

# **Pedagogical Conditions of School Students' Subjectivity Formation in the Educational Process**

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The relevance of the research problem of the modern school student's subjectivity is caused by the necessity to develop in a growing person the integrity of innovative features such as productive independence, being active and initiative in any case. The aim of this article is to describe pedagogical conditions of students' subjectivity formation as a process of awareness of their needs in knowledge and transforming themselves and the world and achieving significant personal and social goals of education. The main method of research was the pedagogical experiment, during the process of which the innovative teaching of school students of different ages was organized in the educational organizations of different kinds and type. The main results of the study are the following: clarification of the concept " student's subjectivity development ", identifying of six groups of pedagogical conditions, proof of their influence on the level of the students' subjectivity increasing (the level of potential subjectivity, the level of the modus manifestation of subjectivity, the level of attributive manifestation of subjectivity). The article will be useful for scientists investigating problems of modern education, and practitioners seeking to improve the quality of the educational process.

*Keywords:* school student's subjectivity of the student, the levels of subjectivity, pedagogical conditions of formation of the school student's subjectivity

## **INTRODUCTION**

### **The Relevance of the Problem**

The relevance of the research topic is determined by the following circumstances:

The society of the XXI century is followed by the change in the type of philosophical thinking, the transition from classical metaphysics to logical post-

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metaphysics. In the context of these changes, the transcendental entity gives way to the concrete, and therefore there is the increasing of interest to the problem of the man's formation as the entity which is characteristic as for Russian (Moiseyev, 1998; Kalimullin & Gabdulkhakov, 2013) so for foreign (Friedman, 2006) scientists.

### **New challenges for educational practice in accordance with the state order to the system of education**

In the information civilization the state order to the system of education is described not only by high demands on the knowledge and skills of school students, but also by the claim of the personal characteristics which are adequate for the current stage of the society development.

In Russian education at the state level the problem of the educational process constructing is stated, ensuring the development of the school student's subjective qualities: being active, independent and responsible. The Concept of the Federal target program of education development for 2016 - 2020 emphasizes that personality-oriented education model of education, taking into account the external challenges and trends, and corresponding to it the structure of the Program allow to improve significantly the competitiveness of the individual, educational institutions and ultimately the economy and the state (the Concept, 2015). A similar situation is observed in foreign educational practice (Lemov, 2014; Dryden, 2003).

### **The need to implement innovative teaching in educational practice**

Innovative teaching in the report to the club of Rome in 1978 was seen as teaching which is focused on the readiness of the individual to rapidly occurring changes in society, to an uncertain future. "The transition from the educational paradigm of the industrial society to the educational paradigm of post-industrial society means in the first place, the rejection of the education's understanding as means to obtain ready knowledge and the teacher's understanding as its medium" (Novikov, 2010). New paradigm of education considers the student as the central figure of the educational process. The person becomes the entity of activity, solving the contradiction between internal needs (goals and values, motives and aspirations), on the one hand, and external requirements, on the other hand. However, the resolution of this contradiction in educational practice can be carried out only under certain pedagogical conditions.

### **Explore Importance of the Problem**

Each student in the learning process is the object (because he has to meet the high requirements of educational curricula and state standards), and the entity (because he needs to meet his educational needs). Despite the fact that view on education as a source of students' personal development, finding themselves, their own disclosure of their creative potential is increasing constantly, every teacher aims to provide a fundamental and systematic knowledge of the students (Vedishenkova, Efimova & Ryabova, 2015; Nasibullov, Kashapova & Shavaliyeva, 2015; Masalimova et al., 2014; Katashev & Skobeltsina, 2012; Gallyamova, 2014). And because of this while the design and implementation of the learning process in most cases the teacher is active himself. Determining objectives, content, methods and organizational forms of training, he is guided primarily by his own notions about forthcoming activities without worrying about how it is demanded by a specific student. Researchers believe that often the entire set of carefully using by the

teacher teaching resources are often idle, because neither high motivation to study, nor a deep understanding of what and how the school student need to change is award by the student himself. For a majority of students, the teaching has lost its significance, and knowledge are external thing in relation to his real life (Gromova & Alimbekov, 2015). One of the main problems of the modern school is the alienation of the child from the given to him education that leads to study's motivation decrease, and education's formal values dominance.

### **Characteristics of research attitude**

Our research position is that the school student's activity in the learning process is primary in relation to the activities of the teacher. This change does not happen overnight but is the result of the formation process of the student as an entity of educating.

For our research it was very important to distinguish such concepts as "individual", "person", "entity". As it turned out, most psychologists considering the development of the child as a natural being (the individual) and as a social product (personality), consider it as a result of self-development (entity). Despite the attempts of researchers to disclose the content of the notion "the subjectivity of the school student", we could not find this definition in pedagogical dictionaries and encyclopedias.

While the analysis of English literature, we saw obvious mix, or rather the lack of any differentiation in the content of these concepts. So, "English-Russian dictionary on psychology" (Nikoshkova, 2010) proposed the following interpretation of the terms:

Individual – personality, the person, the individual.

Person – 1. man, person; 2. Individual man, individual.

Subject - 1. entity, people.

The cause of this phenomenon was discovered in the article by T.D. Marcinkowska (2013), which noted that "it is important to remember that Russian psychology to a greater extent than European and North American, is determined by the social situation in which our outstanding scientists created: S. L. Rubinstein (1997) and A. N. Leontyev (1999). Naturally, the same social situation was reflected by scientists in different ways and led to various scientific concepts... The difference is in the fact that it does not introduce any special terminology to identify the person, but the generic term is used as person".

To solve the problem, we decided to offer our own interpretation of these concepts and to provide the material for clarity in Table 1.

**Table 1.** The main substructures of man's organization

<b>substructures of man's organization</b>	<b>Substantial characteristics</b>	<b>The main form of development</b>
Individual	Age-sex characteristics, neural properties of the brain, individual-typical characteristics, temperament and abilities	Ontogeny
Personality	A set of relations, the nature and abilities, orientation	Socialization
Entity	A set of activities, life experience	Self-change

We consider the subjectivity of the school student as a definite stage in his or her personal development, which is characterized by the adoption of social purposes of education. At the same time, education is perceived by the school student as an important activity.

Thus, we determined the formation of school students' subjectivity as a process of awareness of their needs in cognition and transformation themselves and the

world around in the course of setting and achieving valuable personal and social goals of the education.

A set of pedagogical conditions contributes to the formation of modern school students' subjectivity in the educational process of a changing schools and allows them to achieve the highest possible valuable personal and social results in education.

According to the stages of the learning process, hypothetically, the following groups of pedagogical conditions of formation of the school students' subjectivity can be identified. (Table 2).

**Table 2.** Pedagogical conditions of formation of the school students' subjectivity in the educational process

<b>Educational process stage</b>	<b>Teachers' activity</b>	<b>Characteristics of conditions</b>
Organizational moment	Creates conditions for school students' analysis of educational situation and their capabilities to meet it	- students' informing about the requirements of the curriculum and FSES (federal state educational standards) to the result of their activities - pedagogical diagnostics of students' readiness to achieve it
The stage of motivation and subjective goal setting	Creates conditions for setting personal significant purpose of the activity by means of updating of knowledge, skills and abilities of students, as well as their subjective experience	- gaps' revealing in school students' knowledge, skills and experience - identification of the coordination or misalignment of school students' subjective experience with the content of educational material - techniques' using of subjective goal setting - showing to students' choice possibilities of content of educational material, its extend or expand, the levels and ways of its mastering
The stage of school students' actualization of knowledge, skills, abilities and subjective experience	Creates conditions for the formation of individual educational trajectory through the creation of situations of choice (outside of the state educational standard)	
The stage of new material learning	Creates conditions for the determination of the activity results' criteria based on the requirements of the curriculum	- giving the student the possibility of the requirements' extension to the result of their own activities - identification of compliance or noncompliance of educational result to the developed criteria
The stage of working off of skills	Creates conditions for self-assessment by informing about real results	- giving the school students the possibility to track the process of their own activities - expressing the attitude to their result, improving of school student's reflective activity - teaching them the skills of self-control and self-esteem
The stage of monitoring and evaluation	Creates conditions for student awareness of operations' results and their correction	- giving the student the possibility as of their own mistakes and difficulties', so educational achievements' understanding and their own activities' process awareness - discussion of the most effective ways to achieve the results in the upcoming activities
Stage of results' correction		

Great interest for the research are the development of self-actualization's problem in learning in the studies of Maslow (Maslow, 2002). In his publication Coffield F. (Coffield, 2004) raises the question of students' activity and responsibility education in modern European school. G. Petty (2010) offers technology "educare", focused on the educational needs of students, the development of their subjectivity. As it is shown by the analysis of domestic and foreign research on the problem of

school students' subjectivity in science the methods of pedagogical support of the process are not determined.

## **MATERIALS AND METHODS**

### **Study objectives**

During the research the following tasks were solved: 1) to reveal the content of the concept "development of school student's subjectivity "; (2) to identify and characterize the levels of school student's subjectivity; 3) to characterize the set of pedagogical conditions of formation of school student's subjectivity and to organize innovative training on their base; 4) to verify the effectiveness of the established pedagogical conditions of formation of school student's subjectivity in the educational process.

### **Theoretical and empirical methods**

To test this hypothesis, a range of complementary research methods was used:

- theoretical: the analysis of philosophical, psychological and pedagogical literature, legislative, regulatory and methodical documents on the research problem; reviewing and summarizing of innovative pedagogical experience;
- empirical: a longitudinal observation, focus groups among teachers, the organization of experimental training in educational institutions of the Kirov region of different type and kind.

### **Research base**

The base of the research was:

- innovative educational organizations: College of Sosnovka in Vyatsko-Polyanskiy region, gymnasium № 2 in Kirovo-Chepetsk, College in Slobodskoye;
- rural small schools: secondary school in village Kolkovo of Orlovsky district, school in village Ust of Uninsky region, secondary school in village Oktyabr of Podosinovsky district, secondary school in village Filippovo of Kirovo-Chepetsky district, secondary school in settlement Kluchi of Kirovo-Chepetsky district.

### **Research's stages**

The study was conducted in three stages:

The 1st stage is summative.

In this phase, the theoretical approaches were analyzed to understanding of the school student's subjectivity in the Russian and foreign literature, research position was formed, the program of empirical research was developed, the research base was determined. The initial diagnostics of the level of school students' subjectivity in the experimental classes was carried out.

2nd phase is forming.

At this stage the work was organized with the teachers – participants of the pilot study: characteristics of pedagogical conditions was disclosed, scientific and methodological support of their professional activity in the course of seminars, simulation and open lessons analysis, reflective analysis and difficulties' correction conducting was provided.

3rd stage is control.

This stage was devoted to the analysis of the results of an experimental study. The final diagnosis of the level of school students' subjectivity was held. Innovative experience of teachers and researchers in the course of scientific and

methodological conferences and seminars' conducting at regional and municipal levels was summarized and presented to scientific and teaching experience of teachers and researchers. The main research results were also presented in the scientific and methodological articles in journals and conference abstracts.

### **Estimation criteria**

For subjectivity's level identification, several focus groups among teachers were formed who were asked to characterize the school student's subjectivity at different levels of its formation. The results of this activity are following.

*The level of potential subjectivity* is characterized by negative or neutral passive attitude of the student. His or her activity in the study very rarely manifests itself on the basis of external coercion or incentive. Often it has out of situational direction, that is not associated with a teaching focus. The school student works independently only under the supervision of a teacher. When it is hard to work the student gives it up. There is a lack of personal valuable goals when performing learning actions. The student is closed to cooperation with other school students and the help of a teacher. There is dissatisfaction with him or herself, school and teachers.

*The level of modus existence of subjectivity* implies a positive conscious, but situational attitude manifested by a growing person. There is a desire for positive marks. School student is active in the perception of new knowledge and cognitive interest. He or she consciously adopts the goal of the teacher. The student independently seeks solutions to educational problems. Positive emotions of particular success, unstable positive attitude to teaching, a commitment to having a positive mark are specific.

The level of attributive manifestation of subjectivity means school student's possessing of sustainable responsible attitude to work. He or she shows intellectual initiative and above-situational activity. Student shows pride and dignity, confidence in his or her capabilities. The school student puts the personal significant purposes in the teachings that go beyond the regulatory-specified activities. Student shows perseverance and persistence in achieving them. The study is perceived as a personally-significant value. Life plans are related to continuing education.

### **Course and description of the experiment**

On ascertaining stage of the experiment classes were identified in the school for the pilot study. For teachers – experimenters a program of longitudinal observation of their subjectivity manifestation in the classroom, designed for a month was developed. Data for each student were put on into the table. Thus, there was assembled a rich empirical material.

At the forming stage of the experiment, teachers, participants searched and tested techniques, tasks, exercises for students, allowing to create conditions for the formation of their subjectivity.

During the realization of pedagogical conditions in innovative educational organizations (school in village Sosnovka of Vyatsko-Polyansky district (2002-2003), gymnasium № 2 in Kirovo-Chepetsk (2002-2006), gymnasium in Slobodsky (2007-2015) the most difficult thing was the achievement of value-semantic unity of education's entities: teachers, students and parents. Tangible was the misalignment of the positions of parents with high social expectations for the academic success of their children, and teachers who have higher demands for knowledge, skills and abilities of gifted school students. The resolution of this contradiction was found in the process of mastering the technology of student-centered learning by the

teachers, which allowed to agree on social and personal learning objectives and ways of achieving them in each case.

When organizing experiential learning in rural small schools (secondary school in village Kolkova of Orlovsky district (2002-2003), secondary school in village Ust of Uninsky district (2003-2005), secondary school in village October of Podosinovsky district (2005-2007), secondary school in village Filippovo of Kirovo-Chepetsky district (2005-2015) the specificities of socio-cultural and educational conditions in rural areas, affecting the formation of school students' subjectivity were taken into account. We observed a sharp differentiation in motivation of students' learning in rural schools. Most of the school students had low motivation of learning because they did not connect their lives with continued education. At the same time, there was some proportion of rural students, on the contrary, viewing education as a means of achieving their goals in life, and therefore they had a high level of learning motivation. It is clear that along with the creation of pedagogical conditions in the classroom where school students are at different levels of development of subjectivity, the teacher should provide students with individual educational support.

For our research it was important to study the peculiarities of pedagogical conditions' realization on school students' subjectivity formation at different stages.

Experimental teaching of junior students showed the feasibility of pedagogical conditions' realization in the framework of the lesson as a minimum learning period. It turned out that already at the end of the second and in the beginning of the third grade some elementary school students exhibit a pronounced educational needs and readiness to implement an individual educational curriculum (within a short time), while others begin to experience serious difficulties in learning and need individual educational route.

Experiential learning of teenagers and senior school students was carried out under conditions of pre training and specialized education that requires from the students their subjective skills and qualities' manifestations. Studies have shown reduction in the effectiveness of individual educational route in the main school and the increasing importance of the individual educational curriculum. It is also advisable to involve actively the school students in basic education in education quality management and to use pedagogical conditions within the system of lessons. The particular significance in the primary school has situation when the teacher uses a set of the methods of pedagogical support. At the senior level of training the school students' subjectivity formation is carried out most productively in individual independent activity in the subjects having personal significance for the school student.

At the control stage of the experiment the main research results were also presented in the scientific and methodological articles in journals and conference abstracts. In particular we wrote more about it in our previous publications (Selivanova, 2014).

## **RESULTS**

### **The qualitative result of the study**

In the course of the investigation it was found that the formation of school students' subjectivity is carried out sequentially in the process of transition from one level of subjectivity on the other. Based on the identified levels of subjectivity and their characteristics, we examined the activity of the student at different stages of the educational process (Table 3).

**Table 3.** The contents of the student's activity as a study's entity at different stages of the educational process

<b>Levels' description of school student's subjectivity</b>			
<b>Educational process's structure</b>	<b>Level of potential subjectivity</b>	<b>Level of modus manifestation of subjectivity</b>	<b>Level of attributive manifestation of subjectivity</b>
Organizational moment	Do homework after teacher's demand	Do homework with the help of the teacher	Do homework independently
Motivation and target setting stage	Accept the lesson's goals	Take part in goal setting	Fulfill subjective goal setting
	Manifest situational unstable interest	Manifest stable interest to the content and methods of activity	Take part in planning and independently plan their own activity
Actualization stage of knowledge, abilities, skills and subjective experience	Can remember the necessary knowledge, skills and abilities for the lesson	Can remember life situations	Understand the limited character of their own subjective experience
New material learning stage	Listen to the teacher's explanations attentively	Take active part in new material mastering	Take into account the peculiarities of their own comprehension learning new material
Skills and abilities development stage	Do tasks and exercises given by the teacher	Do tasks in accordance with their learning level	On the basis of his or her readiness's analyses can choose and do tasks
	Always are distracted doing tasks and need teacher's control	Can control the course of their activities. At difficulties and hesitations need teacher's reaction	Can control the course of their activities, but sometimes need teacher's advice
Monitoring and estimation stage	School students accept teachers marks	School students express their agree or disagree to the teacher's marks	School students take part in self-estimation and mutual estimation. Take part in criteria and indicators creating.
	Listen to the teacher attentively	Express their opinion on the lesson and its results	Fulfill reflection of their own activity at lessons
Results' correction stage	Put down the home task in dairies	Put down home tasks in dairies and ask questions on their fulfillment	Fulfill conscious choice of home tasks

### Qualitative result of the research

The task of effectiveness' checking of established pedagogical conditions of school student's subjectivity formation in the educational process was solved for several years in educational institutions of the Kirov region. The result of our study became the changings in the educational activity of a student that occurred in the period of experiential learning. The effectiveness of the proposed approach is proved by the fact that as a result of the pilot study indicators' positive dynamics of the school students' subjectivity at all stages of education was received, as it is evidenced by the data of Table 4.

The representative nature of the sample and the use of statistical methods of experimental data processing allow us with sufficient accuracy to state that the formation of school students' subjectivity occurs more efficiently in terms of student-centered learning. Objective confirmation of the conclusion can serve also the following facts: development and implementation of students' individual educational curricula, their victories in contests and competitions, participation in research and project activities.



**Table 4.** Levels of school student's subjectivity formation before and after the experimental teaching (%)

Students	Level of potential subjectivity		Level of modus manifestation of subjectivity		Level of attributive manifestation of subjectivity	
	Before	after	before	after	before	after
Junior school student	66,4	60,0	21,4	11,1	12,2	28,9
Teenager	34,4	24,4	36,6	37,2	29,0	38,1
Senior school student	29,7	27,7	46,8	44,8	23,5	27,8

## DISCUSSIONS

Discussion can be raised by the question of alignment of the subject (entity) and object position of a learner in the educational process. It should be remembered that the student is concurrently the subject (entity) of the learning process and the object of professional influences of teachers. Misalignment of these positions have consequences, namely the dominance of object positions leads to the collapse of the humanistic functions of education, and the absolute subjective position of a student creates a real threat to loss by the teachers their influence on the process of subject-activity development.

## CONCLUSION

Theoretical significance of the research is that the subjectivity of the student is examined in the paper as innovative characteristics of the individual, which is adequate to the current stage of society development and information civilization of XXI century. The main content of the formation process of the growing human's subjectivity is the development of his or her needs for self-change, self-development, which is manifested in the management of their education's quality (general). The school students' subjectivity formation in different age periods has its own characteristics, because they have to solve the problems of age due to changes in the situation of their development and change of leading activity (special). At the same time each child as an entity of teaching is faced with difficulties of his or her own development (singular). The activity of the teacher is to create pedagogical conditions described in the article, and ensuring the achievement by the school student as an entity of teaching his or her social and personal valuable goals of education.

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