

Organizational-Pedagogical Conditions for the Fostering the Conscious Discipline of Students

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The paper analyzes the concept, essence, and structure of conscious discipline from the perspective of the modern theory of the education content. The research uses such methods as analysis of problems of formation of the conscious discipline of students, the analysis of the experience of training teachers for education conscious discipline students, training of parenting skills of conscious discipline, enabled the observation of the behavior of students, poll, questionnaire, expert assessment, pedagogical experiment. In the Soviet and post-Soviet periods, there had been fundamental theoretical and pedagogical research on problems of education conscious discipline students. Scientifically based concepts and interpretations are proposed, theoretical and methodological approaches and psychological and pedagogical technologies are developed, which were, as a rule, of an ideological nature inherent in their time. Socio-political and socio-cultural circumstances characterize the high theoretical and practical significance of the search for effective ways and organizational and pedagogical conditions for the formation of conscious discipline in the educational process of educational organizations.

Keywords: development, discipline, conscious discipline, teacher, conscious discipline development, personal qualities

INTRODUCTION

The problem of behavior and education of students' conscious discipline skills in the context of socio-political and economic diversification, globalization and restructuring of the socio-cultural sphere and deepening democratization of all spheres of public life, including the educational environment in educational institutions, has changed significantly and caused transformations in the consciousness and behavior of students (Panyukov, Panyukova, Mamedova & Ponizovkina, 2018; Prensky, 2014). These changes and transformations affected the behavioral aspect of students' activities – they have become more active, independent, and proactive, free to express their opinions and actions, and are not at all inclined to unconditionally follow disciplinary norms and rules (Shishenko, 2013). The current situation cannot go

unnoticed. It causes serious concern not only for teachers but also for the public and government agencies, who understand that positive changes can create additional problems and negatively impact the effectiveness of education and upbringing of the younger generation. The emergence of such trends contributes to a decrease in young people's ability to perform civil duties consciously (a refusal to serve in the army), to assert universal values (respect for elders, tolerance, etc.), to observe discipline. All this necessitates a comprehensive and in-depth study and theoretical analysis of various aspects of the problem, particularly such categories as the nature of conscious discipline, and to identify and justify the organizational-pedagogical conditions providing efficiency of formation of this quality in the students.

MATERIALS AND METHODS

The research goal is to clarify the essence and structure of students' conscious discipline, to identify and justify the organizational and pedagogical conditions for the education of conscious discipline of students in the system of additional education.

The research methods include (1) analysis of the problems of formation of conscious discipline of students, (2) analysis of the experience of preparing teachers for fostering the conscious discipline of students, (3) training of conscious discipline fostering skills, (4) inclusive observation of student behavior, (4) survey, (5) questionnairng, (6) expert assessment, and (7) pedagogical experiment.

We carried out the study of organizational-pedagogical conditions of fostering the conscious discipline of students based on organizations of complementary education of children and young people, within a network of the all-Russian public youth organization "Russian Students' Movement" (Public School No. 1454 "Timiryazevskaya") and sports institutions of complementary education – Kyokushinkai Karate Sports School of Martial Arts (Moscow, Russia). Moreover, we conducted the study at certain stages and considering particular aspects of the problem at the Russian State Agrarian University – Moscow Timiryazev Agricultural Academy (Moscow, Russia).

RESULTS

The study of essence and content of the discipline in scientific-pedagogical literature and on a practical level despite their diversity, including our research, show that in theory, there is a solid understanding of the category of conscious discipline as a complex integral personal education. It includes many important moral and personal qualities manifested in everyday life, learning, and cognitive activities based on the internal need for strict obedience to moral and legal norms, correct understanding, and application (Korchagin & Serebryakov, 2012; Bakhchiev, 2018).

The results of the available studies relating to consideration of the structure and content of concepts show that many authors propose that such volitional qualities as perseverance and restraint, diligence and self-reliance, initiative and commitment, self-discipline and self-control, and other qualities represent the structure of conscious discipline (Bobkov, Dolinskaya & Korotkov, 1982; Kholodyuk, 1983; Kuznechenko, 1966; Makarenko, 1958; V. F. Shevchuk & V. D. Shevchuk, 2012; Talanchuk, 1995). In our opinion, this proposition is quite clear and understandable from the perspective of the structural-functional and personal approach. Therefore, recognizing the validity of the consideration of the conscious discipline phenomenon, summarizing the analysis results of existing points of view on understanding its essence and structure, we express some contemplations concerning the completeness of the consideration of its composition and content to some extent. Looking for an answer to the question of understanding the essence and relationship of the two principles of the phenomenon under study, one should note that, in our opinion, not all manifestations of conscious discipline are in the field of researchers' view. In particular, the issues related to the formation of personality in general and specifically the formation of knowledge about the discipline and the ability to implement its requirements, the development of moral and volitional qualities, a sense of conscience are no less important.

Furthermore, we cannot obtain a scientifically-based solution to these aspects of the problem from the perspective of the approaches mentioned above to consider the essence and structure of the conscious

discipline. The contradiction between the demands of practice and the possibilities of theory served as the basis for considering the fostering of volitional qualities (responsibility, self-discipline, and punctuality, the ability to overcome difficulties) as components of joint characteristics of the individual and as components of a conscious discipline that have a special meaning, as characteristics of moral consciousness and behavior acting as its indispensable prerequisites and attributes (Bakhchiev, 2018). An essential aspect of the problem analysis of the conscious discipline structure is its consideration based on a generalized model of V. S. Lednev and K. K. Platonov's personality structure. The model under study includes three groups of components: (1) mechanisms of the psyche, (2) experience of the individual, and (3) typological qualities of the individual. In the process of a further multi-dimensional and in-depth study of the problem, V. S. Lednev developed a comprehensive characteristic of the personality structure, which includes five components: (1) personal experience, (2) functional mechanisms of the psyche, (3) typological qualities of personality, (4) personality dynamics, and (5) individual personality qualities (Lednev, 1989). It presented a new approach to the justification and development of the structure of the conscious discipline. The mentioned concept allowed one to suggest that the main structural components of conscious discipline and the stable characteristics of moral and legal consciousness and behavior included in them are: (1) cognitive-semantic (knowledge of discipline), (2) behavioral (ability to implement the requirements of discipline, self-control, and self-analysis), (3) emotional-sensual (conscientiousness), (4) moral (consciousness, collectivism), and (5) volitional (responsibility, self-discipline, and punctuality, ability to overcome difficulties) (Bakhchiev, 2018).

Despite all the attractiveness and originality of this approach, in reality, the proposal to distinguish five relatively autonomous components of conscious discipline is debatable. The boundaries between these components are primarily tentative. The same feature can be included in different components and affect moral and legal consciousness and behavior differently.

Therefore, the personal direction of studying the phenomenon of discipline allows us to narrow the search for a solution to the problem in the direction of studying the internal laws and conditions of the formation of conscious discipline, which brings us closer to the desired result of identifying the mechanism of influence on the processes of personality formation.

The most effective development of a personality and personal qualities can be achieved only if optimal conditions are created for this. A person in the period of their coming-of-age, including the age of going to school, should be under certain conditions that ensure full development of all aspects of their personality, taking into account genetic and social programs (Lednev, 1989). Thus, to foster students' conscious discipline, it is necessary to create special conditions and a particular environment, which, however, is implemented in society in the form of an education system in which education plays the role of a guiding force.

Fostering in pedagogical science is considered a process of purposeful formation of a person extensively and narrowly as a special activity aimed at forming specific qualities and features of a person. It is quite logical to believe that the fostering of conscious discipline should be considered as a special psychological and pedagogical activity of the teacher implemented in the formation of students' moral and legal consciousness, skills, and habits of disciplined behavior through the implementation of a set of organizational and pedagogical factors. Not all aspects of this problem have been studied in the theory and practice of fostering. There are still problematic issues, in particular, concerning the conditions, means, and technologies of fostering (Kosyrev, Shevchuk & Kozlova, 2011).

Researchers and practitioners consider the most effective means of fostering students' conscious discipline to be active and diverse activities in the team, competition and self-management, compliance with the regime and schedule in the educational organization, demonstration of a personal example by an educator, knowledge of individual age-related psychological-physiological and psychological characteristics of students (Marton, Hounsell & Entwistle, 2004; Pulatova, 2017). Optimal organizational-pedagogical conditions aimed at increasing students' consciousness by forming their concepts of discipline are (1) self-education, (2) ensuring communication of the educational organization with the family and the public, (3) systematic work of teachers to form students' skills and abilities to organize their activities (Sergeeva et al., 2019), (4) training in rational methods of labor organization and general culture, (5)

providing a real opportunity for all students to show initiative and independence, (6) creating a positive public opinion aimed at maintaining conscious discipline (Abylkasymova, Kalnei & Shishov, 2018).

There are various ways, means, and technologies for forming conscious discipline in psychological and pedagogical science and practice. In our opinion, we selected the optimal technology for the formation of conscious discipline in the conditions of the system of complementary education with physical culture and sports orientation.

The mentioned technology provides for the formation of conscious discipline in the conditions of complementary education of students at school, during training, including pre-season training, and in the conditions of prophylactic and sports and fitness camps for children.

Teachers of complementary education do this work in schools, while counselors and camp teaching staff in the conditions of prophylactic and sports and fitness camps for children, which imposes additional requirements to their qualifications and competence (especially the preservation of life and health and fostering the discipline of students). Undoubtedly, the problem of improving the training of teachers for the educational work with children and adolescents remains relevant (Akhmetova, Shirinbaeva, Axakalova, Tasilova & Zhubaniyazova, 2016).

In the process of organizing the education and fostering of children and adolescents, teachers of complementary education are advised to use sports and game-based techniques and also martial arts due to the fact that it has significant pedagogical opportunities for a personality formation.

The use of martial arts and their elements combined with the game and competitive activity is the most effective and natural way to shape the personality of children and adolescents in games and sports activities in the conditions of prophylactic and sports and fitness camps for children in accordance with their individual features and physical fitness. In particular, regular training of skills of fostering the conscious discipline in preparing and conducting demonstration classes in martial arts ensures to achieve the above-mentioned. The skills of behavior and conscious discipline formed as a result of training contribute to restraint and self-control in a teenager's behavior and promote the development of internal qualities that dedicate their actions, emotions, and feelings to the goal achievement.

The research reveals a complex of external and internal organizational-pedagogical conditions and means of forming a conscious discipline in the educational-fostering process.

External conditions include (1) the creation of a system and education environment, (2) proper organization of student groups, (3) quality and skillful management of the educational and training process, (4) the overall organization of the educational environment in the educational institution, and (5) the unity of the influences of school, family and community.

Our long-term experience of experimental work on the formation of professionally important qualities of students (Kornishin, 2009; Kosyrev et al., 2011), the provisional results obtained in the framework of this study, and the existing pedagogical practice allow us to suggest the following ways to implement this condition:

- Individualization and differentiation of educational and training tasks considering individual abilities and capabilities of students;
- Creation of a personality-oriented environment that promotes the development of mental abilities and motor skills with a focus on the individual capabilities of students;
- Formation of a humane space favorable for personal development, which contributes to the improvement of educational and cognitive activity and the development of the personality of each student;
- Organization of activities based on the gradual increase in the difficulties of the exercises and in physical activity.

Internal conditions, which integrate the processes of formation of the qualities and characteristics of conscious discipline include psychological-pedagogical support of the formation of value orientations aimed at changing attitudes of teenagers towards the environment, people, peers, living conditions, organization of social interaction intended for overcoming difficult situations in the activities of adolescents, ensuring the effective fostering of conscious discipline.

A partial approbation of the proposed conditions, conducted by us on the example of the formation of intuitive skills in the process of professionally applied physical training of students, shows positive results. The most influential technologies in forming specific characteristics of a versatile and harmonious personality are game-based, competitive, and sports techniques. The organization of the educational process based on game-based and competitive methods in their combination (Kornishin, 2009) creates conditions for effective fostering of volitional qualities. Volitional qualities as an indicator of discipline are formed to consciously overcome difficulties through volitional tensions in the process of performing gradually more complex tasks solved in the course of education and training sessions and competitions.

This primary specific condition and characteristic of students' attitude to the process of education and fostering is a tool for forming a conscious discipline and the entire personality and its abilities for self-development and creativity (Kubrushko & Nazarova, 2013). Martial arts and their elements combined with game-based and competitive activities provide the most effective and natural way to shape children and adolescents' personalities in games and sports activities in the conditions of prophylactic and sports and fitness camps for children in accordance with their individual features and physical fitness. Regular training, specifically, "Training of skills of fostering the conscious discipline in the process of preparing and conducting demonstration classes in martial arts" ensures to achieve the above-mentioned.

DISCUSSION

We carried out experimental work during the research. Obtained results partially confirmed our assumptions that the formation of students' conscious discipline is carried out more effectively with the introduction of a set of proposed organizational-pedagogical conditions with high pedagogical capabilities of fostering the conscious discipline. Approbation of pedagogical conditions for the formation of conscious discipline among students was performed in the recreation camp with physical culture and sports orientation for children "Elektron" in Anapa.

Table 1 presents the results of assessing the levels of formation of conscious discipline at the beginning of the first stage of experimental work (2017), in which 167 students participated, including 85 people in the control group (Nc) and 82 people in the experimental group (Ne).

TABLE 1
INDICATORS OF CONSCIOUS DISCIPLINE FORMATION AT THE BEGINNING OF THE FIRST STAGE OF EXPERIMENTAL WORK

No. in the right order	Indicators	Control group					Experimental group				
		Quantitative distribution of assessment by level			Total value	Average value	Quantitative distribution of assessment by level			Total value	Average value
		1	2	3			1	2	3		
1.	Individual self-regulation skills demonstration	32	44	9	147	1.73	32	34	16	148	1.8
2.	Self-analysis, self-control, self-esteem	12	53	20	173	2.1	18	34	34	188	2.3.
3.	Demonstration of self-control and restraint	30	28	27	167	1.97	27	25	31	170	2.07

No. in the right order	Indicators	Control group					Experimental group				
		Quantitative distribution of assessment by level			Total value	Average value	Quantitative distribution of assessment by level			Total value	Average value
		1	2	3			1	2	3		
4.	Correction (change of the activity plan and program)	20	43	22	172	2.02	24	32	27	169	2.06

The data in Table 1 demonstrate relatively equal initial indicators of the development of the conscious discipline of students in the control and experimental groups. After implementing the selected organizational and pedagogical conditions, the results of the formation of a conscious discipline in the process of experimental work in 2018 were summed up. Without giving a detailed description of the data obtained in the course of experimental work on the formation of conscious discipline (since the experiment is still ongoing), we note only that the calculations were performed based on the following indicators of conscious discipline:

- Volitional qualities and self-regulation;
- Self-analysis, self-control, self-esteem of the discipline
- Development of restraint and self-control;
- Ability to make internal strategies.

Analysis of the data obtained during the first stage of experimental work allowed us to draw preliminary conclusions about the pedagogical effectiveness of the proposed pedagogical conditions to form conscious discipline in students, which can be traced by all four indicators. These data undoubtedly support the confirmation of the hypothesis of the following research. Simultaneously, relatively high measures should be noted on the indicators “Volitional qualities and self-regulation” and “Development of restraint and self-control,” which, as we believe, are the main criteria for the formation of the conscious discipline.

CONCLUSION

The analysis of the results of experimental work allows us to draw some provisional conclusions. Conscious discipline is considered as a component of the joint characteristics of the personality structure manifested in dynamics in everyday life, based on the internal need for strict obedience to moral and legal norms. Pedagogical support for the education of conscious discipline in students should be considered as the activity of a teacher to form students’ moral and legal consciousness and behavior in order to foster skills and habits of disciplined behavior. Fostering the conscious discipline of students is considered as the impact of the teacher on their emotional and volitional sphere in order to form their skills and habits of disciplined behavior, as well as the results of their own activity and self-activity of students. Effective formation of conscious discipline is provided by a complex of internal and external organizational-pedagogical conditions aimed at developing skills and habits of disciplined behavior.

Internal conditions include:

- Psychological-pedagogical support for the formation of value orientations aimed at changing the attitude of adolescents to the environment, people, peers, and living conditions;
- Organization of social interaction aimed at overcoming difficult situations in the activities of adolescents and results of their own activity and self-activity of students.

External organizational-pedagogical conditions include:

- Creation of a personality-oriented environment that promotes the development of mental abilities and motor skills with a focus on the individual capabilities of students;
- formation of a humane space that contributes to improving the effectiveness of the development of each student’s personality;

- organization of activities based on a gradual increase in the difficulties of the exercises and in physical and mental workloads.

ACKNOWLEDGMENTS

We performed the research in accordance with the provision of services on the organization of complementary education of children and youth activities of the all-Russian public youth organization “Russian Students’ Movement,” interregional public organization “Support and Development of Youth Initiatives” (Order of the Federal Agency for Youth Affairs of July 13, 2016 No. 285 “On Approval of the List of Winners of 2016 All-Russian Contest of Youth Projects of Public Associations”).

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