities of AS in II structure.

Our previous research (2003-2012) have shown [12] that AS consists of four elements (pic. 1).

* This research has been conducted by the author since 2001. Its objective is to study the meta-effects of teachers' individuality and activity on their students' individualities and activities. The research is to result in a conceptual model linking primary and secondary school teachers' II and AS with the peculiarities of students' II and AS.

** AS becomes a stable within 5 years since the beginning of a professional career.



Pic. 1. The structure of teachers' activity style

“Communicative actions” are revealed through a reasonable combination of soft and demanding behavior. In a situation of a conflict, teachers act strictly, but calmly, establish emphatic communication with students; they also try to create a secure environment; they criticize students without personalizing; set their requirements firmly; try to avoid preferential treatment of the students.

“Activities, encouraging learners' intellectual performance” characterize teachers' ability to organize students' intellectual activity that is especially important in the secondary school (N.S. Leytes, D.B. Elkonin etc). Such an activity might include selecting open tasks and creative homework; paying more attention to the students offering unconventional solutions.

“Organizational activities” present the teacher's skills to engage all the students in a class activity; to involve students in peer-assessment; to set clear goals and announce a topic and a plan for every lesson; to manage time for presenting, practicing and revising new material.

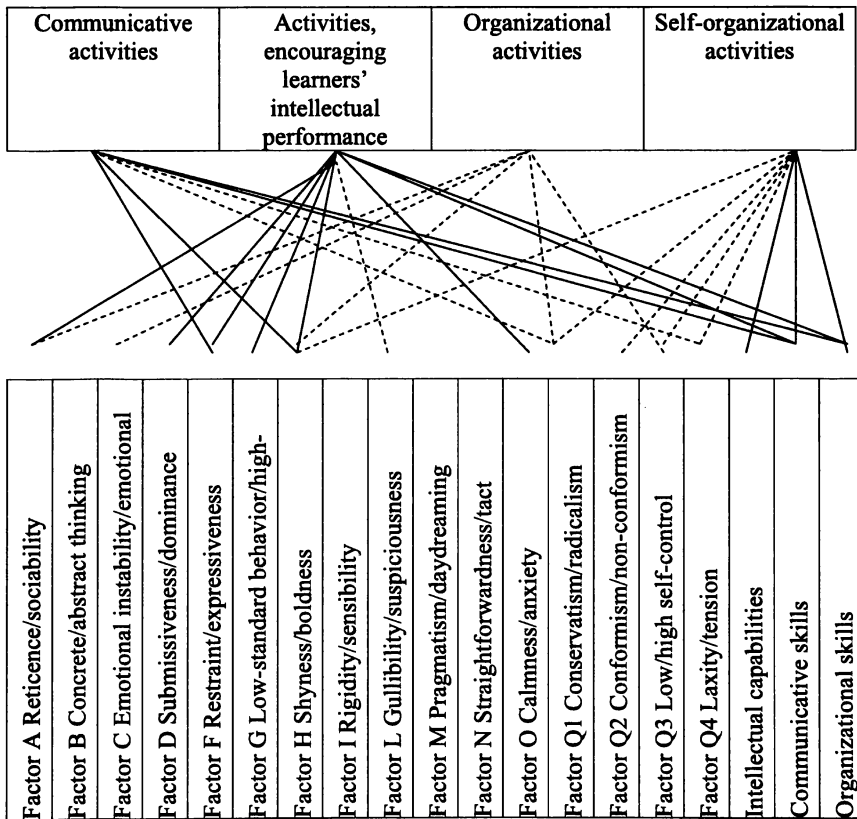
“Self-organizing activities” include systematic work devoted to planning and making notes for every lesson; customizing plans to the peculiarities of students; keeping up-to-date with current teaching and methodological literature.

AS, being a 4-component structure, has been studied with the help of a questionnaire “Features of teachers' activity style”, developed and adapted by the author [12]. The questionnaire was standardized on the sample of the primary school teachers (2003-2004) and secondary school teachers (2011-2012). It employs the traditional understanding of the activity style and considers its relation to the personal, intellectual and active development of students. In order to study II properties, the traditional methods of Perm psychological school were used: R. Kettell's 16-factors questionnaire (personal qualities), E.F. Vanderlink's brief reference test (intellectual capabilities), B.A. Fedorshin's Communicative and Organizational Inclinations test (COI); V.M. Rusalov's formal-dynamic questionnaire (temperament traits) and Y. Strelyau's nervous system peculiarities questionnaire (basic characteristics of the nervous system).

Research results. As the result of the analysis by Pearson's method, 2 correlated matrixes were received. They characterize the connections between 4 AS elements and 30 II characteristics. Pic.2 illustrates this connection. 76 coefficients were

calculated. 30 of them were proved to be statistically reliable, with the value range from 0.260 to 0.707.

Self-organizational activities and activities, encouraging learners' intellectual performance, are most closely connected with II features. A modern teacher is focused on achieving high results (at the Unified State Exam or at the State Final Examination). This is reflected in teacher's aiming at the students' intellectual development. The teacher's own self-organizational skills have an additional positive effect on students. At this age they are able to see the importance of self-organizational activities. Watching their teacher's self-organization, the students tend to copy such behavior and, therefore, develop the meta-effect of their teacher's activity and individuality. Thus, teacher's developed self-organizational skills are partly an AS element, which meets the educational practice requirements. The above mentioned AS components depend on the personal qualities, as well as on the communicative and organizational skills. All these connections have direct correlation.



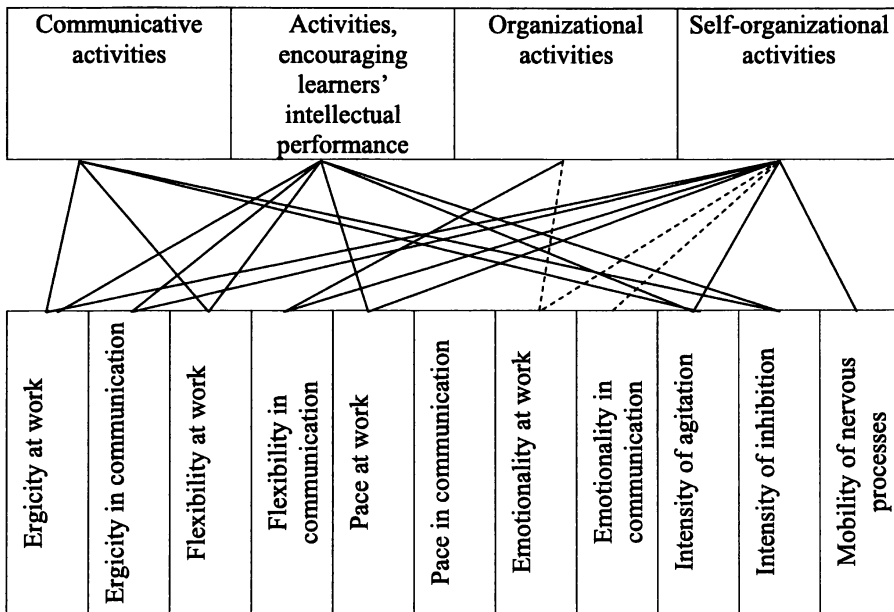
Pic. 2. The connection between the AS components and teachers' personal qualities*

* *Note (hereinafter): 1) — direct correlation; - - - reverse correlation 2) the picture shows only statistically valuable connections with 0.05 mistake probability (with p=0.256 and more).

The communicative activities are connected with the following II features: restraint/expressiveness, shyness/boldness, calmness/anxiety, laxity/tension, organizational and communicative skills.

The organizational activities are connected with II regulative features: standard of behavior, self-control, calmness/anxiety. Perhaps, these activities are mostly outward, meant to organize children’s activities, rather than aimed at the teacher’s individuality. All the connections within this group have a reverse character. In other words, the more pronounced teacher’s restraint, behavioral norms ignoring, calmness and self control are, the less organizational activities the teacher uses.

The analysis of the connections between AS components and II characteristics showed that out of 44 calculated correlations 20 values are reliable and they range from 0.260 to 0.640 (pic. 3).



Pic. 3. The connection of teachers’ AS components and their II qualities

The structural analysis of the data reveals the major role of self-organizational activities that depend on all the above mentioned II qualities except flexibility at work, pace in communication and intensity of agitation. The activities, encouraging students’ intellectual performance mostly depend on ergicity, flexibility and pace at work, as well as on intensity of agitation and inhibition. Communicative activities are connected with the following qualities: ergicity and flexibility at work, intensity of agitation and inhibition. The organizational activities here, just like in the analysis illustrated in Pic.2, are connected to few II characteristics: flexibility and emotionality in communication. So, the more emotional a teacher is, the less explicit his/her AS organizational component is.

The correlation analysis proves the key role of the component of “self-organizational activities” in the teachers’ AS and II structure. It is of interest that the studied structure does not reflect the intellectual factor. It can be explained by the fact that the teachers’ intelligence is highly developed (the average level is next to high). It allows them to use their extensive knowledge regardless of a type of activity.

Among other multi-layered II qualities the ones that are closely connected to the AS peculiarities stand out (three components out of four): shyness/boldness, calmness/anxiety, communicative and organizational skills, ergicity at work and intensity of agitation.

Factor analysis was conducted in order to closely consider AS in II structure (table 2). The matrix of 34 indices was factored by the method of principal components with the further varimax rotation. 9 factors were singled out. Only 4 of them proved to be statistically reliable (with AAD values of 4 and higher). They comprise 62% of AAD.

*Table 2***Factor Representation of AS in Teachers' II Structure***

	Factor 1	Factor 2	Factor 3	Factor 4
1	2	3	4	5
communicative activities	0.480	-0.413		
activities, encouraging learners' intellectual performance	0.523		0.460	
organizational activities				0.552
self-organizational activities	0.539	0.434		
Factor A Reticence/sociability			0.477	-0.450
Factor B Concrete/abstract thinking			-0.721	-0.356
Factor C Emotional instability/emotional stability		-0.731	-0.570	
Factor D Submissiveness/dominance	0.452	0.426	0.408	
Factor F Restraint/expressiveness	0.627			-0.570
Factor G Low-standard behavior/high-standard behavior		-0.476	0.482	
Factor H Shyness/boldness		-0.720		
Factor I Rigidity/sensibility		0.419	0.570	
Factor L Gullibility/suspiciousness			-0.498	
Factor M Pragmatism/daydreaming		0.456		
Factor N Straightforwardness/tact			0.711	
Factor O Calmness/anxiety	-0.418			-0.624
Factor Q1 Conservatism/radicalism		0.808		
Factor Q2 Conformism/non-conformism			-0.494	0.468

* The table shows only statistically significant weight factors (from 0.420).

Factor Q3 Low /high self-control	-0.418			-0.622
Factor Q4 Laxity/tension				
1	2	3	4	5
Intellectual capabilities				
Communicative skills	0.809			
Organizational skills	0.698			
Ergicity at work	0.650			0.502
Ergicity in communication	0.756			
Flexibility at work	0.731			
Flexibility in communication	0.567	0.466	-0.538	
Pace at work	0.785			
Pace in communication	0.454		-0.404	-0.488
Emotionality at work	-0.584			
Emotionality in communication				-0.435
Intensity of agitation	0.818			
Intensity of inhibition		-0.524		
Mobility of nervous processes	0.700			
The amount of accountable dispersion (AAD)	7.907	5.030	4.345	3.765
AAD, %	23.3	14.8	12.8	11.1

The first prevailing factor (7,907; 23,3%) includes 3 AS components (all except organizational skills), almost all temperament traits and those of the nervous system (with the exception of emotionality in communication and the intensity of agitation), communicative and organizational skills, as well as traits characterizing emotional-regulative behavioral patterns: dominance, expressiveness, anxiety, self-control. This factor was named “AS, determined by the inclinations and peculiarities of the nervous system”.

The second factor (explaining 5.030 AAD, 14.8%) includes personal traits (emotional stability, dominance, boldness, sensitivity, daydreaming, radicalism, tension) and communicative and self-organizational skills, flexibility in communication and the intensity of inhibition processes. The factor was named “Self-organizational and communicative activities, determined by personal qualities”.

The third factor (4.345 AAD; 12.8%) is called “Activities, activating mental and personal qualities”. It includes the multi-layered II features: activities, encouraging learners’ intelligence together with the personal qualities and flexibility in communication.

The fourth factor is characterized with the minimum permissible AAD (3.765; 11.1%). It includes organizational skills, few personal qualities (expressiveness, anxiety, non-conformism and self-control), as well as temperament features (ergicity at work, pace and emotionality in communication). It was named “Organizational activities, determined by personal qualities and peculiarities of the nervous system”.

Therefore, teachers’ AS and II structures are mostly presented through the style peculiarities (except organizational activities), and also submissiveness/dominance

and flexibility in communication. The intellectual index was not considered in the research as well as in the correlation analysis.

Conclusions.

1. The analysis of the structure has shown that the style components are closely connected to the multi-layered features of a teacher's II. The teacher's self-organizational activities and activities encouraging learners' intelligence play the key role. It is explained by the professional requirements and the peculiarities of the subjects of education, i.e. students of secondary school. The above mentioned activities underlie AS and enhance teachers' professional performance.

2. The central binding II elements are "submissiveness" and "flexibility in communication". These traits help implement pedagogical activity in a constantly changing social environment, that make teachers obey administrative requirements and be flexible while doing this.

3. The factor structure of the studied concept seems harmonious; all the AS components and all the II levels are presented in it (except the intellectual factor). It is formed by four factors: "The AS, determined by the inclinations and peculiarities of the nervous system"; "Self-organizational and communicative activities, determined by personal qualities"; "Activities, activating mental and personal qualities"; "Organizational activities, determined by personal qualities and peculiarities of the nervous system".

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