

School as the organization: use of the method of a focus-group for recognition of problems of educational sphere

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Abstract. The article analyzes the experience in application of the method of a focus-group for researching and describing of the problem zones of educational sphere in terms of an general education school. The detected problem zones are described in the projection of psychosemantic geometry, art pictures and verbal reactions of the participants of the focus-group (n = 8; teachers with different time records and experience of work, teachers of elementary, secondary and high school). It presents the main tendencies in the description of the problem zones in educational sphere made by the members of the focus-group – quite positive relation to the concepts “I”, “school”, “society” with the tendency to overstatement, some priority of the categories “dominance” and “conformity”, “no contact” and “full absorption” in correlation of the concepts, expressed meaningful and inactive relation to the concepts being investigated. The author comes to the conclusion that in general such results show the presence of a deep conflict, connected with contradictions of the following units: to dominate over other people around you – to conform to others around you; to become isolated from others around you – to be fully absorbed by others around you and to lose yourself.

Key words: school, focus-group, problem zones, educational sphere.