

ROLE OF POLY SUBJECTIVE COMMUNICATION ENVIRONMENT IN THE DEVELOPMENT OF PERSONALITY IN YOUTH AGED

Nelly L. Koleva

Asst. Prof. Dr., University Assen Zlatarov of Burgas, koleva_nelly@abv.bg

Abstract

The article discusses internal conditions for the development of subjectivity of youth through the prism of communicative- cognitive environment. Subjectivity is a new quality of personality that determines the specificity of eternal human behavior: as a result thereof the internal quantitative changes cause the new ability – the individual to make conscious changes to the surrounding reality and varieties of amendments depending on his needs.

The children's world and its language structures is radically different than the world of adults and the communicative situation "adult-child" is irreducible to the communicative situation "adult- adult". Daily contact between the world of the child and the adults gives us a rare chance to observe how the human world was formed as a problem of communication, understanding and dialogue. The dialogue between adults and children, through the supporting of language activity and creativity of both parties in its own specificity, can actually serve as a key to understanding the ontogeny of language structures in the world of human beings as a whole.

Judging from the structure of subjectivity in the early ontogeny of O.V. Suvorov includes in its core-transforming and subjective (creative and sense forming) activity of personality in activities and relationships of the child as well as the unity of self-regulation, motivation and self-awareness, and as a peripheral components- reflection, freedom of choice, uniqueness, self-acceptance, acceptance of the other, self-developing environment that exists in a separate form from adults (Figure).

The results of the monitoring system and innovation in the educational institution have been analyzed, which should turn a semi-subjective evolving environment into the most favorable for the development of subjectivity of youth.

Keywords: subjectivity, interaction of personality, communicative and cognitive environment

1. INTRODUCTION

Education and upbringing of the pupils from the main educational degree conducted nowadays may not ignore transformations which originate from all the spheres of modernity. The initial school age lays the foundations of the moral-ethical consciousness and human behavior, the qualities of the personality are formed, which will be responsible for respectability or selfish relationship with other people. The basis for the development of these and other qualities is developed at pre-school age, as L. A. Venger, L. S. Vygotskiy, D. B. Elkonin and others state, considering this age as the most sensitive with regard to the formation of the identity of the human being.

This is why the pre-school and primary educational and training institutions which are deemed as a primary part of the general educational system have enormous responsibility for the education of the personality of

the child and for the formation of his/her social orientations.

The priorities and the appearance of modern pre-school and primary education permanently change. The integration of the psychological science and the social practice, the humanization and the individualization of education nowadays are directed at the development of creative, actively-transforming the personality, capable of readjusting up to a high degree the social processes of a change and simultaneously with that being the author of his/her own life, his/her decisions and undertaking responsibility. The personality-orientated approach to the students is one of the most perspective directions for modernization of pre-school and primary education.

The problem of subjectivity – the actively developed, well integrated personality, both theoretically and practically, is in the basis of this, especially topically – an actively developed, well integrated personality, capable of controlling him-/herself to adapt to the fast changing conditions of social life.

2. DEVELOPMENT OF SUBJECTNESS OF THE PERSONALITY

The concepts “subject” and “subjectness of the personality” are considered by investigators as basis for building up new paradigm of the investigation of the personality and his/her development. This is reflected in the works of A. V. Suvorov, S. L. Rubinstein, P. Osterrieth, A. Brushlinski. C. Jung, D. Gradev, M. Nyogolova, K. Tenekedzhiev, N. Nikolova, V. A. Petrovski.

The introduction of the category “subject” makes possible the consideration of the qualities of the constructive characteristics of the personality and his/her own activity related to the awareness of the authority of a person with regard to his/her life goals and individual aspects.

Subjectness is a new quality of the personality which determines the specificity of the external behavior of the human being. As a result of this the internal qualitative changes provoke the new capability – that one should conscientiously make changes of the surrounding reality and variation of changes depending on his/her needs. Subjectness is determined by the regularities of development of the personality and the motivation-semantic sphere of the human being. V. I. Paul Osterrieth (2007) proposes the consideration of the ontogenetic development of the human being as a degree in the development of the subjectivity. Carl Jung (2015), notes down the concepts „subjectness“ and „subjectivity“ as two different designations of the qualities of the personality at which namely “subjectness” obtains additional meaningful significance. Initially the category “subjectness” was used by S. L. Rubinstein (2002) for the designation of one’s own activity of the personality in spite of the much more widely used category “subjectness”.

A significant external factor for the creation of the subjectness is the surrounding environment – the socio-cultural space which the child gets involved in: culture, a system of cultural signs, values and meanings generated in the joint challenges of the child and the adults, a system of interaction of the child with adults and coevals.

Children’s-age community events are a necessary condition for the development of subjectness at pre-school age. Children themselves and adults close to them – their parents and specialists (pedagogues) working in a kindergarten get involved in them. The relationships between the members of these groups should develop in such a manner as to provide the child with possibility to undertake the realization of his/her ideas, to act regardless of them, to show initiative without making use of a model form.

The children’s world and its language structures is radically different as compared to the world of the adults and the communicative situation “adult-child” is incomparable with the communication “adult-adult”. The first is not only deviation from the norm but contains its own, unique features, its own value. On the other hand, directly and indirectly, the children’s world exerts impact over the world of the adults, inclusive of over its language and conversation structures.

This is why we may say that in order to understand the world of the adults, we should investigate the children’s world. The daily contact between the children’s world and the world of the adults provides us with one of the rare chances to observe how the world of the human being is formed as a problem of the communication, of the understanding, of the dialogue. The dialogue between adults and children, through the maintenance of the language activity and creativity of the two Parties in its own specifics, in fact may serve as a key to the understanding of the ontogenesis of the language structures of the world of the human being as a whole.

The efficiency of the adult person as a factor in the determination of the formation of the subjectivity of the child defines him/her as poly-subjectivity in cooperation with him/her. *Poly-subjectness* „is not simply a sum of a subject-subjective communication but it includes in its contents a continuous dialogue with the child, a

response in the interaction, the attitude to the child as a figure, creation of conditions for subjective experience of the child, transformation of his/her subject qualities of the person growing up“ (A. V. Suvorov 2011).

If the children’s world is radically different, the children’s language and speech are not a deviation from the language norm and practice but they have their specific form and structure which exert influence over the world of the adults and its language structures. Therefore the problem arises when this incommensurability is not kept and this process in essence turns into a one-way process of impact of the adults over the children. In this manner the mastering of the language is reduced to a transparent process of “normalization of the deviations” from the language norms and rules adopted in a given culture.

The structure of subjectness at the beginning of the ontogenesis (A. Suvorov, 2011) includes in the quality of its core transforming or subject – creative and meaning-forming activity of the personality in the system of activities and relationships of the child as unity of self-regulation, motivation and self-consciousness. The following are in the capacity of peripheral components: the reflexion, the freedom of choice, uniqueness, self-acceptance, the acceptance of the other person, self-development which exist in a different form from that of the adults.

We may consider the subjectness of the personality from the older ones at pre-school age as a basis for the development of integration qualities: „emotional responsiveness“; „mastering of the means for communication and manners for interaction with adults and coevals“; "the capacity to control their behavior and to plan their actions on the grounds of concepts with observation of the main general norms and rules of behavior“; „the capability to solve intellectual and personal problems appropriate for the age“ (A. Suvorov, 2011).

The activity which is realized in activities and relationships is deemed as an independent factor in the development of the personality and the self-consciousness.

The forms of manifestation of the activity are determined in three levels:

- Initiative and responsibility;
- Wishes, self-regulation and satisfaction;
- Methods for designing, modeling the space through one’s own activity.

It is exactly these qualities that provide the capabilities of the personality for transformation and self-conditioning which we consider as subjectness of the personality.

It is namely the activity of the personality which is the central system-forming component of the subjectness of older children at pre-school age as at this age the other component of the subjectness (reflexion, freedom of choice, the acceptance of the other person and so on) does not function and they exist predominantly in the form of the inter-subjectness of the experience.

Another individual as a factor and the mechanism for formation of subjectness of the personality realize its need of adequate objectivations, increase their attitude to the essence; they signal the subject for the creation of changes, provide feedback, establish the borders of its influence over the surrounding reality; they allow for the creation of subject relations in the dyad; they realize a reflection of its subjectness.

The fact that the child has a conscious desire to do something should include this desire in the activities of interest to him/her. It is possible to do this with an adult person close to the child who knows his/her interests, capabilities, possibilities. On the grounds of his/her level of development, in the process of action, the child may independently implement some of the activities or will be in a position to learn how to implement them.

Thus the child may realize his/her desire (this is necessary for the creation of the subjectness in connection with his/her own desires), need for the future action to attain one’s dreams. The performance of the actions planned by the teachers for passing into a method for rendering assistance to the child means that they do their work very well. The child is in a position to realize his/her future ideas in the immediate proximity of and with the assistance of the adults which provides him/her with possibility to focus onto the contents of the actions. This for him/her is a manner to renew his/her interest in the activity, to become active.

The realization of the principle of poly-subject interaction in the relationships of the child in the family and the educational institution creates conditions for integration in all the levels of its subjectness: in the personality communication, the games, studying, personal psychical activities (mental) from the moral in the subject to the subject of one’s own life.

Educational environment as psychological and pedagogical reality contains the social-organizational conditions and possibilities for the formation and the development of the personality of the child. The psychological essence of the educational environment is manifested predominantly in the personal particularities of the teacher-pedagogue, the nature of the relationships of the adults with the child in the community of the educational institution as well as the development of the personal space of the subject. It is namely the contents of these conditions which determine the quality of the educational environment.

3. THEORY OF THE RESEARCH

In this article we discussed the results of a research conducted in Burgas with children from pre-school and initial school age (aged 5-9). A child is considered as a strategic sphere of activity.

The conditions created for development of subjectness of each participant in the educational-training activity are made in compliance with the model poly-subject communicative-cognitive environment in a pre-school educational institution (day-care kindergarten), under the management of R. Stamatova¹ and E. Tasheva², in 2014.

The operational program is innovative on the subject-matter "Personal Development of the Child in Conditions of Poly-Subject Communicative-Cognitive Environment". The results of one year of work are new knowledge about the psychological particularities of development of subjectness in children at pre-school and initial school age. The quantitative and qualitative data about the specifics of the items and the contents of the relationships "child-parent", about the mechanism of development of the subjectness in the child in innovative conditions of training and education in a kindergarten and a primary school were obtained in the course of the research.

The main objective of the innovative activity is the creation of poly-subject developing environment in the training institution, as unity of semiotic and communicative conditions, building up of relationships of a community and cooperation between children, tutors, parents orientated at the provision of optimal development of the potential possibilities of the child in the educational process as a subject of development.

The poly-subject communicative-cognitive environment developed as innovation by A. V. Suvorov (2011), is one of the variants for developing environment at pre-school and initial school age and includes all the elements of the educational and training process: tutors, teachers, parents, coevals (Fig. 1.).

A monitoring³ system was developed for the analysis of the conditions for the development of the subjectness of the children, which includes methods which determine the degree of development of subjectness in parents and tutors; the interaction between parents and children as factor in the development of the subjective in the child; the relationship of a child with older children and his/her peers; the subjective personality features of the child.

¹ Radka Stamatova – PhD of Education, Vasily Aprilov Elementary School;

² Elena Tasheva – Master in Psychology; Master in Pre-School and Primary School Pedagogy

³ Monitoring – the system of collection/recording, storage and analysis of a small number of key (explicitly or silently) attributes/parameters, describing the target, to make a judgment about the behavior/the condition of the target as a whole.

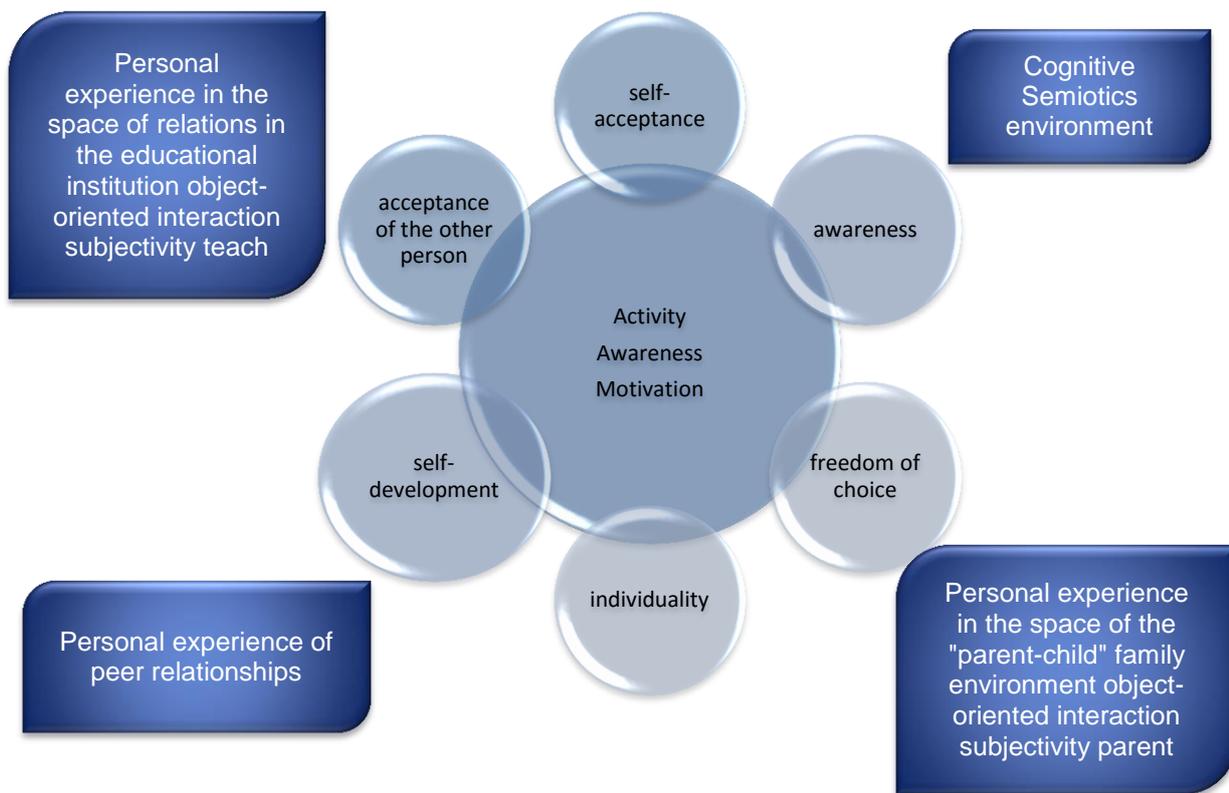


Fig.1. Model of poly-subject communicative-cognitive environment (after A. V. Suvorov)

The activity of the child in the system of activities (play, communication, knowledge, activities for training, productive activities) and relationships is a system-forming for his/her subjectness. For this purpose we use tasks with mathematical cognition, productive, game cognitive activities, creative activities in applied arts.

Knowledge contributes to the development of the free communication between the children. The child masters the constructive capabilities and means of interaction with his/her coevals. The monitoring conducted at the end of the school year provides information about optimized relations of the child with his/her coevals in the group: the conflicts in the group are reduced in number, the children become more and more acquainted with the influence of emotions, they are able to experience them and adequately to respond to them.

All the children and especially children aged 5 to 9 have their specific special logic of development. During their normal development in pre-school age children have personality form of communication. The interests of the older children are not limited to the surrounding objects and phenomena and they spread out onto the world of the adults, they are influenced by their actions, human qualities and relations. The desire for mutual understanding and empathy with the adults and the need of them becomes a distinctive feature of the communication at this stage.

As „subject-orientated communication” we understand the interaction of the adults (parents, teachers) with the child, stimulating the subjective characteristics of his/her personality. The personality-orientated interaction is based on the respect for the personality of the child and the provision of his/her activity and subjective experience. The subject-orientated interaction of older children includes continuous dialogue and response in the interaction, attitude of the child as a subject, awareness of his/her impact over the subjective qualities, creation of conditions for their own subjective experience, acceptance by the growing ups of the subjective qualities of the adults.

The pedagogues and the parents include for the development of subjectness work in the following directions: *information, training, reflex*. (Osterreith, P., 2007).

Information direction – it is realized in the course of the psychological-pedagogical activities of teachers and parents in conformity with the age of the child and the psychological characteristics of the subjectness as a personality quality of the pupil, the methods and the forms of organization of the interaction with the child, the

stimulation of the subjective experience. The main forms of work are: lectures, workshops and individual consultations, information materials for parents and tutors.

The characteristics of the family environment, the family values, parental (mentoring) position of upbringing, parental style of interactions, methods for evaluation of the achievements of the children, prizes and punishments for the children, objectives and priorities for the development of the children as a factor for the children's subjectness were considered and analyzed at the workshops conducted. Teachers and parents obtain information about the specifics of this age and the selected plan of development of the subjectness of the children. New relationships as partners are created – a parent as a personality and a child so that the child could get aware that he/she may show initiative, that he/she is independent, the cooperation between him/her and the adult person exists, he/she should manifest creative self-realization in the children's activities and in life.

The direction of the educational position is changed as a result of the work in conformity with the information direction, the significance of parenthood is realized, motivation of the pedagogues and of the parents for participation in the program for creation of poly-subjective communicative-cognitive environment in pre-school and initial school age is formed. This allowed for the improvement of the object-semiotic environment, the creation of new variants of games with diversified materials and the application of applied arts for the children's development.

The training activity is implemented with parents and tutors, by teaching methodologies and technologies for non-violent communication (M. Rozenberg, 2009); subject-orientated interaction with the child (A. Suvorov, 2011); development of cooperation in the children's group (K. Fopel, 2003). The training activity is based on the principles of the subject-orientated interaction of the adults (teachers and parents with the children); the principle of unconditional acceptance and understanding of the conscious activity of the children; the principle of acceptance and respect for peers and adults; the principle of unconditional selection; the principle of attention, respect and reflection of the individuality of the child, his/her personal resources, achievements and possibilities; the principle of proceduralities; the principle of partnership and cooperation; the principle of self-development.

To use these forms of work, self-diagnostics of the pedagogical and parental style of education, home assignments for parents, workshops-discussions for modeling a game of the child and discussion of the situations for impact, training, group and individual consultations were made at a parents' meeting. Role modeling for the acceptance of a solution of a problem proposed by the children was proposed at the workshops conducted with elements of training for adults, as well as situations of a communicative barrier in the communication with adults. "Teaching training for expressive-motive and creative manifestation with a teacher" was conducted.

The result of this activity is in the direction of the efficient application of the new subjectness of the parental and pedagogical positions in the education and the development of the children: creation of understanding, acceptance and respect for the friend (the other person next to you); they should feel the need of the interests of the partner in their interaction to build up a dialogue and cooperation; to understand the general interests of the group, to feel the pleasure of the interaction, to experience and share their emotions.

Reflex direction – In the course of the work the reflecting working spheres sum up the interim results and formulate recommendations. The participants in the study, teachers and parents may find a new quality of the relationships with the children and the people close to them.

4. ANALYSIS AND RESULTS OF THE EXPERIMENTAL ACTIVITY

The monitoring exercised at the end of the school year (Fig. 2) indicates the positive dynamics of the communication between parents and children. This is a result of the subject-orientated approach: the children present greater freedom of their choice of activities and show good awareness of their actions. It is marked by the significant positive dynamics in scale: awareness (1,90 / 3,35), self-knowledge (2,05 / 2,55), acceptance of the other person (1,50 / 3,15). This is an indication about favorable family atmosphere, about the reduction of the control over the behavior of the children and their provision with greater freedom of action.

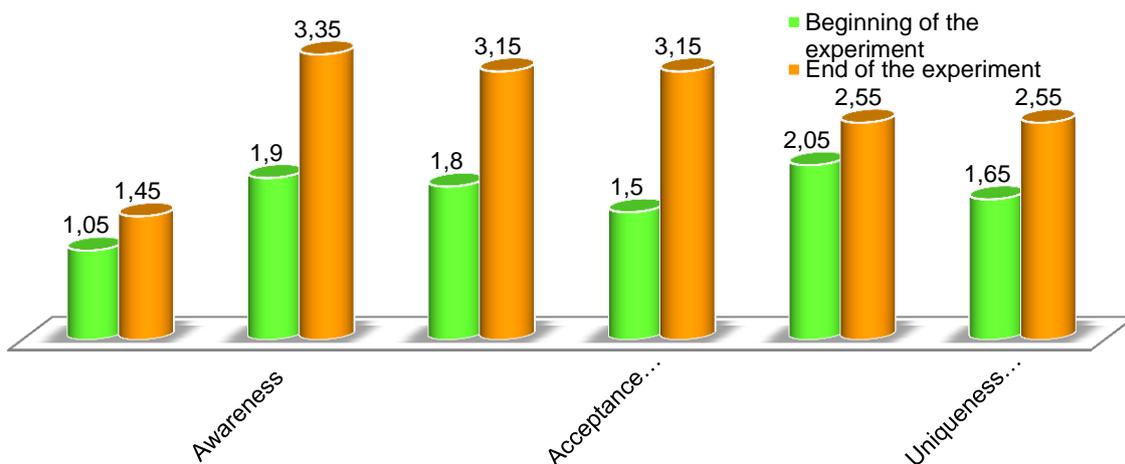


Fig. 2. Subject-orientated communication of parents with the children

If at the beginning of the school year priority of the development of the identity of the child for his/her preparation for the life of the adults is 25% of the extract, the development of the cognitive interests is 35%, the formation of positive self-consciousness and individuality - 40% (Fig. 3), and at the end of the cycle of the experiment: priority is given to the development of the identity of the child (35%), their personality, moral qualities and capabilities. Wish appears for formation of positive self-knowledge - 40% (Fig. 4). Methods with non-violent interaction predominate in the educational styles: discussion of the problems of the children, discussion of their actions and improvement of their emotional-personal contacts.

The displacement of the emphasis of the education of the children in the family to (Fig. 3., 4).

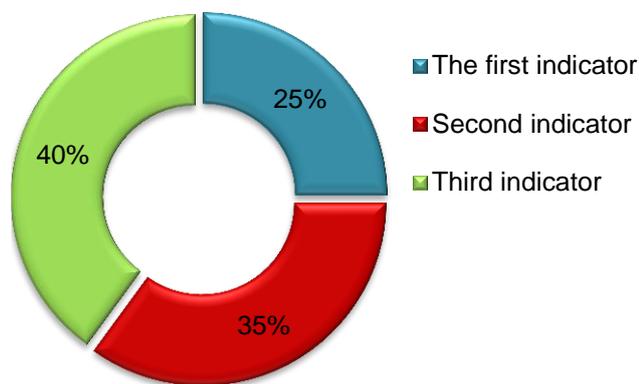


Fig. 3. Percentage distribution of the priority position in the education of the children (initial level)

The first indicator - Preparation of the child for the life of the adults

Second indicator - Development of the cognitive interests, independence and self-sufficiency

Third indicator - Formation of positive attitude to one's own self, individual qualities

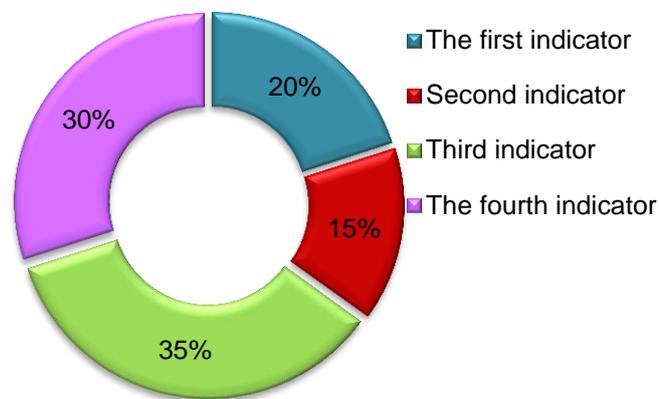


Fig. 4. Percentage distribution of the priority positions in the education of the children (end level)

The first indicator - Preparation of the child for the life of the adults

Second indicator - Development of the cognitive interests, independence and self-sufficiency

Third indicator Development of individualnostta the child, its quality and ability ličnostni

The fourth indicator - Formation of positive attitude to one's own self, individual qualities

The role of the kindergarten is of great significance for the development of the personality of the child. With the stimulation of the activity of the child in various activities, the pedagogue creates through favorable environment for development of the subjective qualities of the personality of the child. The pedagogues create the development of the subjectness through the conduct of innovation activities from the applied arts and obtain positive results.

The monitoring exercised at the end of the school year allows us to draw a conclusion of our experimental activity.

5. CONCLUSION

With observation of the subject-orientated approach the pedagogues attain better and better results – positive dynamics in conformity with the scales: the freedom to choose (1,05 / 1,45), self-acceptance (1,80 / 3,15) and acceptance of the other person (1,15 / 3,15), individuality (1,65 / 2,55).

It becomes clear in the discussion with the pedagogues that the use of strategies stimulating the activity of the children creates satisfaction, encourage the views, improve the communication with the children. Children are characterized by direct stimulation of the activity of the teacher in their communication with him/her – he/she provides stimuli (praises), gives more detailed instructions for the activities implemented or simply prompts the children.

In our opinion this is evidence for the desire of the teacher to use and develop his/her knowledge and convictions for interaction with the children, in the family environment and in the interpersonality contacts.

This image of educational activity in poly-subjective communicative-cognitive environment at pre-school and initial school age of the children opens new possibilities for modern training in socio-cultural environment and to a great degree helps the development of the subjectness of the personality of the child.

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