A Comparative Study of the Educational Approaches of Karl Rogers and Vasily Davydov in Russian Language Classes

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ABSTRACT

The purpose of this article is to identify the commonalities between the views of Vasily Vasilievich Davidov and Carl Rogers on teaching methods and teaching ability as a key topic of discussion in modern education. The sources of personality development in developer education and the role of the teacher in developer teaching are discussed. The concept of "relationship with position" will be explored in Davidov's views as preconditions for a new philosophy of education. In this study, we intend to test the hypothesis of strengthening teacher-student interaction and its effect on improving self-confidence and greater productivity in language classes. Relying on the opinions of Rogers and Davidov, we developed a questionnaire to explain the impact of these educational approaches, which were answered by 147 students from Tehran universities studying Russian. From doing this research, we are looking to find out which of the above educational approaches can be more effective? Do all students agree with one teaching method? And the result of the answers confirms the students' acceptance of methods that interactive synergy and strengthen self-confidence, self-efficacy and, consequently, the maximum productivity of students in the educational process.

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1. Introduction

Russian psychologist and theorist Vasily Vasilyevich Davydov has devoted much of his research to creating a "developer" education system. Developer education theory is an approach in practical education, based on methods of physical, cognitive and mental development of students through the use of potentials and facilities of such development. Davidov believes that the student can rely on "experience gained from understanding the environment to acquire the desired knowledge by citing theoretical generalizations." [Гуружапов 2007, С. 19—21]

As the "most influential" psychologists in the field of education, Carl Rogers placed great emphasis on human abilities in the educational process. Acknowledging the impact of people's past experiences on understanding the nature of their existence and the world around them, he believed that a person's current feelings and emotions are very important in the development of a person's personality. He attached great importance to cultivating students' personal beliefs in the learning process.[Аксёнова, 2016, 22]

According to Rogers, the main task of education should be to develop methods of productive mental activity, knowledge that is really effective for the person. He will remember them from the environment. Therefore, education should not involve "saturating" the student with information, but should provide him with maximum opportunities for independent search. These ideas are known as the concept of human focus. Rogers' approach to educational issues was such that he argued that the student had interests and hobbies, and that it was the teacher's job to discover these hobbies and contribute to their development. [Аксёнова, 2016, 24] In the present article, we first examine and define the mentioned theories and then compare the views of Karl Rogers, a psychologist and "student-centered" lecturer, and Vasily Davydov, a lecturer on the "developer" teaching method, based on years of teaching experience and a questionnaire. For this purpose, we will review the influential components in education. The answers shed more light on the students' inclination towards education. And hence as one of the paths that can be a training guide.

2- Research background

The history of teaching method innovations dates back to the early twentieth century. When comparative linguists worked with psychologists to find ways to make language teaching easier. Theodore Rogers and Jack Richards in "Approaches and Methods in Language Teaching" base the teaching of language on two axes: Linguistics and the other are rooted in Psychology.[Rogers, Richards, translated by Ali Bahrami, 2013, 8]

In the field of education and development of educational methods, Davydov as a theorist of "developer" education and his colleagues in this field such as Robetsov (2008), "Socio-genetic psychology of education development: a pragmatic approach", Margolis (2019) in his scientific work with The title "Review of Teacher Education in Russia", as well as in the book "Professional Standard of a Teacher: Development and Productivity in Russia and Abroad" explains the constructive role of the teacher in education. Grozhapov (2008) has written valuable works in the field of methodology of growth education theory (Alkunin-Davidov system) under the supervision of their professor Davydov in the past years from the Soviet era to the present day. Kudryavtsev, a student of Davidov, has also been studying "freedom to learn" in recent years, and in a way can be equated with his English-speaking counterparts in the field of independence in education. Rezabigi et al., In their article "The effect of language teachers' supportive behaviors on language teachers' readiness on students' readiness for

independence" have examined student-centered methods.

3. Research method

In this study, in order to apply the educational views of Davidov and Rogers in undergraduate Russian language classes at Tehran universities, we prepared an online questionnaire for this purpose and provided them through cyberspace and communication networks. 147 students participated in this survey. they had. The bachelor's degree was chosen because it is the first encounter with a new language for students without prior knowledge of Russian. Among the variables is age; Gender; The university was considered the place of study and the year of entry into the university, because a significant difference between the approach of female and male students could be seen in Carl Rogers' comparison of the effect of teacher-student interaction. Among the participants in this questionnaire, there were only 7 male students, which in comparison with most female students, it may not be possible to achieve a logical balance between these two variables in this study. Pay attention to the desired components.

Table 1

Variables	Category	Quantity
Gender	Girl	
	Boy	
Age	20	29
	21	33
	22	31
	23	24
	24	23
	25	6
	26	1

Year of University entrance	2017-2019	The difference is not significant

4- Discussion and review

Among the common educational theories in language teaching, on average, eleven teaching methods are expressed, which are: 1) direct method; 2) grammar-translation; 3) phonetic-linguistic; 4) structural approach; 5) physical accountability approach; 6) language-based communication training; 7) natural approach; 8) subject-based language teaching 9) media suggestion-based education; 10) off method; 11) Applied-native approach[Rogers.; Richards., Translated by Ali Bahrami, 1986, 13] The first three are the most used among language teachers. And if we want to show schematically the capabilities of these three methods, we will reach the following diagram:

Figure 1
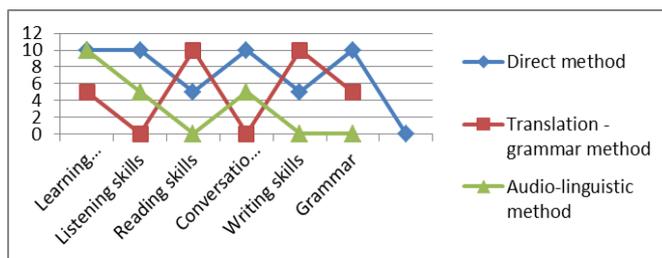
Most attention in the translation-instruction method is on strengthening reading and writing skills. The chart above also shows the relative. Conversational and listening skills have almost no place in the classrooms of this method. [Rogers, Richards, translated by Ali Bahrami, 2013, 15]

"If we want to preserve this fragile sphere and build our lives on it and raise a decent human being, we must help the younger generation," Rogers wrote in his

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book, Freedom to Learn. And the only sure way to guide young people is to lead them to deep and comprehensive education and to be constantly learning. [Роджерс, 2002, с.27]

Already in the 1980s, Davidov, in his lectures on general psychology, approached the science of psychology as the phenomenology of a personal view of the world in education and systematic education. Defining learning as a collective activity, Davydov emphasizes that it is psychologically necessary to study all the structural components of this activity, the forms of interaction between individuals, the objectivity of learning, and the means of learning. It is necessary to understand what kind of interaction with the student leads to what kind of activity and content of the student's awareness and also how the communication is important. Teaching and orienting the student's awareness allows the teacher to approach his / her activities in a meaningful way and assign educational tasks to the students so that they can meet their theoretical knowledge needs. Гуружапов 2014,С. 275.]

Freedom to learn is very hard and rarely achieved like any economic or social freedom [Кудрявцев, 2010, с.51] This system and its structure are indebted to Vasily Davydov and his associates. Like Carl Rogers, he places his views on the ability to learn in the first place on the criterion of man-worldview, and especially value-meaning, not technology.

Davidov and Rogers came up with different ways to provide training. Davydov - By changing the educational content, introduces the methods of its transfer and absorption by the student. Rogers - By changing the type of relationship between teacher and student in the educational process, he gives these relationships a personal nature, in which only their own people can change. But in the end, the two intersect. On the one hand, according to Davidov, the "general (theoretical) method of problem solving" not only presupposes its

application in the analysis of a significant range of specific educational problems, but must include all general and personal levels of each student. Therefore, it cannot be imposed on all students as a forced algorithm of collective thinking. Davidov and his school address collective and individual thematic problems.

Developer education theory is an approach in the theory of practical education based on methods of physical, cognitive and mental development of students through the use of potentials and facilities of such development. Grozhapov paid special attention to environmental conditions. The following example is given in all his lessons: A mother and daughter are walking down the street. An ordinary street dog is running near them. The girl approaches him immediately (this is the child's normal reaction). . Mother: "Do not touch, it bites." Girl: "What will happen?" Mother: "Then you have to inject." The girl is familiar with the concept of the ampule. He immediately frowns. The dog is still running nearby - the girl feels that she can communicate well with the dog and approaches the dog. "Do not touch, he is biting," the mother says again. Girl: "And if he bites twice? "Mother:" You should take two injections. "Here the little girl becomes quite serious, she walks a few steps in silence, asks her mother:" Now if she bites a thousand times, should I take a thousand injections? "Here the little girl is using mathematical inference, or perhaps a simultaneous interpretation of the matching of the number of stimuli and responses, in other words, each bite is equal to one ampoule. In this situation, there was no intention. Adults make it difficult to choose, no one forced the girl to think such things, she concludes herself, in other words, it is a completely voluntary act, so the child at any particular moment begins to think theoretically He does not, but he always does the process of thinking and reasoning. Гружапов,2009, 145]

However, Davidov realized that the moments of students' mental engagement in the classroom depended on certain conditions, and suggested that these conditions be categorized in a specific and orderly manner. The need to determine the individual characteristics of students to develop individual learning pathways of development is a prerequisite for considering reality. "A teacher who is able to do such small focal research during educational activities, by mastering the scientific method of making it, acquires the qualification of a teacher-researcher, or in other words, a professor who reflects science," Grozhapov writes in his article. he does"[Гружапов, 2008, 44] .

Rogers and his followers believe that recognizing personality helps students to be effective in shaping their evolving attitudes toward educational content in order to gain personal meaning in their shared change. What Rogers and Davidov seem to have in common are similar answers they offer to solve the problem. To assess the situation in modern education, the possibilities of benefiting from educational content as developer education and creative educational tools guarantee the study of higher educational achievements and the potential of mutual education and educational projects, as well as the fruitfulness of direct and indirect educational methods. Heidegger-influenced Rogers and Freiberg describe the characteristics of teaching as a function and mission of a teacher:

"Learning is far more difficult than learning ... and why is learning harder than learning?" Not because the learner has to be a repository of a lot of information and always ready to respond. "Learning" means, above all, "allowing learning." In fact, the real teacher learns only one thing - learning. Because of this, his behavior suggests that he has not taught anything if the category of

useful measurable information is relevant. The instructor must be at the forefront of learning towards his student: he must teach them to learn. "The teacher must be more student than his students." [Роджерс, 2002, 82]

Davidov's comparison of the classical educational system with what he describes as the method of educational development is as follows:

A) "Passive classes" in which the student is generally known as a "tourist". This means that by being present in the educational environment without reacting to the challenge, he is exposed to education.

B) "Active classes" in which "motivated students" play an active and dynamic role in the management of the classroom and consider themselves "education stakeholders".

Table 3

Students of active classes	Students of active classes
They are like "shareholders".	They are like "tourists".
They do projects together in small groups.	They do simple tasks.
They must work together at least in groups of two.	They work individually.
They come up with new ideas and topics during the project.	Work on the topic suggested by the instructor.
They write every day.	They rarely write.
They share the results of their efforts to their choice and excerpts.	Rarely do they share the results of their efforts transparently with others.
They often seek ways	They seldom seek

to get answers by reasoning and speaking.	to prove their answers.
They tend to cooperate with their teacher and classmates.	Rarely participate in class activities.
The class is "us" in their view.	The class is "you" in their view.

The table above shows in many ways the theoretical commonalities of Davidov and Rogers. The positive and negative features of their teaching methods are well illustrated. This is a global concern about the education crisis. One of the most fundamental signs of this large-scale crisis is that traditional educational science "does not know" in the educational process of knowledge as a process of processing on the subjects and the person himself, which will be very effective. Because the educational system is not only a collection of scientific topics and their teaching methods, but also the place of optimal intersection of the individual and society as a personality. [Слободчиков,1995, 183]

Viktor Alexandrovich Grozhapov, reflecting on the structure of education, has stated several hypotheses and called them educational. The first basic educational assumption is based on the fact that what was once invented by people through creative motives is commensurate with the reality of the environment. Second, it is possible to create artificial conditions in which to understand what has been created in the environment.

Carl Rogers was critical of the conventional teacher-centered method, despite the fact that it provides numerous examples, and then the students begin to draw conclusions based on what is in front of them and make a general rule in their minds, but Charles Points mentioned:

1- The teacher has limited knowledge and therefore prefers to use the simplest methods.

2- The teacher will have more power and authority in managing the class.

3- Today's teachers have learned this kind of education from their teachers.

4- It is a good method in crowded classrooms.

5. The process of developing the education system in some countries is slow.

6. Language teaching resources are limited in some parts of the world. [Richards, Rodgers, 2010, 5]

What is currently being taught in language classes is a combination of the Davidov and Carl Rogers approach. As the goal of language study.

4-1- Study of theory in Russian language classes in Iran

Teaching a second language to undergraduate students at a university in non-English languages in Iran is no different than in other countries. Makes up. It is not unreasonable to say that every language means a new world. For this purpose, as mentioned earlier, a test was developed to examine the paths taken and shared with students. Since this test was performed in a wide pandemic situation, students were able to compare two types of teaching in person and in absentia. The answers were as follows, and despite the notion that lack of traffic might make distance learning more popular, it was not:

Table 4

Option	Frequency response	Percentage
Strongly	76	52.2%

ag ree		
Ag ree	36	23.9 %
Ne ith er ag ree no r dis ag ree	22	15.2 %
Di sa	13	8.7

gr ee		%

Considering the necessity of student-teacher interaction and classmates, Figure 5 provides information about students' acceptance or disapproval that can be evaluated inductively.

The need to be seen and present in public and accepted among peers is a very effective factor in the learning process. However, the need to be seen is an existential and fundamental characteristic of a person. But not all people feel the same need. The need to be seen depends on at least two factors. A psychological structure of individuals in terms of extraversion and introversion, and second, depending on where one stands on the ladder of one's individuality and what degree of enlightenment one has acquired. The fat inside, the need to be seen is reduced [Yalom, 2020, 215]

Figure 5

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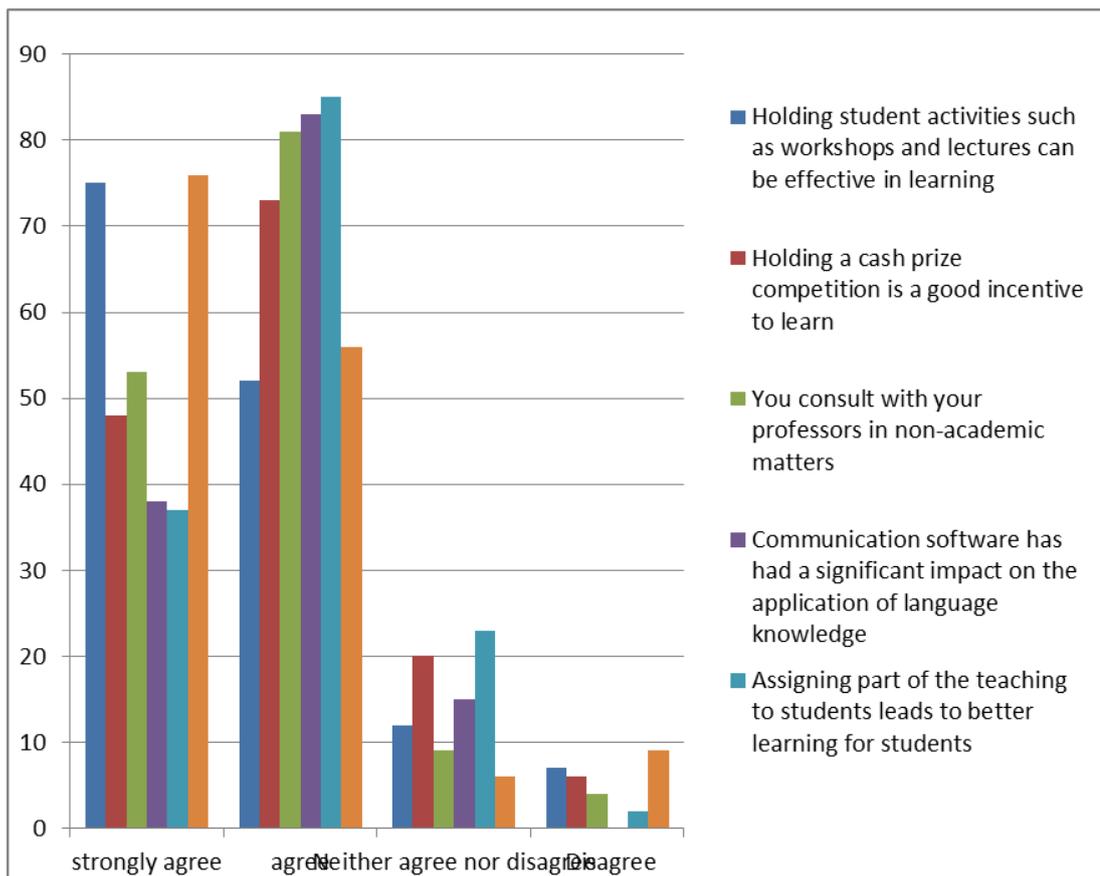
As of the writing of the present study, as mentioned, coinciding with the covid-19 pandemic, universities were forced to hold classes in absentia using a variety of virtual learning platforms. It is necessary to prepare courses that are offered systematically through distance education and in accordance with educational design processes, and create an effective and quality learning environment. [Aparicio & Oliveira 2016, 62]

Therefore, designing the teaching process is one of the main topics of distance education because web-based distance education is different from traditional face-to-face education. Therefore, in a web-based distance learning curriculum, students' values, needs, and experiences should be of the same or higher quality as a traditional classroom curriculum. [Bilgiç & Tuzun, 2020, 146] In the survey, the results showed that students were dissatisfied with the holding of classes virtually, the causes of which are not included in the study and other field research is needed. The test was also conducted by Bayriachik to examine students' perceptions of distance education. In this survey, students stated that the advantage of distance learning allows students to save and adjust their time, but it is not of the same quality. [Bağrıaçık, 2019,203]What is important in these surveys is the significant relationship between success and educational satisfaction with being in the classroom, being seen, interacting with the environment and people.

Decreased academic motivation is one of the increasing problems and research results show that academic motivation decreases during adolescence. [Kee& others.2009,61] In explaining the reason for the decrease in academic motivation, it is assumed that students in secondary school face limitations after establishing an emotional relationship and spending time with their teacher, and as a result, it can affect the level of motivation and influence of students and then students.

Have a negative effect. The first day of university is a defining day for the undergraduate student, as the former always carve a more colorful role in the mind. The anticipation of the arrival of students and the usual friendly festivities, regardless of the official position of a professor and a student, lead to the induction of the role of "us" in the students, a point that Davidov emphasized in his teachings. Therefore, the teacher and the variables of the educational environment can create motivation or lack of motivation in the student. Therefore, during the teaching years, I witnessed the referral of my students, who have consulted in many non-academic cases.

This issue has a significant relationship with the gender component of students. The influence of educational environment factors on girls' motivational beliefs has been reflected in the research of Zimmerman Ryan and Desi Wigfield. Of course, Winnie Reed and Miltiado's research made no difference. One possible reason for the lack of environmental sensitivity to motivate boys compared to girls is that boys do not attach much importance to teacher behaviors, teaching methods, and the way they evaluate, interact, and establish a friendly and intimate relationship with the teacher. [Taheri et al., 2011,669]

4-2- Situational approach

Upon entering university, language learners face the most serious social presence and independent social responsibilities after the age of 18 if they are in adolescence. The challenges ahead are not limited to setting up social connections, choosing confusing courses, interacting with professors who see them as a "real character", staying away from the family environment or even migrating to another country to learn knowledge, components Family education, personal characteristics of each student affect the educational process of language learners. Therefore, in the opinion of the author and based on the theories of Davidov and Rajes, and

considering the management of language classes, the situational approach will be practical in this situation and will help students' self-efficacy.

Assigning parts of teaching to students in their own words causes them to: a) learn all the lesson points as well as the subtle points that they may not pay attention to in routine reading, b) with the possibility of students asking questions, the content Learn the lesson from different and deeper aspects, c) strengthens communication-management skills in them, to be ready in the face of larger populations, d) expressing different views with the presence of the professor in a student group, how to deal with votes And it teaches different opinions and enables the development of personality and individual abilities in both the target students and the student in charge of providing education.

Another category that has a great impact and has led to the synergy of students is holding competitions on various topics. Such programs have the ability to challenge students' skills and talents in aspects such as: creating a sense of competition and making every effort. A person seeks satisfaction in order to succeed and also if he succeeds in receiving financial incentives and being seen according to Rogers.

The holding of several national student theater festivals in Russian confirms that many students, regardless of language ability, volunteer to participate in the program. Their passion is amazing. Activities in the theater performance process include: memorizing long texts of literary masterpieces and dialogues of play, decor design, pre-performance preparations, all in line with the theories of "developer education", the student's individual skills and potentials according to Davidov and Student support and character development are according to Carl Rogers' "student / human-centered" theory. In the process of performing a student theater in a foreign

language, different abilities of individuals appear, and this in itself can provide the ground for more convergence and motivation to become "us" in an educational group.

In setting up textbooks, the situational approach becomes more and more important. Learning the topics of the day, especially in planning the textbooks of translation, dialogue, oral expression, and terminology and composition lessons in particular, should be derived from this approach. . For this reason, it is recommended to pay attention to this specialized separation of language trends in future planning of language teaching courses, because currently there are two trends in language teaching and translation in teaching non-English languages in Tehran universities and all over the country. It has the highest frequency, while it requires professional specialists with special language knowledge due to the specialization of the disciplines and the need for specialists in various fields such as journalism, simultaneous translation, ancient languages, business management and marketing. To be trained.

5. Conclusion

The Davidov teaching methods based on "developer" training and the Carl Rogers teaching methods based on the "student-centered" method are known as an emerging and efficient combination in teaching in general and in language teaching in particular at the undergraduate level. A review of common teaching methods in language teaching and methods that, based on the current state of society, given the prevalence of the Quid 19 pandemic, showed students' acceptance of some and a suggestion to review others.

In this regard, the choice of face-to-face and virtual methods in general for teaching in Russian language classrooms at the

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undergraduate level was evaluated. The results indicate a significant acceptance of face-to-face teaching by students for several reasons, including: ; 2) face-to-face contact and the possibility of students asking and answering questions with the professor; 3) The possibility of expressing feelings and emotions among classmates; Lack of adequate infrastructure for virtual communications, insufficient Internet coverage and access to some areas, among other things, were cited as reasons for the lack of desirability of this method among students. The above, in line with Carl Rogers' approach to the "student / human-centered" teaching method, emphasizes the growing presence and credibility of students and their communication in the educational process. In the educational methods examined and reflecting their effectiveness, we came to the conclusion that what can help to become "us" is more popular among students and distributes the burden of social responsibility among an educational community.

Educational methods with the ability to increase the individual and collective skills of students in accordance with the theory of "developer education" Davidov has been very well received among students. Students' participation in education under the supervision of the teacher not only does not reduce the quality, but is very encouraging and leads to the learning of interactive behaviors among students. Other "developer" educational methods that have led to students' communication and skill synergy include holding several national Russian language student theater festivals at Al-Zahra University and the colorful presence of students from all over the country; Holding various competitions and workshops has also been well received among students, which confirms the theory of development and non-traditional and multi-purpose education for undergraduate students. It is hoped that this research will be of little help to novice teachers in the arrangement and planning of undergraduate Russian language education.

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