

THE ABILITY OF THE SUBJECT OF KNOWLEDGE TO SELF-ORGANIZATION OF ACTIVITY AS AN INDICATOR OF SUBJECTIVITY

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Abstract

One of the urgent problems of modern psychology of education is the question of the psychological factors of the formation of the subject of knowledge in the educational environment of the university. Since the educational environment of different universities does not always meet the needs of a developing subject of knowledge, its psychological qualities play a special role. Therefore, in the modern education system, there is a need to move from the paradigm of "competences" to the anthropological principle of education, based on the concept of "subjectivity".

"Subjectivity" in the tradition of Russian psychology is associated with the ability to self-development and self-education (S.L. Rubinstein, S.N. Kostromina, V.I. Slobodchikov). An important factor in the development of subjectivity is the ability to self-organization. In modern studies there is no description of the relationship between self-organization of the individual and his subjectivity, which is partly due to the inaccuracy of the existing definitions. Many scientists (A.D. Ishkov, V.M. Latushkina, V.I. Morosanova and others) consider self-organization as a set of behavioral traits, such as responsibility, self-control and foresight. However, we understand the self-organization of the subject at the stage of vocational training from the standpoint of a systematic approach, namely, as an integral system of personal qualities of different nature. The integral system is formed on the basis of the dominant personal qualities of the subject, which are included in the activity and are used to achieve certain goals, changing in accordance with the value attitude to the world. In behavior this system is manifested as a subject position regarding the activity and its organization.

The purpose of the study was to identify the relationship of the ability of the subject to self-organization with the development of his subjectivity. The study involved students of the Volga State Technological University (N = 100). The cross-sectional method allowed us to establish differences concerning the organization of the activities of students enrolled in different courses. It is established that self-organization of the personality of senior students is characterized by the presence of specific integral properties. Integral properties associated with the value setting of students in research activities. Senior students, as subjects of knowledge, are focused on the performance of independent research, which indicates the development of their subjectivity. Self-organization of the personality of second-year students is associated with the presence of qualities that can potentially be involved in research activities and develop in it. However, only to the senior courses the structure of the integral properties manifests itself most clearly, which indicates the formation of students' subjectivity. So, we concluded that the self-organization of the individual is a manifestation of the integrity of the individual and is associated with the formation of the subjectivity of the future professional. Research activities of students can act as a condition for the formation of subjectivity.

Keywords: Psychology of students, Personality, Self-organization, Activity, Subjectivity.

1 INTRODUCTION

In modern psychology of education one of the key issues is the issue of psychological factors and criteria for the professional development of modern students. The development of a professional is associated with his personal growth, but the relationship between these processes remains unstudied to the end. In the Russian education system, monitoring of professional development of students relies on educational standards, while personal development is left to the discretion of the subject. The psychological factor of professional development is a structural transformation by a person of his subjectivity. Therefore, the formation of "subjectivity" is associated with the peculiarities of the dynamics of professional development.

One of the main characteristics of the formation of the subjectivity of the future professional is his ability to self-organization. Self-organization, as a psychological phenomenon, has external and internal aspects. External aspects of self-organization associated with the peculiarities of the implementation of the subject of activity and its results. Internal aspects relate to the change of personality, the complexity of its structure and the formation of integral properties. The development of the subject at the stage of vocational training unfolds as the formation of the subject of knowledge. The main task at this stage is the acquisition of new knowledge and its inclusion in the implementation of activities. Formation of students' subjectivity is associated with the integration of acquired knowledge, ideas about themselves as a subject in the solution of tasks. Therefore, subjectivity is associated with the processes of self-organization, including both: changes in the structure of activities and changes in the structure of the individual.

2 LITERATURE REVIEW

2.1. Personality Development at the Stage of Vocational Training

Development is a directional, regular change in a phenomenon or process, leading to the emergence of a new quality. In psychology development is understood as a process of natural personality change, as an individual's system quality, as a result of his socialization. A student in a higher educational institution is, above all, a subject of educational and research activities. Therefore, the development of the student occurs in the conditions of accumulation of new knowledge, its application in solving real problems and changing on the basis of the results, obtained their own structure of personal qualities (Khinkanina, 2014). The vocational educational space assumes an active interrelation of the student with the future profession and the transformation of the subject's attitude to the image of the future in the aspect of labor activity (Kondratenko, Biryukova, Kondratenko, Akhmetshina and Rybakov, 2017). Psychological neoplasms at the stage of vocational training are associated with the acquisition of professional skills, abilities, knowledge and values. The key moment of professional development is the change in the structure of personal qualities, which includes cognitive, volitional, motivational and behavioral features. The integration of heterogeneous properties and personality traits into an integral structure contributes to the development of the future specialist's subjectivity, which is accompanied by the formation of professional self-awareness and the ability to self-organization.

2.2. Self-Organization of Personality: the Current State of the Problem

In the majority of works devoted to this problem, "self-organization" is considered in the context of an organization as a subject of its activity. There are a few attempts to identify a set of personal qualities that determine such a property as organization. However, the modern development of psychological science suggests that self-organization of personality is characterized by complex and multi-level intrapersonal relations and cannot be reduced to the characteristics of activity or personal qualities.

Analysis of the works, devoted to the problem of self-organization of the personality, showed that today there are no clear criteria by which one can diagnose the dynamics and characteristics of the self-organization of the person (Pakhmutova, Bakhtina, Andreeva and Golovanova, 2017). Therefore, the characteristics of self-organization can include a variety of features: diligence, resilience, self-regulation, the ability to make optimal use of time, etc. (Paatova, Chermit, Naumenko, 2018). Separate attention should be paid to research focused on technologies for managing internal resources, which are associated with the successful implementation of activities with a combination of optimal personal expenses with the maximum result of activities.

It is obvious that the majority of the described concepts considers certain aspects of self-organization of the individual and do not cover this phenomenon in its entirety. The main emphasis is on the external manifestation of self-organization – organization of the subject's activities, since performance is the main indicator of personal development. Therefore, violations related to the organization of activities are corrected through the development of the necessary abilities and skills. However, in the aspect of the problem of "subjectivity" of a future professional, the personal qualities necessary for a person to organize themselves

deserve special attention. Moreover, self-organization is not associated with individual qualities, but with the structure of integral properties, including values for the performance of activities, personality traits and characteristics of activity.

2.3. The Concept of "Subjectivity" in Modern Psychology

In modern psychology "subjectness" is understood as the activity, consciousness and creative orientation of the subject in relation to the external environment. The main characteristic of subjectivity is a new, compared with adaptation, level of attitude to the outside world – the subject's ability to self-organization. Therefore, the formation of "subjectivity" becomes the goal of vocational education in the modern system of Russian education.

Professional development involves the integration of various characteristics of the individual and the maximum disclosure of his potential. The existing approaches to vocational education underestimate the problem of the integrity of the student's personality. One of the most promising, in this sense, is the anthropological approach, which is based on the concept of "subjectivity" (as opposed to the "functional" or "knowledgeable" approaches). According to this concept, personal development is accompanied by the formation of professional self-awareness and the ability to reflect, and the acquisition of new meanings becomes the main mechanism of this process (Kostromina, Grishina, 2018). In this case, the result of the learning process consists not only in the assimilation of professional knowledge, mastering technologies, the formation of competencies or personal qualities, but also in the development of a holistic organization of the individual, i.e. his subjectivity.

3 MATERIALS AND METHODS

The aim of the study was to identify the relationship between the ability of the subject to self-organization and the development of his subjectivity. The hypothesis of the study was the assumption that the development of subjectivity is accompanied by a high level of organization of the subject of its activities. At the same time, subjectivity was evaluated by two criteria: the number of integral properties in the structure of personality and the content of these properties. The object of the study was the subjectivity of students, and the subject – the relationship between the ability of the subject to self-organization and the development of its subjectivity. The goal included the following tasks:

- 1) building a profile of self-organization of students enrolled in different courses;
- 2) identification of integral properties in the structure of the personality of students enrolled in different courses;
- 3) analysis of the number and content of integral properties of students enrolled in different courses.

Organization of activity was determined using the questionnaire "Questionnaire" Diagnostics of features of self-organization-39" (developed by A. Ishkov based on a holographic model of self-organization) (Miloradova, 2005), as well as the methodology "Self-assessment of organization" (E. P. Ilyin). Personality structure was described using the "Five factor model (FFM)" method (R. McCray, P. Costa), which allows assessing the severity of five behavioral trait factors (openness to experience, extraversion, neuroticism, conscientiousness, cooperation) (Khromov, 2000). The study of value orientations was carried out using the method of "Value Orientations" (M. Rokich) (Raigorodskii, 2004). The study involved students of the Volga State Technological University at the age of 19-21 years (N = 100, m - 38, g - 62). As an organizational research method, cross sections were used. Methods of mathematical statistics included: descriptive statistics, a non-parametric method for comparing two independent samples (Mann-Whitney U-test), factor analysis.

4 RESULTS AND DISCUSSIONS

With the help of descriptive statistics, the self-organization profile of the students enrolled in the second and fourth courses was built (Fig. 1). It can be noted that all components of self-organization activities are better developed in senior students. Especially this trend is manifested in the ratio of the ability to correct activities, volitional efforts and organization.

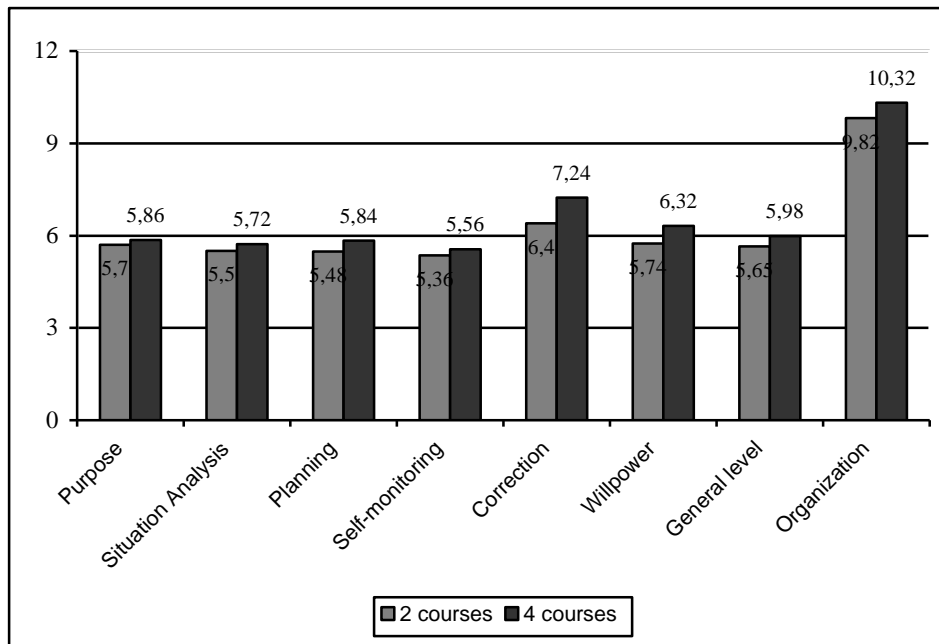


Fig. 1. Self-organization profiles of students in the second and fourth courses (n = 100).

Using factor analysis, the structure of integral properties in groups of students from different courses was described (Table 1, Table 2). In the group of fourth-year students, six integral properties were revealed, including different personality characteristics. The first property includes traits associated with emotional behavior, the propensity to learn, and the desire for independence. The second property is represented by the characteristics of the activity and responsible attitude. The third property performs a communicative function. The fourth property contributes to the adjustment of activity through research skills. The last two properties are related to the values of the diligence and the achievement of goals.

Table 1. The results of factor analysis in a group of fourth-year students (n=50)

Scales	Φ1	Φ2	Φ3	Φ4	Φ5	Φ6
Emotional lability	0,83					
Demonstrativeness	0,77					
Plastic	0,72					
Activity	0,60					
Sociability	0,58					
Curiosity	0,53					
Susceptibility to art	0,52					
The value of "independence"	-0,621					
Planning		0,87				
Self control		0,86				

¹ Indicators on the scale of "Value orientations" have the opposite character.

Analysis of the situation		0,83				
Goal setting		0,81				
Strong effort		0,68				
Perseverance		0,57				
Responsibility		0,53				
Prudence		0,53				
Warmth in communication			0,85			
Understanding			0,76			
Respect others			0,74			
Cooperation			0,70			
Sensitivity			0,68			
Credulity			0,50			
Correction				0,73		
Openness to new knowledge				0,53		
Self criticism				-0,59		
Anxiety				-0,64		
Tension				-0,84		
Value Tolerance					0,68	
The value of "Responsibility"					-0,51	
The value of "delicacy"					-0,69	
The value of "strong will"						-0,51
The value of "efficiency in business"						-0,51

In the group of second-year students four properties were identified. The first property includes activity characteristics and neat behavior. The second property describes emotional instability and difficulty in adjusting activities. The third property is associated with communicative activities and relationships, and the fourth - with the desire for success in cognitive activity. The results of the factor analysis of the integral properties of the personality confirm the results of a comparative analysis of the characteristics of the activity. The behavior of senior students is based on research activity and a responsible attitude to the activities performed, while younger students are more focused on demonstrating accuracy and self-control in behavior. At the same time, emotional imbalances, anxiety and experiencing a sense of risk in the communication process are characteristic of undergraduate students. These characteristics affect the underdeveloped ability to adjust activities if necessary. Senior students cope with the task of correction through research activity, which is more important for junior students to demonstrate success, and not to gain knowledge.

Table 2. The results of factor analysis in the group of second year students (n=50)

Scales	Φ1	Φ2	Φ3	Φ4
Analysis of the situation	0,87			
Planning	0,87			
Self control	0,87			
Accuracy	0,79			
Goal setting	0,75			
Self control behavior	0,63			
Strong effort	0,62			
Prudence	0,58			
Perseverance	0,56			
Tension		0,83		
Depressiveness		0,81		
Anxiety		0,76		
Emotional lability		0,72		
Self criticism		0,60		
Correction		-0,74		
Understanding			0,79	
Respect others			0,77	
Heat			0,67	
Sociability			0,60	
Credulity			0,52	
Risk appetite			0,51	
Honesty			-0,57	
Openness to new knowledge				0,63
Curiosity				0,61
Demonstrativeness				0,57
Plastic				0,51
The value of "efficiency in business"				-0,55

5 CONCLUSION

The study confirmed the hypothesis that the development of subjectivity is accompanied by a high level of organization of the subject's activities. In groups of senior students there is a structure of integral properties that are included in the implementation of activities. Younger students have certain difficulties in the organization of their activities, which is associated with the insufficient formation of the structure of integral properties. Not only is the quantity of these properties in the structure of personality, but also their content different. Senior students exhibit mature responsible behavior, emotional stability, research activity to find the necessary knowledge, and also they are focused on performance and success. Younger students are taught to control behavior and emotions, to a lesser extent focused on research activity, especially as a means of improving their activities. It can be said that the personal potential of undergraduate students is not fully revealed and subjectivity is in the process of developing. In conclusion it can be noted that the problem of the development of the subjectivity of modern students is relevant and requires further deep study.

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