

Psychological analysis of high school students' experiences ('perezhivanie') about the problems connected with their studying at school

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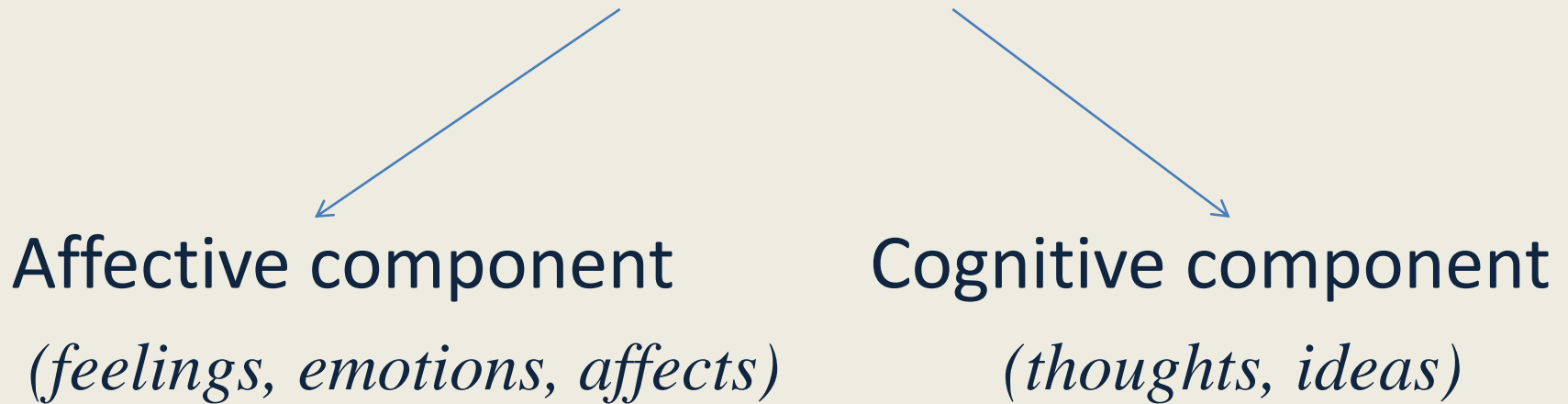
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Two approaches of definition the 'perezhivanie'

1. *'Perezhivanie' defines in terms of emotional occurrences (feelings, emotions, affects) (Platonov, Illyin, etc).*
2. *'Perezhivanie' defines as something connected with the category of consciousness (Rubinstein, etc).*

Our approach to the phenomenon of **‘perezhivanie’**

Two-component structure of ‘perezhivanie’



Hypotheses

1. High school students have *perezhivanie* connected with different areas of their studying at school, which can differ in *content, intensity and sign modality* (sign modality means negative or positive sign of *perezhivanie*).
2. Affective and cognitive components are in expressed *relations* with each other but can *differ in their intensities*.
3. *The intensity of* high school students' 'perezhivanie' about the areas of their school studying differs *between* representatives of different *age groups*.

The goal of our work is the exploration of high school students' experiences ('perezhivanie') about the problems connected with their studying at school in the context of two-component structure of 'perezhivanie'

The tasks

1. To find the place of school 'perezhivanie' in the problem field of high school students.
2. To research the structure and the content of high school students' perezhivanie about their studying at school:
 - a) to research the affective and the cognitive components from a perspective of their manifestations (intensity and frequency) in different areas of school studying and b) from a perspective of their sign modality (sign modality means negative or positive sign of perezhivanie)
 - c) to reveal differences in the intensity and frequency of perezhivanie in various areas of studying at school
 - d) to research relations between affective and cognitive components
3. To research differences in perezhivanie between representatives of different age groups (in our case between students studying in the 9 class and in the 11 class)

The instruments of research

1. The check-list

«The world of 'perezhivanie'»,

constructed by Mesheriakova

(32 students from 9th class and 13 from 11th, N = 45)

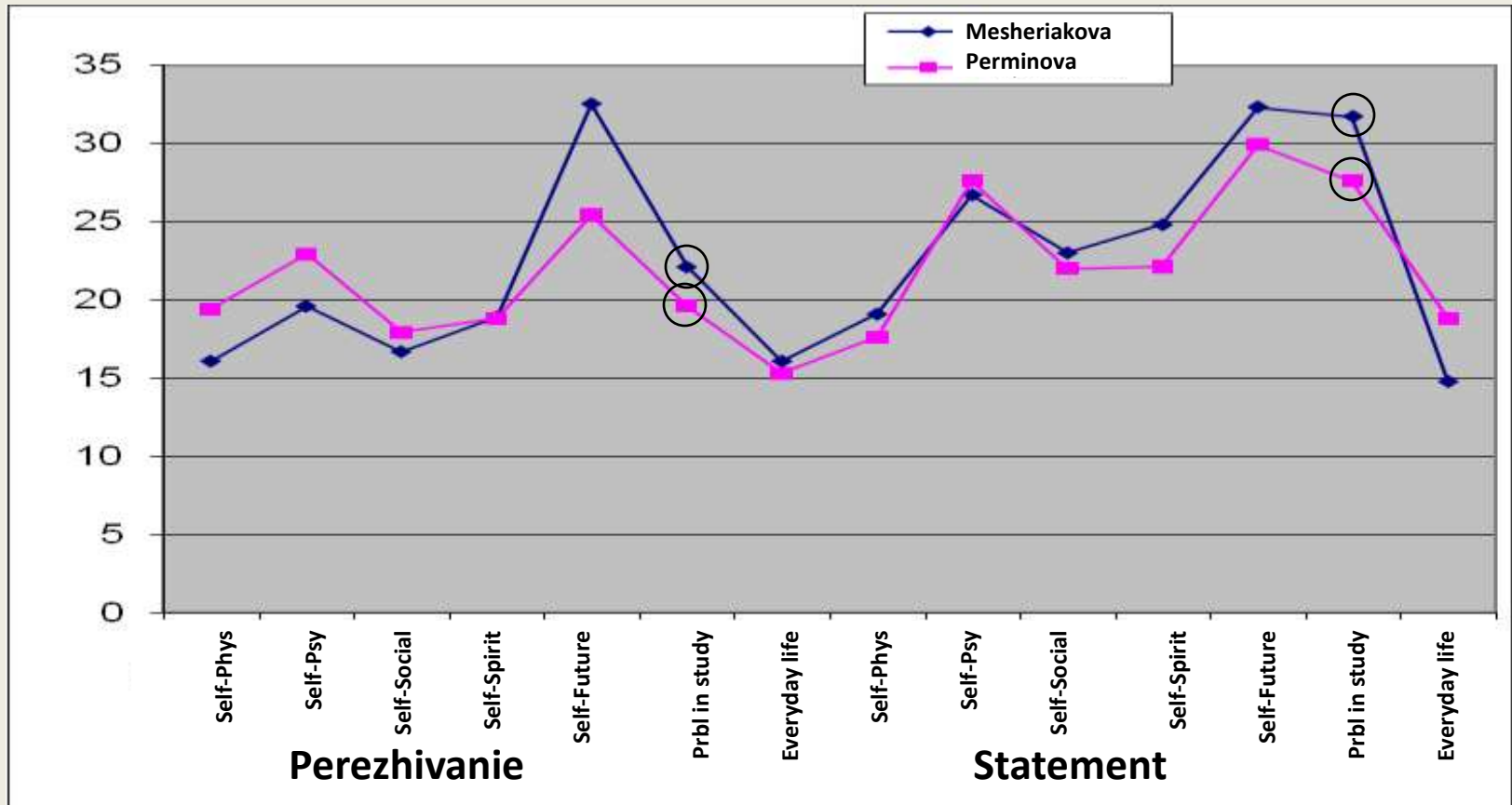
2. The check-list

«The school 'perezhivanie'»

(Mesheriakova/Perminova)

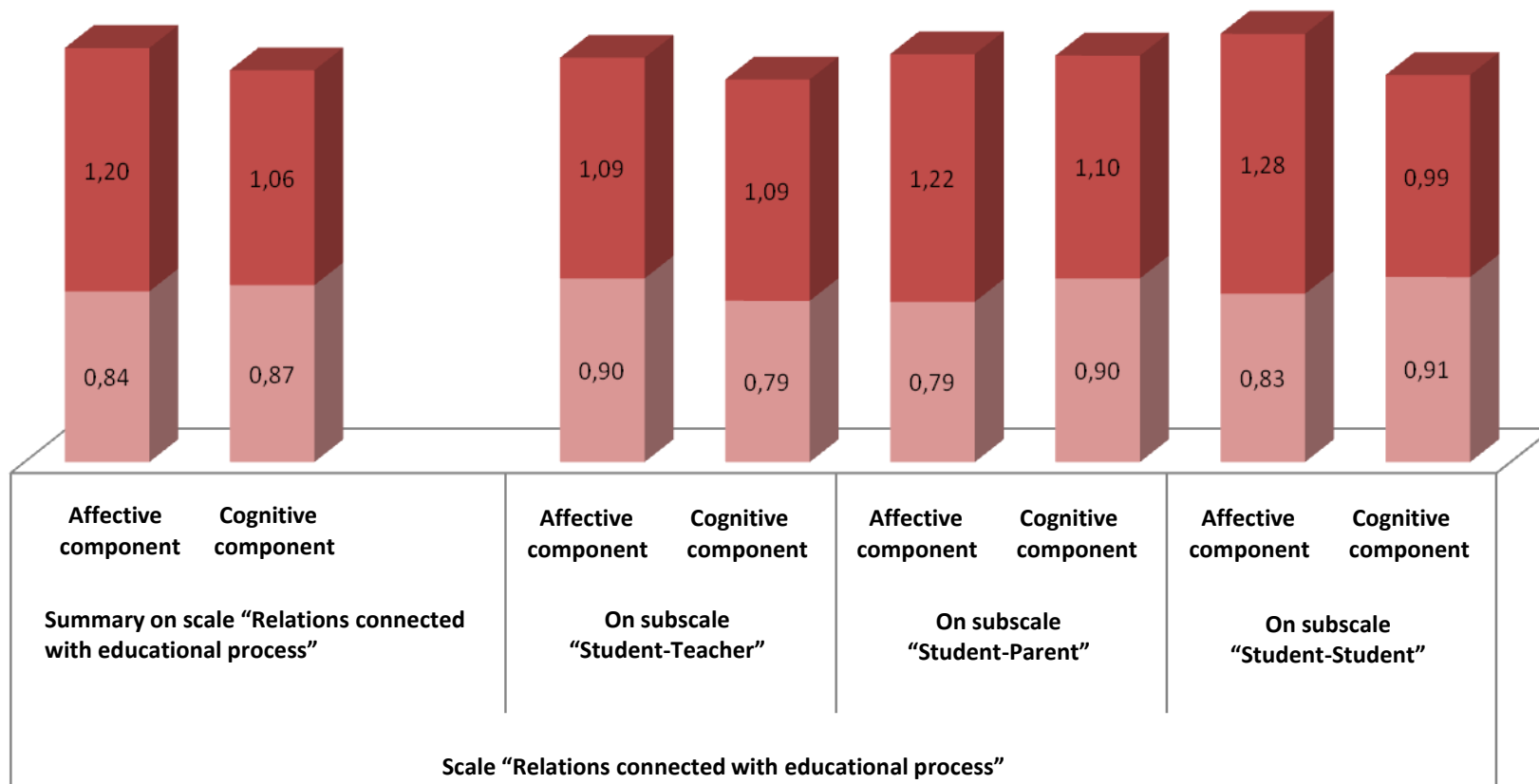
(39 students from 9th class and 20 from 11th, N = 59)

Comparison of problem field profiles of high school students in 1997-2007 («Mesheriakova») and 2009 («Perminova»)



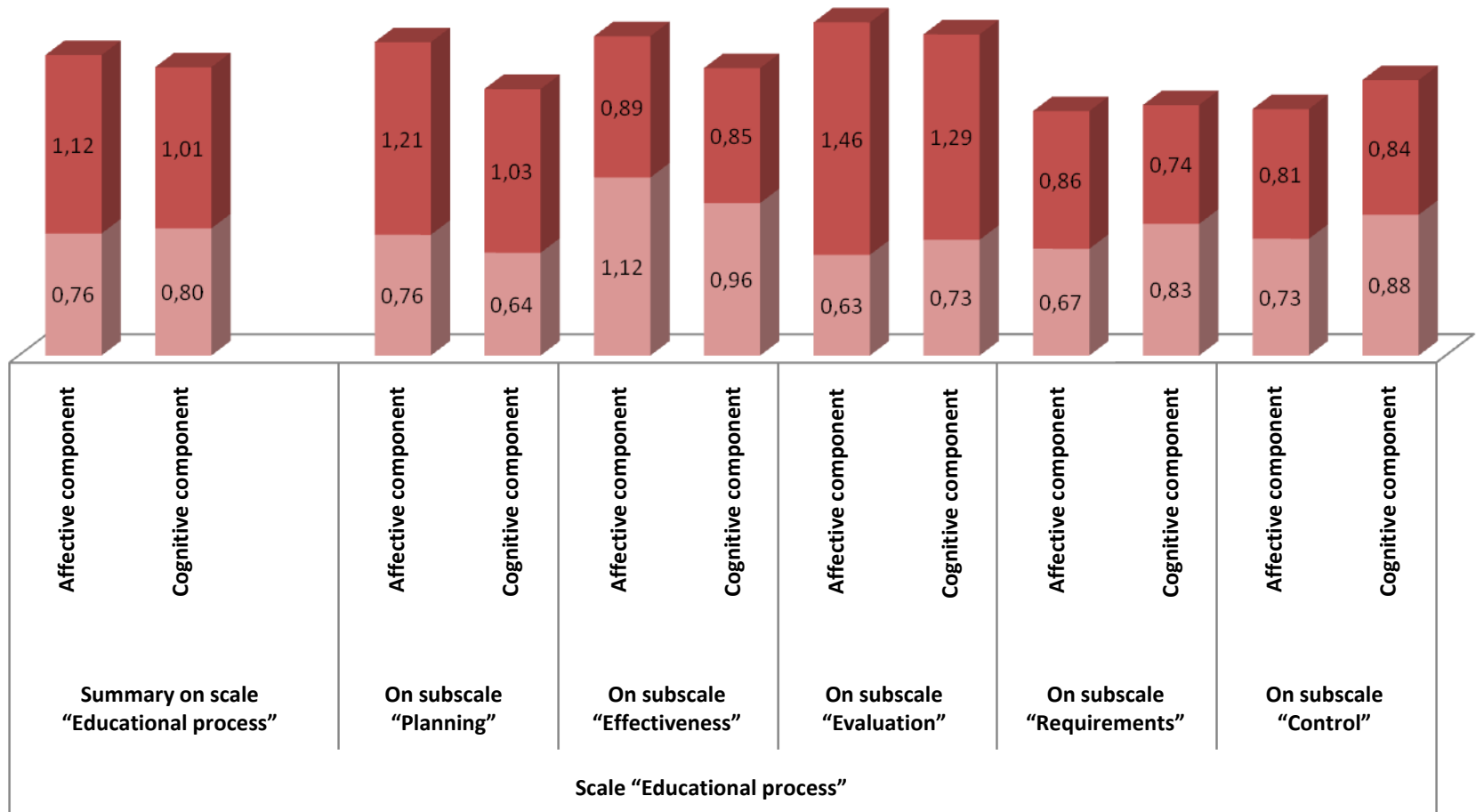
Summary histogram of intensity of high school students perezhivanie (Beginning)

■ Positive perezhivanie intensity
 ■ Negative perezhivanie intensity



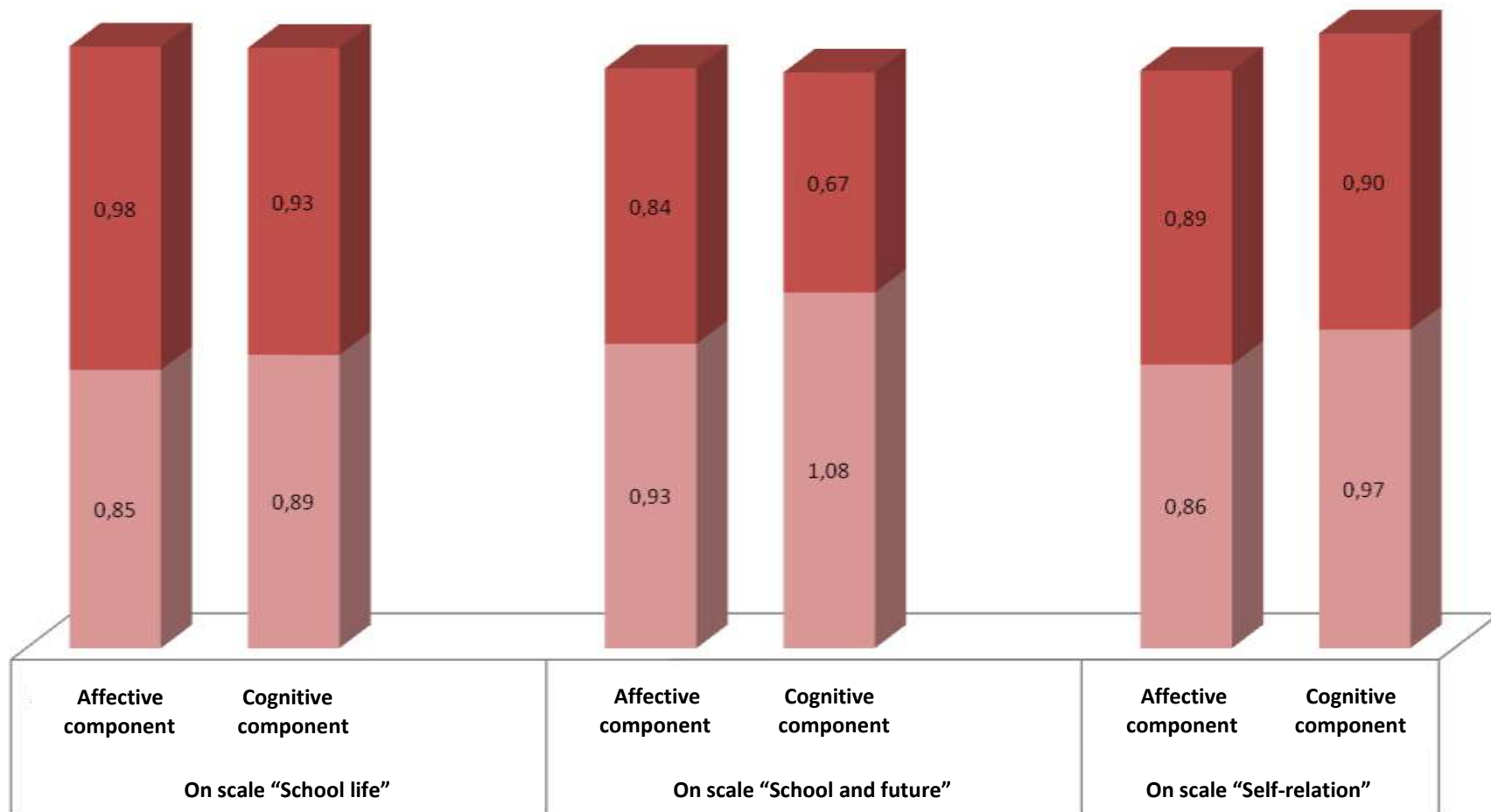
Summary histogram of intensity of high school students perezhivanie (Continuation)

■ Positive perezhivanie intensity ■ Negative perezhivanie intensity



Summary histogram of intensivity of high school students perezhivanie (Ending)

■ Positive perezhivanie intensity ■ Negative perezhivanie intensity



Relations between affective and cognitive components

1. Strong positive connection between the intensity of emotions and thoughts.
2. The tendency of ousting, supplanting negative emotions by the positive ones (accordingly in the affective component), (this tendency doesn't appear in the cognitive component).

Differences in 'perezhivanie' between students studying in the 9th class and in the 11th class

1. The 9th class students have more intensive 'perezhivanie' about studying at school than 11th class students (more intensive emotions and more intensive thoughts).
2. The perezhivanie of 9th class students are more negative than they are of 11th class students.

My questions

1. What practice application can this study have?
What is your opinion?
2. Can the idea of optimal profile of perezhivanie become a reality? Is it possible to do so?

Thank you!