

## Pedagogic approach to the mechanisms of personality identity development

Marina V. Shakurova

Voronezh State Pedagogical University, RUSSIA

### ABSTRACT

The article addresses the problem of defining and attributing pedagogic essence to the mechanisms of personality identity development. It is based on the general mechanism of social interaction. Its structure contains, on the one hand, pedagogic interaction, including the forms of pedagogic assistance and pedagogic support; on the other hand, it also contains such components as impulse, perception, manipulation and conclusion (according to G.H. Mead). As a result, with regard to the pedagogic context with specified scientific-methodic supply, we explore local mechanisms of development (stimulating, teaching) of reflection and reflective behavior; acceptance of the Other's role; learning the choice and facilitating a motivated reasonable choice. We review the developmental potential of pedagogics of game, theatrical pedagogics, communicative attack technique, reflective teaching and mentoring, pedagogic support of empathy development, etc., for personality identity development.

### KEYWORDS

personality identity; personality identity development; social interaction; pedagogic interaction; reflection; choice.

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## Introduction

In the modern ever-changing world it is obvious that the society strives to comprehend and, if possible, predict and plan inevitable changes, which occur in human self-conscience. Transition from unstable social-cultural experience to individual experience leads to more and more unbalanced state of the latter, to the activation of adaptation processes and self-identification of a person, groups and communities. Outside the balanced states, person's self, even more so, a growing person's self, experiences various deformations, which often lead to the disruption of personal growth. Labile part of person's self-conscience, which is called identity, in present situation often becomes the subject of studies of the specialists of various fields of scientific knowledge. Moreover, as C. Thulin, J. Miller, L. Secher, M. Coulso (Thulin et al., 2009) state, current research interest

**CORRESPONDENCE** Marina V. Shakurova ✉ Email: shakurova@mail.ru

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shifts from the problems of the identity essence to the problems of its development. In the Russian scientific practice the abovementioned problems lie within the subject of psychological and pedagogic studies. But whereas the tradition of psychological studies of the process of various identity types' development in Russia is generally well-established, the tradition of pedagogic studies is just beginning to develop.

The specifics of pedagogic comprehension of identity and the process of its development consist of:

- Attracting interdisciplinary methodology for comprehending the identity phenomenon as a basis for creating pedagogic essence per se. In our opinion, the most significant approaches are ethological; social-cultural; hermeneutical; interdisciplinary and environmental approaches;

- Using methodological approaches, which gained their distribution primarily in pedagogics and which allow defining pedagogical mechanisms and means of identity development. In our opinion, first of all, these are personality-oriented and personality-activity approaches;

- Primarily studying the conditions, which are specifically organized and to some extent controlled and which allow affecting the foundation and development of various types of identity and regulate this process;

- Pedagogic interpretation of the leading pedagogic theories of identity and definition of the pedagogic essence of the established paradigms of identity;

- Defining the productive means, mechanisms, methods and forms of motivated development of various types of human identity on various stages of developmental age, which are available for studying and actualizing various educational institutions and non-pedagogic organizations and institutions, which solve pedagogic tasks as the accompanying problems;

- Defining the necessary content and technological training of the teachers who have the task of developing students' identity.

### **The main task**

With the lack of systematic pedagogic studying of the abovementioned problems in the national pedagogics, we consider it significant to address the characteristics of one of the highlighted specifics. This predefined the main question, which the present publication aims to answer: which are the productive mechanisms of motivated development of human identity, available for mastering and actualization by various educational organizations and non-pedagogic organizations and institutions, which solve pedagogic tasks as accompanying problems?

### **Methodology of the study**

The question stated above will be addressed from the positions of social-cultural and interdisciplinary approaches with regard to the main non-pedagogic identity paradigms of international and national researchers. The study has theoretical nature combined with scientific-methodic content, which allows using the conclusions for training the teachers and organizing the work of pedagogic teams in the educational organizations. The logic of the review that we chose does not imply detailed analysis of the highlighted paradigms and theories. As a foundation of the study we choose the most significant mechanisms and means, which have interdisciplinary nature. Our goal is to highlight the pedagogic

essence. Moreover, authors' position is defined by the belief that motivated personality identity development by the pedagogic means can be conducted with the scientific-methodic solutions, which have already been developed and validated in pedagogics and education. The significant task is their validated definition and evaluation of developmental potential for the process of personality identity development.

### Results of the study

In pedagogically-significant sense, we define identity as a dynamic characteristic of the self-conscience, which is an integration of anthropic-images and samples, attributed and transformed by the subject. This integration has different levels of unity and consistency. It is categorized and presented externally as "mine", "reflecting me", "not contradicting me" or "not mine", "contradicting me". The established identity can execute the functions of a natural barrier in the process of acquiring new experience. Unlike "Self-concept", identity implies constant correspondence with the acquired experience and objectification in the external space. Unlike the "self", it does not exhaust all possible manifestations of self-conscience and includes unconscious (Shakurova, 2007).

Pedagogically-significant trait of identity and its multiple types and sub-types is the direct dependence from social-cultural conditions, in which a personality develops.

According to G.Mead's paradigm, a dominant mechanism, which defines human identity development, is social interaction, which, in response, causes reflective reaction and subjective position in the acts of interaction (e.g. as thinking about possible outcomes). This moment of "co-being" is significant for pedagogics; one of its manifestations is subject-subject interaction.

The concept of co-being was introduced to the pedagogic discourse by the philosophic-pedagogic studies of the verge between XX and XXI centuries. The initial point is its interpretation by M. Heidegger, which was later completed by the ideas about the disposition "between" and dialogue by M. Buber, M.M. Bakhtin and others. M. Heidegger noted that the concept of co-being is more precise than the concept of "being-with-each-other". Co-being "means that <...> we depend on each other" (Heidegger, 1988, p. 253). Cooperation (reactiveness) is constituting for social interaction as an essential characteristic of being, mutual-significance and mutual dependence of interacting objects.

According to D.V. Grigoryev, looking at mentoring from this perspective "necessarily means acknowledging child's subjectness in the mentoring process. Therefore, a teacher loses a unanimous "proprietary right" for the mentoring process; this right is shared between him and the child. Mentoring phenomenon no longer concentrates on the mentor's "pole", but on the area "between" (M. Buber) the adult and the child, which exists only in the case when both of them – adult and the child – are interested in it. The direction of teacher's mentoring activity changes – the focus shifts from transforming child's personality to maintaining and transforming the area "between" adult and child with the aim of developing child's personality" (Modern humanitarian..., 2001, p. 71).

The efficiency of social interaction influence on personality identity development is defined, on the one hand, by the measure of personality subjectness in this interaction. On the other hand, it is necessary to consider also the possible inhibiting characteristics of the interaction itself. A significant



amount of social interaction situations has a nature of episodic short-term acts. But not every “long-term” social interaction is necessary a developing process: “They might exist in a “frozen” state for a long time or replicate from time to time on the same level and in the same form” (Volkov, 1997, p. 30). Importantly, personality identity develops as a result of participating in ant referential interaction act, including “non-developing” ones, but the identity characteristics would be different. For example, a particular consequence of such interaction is the identity development “from the contrary” (to not be like those, who are the subjects of this interaction).

Wide variety of social interactions predefined the attempts to classify them. P. Sorokin (1991) and Yu. Dilevskiy (2011) separate unilateral and bilateral interactions; in turn, in each group there are antagonistic and solidary interactions. Within unilateral interactions feelings and behavior of one side are defined by the other side but feelings and behavior of the latter do not depend on the first one. This group includes influence, ruling, manipulation, etc. Bilateral interactions imply mutual dependence of feelings and actions (friendship, mutual help, cooperation, co-creation, facilitation, assistance, etc.). This classification has a major significance for pedagogic interaction.

Pedagogic interaction is usually defined as personal contact between teacher and student(s), whether it is eventual or motivated, private or public, long-term or short-term, verbal or non-verbal, which results in mutual changes of their behavior, activity, relationships and affirmations. Being a specific case of social interaction, pedagogic interaction maintains its essential characteristics: it might have episodic nature (therefore, it might not be a process); it might be unilateral (influence, manipulation, etc.); being a long-term phenomenon, it might become an iteration of a frozen form (separate examples of ritualization of pedagogic interaction), etc. An extent of manifestation and direction of activity of people in social interaction is different. It might be transforming or preserving; creating, developing or destructive; it might be activity of accepting or not accepting another subject, organizing a response interaction, confronting an undesirable influence or participating in a joint activity.

Addressing the positions of teacher and student as the subjects of pedagogic interaction in this this context, it becomes possible to define their specific traits.

A student constructs his interactions with the world, other people and himself by mastering and modelling various means of interaction. He is a “subject-recipient” of material and spiritual values of the preceding stages of social development, carrier of the new (social-positive and social-negative), and a “censor” of modern reality (Ivanova, 2000, p. 4). For the student, interaction with a teacher is conventional (defined by his inclusion of the correspondent social relationship), but his orientation, level of integration in the interaction and the nature of interpreting the connections and relationships are individualized.

A teacher, during self-actualization (including professional self-actualization), has to consider the significance and the consequences of self-actualization for other subjects (students, parents, colleagues). Moreover, the successfulness of the dialogue with the students and their personal growth act as the factors and indicators of his self-actualization. A teacher’s status is ambivalent: on the one hand, teachers are state employees, who have to conduct governmental politics in school (and all educational process participants see them this way); and on the other hand, they are members of the pedagogic team, citizens of their school and

people, who live for their interests and motivated to fulfill their personal needs. Interaction with a child is the foundation of their professional activity, but, due to being conventionally defined, it can be replicated only according to the form.

Maturation and, consequently, activation of self-identification processes and planning of one's own life decreases (narrows) the proportion of pedagogic presence in a person's life, both qualitatively and quantitatively, and decreases the possibility of motivated influence on identity development.

We agree with the statement that the level of pedagogic presence in the life of a growing person should be defined, on the other hand, by his age and individual traits, and on the other hand, by the existing social-cultural conditions, which define the ranges of appropriate maturation period and patterns of pedagogical support of this process. Traditionally, reduction of bilateral interaction to unilateral pedagogic interaction is considered as a violation of this level, which manifests in unbalance and non-conventionality of positioning in the pedagogic interaction. Along with this, we are attracted by a slightly different perspective on this dependence. Over-estimating a growing person's capabilities, delegating the degrees of freedom, disproportional to the real capabilities (with consideration of the potential ones), and, as a result, unreasonably decreasing the level of pedagogic presence also transforms bilateral interaction to unilateral, where a growing person is a subject.

Infeasibility of such transformations defines the need to cultivate the mechanisms of pedagogic interaction, which provide such characteristics, as bilateralism and mutual reference and solidarity of the sides. Russian pedagogic theory and practice defines two types of pedagogic interaction, which correspond with the following integration of characteristics to the fullest: pedagogic assistance (Aleksandrova, 2006; Shakurova et al., 2010, etc.) and pedagogic support (Gazman, 1995; Mikhaylova & Yusfin, 2001, etc.)

Social interaction is processual. Its structure might be described as a successive transition through several stages: impulse-perception-manipulation-conclusion.

Pedagogics knows various techniques of initiating the impulse. As an example, we will describe the communicative attack (Kan-Kalik, 1987; Leschinskiy & Kulnevich, 1995, etc.) – it is a technique that provides gaining the initiative in communication, and the following communicative overbalance and the opportunity to regulate the interaction to some extent. Most often it uses questions that provoke or intrigue the communication partners, but the attack can also be non-verbal (according to G. Mead, the meaning can exist with understanding or awareness). It can be based on addressing communicative partners' interest or their sense of humor, on stimulating to act, rewarding, inducing a certain emotional state, unexpected action, etc. An important part contains essential symbols (by G. Mead). In particular, the language (in the wide sense, including sign- and body language, etc.) is full of them.

Teachers share the descriptions of the correspondent situations. For example: "In the beginning of the lesson, school vice principal came to me and asked to supervise the nearby class, which was taught by a student intern. Moreover, he did not have a plan; he was asked to replace a teacher, who suddenly felt sick. I began the work with my class; I walked up to the neighboring door and hear silence, and only the intern's voice. They were solving geometry problems. The children told me afterwards that the student surprised them at the beginning with



drawing ideal geometric figures without a ruler or compasses – circles, rectangles, etc. And instead of their plans to “have fun” they began to work normally. Of course, the intern did not expect such turn of events. Afterwards, he openly told me that he was afraid of going to an unknown class without the necessary preparation. Communicative attack requires fast actions. Certainly, we would not have time to swipe through a “recipe book” and find an appropriate solution. But we always have to be prepared for unexpected turns” (Communicative...).

Attracting attention to oneself with the goal of maintaining it during social interaction (perception, manipulation) is a necessary condition for any person or group to become a “significant example” for a person and person’s behavior and to become one of the significant Others, which statements and definitions a person agrees to, to some extent, and uses them to construct the actual self-images. Essentially, we are talking about one of the ways to develop identity.

Perception and manipulation in a social act are based on a student’s response reaction (definition and analysis of the situation are rooted in perception; cooperation is based on manipulation). In this context, reflection gains a special significance. In the pedagogic sense it might also be a new mechanism of identity development – development (stimulation, teaching) of reflection and reflective behavior. C. Thulin, J. Miller, L. Secher and M. Couloso describe the essence of reflective conscience influence on the identity development the following way: “Reflective consciousness is essential in the further development of the self and therefore identity. By reacting to society through an inner conversation, we constantly gain a better understanding of our surrounding environment. When the individual understands the surrounding environment, she has a better chance of understanding herself and thus becoming self-conscious. Once we are able to use reflective consciousness and are self-conscious, we gain a somewhat clearer idea of how society reacts to us and how we see ourselves. Through this understanding of how we are perceived in our environment, we slowly gain a sense of identity”. (Thulin et al., 2009, p. 11)

Russian pedagogic theory and practice has a sufficient amount of examples of studying the role of reflection in teaching and mentoring (Belozertseva, 2000; Bodalev, 1995; Kusheverskaya, 2007; Romanova, 2014, etc.). As an example, we will present a brief analysis of possibilities for reflective teaching and mentoring in the personality identity development.

According to the philosopher M.K. Mamardashvili, reflection in its essence is an efficient tool for developing the conscience and conscious attitude of a person towards himself and others (Mamardashvili, 1990). In the opinion of E.A. Yunina, reflective teaching and mentoring is constructed on the basis of “teacher’s dialogue with student’s inner Self; teacher’s dialogue with his own inner Self; student’s dialogue with a teacher; and monitoring of a lesson’s quality”. (Yunina, 2004) All types of dialogue imply the effect of co-being, which is accompanied by the active process of mutual identification and self-identification. In turn, these two processes define the intensive process of personality identity development (for further details see Shakurova, 2007). Despite the fact that reflective teaching and mentoring is based on the idea of activating the reflection of participating in a lesson or other educational or mentoring class, experiencing which is being reflected, comprehension and self-identification are stimulated by the provided teacher’s feedback, mutual understanding as a mandatory condition for a dialogue and development of personal meanings, including the ones about oneself. An

advantage of reflective teaching and mentoring is objectification of the essence-generation process, which allows the teacher to facilitate and, if necessary, correct this process. In the opinion of G.P. Zvenigorodskaya (2002), reflection requires an adequate form of manifestation. This form can be a methodologically and theoretically validated and practically tested teaching unit, such as a statement; in the act of “forming into a word”, it can help revealing the meanings of the educational process participants. The author points out that a significant factor for reflective education’s success is the combination of describing the “given” phenomena of the inner world of a learning person (which is primary for a teacher) and adequate pedagogic conditions, which consider these “given” phenomena and stimulate students to reflect. This is the mechanism of reaching oneself, the mechanism of self-help and the ability of self-regulation.

Accepting the role of Other is a unique mechanism of personality identity development. Modern pedagogics has a rather large amount of special techniques that allow supporting and intensifying this process. First of all, they are the techniques, which are proposed by pedagogical psychology and pedagogics within empathy development, as well as practical solutions and exercises developed in theatrical pedagogics and pedagogics of game.

As far as empathy development is concerned, in our opinion, the results of M. Hoffman’s study (2000) require special pedagogic comprehension. According to these results, the age dynamics of this process is obvious. Starting from inability to distinguish between his own and other’s Self, a child gradually gets to progressively more detailed differentiation and understanding of his own and others’ feelings and states. Despite the fact that it is difficult to determine strict age periods of empathy development, according to the researchers, by nine years “a child begins to focus on his internal processes. And internal processes of other people might be indirectly experienced by the child as their own” (Basova, 2013). A. Bohart & L. Greenberg (1997) state that such dynamic is a result of socialization, social influence and learning. For example, various style of communication and style of mentoring, including family mentoring, have different developmental potential with regard to empathy (Basova, 2013).

Theatrical pedagogics pays attention to specially organized practices, in which a person observes and “uses” himself and his Self as an object of observation, object and tool of transformation to the provided and/or desired image and provided circumstances (Antonova, 2006; Fuzeynikova, 2007, etc.). “Role taking is something we do throughout our lives; we try to understand others’ point of view by putting ourselves in the other’s place. <...> Therefore, when we take on roles of others we partake in developing our own personality and sense of self. <...> The self is, according to Mead, in essence an ongoing process. Within this are the processes of the “I” and the “me”. These two processes are the way we see ourselves. The “I” is the subject and the “me” is the object. The “I” is the self that acts; the “me” is the self that we see as an object when we observe ourselves from the role of the other. The “I” is thus the puppeteer and the “me” is the puppet» (Thulin et al., 2009, pp. 22, 25).

Similar in results and effects are the techniques and technologies developed within the pedagogics of game – traditionally actively developed direction of the national pedagogic theory and practice (see, for example, Karaseva, 2012; Rubtsova, 2010, etc.). The genesis of game activity in the individual biography of each person has a special significance; in particular, the transition from the



“specific role and specific Other” as a game image to “generalized roles and generalized Others”. G. Mead also pointed out that for various social groups the list of “generalized Others” will be different, which, to a certain extent, makes it easier for a person to navigate and make decisions.

Reflective conscience is tightly linked to the problem of choice. Teaching decision-making and facilitating reasonable decision-making is another pedagogically-significant mechanism of personality identity development. Analyzing G. Mead’s paradigm, C. Thulin, J. Miller, L. Secher and M. Couloso state that: “The man will not waste time on acting out the different possibilities; he can simply imagine the outcome and then decide on the most appropriate way to solve his problem. He is able to choose among several options rather than instinctively, as animals do, react to the first solution that occurs to him”. (Thulin et al., 2009, p. 9) Decision-making is an element of human life activity; according to A. Giddens, its significance is constantly increasing. Today, decision-making, and not blind following traditions and norms, defines social relationships and social interactions, as well as personality self-construction. The choice is not given beforehand and not predefined, which does not mean automatic increase of freedom but rather points to the increased amount of alternatives. In the pedagogic context, obviously, we should talk about teaching to make reasonable choice and developing decision-making motives; moreover, the educational process itself should be primarily based on indirect methods and techniques of interaction between teachers and students.

The national scientific-pedagogic tradition has not yet developed a tradition of special research and development of theoretical and technological support of choice. However, due to the influence of modern social-cultural conditions and requirements from the modern pedagogic practice, there is an increased number of studies and scientific-methodic textbooks on various types of choice (e.g. Beytuganova, 2010; Lopatkin, 2007, etc.). The problem of decision-making is also addressed by the researchers, who analyze pedagogic context of the self-identification process. The most recognized in the national pedagogics are the model of self-identification school of A.N. Tubelskiy (Democratic school..., 2012) and school-park of M.A. Balaban (2001); their educational process organization is based on active procedures of choice and its pedagogic assistance.

### Conclusion

Identity has a project nature. It is always a process, a “continuing reconstruction”. A significant factor of identity development is mentoring (poor mentoring leads to unstable identity, as A. Giddens pointed out), which is built on trust (the higher the trust, the more stable the feeling of security, the easier new images and samples are accepted and allowed, which stimulates identity development).

By solving the task of defining and briefly reviewing the productive mechanisms of motivated human identity development, we focused on the essence and possibilities of social interaction.

Researchers focus on the social interaction significance for identity development. In this case we considered the paradigms of G. Mead, A. Giddens, M. Heidegger and others as a foundation. Detailed review of the social interaction process provided the possibility define the necessary local mechanisms of subject-

subject interaction: development (stimulation, teaching) of reflection and reflective behavior; acceptance of the Other's role; teaching decision-making and supporting motivated reasonable choice. Pedagogic interpretation of these mechanisms allowed, on the one hand, specifying their possibilities in the motivated personality identity development, and on the other hand, illustrating the inventory of practices that already exist in pedagogics and educational practices (systems, technologies, methods and techniques). The majority of them were developed long before pedagogic focus on the topic of identity. Their thematic interpretation would allow further specifying, selecting, modifying and systematizing scientific-methodic support of the process of motivated development of the growing person's identity.

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