Everyday Pedagogical Support in Communication

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ABSTRACT

The concept of everyday pedagogical support is rather widely used in modern pedagogy; however, neither its pedagogical potential nor its specifics and importance in the child’s development have been fully understood and explored. Therefore, the aim of this article is to analyse and summarise research ideas about the structure of everyday pedagogical support, resulting in developing it as a theoretical construct and verifying it in the pedagogical reality. The construct of everyday pedagogical support has been analysed in the article, using an NVIVO 12 programme from the point of view of children.

KEYWORDS

Cooperation, Everyday Pedagogical Support, Participation, Protection, Support, Trust, Upbringing

INTRODUCTION

Upbringing in modern theoretical concepts is becoming more anthropologically oriented (Slobotcikov & Isajev, 2000). Childhood has come to be considered a psycho-socio-cultural category (Baacke, 1999; Abramenkoava, 2008), because a person’s worldview is a synchronised, subjective-emotional construct that has an active constructive beginning in childhood, when the child starts forming relationships with the surrounding world as a set of definite expectations and requirements (Abramenkoava, 2008). A new, different understanding of the child—the child as an actor—appears in the context of postmodernist social sciences discourse in the 1990s (Rubene & Dinka, 2016). This raises the question of children’s active participation in their own personal development process, and the acceptance of children’s involvement by the adults in their lives. Children as actors are thinking individuals, able to interpret and act creatively in the social world and be innovative when participating in the reproduction of culture. They do not only simply reproduce their social environment but interiorise it, becoming active subjects in constructing their personal lives. The concept of the child as an actor transforms the aim of upbringing from obedience to the promotion of children’s action (Rubene & Dinka, 2016) in a way that can be realised in symmetric, respectful relations that are full of trust and encourage communication. The aim of modern upbringing, in other words, is to prepare the child to become a socially active agent, capable of independent decision making, responsibility, and problem solving. Naturally, the innovative processes of education also raise the issue of changes in the pedagogical environment corresponding to the conditions of participatory democracy. In this regard, the environment of upbringing is an especially important social condition that consists of cooperation, games, and a subjective environment (Pavlova, 2007, p. 4). If it were possible to prove that society is on the side of promoting child development, then we should not worry about the development of today’s children, yet we cannot answer this question unequivocally positively (Liegle, 2006, p. 45). The problem highlighted places the everyday pedagogical process at the centre of attention (Liegle,
Pedagogical strategy is fundamental to the organization of the educational environment, which rests on relations that are based on faithfulness. In order for faithfulness-based relations, not only the compilation of knowledge, to develop in practice, it is important to make the connection between individual development and the dimensions of social factors where the quality is defined both by the experience of things and the experience of subjective acquisition of social situations (Schäfer, 2005, p. 28). The strategic management of this approach is based on the understanding of communication forms and content that is the core of healthy development. The aim of the present article, therefore, is to analyse and summarise research on the structure of everyday pedagogical support, in order to develop it as a theoretical construct and to verify it in vivo. The situation described reveals the problem which forms the basis for the following research:

1. Which components form the content of the everyday pedagogical support?
2. Which of the components identified in theory are reflected in everyday pedagogical process, and what is their impact on the formation of a child’s personality?

In order to explore the characteristics of everyday pedagogical support, this study seeks to identify how the criteria of everyday pedagogical support singled out by theorists are reflected in children’s interviews.

**Problem Issues in Pedagogical Support: The Content of Pedagogical Support**

The concept of everyday pedagogical support has been widely used in modern pedagogy. However, neither its pedagogical potential nor its specifics and importance to a child’s healthy development have been fully understood and explored (Slatenina & Kolesnikova, 2006, p. 4). The implementation of everyday pedagogical support not only emphasises the child as the subject of the pedagogical process but also creates reciprocal learning, equality, and mutual trust in practice. Consequently, everyday pedagogical support is directed towards healthy promotion of the content of a child’s development, and thus becomes a significant pedagogical strategy. Children’s needs are satisfied in a positive social environment, the range of social roles and understanding of them is promoted, and participation is encouraged. Everyday pedagogical support is needed for all children who face their own interests, desires, complaints, notions about life, and conflicts. Therefore, the subject of pedagogical support is defined together with the child: interests, aims, or problems to be solved (Slatenina & Kolesnikova, 2006, p. 39). Everyday pedagogical support, in this sense, includes an idea of self-education that helps children to self-determine, self-develop, and construct their own lives, because the difficulty of every child in this strategy is a signal that the analysis of causes is necessary. Thus, the idea of everyday pedagogical support includes a purposeful, organized, and value-oriented system of adults’ meaningful everyday actions that is directed toward the formation of socially emotional conditions (respect and trust), so that learning it reciprocally facilitates children’s social action.

The conceptual notions of everyday pedagogical support have developed in the theoretical paradigms of philosophy, psychology, pedagogy and anthropology, which are based on common theoretical concepts: first, personal development based on faithfulness as a system; secondly, the importance of social environment and cultural factors in the formation of a child’s personality (Vigotsky, 2003; Bozovic, 2008; Bronfenbrenner, 1993; Baacke, 1999; Lüscher & Liegle, 2003; Mead, 1975); thirdly, upbringing as a continuous, sequential, and successive cooperation (Medne, 2010). The child’s trust develops based on parents’ actual behaviour in their interactions with the child. Children’s faithfulness to parents is the indicator of their satisfaction with the parents’ control (Shek, 2008). It strengthens the parents’ identity because it activates their potential, and it helps children to develop loyalty to other people and to improve their own reliability. One of the strategies of upbringing that promotes faithfulness-based relations is everyday pedagogical support, which includes a purposeful reorientation of different situations of adults’ life actions in educative situations, improving the child’s positive experience and thus promoting healthy development.
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