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## **PSYCHOLOGICAL ASPECTS OF A.S. MAKARENKO'S FINDINGS THROUGH SALYUTOGENETIC THEORY**

### **I. Introduction**

This paper details some major problems of A.S.Makarenko's findings, regarding psychological aspects of upbringing and training young people to become productive workers. It includes concepts and methods that may be useful in improving to day's workforce education system through the salyutogenesis theory.

In the 21-st century skills, abilities, values and attitudes necessary for students to ensure their social and personal success as well as their professional insertion cannot be developed by means of the classic disciplinary current approaches.

In this context A.S.Makarenko's general educational ideas on the psychological theory of a group's social development is of utmost importance both for contemporary Ukrainian and foreign psychologists. According to A.S.Makarenko's practical observations, elements of a group's formation and development are inseparably connected with social and positive creative activities.[ 1]

The psychological analysis of these reflections demonstrates the undeniable genius of A.S.Makarenko and the timeliness of the principles identified by him [1],[2] despite the years that have elapsed since their development.

What lessons could be learnt from anchor ideas of Makarenko in the epoch of the globalization of the economy? What new essence could be borrowed from his findings? As Bloom reports [3], globalization does provide opportunities for economic development, but only if workers are sufficiently trained to respond to new challenges with increased productivity and flexibility.

On this basis and from this perspective we consider that A.S.Makarenko's psychological theory of a collective [1] brings the innovative aspect of the investigation regarding effective, integrative approaches to teach young people, preparing young workers for tomorrow's workplace.[2]

One of the approaches, in our view is the theory of salyutogenesis which aims at the integration of complex factors which strengthen development and health promotion of individuals at one and the same time in workforce education[4];[5];[6];[7]

A detailed analysis of psycho-pedagogical literature on the issue [8];[9];[10];[11];[12];[13] etc. allowed us to unveil disputable questions of the skills students need to compete in the workplace of the future. Most of these studies conclude that in the 21-st century little has been done in the sphere of Vocational Education and Training (VET), health promotion and instructional methodology implementation.

### **II. Material and Method.**

Goal of the research: identification and validation of a generative set of A.S.Makarenko's principles through the lens of the salyutogenesis theory put forward by A.Antonovsky [4];[5].

General objectives of the research: identifying the quality of A.S.Makarenko's principles of a collective's social development (demands; relationships) related to the Antonovsky's salyutogenetic Model of Health at the level of Vocational Education and Training; identifying the best practices in the field of research and Health promotion leading to social cohesion. Hypothesis of the research: if the methodology for designing people to be creative workers is well grounded and functional, work, mental health and Health promotion allow students to develop their creative impulses.

The idea to teach workplace skills differently in the 21-st century is innovative and demands fundamental changes in both workers and workplaces[11]. Production work, according to Makarenko, was of utmost importance for character formation and personal development in Technological Education students. We have attempted to synthesize his findings and experiences into a unified theory of psychological and salyutogenesis Health promotion as the basis of proficient academic skills, work process and organizational improvement.

As to Makarenko's assumption, people must always be taught good work habits and services. People desire to be creative workers, and educators are called upon to teach and enable such creative work.[1]

How to develop a positive and creative attitude toward work in the epoch of innovative technologies, facing economy crises, stresses and negative emotions?

How to elaborate work ethic and «soft» skills such as teamwork, supervisory skills, creative and critical thinking?

The answer to the questions we have absorbed from the research by A.Antonovsky, a medical sociologist, who suggested Salyutogenetic Model of Health [4], providing 3 conditions as the basis for a Healthy way of living and working. In his view, organizational success, effective workforce education and production work, a healthy way of living depends on:

- 1) The idea that one may cognize him/ herself and the surrounding world;
- 2) The faith in one's own forces to build his own life independently or with the help of others;
- 3) The capability to form conscientiousness in comprehending the sense of life while working and acquiring the life experiences.

The above mentioned conditions transform into abilities, which in its turn, lead to social cohesion[5];[6].

In this regard, what are the most typical dispositions of successful workers who are sufficiently trained to respond to new challenges with increased productivity and flexibility? Which dispositions help to overcome work barriers, life difficulties, stress, preserving their Health promotion ?

The salyutogenesis paradigm [5] answers the questions focusing on the following criteria:

- 1) Positive stimulation of cognitive activities ;
- 2) Grounded interest to the person's abilities and capabilities and his system of self-help and self-assistance;
- 3) Fair revealing one's resources to a Healthy promotion and their strengthening and development;
- 4) Conscientious orientation on healthy life goals and perspectives;
- 5) Deliberate elaboration of care to self-cognition and one's competencies.

Interpreting quantitative and qualitative experimental data on the given research with go subjects we have singled out the following peculiarities, namely:

- 1) Adolescents, whose parents died, prefer individual communication to the group one (30%). They believe they have already grow-up but their behavior is not typical of adult. Most of them are unable to dream about the future plans on their own families, roles and obligations of a father, mother and a child;

- 2) The given group of subjects have poor fantasy (28%) and poorly developed imagination (25%). On the request of the psychologist to draw the picture under the title «My World», they vividly demonstrated the limited borders of their outlook, loneliness, and estrangement. The analysis of the pictures from the point of view of «the world I have» and «the world I wish were around me» proved that:

- a) the pictures drawn are absolutely identical to those in which subjects live with other teenagers, including beds, TV set, a table, a bookcase, a bathroom, etc;

- b) the most striking thing about this is the lack of windows and doors «in the describer world».

- 3) One more peculiar trait of character in adolescents who were deprived of parental care is the tendency to the aggressive behavior (76%). Our experience signifies that a teenager strives to damage things around or even to kill animals (f. e. a rat) at the moment of aggression. It is highly desirable to use art-therapy techniques at once. In our case, we made use of argil potter's clay and plastiline. The subjects focused their attention on clay figures they made and which they disliked most of all. The next step was to break the figure (s) and to get rid of them. Under these circumstances aggression is significantly lowered (7%).

To conclude with, art-therapy techniques bring fruitful results but rather slowly. What matters greatly in the given situation – adolescent's are not afraid of their own feelings and emotion; they easily and eagerly interact with the psychologist. They learn to built interactions which are safe and comfortable, they push them to self-cognition of others and self.

### III. Conclusion

In other words, to sum it up, social cohesion leads not only to the development of “soft” skills (teamwork, supervisory skills) in students, but also to advanced qualifications and practices of Salyutogenetic Model of Health

Therefore, evaluating the A.S. Makarenko’s contribution to Workforce Education we strongly believe that in a knowledge-based society A.S. Makarenko’s principles deserve to be revisited to educate and train letter technicians for the future.

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#### ПСИХОЛОГІЧНІ АСПЕКТИ СПАДКУ А.С. МАКАРЕНКА ЧЕРЕЗ ПРИЗМУ ТЕОРІЇ САЛЮТОГЕНЕЗУ

Автори аналізують психологічні аспекти спадщини А.С. Макаренка з позиції вимог, що висувуються до підготовки спеціалістів виробничих професій у XXI столітті, її інноваційний потенціал через призму теорії салютогенезу.

**Ключові слова:** психологічна теорія колективу, А.С. Макаренко, теорія салютогенезу, креативна праця.

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Авторы анализируют психологические аспекты наследия А.С. Макаренко с позиции требований, которые предъявляются к подготовке специалистов рабочих специальностей в XXI веке, его инновационный потенциал через призму теории салютогенеза.

**Ключевые слова:** психологическая теория коллектива, А.С. Макаренко, теория салютогенеза, креативный труд.