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## **Formation of the subjectivity at students in educational process of higher education**

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### **Abstract**

This article analyzes the questions about diversity and multi-functionality of the phenomenon of subjectivity in the context of cross-disciplinary approach. As a result, the process of personal and professional development of students at the stage of self-realization determines the next stage of pedagogical activity- the stage on formation of initial skills of professional competence at the specialist. In conclusion, formation of subjectivity at students in higher education institution can be considered as the determined, probabilistic, operated and spontaneous process.

Keywords: Phenomenon, Subjectivity, Strategic and Practical Directions.

## **Formación de la subjetividad a alumnos en proceso educativo de educación superior**

### **Resumen**

En un artículo se analizan las preguntas sobre la diversidad y la multifuncionalidad del fenómeno de la subjetividad en el contexto del enfoque interdisciplinario. Como resultado, el proceso de desarrollo personal y profesional de los estudiantes en la etapa de autorrealización determina la siguiente etapa de la actividad pedagógica, la etapa en la formación de habilidades iniciales de competencia profesional en el especialista. En conclusión, la formación de subjetividad en estudiantes

de instituciones de educación superior puede considerarse como un proceso determinado, probabilístico, operado y espontáneo.

**Palabras clave:** Fenómeno, subjetividad, direcciones estratégicas y prácticas.

## 1. INTRODUCTION

The social and economic crisis, providing democratization of society during the social changes, emphasizes as dominant – the intellectual, spiritual and physical development of the person, recognition of the unique and inimitable value of the person, his role in social development. For providing of the normal functioning of the social structure of the Kazakhstan society, it is necessary the preservation and development of cultural, civilization forms of life by means of modernization of the education system, determined by new character, conditions of functioning and transformations of educational systems. The modern society needs in the professionally competent specialist, having self-respect and understanding the dignity of other people, capable to dialogue, mobility, criticality, creativity, who directed to apply own knowledge, experience in the area of the chosen profession. Displacement of the accents in the scale of social values towards human identity focuses higher education on the statement of priority of the subject-creator, subject of dialogue of cultures, the master of own destiny with the subject and transformative relation to the world.

The directivity of the activity desobjectivation by the future expert of the content of social values can be realized mostly within a purposeful educational process of higher education institution which is based on the

ideas of development of subjectivity at the student, his self-organization on the basis of active inclusion in personal and environmental interaction and the socializing activity. The subjectivity of the student is considered as the most available and effective principle of self- building of the trainee at his own active position, connected with an initiative, ability to the independent life-building and life-creativity, realization of the own uniqueness and originality, high motivation of the achievements in the chosen profession and public activities.

Multidimensional researches demonstrate that, so far, there is the extensive volume of the scientific and pedagogical knowledge, allowing to prove the basis of the research, emphasizing the philosophical, psychological, pedagogical levels of the studying. However, the scientific understanding of the phenomenon of development of subjectivity at the student in the educational process creates the essential methodological difficulty, demanding special discussion. Berezin (2002) considers that difficulties, which arise in consideration of the issue of development of subjectivity at students, are connected with the ambiguity of understanding of subjectivity and its components in psychological and pedagogical science, with the uniqueness of phenomenological manifestation of subjectivity of each person, with illegibility of the age limits of student representatives, with the necessity of taking into account the subject-developing the potential of future profession, with impossibility to operationalize precisely the subject-developing technologies of the personal-oriented education.

## **2. RESULTS AND DISCUSSION**

In this regard, the main task becomes not only the problem on specification of the concept of subjectivity, but also identification of positive aspects of this category, studying of the nature of its development in the synthesis of the cross-disciplinary matrix of knowledge on different sciences: philosophies, psychology, pedagogy, sociology, culturology, etc. The idea of subjectivity in professional education focuses teachers on creation for each student of the individualized conditions which are capable to provide integrity and effectiveness of the process of his personal and professional development. At the same time, the organizational structure, technology of designing and realization of educational process gains humanistic orientation, provides implementation by students of their opportunities, according to the own abilities in the mastering of different types of activity and the social relations. It is necessary to disclose substantially the psychological categories: subject, subjectivity, the concept formation of subjectivity in the subject field of the pedagogy of vocational training. We use the category subject in its major importance – as “the bearer of subject-practical activity and knowledge which is carrying out the change in other people and in yourself” (Marat et al., 2018: 18). The subject (student) is the asserting oneself, self-realizing personality in the educational process of higher education institution, capable to effective self-organization and self-control of own activity and actions.

Subjectivity is the system quality of the student, who is mastering in various new types and forms of activity and the social relations, possessing the individual complex of personal and psychological functions

which determine and reflect the effectiveness of the carried-out activity, at the same time developing in it, and determine its essential, integrated characteristic - the general ability for conscious, independent, purposeful, self-regulating transformation of the initial abilities and properties in socially important and professionally important qualities. The subjectivity of the student is shown in his educational-cognitive activity, communication, and self-knowledge. It characterizes the level of efficiency, reached by the student, and success, in the types of activity realized by him, which reflects his opportunities for the achievement of the goals and solution of the specific objectives. For the student, the feeling of subjectivity has consisted of awareness of the importance of own role in the achievement of success in the intra-personal plan.

The analysis of intrinsic characteristics of the subject and subjectivity allows, as the main functions of the student as subject of activity, to emphasize the following: self-knowledge (the reflexive mental activity, understanding of yourself as independent, self-control personality), self-realization (the identification, disclosure and objectification of the own intrinsic powers), asserting oneself (understanding of yourself and the attitude towards yourself through the statement of the own concrete - Ego to other people, for whom it acts as the object), the self-assessment (comparison of the potential, strategy, process and result of the own and other educational-professional activity), self-control (management of the own development), self-determination (the formation of the meaning system of ideas about yourself (Osnitsky, 1996), self-actualizing (the full use of the abilities and opportunities. The formation of subjectivity at the student in the educational process of higher education institution is represented as the interaction of two processes

deployed in time: internally determined personal and professional development (the self-movement in which the requirements, motives, purposes and tasks are generated and implemented) and external, in relation to the identity of the student, training. The idea of formation of subjectivity at the student in the educational process of higher education institution is that the student is considered as the bearer of activity, individual, subject experience, he seeks for disclosure, realization and expansion of the internal potentials (gnosiological, axiological, communicative, and creative). The task of the teacher is in that, having created the corresponding pedagogical conditions, to help the student to realize the need for self-creation, to initiate the self-movement, aspiration for self-improvement.

Personal and professional development of the student in higher education institution is directly connected with training process and becomes possible by the existence of the interacting subjects. It is necessary to notice that in modern pedagogy the training is understood as an expansion of opportunities of personal development (A.G. Asmolov), as a management of the personality development, but not as impact on it. Borytko&Matskaylova notes: “There is the process of the personality development which is regulated, corrected, enriched, pedagogically organized activities and communication (individual, group, collective, mass). It means – training” (Borytko&Matskaylova, 2002: 22). Therefore, training can be considered as the mechanism of purposeful pedagogical management of the process of subject transformation of students. Management, in the traditional understanding, is activity of teachers on the organization, coordination, regulation, and control on the student activity. We consider the management as an influence, interaction, joint activity of

subjects (students and teachers) which provides the purposefulness, self-discipline, concurrence of the efforts and actions, and also distribution of responsibility for results of personal and professional development of students between all participants of the educational process. As V.A. Yakunin claims, the general principle of pedagogical management has to become the transfer of students from the contemplative and performing position into the position of the active subject of activity.

It is possible to mark out three aspects of formation of subjectivity at students in the educational process of higher education institution. The social and professional: identification with the sociocultural and professional environment, acceptance of its values, understanding of the social and professional value of training as the toolkit, contributing to the adoption of public experience, norms, rules, traditions. Individual and valuable: disclosure and expansion of self of the student in activity, his substantial-effective and procedural-dynamical characteristics. Operational and activity: achievement of the harmonious combination of social-professional and individual-valuable, synchronization of pedagogical teacher activity and personal-professional development of students through the complex of ways, forms of the organization of their interaction. Thus, formation of subjectivity at students represents the process and result of an increase in their self-organization, self-affirmation and self-realization in the sociocultural, professional environment of a higher education institution. According to it, the educational process is considered as means and condition of subject transformation of its participants (students and teachers) in united space of interaction.



A typical feature of formation of subjectivity at students in a higher education institution is that it is accompanied by continuous origination and solution of contradictions. Their essential aspect consists in discrepancy of actual opportunities of the personality of the student (it means, not only cognitive potential, and all potentials of the personality) with the conditions and requirements, external in relation to it, at the certain temporal stage. In other words, the contradiction represents the personal dissonance as the discrepancy of the views formed at student, beliefs, operational-procedural and moral-ethical qualities, individual and external experience, which is objectively designated, existing in concrete point of time. The constructive solution of contradictions is the driving force of personal and professional development of students, the forward-ascending of self-movement, disclosure, deployment of self. Fundamental importance has understanding of what is the source of this driving force. The methodological position of the teacher is manifested at determining of ways for overcoming the effect of the personal dissonance, and also at choosing of the direction for the projecting of pedagogical process in general. If the internally determined activity of the student is considered as the main condition of solution of contradictions, then personal and focused educational process is implemented. The efficiency (according to dynamics and results) of training in higher education institution depends on concrete knowledge about individual originality of the personality of each student, on the methodological and theoretical ideas about structure, systemically important connections, the organization of formation of subjectivity at future specialists. The formation of subjectivity at students with the objective and effective plan is characterized by formation about world outlook, professional, moral qualities. Personal and professional development of students in higher education institutions can be presented

by the sequence of stages: adaptations to the conditions of higher education institution, acceptance of the new social status; identification with requirements of training, educational and professional activity; self-realization in the educational process; self-projecting of the professional formation (Kossov, 2000: 19).

At the first stage, it is dominated by the active adaptation of students to the new conditions, acceptance of the requirements of higher education institution, own functions, duties and rights. The second stage is directed to the active mastering and qualified performance by the student of the social role and it assumes the training on the forthcoming specialization, the conscious guideline in own activity and behavior on the basis of conscious motives and the purposes. The third stage consists of the purposeful formation of the personal qualities, professional abilities. At the same time, it is provided, in all types of activity, the interrelation and connection of the motives and purposes, internal intensions with external pedagogical influence. There is increased self-determination and conscious self-regulation in different types of activity. The essence of the fourth stage consists in the manifestation of subjectivity of the student who carries out independent, purposeful transformation of initial abilities and personal properties to socially and professionally significant qualities; realizes the possibilities of achievement of the certain qualifying level and versatile personal development in the conditions of higher education institution, necessary for successful performance of the forthcoming professional activity.

The stages of personal and professional development of students are successive in their essence. Each new step keeps the structural

elements of the reached on previous, enriches them and denies exactly that what was exhausted the creative opportunities at the new stage. This succession is expressed in consecutive solution at the transition from the previous stage for the subsequent, the contradictions between the system of the purposes, motives, claims of the personality and real opportunities which it has; between the requirements to the personality (internal and external) and actual level of its development. Considering stages of personal and professional development at students in a higher education institution, it must be kept in mind their dialectic and mediated interrelation with stages of teaching activity. The last represents the four-component consecutive structure including the motivational and adjusting stage, the stage of formation of the primary skills and abilities, the stage of formation of professional competence and transformative and practical stage.

The internal content of each stage is synchronization of the processes of adaptation, identification, self-realization, self-projecting of the student personality and also creation of conditions for realization of their self in the educational process of a higher education institution. According to it, there is reached unity of consecutive stages of the pedagogical teacher activity and personal and professional development of students. The motivational and adjusting stage of the teacher activity corresponds to the adaptation stage. Activity of the teachers, during this period, is directed to creation of the favorable conditions for the establishment of the interpersonal relations, to studying of the specific features of students. The content and methods of training and education are focused on formation at students of positive motivational and valuable orientation, steady interest in mastering the profession, on the creation of

positive guidelines (the possibility of achievement of the highest result in education; importance of thorough preparation to each lesson; awareness of the personal responsibility for the received results by each student). The teachers have to provide in the shortest time the formation at students of necessary skills and abilities of education in higher education institutions, self-education, and didactic independence; to accustom them to profession bases. The working stage of the teachers on formation of primary skills and abilities of professional activity corresponds to the stage of formation of the student as the subject of the education. The teacher's tasks at this stage consist in the creation of such conditions in teaching and educational process which would consider the specific features of the developing personality of each student, would contribute to the elaboration of belief in their suitability to the chosen specialty, would provide for each of them satisfaction of the increased need for realization of the opportunities, given by higher education institution, for the professional and personal growth, implementation of the own social role, combination of collective educational and individual activity. The process of personal and professional development of students at the stage of self-realization determines the next stage of pedagogical activity - the stage on formation of initial skills of professional competence at the specialist. The actions of teachers are directed to the creation of the conditions, at which each student would have the opportunity to constantly increase the cultural level, to develop his moral and strong-willed qualities, to show and expand own interests, abilities and, thereby, to stir up his educational-cognitive activity, to work in the organized way, self-disciplined and purposeful manner, to subordinate the close purposes to distant.

### **3. CONCLUSION**

The final stage of the teacher activity is transformative and practical which is directed for training of the students to the forthcoming independent professional activity. Its specific is that educational tasks and forms of vocational training are brought closer to real professional activity. The new growths formed at this stage are professionalized. Orientation of students to the independent performance of the professional functions is carried out. Possibilities of the model of the graduate are realized. The main task of the teachers at transformative and practical stage consists in the preliminary adaptation of students to the forthcoming professional activity, to create conditions for the subject general condition of the student as a specialist, capable to carry out fully his functional duties, to focus them on continuous self-education. Formation of subjectivity of students in higher education institution happens through interaction of the stages of teacher activity and the stage of subject transformation of the future specialists in accordance with the logic of the educational process and dynamics of development of mental functions, psychological properties, social and professional qualities of the personality. Thereby, there are created opportunities for personal orientation of the educational process, when the subject transformation of students at the new stage of pedagogical activity is carried out successively, in dialectic connection with previous and, at the same time, according to the next purposes and tasks.

The analysis, presented in the pedagogical theory and practice of paradigms of vocational training (cognitive, active, personal-oriented), showed that they significantly differ among themselves and at the same

time complement each other. The organic combination of various provisions of these paradigms can be presented in the form of the integrative-differentiated approach. The essence of the integrative-differentiated approach is considered by us as differentiation of intrapersonal, individually peculiar and the subsequent integration, harmonization of the subjective-procedural and objective-productive, which is given from outside. On its basis, it is possible harmonization of stages of teacher activity and the stages of personal and professional development of students. The feature of this approach is that it promotes to strengthening at teachers of the reflection processes, concerning the methodological bases of own activity, aspiration to find the decisions, which will contribute in the best way to the personal-professional development of students. The technological basis for the solution of psychological-pedagogical problem of formation of subjectivity at students in the educational process of higher education institution can become the integrative differentiated training which is based on the idea of achievement of the cognitive resonance - compliances of the level of complexity of training to the level of actual personal-professional development of each student. Basis of realization on technology of the integrative-differentiated training are: continuous monitoring of personal and professional development of students that assumes the substantial description of the subjective determinants, namely, - the personal and psychological components of students (the dominating professional directivity, valuable and educational motivation, consciousness, self-assessment, training success, sociometric status, communicative competence), and also the subject mechanisms of regulation of personal and professional development (the strong-willed self-control and self-determination); the group training form at which the academic training

group is divided into the mobile subgroups, made by the students with identical levels of expressiveness of personal and psychological components. The technology of the integrative-differentiated training assumes the special designing of training material in the type of “the structured on the certain rule (on the complexity extent) of didactic tasks” (Krayevsky, 2003: 14).

They have to reflect not only the system scientific knowledge, but, first of all, correspond to the possibilities of its most successful mastering by all students of each microgroup. The content of academic subjects, structured by this way, allows to consider more fully the structure of the cognitive requirements to educational activity of students, and, together with it, becomes the means of purposeful projecting and forecasting of the training process, taking into account the measure of complexity of the tasks and extent of theoretical loading, which are adequate to the opportunities of students, revealed during psychological and pedagogical diagnosing. According to it, the variability is reached in training (normatively fixed, productive and heuristic or productive and reflexive assimilation of the content), individual development of students and teachers. The technology of the integrative-differentiated training of students is directed to the achievement of the maximum results (on the temp and quality) of personal and professional development of students on the basis of differentiation and integration of teaching and learning. Its consecutive, stage-by-stage implementation contributes to the self-realization, self-actualization, to the development of integrative Ego of the student personality, harmonization of the personal and the professional Ego in complete Ego-concept. Investigating the process of formation of subjectivity at students in higher education institution, it is necessary to

pay attention that disclosure and realization by students of the potential opportunities is the factor of their personal and professional development.

In order that this factor gained positive orientation, the student has to comprehend deeply and accept consciously the external requirements and tasks, to act "not as the passionless figure-performer..., and as the inequitable scenarist of the own actions (at the highest levels of development even as the stage director)" (Kodzhaspirova 2005: 17); who has the purposefulness of the reformer, based on the subject activity, developed by the student; and which was organized and controlled by him. It updates his personal potentials and serves as the source of emergence of socially important new growths. Formation of subjectivity at students in the higher education institution can be considered as the determined, probabilistic, operated and spontaneous process. At the same time, it can be more (the determinacy dominates) or less (the stochasticity prevails) operated, depending on solvable tasks, contents, methods and means and also requirements, and opportunities of the subjects of this process. Some of the final general provisions of formation of subjectivity at students in the educational process of higher education institution can be formulated as follows: the guideline on the humanistic values - personal orientation of educational process in higher education institution; the openness to the new. The system organization of the process of the subjectivity at students in the educational process of higher education institution is capable to provide: the achievement of the organic combination of the processes of developments as the self-movement, based on the initiative, student activity, on the one hand, training and education as purposeful management of the personal and professional development of the student - on the other; adequacy of the educational and educative influence on the



revealed individual features of each student. It will be promoted to the transformation of intrapersonal potential into the real professionally significant qualities of the graduates.

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