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NATURE OF SENSITIVITY AND ITS ROLE IN EDUCATIONAL PROCESS

The article is devoted to the research of the nature of mental sensitiveness, which means the characteristic feature of man, inherent to him and conditioned by the work of his psyche. In this respect mental sensitivity is contrasted with sensory sensitivity, i.e. the psychological aspect of personality comes into conflict with the physiological one. However, this understanding is wrong. If we talk about the formation and development of a person, it is necessary to consider mental and sensory sensitivity as interrelated. The only criterion that can distinguish between mental and sensory types of sensitivity is the measurement criterion. The article pays special attention to the role that sensitivity is able to play in the educational capabilities of an individual. Such criteria as creativity, that is, ability to creativity, and learning, that is, ability to learn, are considered. The following characteristics of sensitivity are distinguished: gradation, measurability and immeasurability, innateness and genetic conditionality, immediacy, developability, dependence on society, staging, spontaneity and regularity, positive and negative impact. The study concluded that both high and low sensitivity can influence the educational process both positively and negatively. It all depends on the extent to which a person is able to recognize and manage own sensitive dependency. It was concluded that all kinds of sensitivity are combined into a network that can be adjusted: if one of its parameters changes, it can also lead to network changes. In addition, there is a direct correlation between the level of sensibility and the creative abilities of an individual: the higher are the mental and sensory sensitivity, the greater is the creativity.

Keywords: mental sensitivity; sensory sensitivity; sensitivity network; sensitivity characteristics; educability; learning ability.

Introduction

The factors that influence the learning process and determine it can be both external (curriculum and textbooks, educational standards, interior design, temperature environment, etc.) and internal (mental and physical capabilities of a person). And if external factors can be subject to change, transformation and correction, the internal factors cannot be changed most often, they can only be corrected.

Discussion of the problem

The learning process is always fraught with difficulties caused by the need for students to make intellectual efforts. This complex intellectual activity provides such an important cognitive phenomenon as interiorize “a process that forms the consciousness of a person and determines the ways of his interaction with people” [1, p. 119]. In this case, we can say that the assimilation of new knowledge occurs through its conscious development and accep-

tance. At the same time, categories unknown to students, that is, those that make up new information for them, requiring cognitive efforts in its understanding and development, are most difficult to interiorize [2].

Learning and acquisition of new knowledge assume that students make intellectual efforts to master the information they are offered, regardless of whether the educational or self-educational process is carried out. This process is considered within the framework of “the concept of the development of personality as a special integrity, which is carried out only with the unity of two processes: external - social, and internal - personal” [3, p. 35].

For high-quality learning, it is necessary for students to have primarily systemic, logical, analytical and critical thinking. System thinking allows information to be presented as causally related elements of a single system, and most often this system is rather conceivable than real. Logical thinking determines the exe-

cution of logical operations of analysis, synthesis, interpolation and extrapolation. Analytical thinking allows you to compare and draw analogies. Critical thinking allows you to comprehend the acceptable and unacceptable meaning of information, determine its value and truth. In the educational environment, all this is aimed not only at reproducing already known information, that is, at reproduction, but also at producing still unknown information, that is, at products. This is exactly the essence of learning - to teach a person to think on his own.

Thus, we can say that successful education and self-education are directly related to the presence of advanced thinking in students, which is due to the ability to learn. This ability depends, among other things, on sensitivity, that is, “the characterological feature of a person, which consists in increased sensitivity” [4, p. 93] or “a person's characterological feature manifested in increased sensitivity to events that occur” [5]. Currently, the study of sensitivity is an urgent scientific task, because it is sensitivity that determines which soft skills will be developed or not developed in humans [6].

The article continues the research of the study of factors affecting the success of educational activities. The object of the study is to identify the nature of sensitivity, and its characteristics are the subject. The study is aimed at identifying and describing how sensitivity affects a person's ability to learn.

1. Characteristic aspect of sensitivity

Sensitivity as a set of characterological features of a person is its unique characteristic. That is why it is impossible to create a universal educational environment suitable for all people without exception. Therefore, in carrying out educational activities it is necessary to carefully approach the issues of individual and group education, as well as the formation of educational groups.

Despite the difference in people's sensitive capabilities, all kinds of mental sensitivity as a person's psychic capability have common traits and characteristics.

1.1. Gradation

Sensitivity means the manifestation of sensitive perception of any phenomena of the out-

side world in a person. In modern studies it is very often argued that sensitivity is an increased sensibility, but this seems incorrect to us. From our point of view, it is necessary to talk about different levels of sensitivity manifestation, about sensitivity gradation. For example, we can detect a low or high, reduced or increased level of sensitivity relative to some indicator taken as an average. The issue of an average is always connected with questions which sensitivity is normal, how it manifests itself and how to measure it. That is why, at present, the most relevant are the studies of measurement of sensitivity levels [7, 8].

Sometimes sensitivity is contrasted with resistance, which means resistance, resistibility and reaction to the external environment (from Latin “resistentia” - resistance, opposition). Resistance is a term mainly used in biology (resistance of various organisms to chemical and biological drugs) and in psychiatry (resistance of a human body to mental illness treatment with psychotropic drugs). Resistance is considered the most important property of any organism, allowing it to survive in changing conditions of existence. That is, speaking of resistance, we primarily talk about the ability of a human body to adapt to changes taking place in order to survive. But sensitivity is not always, or even almost never, linked with survival issues.

In a broader sense, resistance is the ability to resist or remain stable under the influence of the outside environment. If sensitivity and resistance are considered as opposition, then sensitivity should be understood as the ability not to resist any action or the ability to remain unstable under the influence of the external environment. However, it is difficult, for example, to imagine how a person can resist or not resist the impact of culture on him, remain stable or unstable under its influence. Therefore, when we talk about sensitivity, we, first of all, talk about the level of mental and physical ability of a person to perceive external influence and the ability to respond to it, and not to resist.

Of course, there is the connection between sensitivity and resistance, but it is not contrast, it is a causal relationship. Resistance is a property derived from the property of sensitivity:

most often, high sensitivity leads to low resistance (stability), and low sensitivity leads to high resistance (stability). But this provision is not universal.

1.2. Measurability and immeasurability

Sensitivity has always two sides - psychic, that is mental, and physical, that is sensory.

In many ways, sensory sensitivity and mental sensitivity are opposed to each other. But both are human reactions to their perception of what is happening in the world around them. A person perceives the air temperature, and his body reacts to cold or heat, but the physical reaction can be associated with a person's emotional reaction. For example, a person prefers to be in cool rooms, and too high air temperature can result in his bad mood. As a result, a person may experience apathy or, conversely, aggression, reduced concentration of attention, performance, all this leads to dissatisfaction with work and even life. We, therefore, state that sensory and mental sensitivity types are interrelated, they have causal relationships and can influence each other. A significant difference between the two is that sensory sensitivity can be measured and mental sensitivity cannot be measured accurately.

1.3. Innateness and genetic conditionality

Sensitivity means the innate characterological features of a person. They are conditioned by his genetics. This is evidenced by the latest research by scientists in the field of human psychology [9]. That is why we can talk, for example, about the innate passion for art or orientation towards society. Genetic conditioning of sensitivity "leads to discussions on blurring the differences between genes and environment" [10, p. 75].

The sensitivity obligation is based on the fact that all people have both sensory and mental sensitivity because each person has a body that can respond to temperature, touch, and so on, and a psyche that allows a person to respond to mental impact on him. Thus, in relation to a mentally healthy person, we can assert the absence of zero mental sensitivity, in relation to a physically normal person, we are talking about the absence of zero sensory sensitivity. Zero sensitivity is the result of certain dis-

eases. In the person is not sick, sensitivity may tend to zero, but it will never reach zero.

1.4. Immediacy

Perceptibility, or perception, is a type of mental cognition of the world that is perceived by the cognition subject and seems immediate to him. However, the system for processing sensually and mentally perceived data involves unconscious and conscious filtering. It is believed that the content and quality of a person's perception of the outside world phenomena can sometimes be partially changed through the targeted attention control. It is impossible to completely change the mental nature and sensitivity of man. Therefore, the learning process can only be aimed at awakening the sensitivity that is already genetically embedded, and at updating and controlling it.

1.5. Developability

Sensitivity is the developed characterological features of an individual. Despite the fact that sensitivity is an innate characteristic of a person, some of its indicators may change over the course of life. It is believed that the process of education and upbringing is directly related to the development of sensational qualities in humans. All training programs are based on this [11]. However, it must be understood that the development process is not a maximum. If we take into account that the congeniteness of sensitivity is determined by human genetics, then we can only say that in the process of learning it is possible to awaken a person's sensitivity and contribute to its development. At the same time, it is difficult to say what results the learning process will give. Sensitivity can be amplified or suppressed to some extent, but it is impossible to maximize or minimize it, because it is impossible to change the nature of man. However, during the learning process you can take advantage of a student's mental characteristics due to his sensitivity in order to speed up the learning process and make it more effective. That is, it is necessary to use genetics for pedagogical purposes.

1.6. Dependence on society

Sensitivity is the unlockable and awakeable characterological features of a person. It

is really necessary to awaken sensitivity, and this is exactly the important pedagogical task - not planting, but discovery. Sensitivity itself may not be awakened, which is proved by studies of behavior and social adaptation of the so-called "Mowgli".

Mowgli children, or feral children, are human children who for some time grew up in conditions of extreme social isolation and had no experience of social behavior and communication with people. According to scientists, all these children suffer from "Mowgli syndrome". "Mowgli syndrome" is a collection of behavioral reactions that are demonstrated by a person who has grown up outside the social environment. This is the result of total socio-psychological deprivation during sensational periods of development. In Mowgli children, "mental processes are irreversibly distorted, beyond repair" [12, p. 746].

Genetically, a person has some characterological features that should be expressed in development, but a person cannot develop outside the society. The concept of "Mowgli syndrome" is very broad. Among the general signs of "Mowgli syndrome" are speech disorders or inability to speak, inability to go straight, desocialization, lack of skills in using cutlery, fear of people. Of course, genetically there is some kind of sensational potential in Mowgli people, but this potential cannot be realized without certain special conditions. So, a person who is not familiar with art, even having an innate high level of aesthetic sensitivity, will not be able to show his sensitivity, because he will not have objects that encourage him to do so. That is, there will be no conditions for revealing his aesthetic sensitivity.

The chances of "Mowgli" becoming a socialized person depend both on genetically embedded qualities, and on the period and duration of stay outside the society. And the recovery process, of course, is individual. But a well-known fact is that children found before the age of five learn straight walking, ability to use tools, social and language skills quite easily. It is during this period that the child's brain learns the fundamentals of the psyche, acquires basic knowledge and necessary skills. Children between the age of five and eight learn these skills with difficulty and not to the full extent.

Children between the age of eight and twelve experience serious problems in learning even a part of these skills. Children over twelve do not learn these skills at all. Many of them die soon due to the shock because their thinking and psyche cannot withstand the complexity and tension of people's social interaction.

At the same time, it should be borne in mind that there is an age limit that determines the ability to speak and walk straight. This transition period falls on twelve years. Until this age, a child's brain is quite plastic, and by the age of twelve, his brain is gaining intellectual potential. And therefore, despite the fact that human development is carried out throughout his life, the foundations of thinking are laid exactly by this age. In the event that any of the functions are not formed in a person, then later it is almost impossible to replenish them. After the twelve-year threshold, an undeveloped person can only be trained or adapted minimally to the social environment, but it is impossible to fully socialize him. It follows from this that the appeal to the sensitive abilities of a person, including the educational environment, should actively occur at the age of twelve, that is, when his thinking and his psyche are still quite pliable to influence and plastic. Identifying sensitive capabilities and the level of sensitivity in general will help a person to reveal and develop his mental capabilities.

1.7. Staging

Sensitivity is a step-by-step development of personality characterological features. In science, the stages of mental development of an individual are called sensitivity periods.

Many researches [13, 14] are devoted to the study of sensitivity periods, which are of basic importance for sociology, psychology and pedagogy. In his studies on ontogenesis and sensitivity, L. Vygotsky wrote the following about sensitivity: "During this period, certain influences have a sensitive effect on the entire course of development, causing these or other deep changes in it. In other periods, the same conditions may turn out to be neutral or even have a reverse effect on the course of development" [15, p. 233]. The scientist also said that the sensitivity periods coincide with the optimal training periods. According to L. Vygot-

sky, the most important are three sensitivity periods, or crisis moments, - this is one year, three years and seven years [16]. Educators should be aware of these crisis moments to ensure successful educational and teaching activities in each sensitivity period. He also developed the concept of “psychological systems”, that is, holistic formations in the form of various forms of cross-functional links between thinking and memory or thinking and speech. Continuing the study of sensitivity periods, B. G. Ananyev proposed the following definition: sensitivity periods are “periods of increased susceptibility of the child to external influences, especially to the effects of teaching and upbringing process, that is, the social formation of intelligence and personality” [17, p. 162]. According to the scientist, sensitivity periods are the manifestation of convergence of the child’s natural and cultural development.

In modern science, a “biosocial equilibrium model has been proposed, in which sensitivity periods are considered as the phenomenon of dynamic unity of biological and social factors, affecting the child’s ontogeny and creating the most favorable conditions for the development of certain mental functions” [18, p. 33].

Everything we said above refers primarily to age sensitivity and concerns the education of children, but it is not only about it. The stage of manifestation of sensitivity capabilities also applies to adults. It works if we are talking about quality parameters - accumulation of experience and expansion of the personality horizon. We can say the same thing about quantitative parameters - increasing sensitivity and expanding its scope. For example, developed aesthetic sensitivity can manifest itself in a person's enthusiasm for music, or painting, or theater, or architecture. In-depth sensitivity is expressed not only in the fact that a person likes to go to museums and look at paintings, but also in the fact that he is interested in artists, their biography, genres of painting, the history of fine art, etc. Extended sensitivity manifests itself in the fact that a person is interested in all spheres of art to a greater or lesser extent. This approach is largely based on the individual’s professional orientation, as well as the choice of profession and hobby.

1.8. Spontaneity and regularity

Sensitivity is the personality's characteristic features that can manifest themselves either regularly or spontaneously. The regularity of sensitivity manifestation indicates its quantitative development, spontaneity indicates qualitative development. The educational process can be controlled if you pay attention to the regular manifestations of sensitivity in a student. Spontaneous manifestations destabilize the learning process. But at the same time, spontaneous learning is necessary because it develops personality. In this regard, it is much easier to regulate the individual learning process than group learning.

Of course, in terms of pedagogical capabilities, the appeal and disclosure of a person's sensitivity capabilities is a very complex process. This is due to the fact that training is carried out in groups, which reduces the teacher’s individual attention to the student, and the teacher conveys not all the knowledge at once but only part of it, therefore, it is difficult to say how the student’s sensitivity will react to this knowledge. In addition, the process is complicated by the fact that up to twelve years old, a person cannot control the awareness of his existence and self-consciousness. Therefore, he is being developed as if being blind. The older a person becomes, the more difficult it is for a teacher to develop his sensitivity, but the person approaches the educational process more consciously. One difficulty vanishes but gives way to another one.

The sensitivity unevenness is formed from the ordered alternation of spontaneous and regular reactions of a person. In turn, the sensitivity unevenness forms a unique personality.

1.9. Positive and negative impact

It cannot be said that a high level of sensitivity is definitely a good aspect, and a low level is definitely a bad one. So, for example, a high level of cultural sensitivity is considered a good indicator of personality, but fixation on only one sphere gives negative results. On the other hand, increased emotional sensitivity shows us the emotionally unstable personality, and this can negatively affect the learning process. However, the low level of emotional sensitivity also does not have a positive result.

It will be wrong to say that sensitivity should always be at the middle level. First, it is contrary to human nature, and second, it would make all people the same.

In this case, we are talking about two aspects. The first aspect concerns the teacher. The teacher must see and understand the characteristics of the student's mental sensitivity and usefully use them in the learning process. This, of course, is very difficult to do if the training is in a large group. The second aspect concerns the student. Knowing the features of his mental characteristic, he must be able to control them. When necessary, he must be able to suppress his increased sensitivity, and to strengthen it when necessary. Of course, this is simple in theory, but very difficult to put into practice, because it requires intellectual efforts of awareness and willpower.

However, it should be said that, according to recent studies, high sensitivity (not only mental, but also sensory) is the sign of a creative personality: "The results suggest that creative individual maybe motivated to approach novelty rather than avoid repetition. That is, their preference for novel stimuli may not, as might intuitively be expected, arise from boredom or fastrates of habituation" [19]. Therefore, an increased level of sensitivity produces more positive results than negative ones.

2. Network aspect of sensitivity

Sensitivity is the network composed of a person's characterological features. This network consists of sensory and mental sensitivity. Mental sensitivity is represented by the following types: age, emotional, temperamental, social, interpersonal, intellectual, cultural, intercultural, aesthetic and sensitivity to nature. All types of sensitivity somehow affect the student's ability to perceive and assimilate information. Presented in some form and degree, they can both accelerate and complicate the process of interiorization, and, therefore, their study requires special attention.

The characteristics we mentioned above apply to all kinds of sensitivity. And if changes occur in one element of the system, all other elements also change to a greater or lesser extent. For example, increasing the level of social sensitivity entails increasing the level of inter-

personal and cultural and then intercultural sensitivity.

All types of sensitivity are somehow connected with life and activities of people who make up society. All types of sensitivity are genetically embedded in man, their set is the same in all people, but the difference lies in the actualization degree of each of these types. In turn, actualization largely depends on the social conditions of a person's life.

Conclusion

Thus, we state that sensitivity has the following characteristics: gradation, measurability and immeasurability, innateness and genetic conditionality, immediacy, developability, dependence on society, staging, spontaneity and regularity, positive and negative impact. A detailed and in-depth study of these characteristics helps to understand the sensitivity nature.

Knowledge of the sensitivity nature helps the teacher to make the learning process stable, and we mean teaching not only a child but also an adult: "One of the biggest mistakes is to assume that pedagogy is the science about a child, and not about a human" [20]. That is why modern studies of various types of sensitivity should be combined into a complete picture showing the capabilities and abilities of the human psyche.

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ПРИРОДА СЕНСИТИВНОСТИ И ЕЕ РОЛЬ В ОБРАЗОВАТЕЛЬНОМ ПРОЦЕССЕ

Статья посвящена исследованию природы ментальной сенситивности, под которой понимается характерологическая особенность человека, присущая ему и обусловленная работой его психики. В этом отношении ментальная сенситивность противопоставляется сенсорной сенситивности, т. е. психологический аспект личности входит в столкновение с физиологическим. Однако такое понимание проблемы является неверным. Ментальную и сенсорную сенситивность необходимо, если мы говорим о формировании и развитии личности, рассматривать во взаимосвязи. Единственный критерий, который может различать ментальную и сенсорную виды сенситивности, это критерий измеряемости. Особое внимание в статье уделено роли, которую сенситивность способна играть в образовательных возможностях личности. Рассмотрены такие критерии, как креативность, т. е. способность к творчеству, и обучаемость, т. е. способность к обучению. Выделены следующие характеристики сенситивности: градация, измеряемость и неизмеряемость, врожденность и генетическая обусловленность, непосредственность, развиваемость, зависимость от социума, этапность, спонтанность и регулярность, положительное и отрицательное влияние. В заключение исследования был сделан вывод, что как высокая, так и низкая сенситивность может влиять на образовательный процесс и положительно, и отрицательно. Все зависит от того, в какой степени человек способен осознавать свою сенситивную зависимость и управлять ею. Был сделан вывод, что все виды сенситивности объединяются в сеть, способную подвергаться корректурке: если меняется один из ее параметров, это может привести и к сетевым изменениям. Кроме того, наблюдается прямая связь между уровнем сенситивности и креативными способностями личности: чем выше ментальная и сенсорная чувствительность, тем в большей степени у него проявлено творческие способности.

Ключевые слова: ментальная сенситивность; сенсорная сенситивность; сенситивная сеть; характеристики сенситивности; обучаемость; способность к обучению.

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