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## **Polysubject of the Student Group as a Psychological and Pedagogical Problem**

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### **Abstract**

The article discusses the concept of "polysubject education" in the context of the development of subject-subject relations within the student group. On the basis of value-motivational, positive emotion and activity and creative criteria and their corresponding indicators, the authors define the levels of subjective becoming of the subject of education, as a student group. The article presents a typology of student groups. Experimental study of the levels of subject development of student groups was held on the basis of Belgorod National Research University. A set of diagnostic methods for determining the levels of subject development of the student group is presented in the article. The majority of the student groups in the traditional educational system of the university reaches just an atomic level of the subject in their development. We need joint efforts of the university administration, curators and students to achieve the objectives of the subject development of the student group.

**Keywords:** Polysubject education, Polysubject, Student group, Subject-subject relations.

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## **Introduction**

In the new conditions of the development of society, the problem of educating the future teacher is created [1-3]. On the one hand, there is a growing demand for an initiative, creative teacher-tutor who is capable to independent search for effective ways of interacting with students who are ready to organize educational and extracurricular work with children on priority personal principles. On the other hand, practice shows that graduates are not ready for the role of a tutor; they have no skills to interact with students, to establish contacts and create relationships in the arsenal of their personal and professional experience. The educational process does not stimulate students to develop of the need for self-expression, the ability to feedback. Therefore, the main aim of education in the university is to provide conditions for students to understand themselves as active subjects of professional activity [4].

Professional education of the future teacher doesn't only create the conditions for the student's self-development, but also focuses on future professional activities, promotes the formation of the student as a tutor, class tutor [5-7].

## **Methodology**

The educational system of the higher school is called upon to play a leading role in the overall development of the personality of the future teacher, the formation of his subjective position, which is the position of personal and professional self-development [1, p.16]. The subject is always the bearer of the active principle, the self-asserting individuality. In philosophy, the subject is an active and knowing, conscious and willing person who opposes the external world as an object of knowledge. Researchers on the subject's problem distinguish the following features: conscious activity, ability to target and reflect, freedom of choice and responsibility for it, uniqueness, certainty in time (M.S. Kagan, A. N. Leontiev, S. L. Rubinshtein and others.).

The activity of the subject, according to A.G. Asmolov, there is the ability to overcome, go beyond. "Studying the personality as the subject of activity, we investigate the way the personality transforms, creates the objective reality, including himself, by engaging in an active attitude towards his experience, potential motives, nature, abilities and products of activity" [8, p. 88].

Subjectivity - is the unity of individual and personal characteristics of a person. It is defined in the system of relations with other people and with oneself as the other. Subjectivity implies indivisible integrity of activity, communication, self-awareness, and being [1, 4, 9, 10, 11]. Agreeing with I.A. Obukhova [9], we think that subjectivity as a qualitative characteristic of a

person means the ability to be a strategist of activity: to set goals, to understand motives, to independently build actions, to assess their compliance with the plan, to adjust goals; project life plans; readiness to foresee the consequences of their actions and activities.

According to F.G. Mukhametzyanova, a student is a true subject of pedagogical activity only when he mediates by his activity any pedagogical influences. In the structure of subjectivity of the student, the author singles out pedagogical subjectness, which is the final stage of vocational training for the future teacher and develops as a complex of subjective properties and professionally significant personal qualities of the teacher. "The formation of pedagogical subjectness is the process, the result, and the condition for the development of an integral ensemble of professionally significant personal qualities of the teacher, as: pedagogical goal-setting, pedagogical thinking, pedagogical orientation, pedagogical reflection and pedagogical tact" [12, p. 52].

Thus, the methodological basis for professional education of the future teacher is the position of subject-activity and polysubject approaches.

## **Results and Discussion**

The structure of the educational system of higher education is the educational relations of the subjects of education. The personal and professional development of future teachers depends significantly on the nature of their relationship with all participants in the educational process. In our opinion, one of the central places in the educational system is subject of upbringing, as a student group.

Student group can be attributed to a special community, consisting of active, interacting subjects with each other and characterized by the unity of the purpose of interaction. This community has a quality of subjectivity, in other words the ability to be a subject. In the psychological and pedagogical literature, it is called differently: "aggregate subject" (B.F. Lomov), "collective subject" (A.L. Zhuravlev), "subject of joint activity" (A.V. Brushlinsky), "polysubject" (V.I. Panov), and so on. Interaction of such community is characterized by the ability to create intra-group and out-group subject-subject relationships, which contributes to the development of subjects, the effective manifestation of their personal qualities.

The student group is currently studied as a cumulative subject, namely: the subject of relations, the subject of communication, the subject of activity, the subject of government and self-government [13-16]. The foundations of this view of the group were laid by A.S. Makarenko, who viewed the collective as a subject of activity, management, and education.

The notion of "collective subject" refers to the term "polysubject". As I.V. Vachkov,

polysubject is "an integral dynamic psychological formation reflecting the phenomenon of the unity of development of the internal contents of real subjects in subject-subject relations and united by joint creative activity, and manifested in the capacity for activity, efficiency, integration, the ability to transforming the surrounding world and itself, the ability to act as an integral subject in relation to the process of self-development and in relations with other polysubjects" [13, p. 38]. Critical signs of the polysubject are the ability to understanding the system of relationships between subjects, creative activity, semantic space, common to all subjects of the community. In the authors' opinion, the polysubject differs from other communities in the trajectory of reflection: in the case of a widely understood "collective subject" (i.e., communities of a lower level), there is a movement from I to We, in the case of the polysubject; a number of cycles are performed on the ascending spiral I – we - I.

Thus, the concept of "polysubject of education" is derived from the concept of "collective subject," it implies subject-subject relations in the interaction of active actors in a group as a single entity as a subject in the process of education

The nature of the microenvironment of the student group, its intra-group values, has a strong influence on the student's personality, success of his professional development, and his behavior. The student as a subject is guided by the values forming in the polysubject "student group". In this case, there is a comparison of their own qualities with the characteristics of other subjects (leaders, persons of their own status cohort, friends, rivals, etc.). Intra-group values influences on the formation of professionally significant qualities in students.

The development of the polysubject "student group" takes place, of course, in a specific way. It is characterized by a special direction of movement, pace, achievements at various stages, specificity of development crises. Steps and levels of development of the group in the psychological and educational literature are given enough attention [15-18]. In the works of A.I. Dontsov and A.L. Zhuravlev, they argue that a certain stage in the development of the group is due to the dominance of one of two constantly interacting processes: integration and differentiation [15, 16]. The change of stages is determined by the fact that each time the leading role of this or that process is carried out for reasons other than in the previous stages. In accordance with the proposed understanding of the mechanism of stage development, the stages of primary synthesis, differentiation, secondary synthesis, secondary differentiation, etc. are distinguished.

Assessing the level of development of the student group, it is necessary to take into account that, on the one hand, the groups differ from each other due to the individual characteristics of students, and on the other hand, each group as a single organism goes through certain stages in its development. In our understanding, the student group as a collective entity has a system

of relations to itself, to the other, and to joint activities. To determine the level of subjective development of the group, which is based on this system of relations, we have relied on the value-motivational, positive emotional and activity-creative criteria (Table 1).

**Table 1.** Criteria and indicators of the development of subjectivity of the student group

Subject of relationship	Attitude	Criteria		
		<i>Value-motivational</i>	<i>Positive-emotional</i>	<i>Activity-creative</i>
<u>Student group</u>	<i>To yourself</i>	Achievability of value-orientation unit	Level of emotional cohesion	Ability to group reflection
	<i>To joint activities</i>	Degree of acceptance of values, goals and motives of communication and joint activities	Degree of awareness and recognition of the contribution of each student to the result of activities	Ability to joint creative search
	<i>To student</i>	Degree of awareness of the value of each student's personality	Psychological climate	Optimal distribution of functions, tasks, rights, duties and responsibilities between students
	<i>To curator</i>	Significance for a group of personal meanings and value orientations of the curator	Degree of trust and respect for the curator	Level of development of self-management system

According to the above indicators, we have identified the following types of student groups: potential subject; atomic subject; a dynamic subject; and a harmonious subject. The proposed

typology, on the one hand, can reflect the characteristics of the group at the initial stage of development. And on the other hand, described types can be considered as levels of group development in the process of educational work. We describe these types.

*Potential subject.* At this level of development of the student group, students do not act in relation to each other as subjects and do not realize themselves, the other and their group as they are. Each of the participants in the interaction does not attach special value to either their personality or the personality of the other. In the group there is no internal unity and cohesion. Communication is superficial and situational in nature, does not differ in emotionality and mutual interest. Students do not understand and do not accept the goals and motives of joint activities yet; it means that there is practically no conscious joint activity. Each participant functions autonomously, as if "wandering" on a separate, inadequately perceived orbit. Therefore, such a group can be described figuratively as "wandering electrons". At this lowest level, the newly created group can be from a few days to several months.

*Atomic subject.* This level of development of the group, which we figuratively called the "set of atoms," presupposes students' perception of each other as objects that have specific features, like the nearby "atoms". In this case, each member of the group assumes itself as a value, but does not see it in another. Selfishness prevents them from adequately perceiving themselves and understanding others. At the same time, the group develops emotional cohesion; the students already singled out their group as an entity and contrast it with "They."

The group can already have a common goal, an official structure, but the internal unity of its members is absent. It does not act as a single whole, as a subject, the activity of each of its participants is primarily individual. Students build relationships with others like "subject-object", trying to manipulate them. Joint activity is carried out only for personal purposes and interests and is not distinguished by an awareness of its values and motives.

*A dynamic subject.* A group of this level is characterized by such interaction, in which each student reflects both himself and the other person as a subject and sees value in himself and in the other. The interrelation of the members of the group has the character of genuine subject-subject relations. That group can be called a "hard crystal", because it differs, firstly, "crystalline", brightness, non-standard, personal expressiveness of each student, and secondly, the systemic nature of the organization and existence of the group. In the "hard crystal" a complex and dynamic group structure that obeys the rules of optimal interaction, aimed at achieving a common goal.

However, interpersonal relations and intra-group communication here are, first of all, a business character, i.e. are mediated by the goals and objectives of a jointly personally

significant for each member of the group of socially valuable activities. Therefore, for the student, others are valuable not in themselves, but only in connection with the implementation of joint activities, which acquires a creative character at this level.

A "hard crystal" is characterized by group egoism. The gravitation towards inner harmony and certain closed nature leads to the tendency to view other communities as competitors, which must be surpassed in some ways, defeated, subdued or even destroyed.

*Harmonious subject.* A distinctive feature of this type of student group is the ability to build not only intra-group, but also inter-group subject-subject relations. That group can be described figuratively as "shiny metal". Her students are ready for "rafting", sincere and open contacts with all who want it. Subjects who are part of such a group are capable of accepting themselves and others as self-worth, of recognizing the subjectness of their personality, their group and other communities.

In the "brilliant metal", each student accepts the values and goals of communication and activity, has the ability to reflect. Joint creative activity is aimed at the development of each student; it becomes a mean of deep interpersonal contact, development of emotional cohesion, value-orientation unity of the group. The content of interaction at this level is determined by the special spiritual closeness between the subjects - when the relationships are creative. That group turns into a polysubject which is not a closed system, but acts as a developing community with unlimited possibilities for expansion, where the development of each subject is mediated by joint creative activity and communication.

Of course, each of these types is an abstraction, in a certain sense since in the real group there are often features of different types of groups. It is clear that polysubjectivity begins to manifest itself in the group not at the first stages of its development, but characterizes only the two upper levels. It is impossible to predict in advance how long the group will need to reach these levels; this depends on the characteristics of group dynamics, specific in each case.

Experimental study of the levels of subject development of student groups was held on the basis of the Pedagogical Institute of Belgorod National Research University. In the ascertaining experiment students of 1-2 courses, took part studying in the field of Pedagogical education, as well as curators of student groups took part.

Determining the level of subjectivity of the student group is required a whole range of methods of scientific and pedagogical research. Based on the fact of determining the level of subjectivity of the student group we have used the value-motivational, positive-emotional and activity-creative criteria, diagnostic methods and techniques which allowed us to study each indicator separately.

A set of diagnostic methods for determining the levels of subject development of the student group is presented in Table 2.

**Table 2.** Diagnostic methods for determining the level of subject development of the student group

<b>Subject relations</b>	<b>Criteria</b>	<b>Contents of the diagnosis (In terms of indicators)</b>	<b>Diagnostic techniques</b>
Student Group	<b><i>Value-motivational</i></b>	Definition: 1) the achievability of value-orientation unity; 2) the degree of acceptance of values, goals and motives of communication and joint activity; 3) the degree of awareness of the value of each student's personality; 4) significance for a group of personal meanings and value orientations of the curator	<ul style="list-style-type: none"> <li>• <input type="checkbox"/> The methodology for determining the value-orientation unity (VS Ivashkin, VV Onufriev)</li> <li>• <input type="checkbox"/> Ranking the motives for interaction with the curator</li> <li>• <input type="checkbox"/> Evaluation and self-evaluation methodology</li> <li>• <input type="checkbox"/> Questionnaires</li> <li>• <input type="checkbox"/> Product activity analysis</li> </ul>
	<b><i>Positive-emotional</i></b>	Measurement: 1) the level of cohesion; 2) the degree of awareness and recognition of the contribution of each student to the result of the activity; 3) psychological climate in the group; 4) the degree of trust and respect for the curator	<ul style="list-style-type: none"> <li>• <input type="checkbox"/> Methods for determining the level of cohesion</li> <li>• <input type="checkbox"/> Methods for determining the psychological climate (V.M. Zavyalov)</li> <li>• <input type="checkbox"/> Evaluation and self-evaluation methodology</li> <li>• <input type="checkbox"/> Questionnaires</li> <li>• <input type="checkbox"/> Product activity analysis</li> </ul>



	<b>Activity-creative</b>	Identification: 1) Ability to group reflection; 2) the ability for joint creative search; 3) the optimality of the distribution of functions, tasks, rights, duties and responsibilities between students; 4) the level of development of the system of self-government	<ul style="list-style-type: none"> <li>• <input type="checkbox"/> Evaluation and self evaluation methodology</li> <li>• <input type="checkbox"/> Sociometry</li> <li>• <input type="checkbox"/> Questionnaires</li> <li>• <input type="checkbox"/> Product activity analysis</li> </ul>
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Such methods of gathering primary information as piloting observations (visiting educational events at general university and at faculties, curatorial hours, meetings of the Council of Curators, meetings of curators of the University), interviews with group curators and deputy deans for social and educational work were also actively applied.

According to the study, most groups of the first year are at the level of a potential subject at the beginning of the first semester. At the beginning of the 2nd course, the development of groups is distributed as follows: 5% - are for groups at the level of a potential subject, 50% - for groups at the level of an atomic subject, the group for the level of a dynamic subject is 45%, the level of a harmonious subject is none of the groups.

Curators were involved in determining the levels of development of student groups in the ascertaining experiment.

From the analysis of the obtained results can be concluded that interacting with the tutor in the process of professional education, reach their level of development only of an atomic subject. Of course, this cannot contribute to the effective implementation of the professional education for future teachers. In order to achieve the goals of the subject development of the student group, a set of pedagogical conditions is necessary, involving joint efforts of the university administration, curators and students.

## Conclusion

Thus, the student group as a polysubject of upbringing consists of active individual subjects of education of "students" who carry out interaction within the group on the basis of subject-subject relations. This polysubject, in our opinion, cannot exist separately and independently of the subject of education "tutor". A student group possessing the quality of subjectivity and an individual subject "tutor" are able to form a special polysubject "tutor-student group",

which under certain conditions can act as an integral subject of education.

In sum;

1. We consider the professional upbringing of the future teacher according to the logics of the development of his subject essence.
2. The student group is a polysubject of education and is supposed to be a single whole, a subject in the process of education.
3. The majority of the student groups in the traditional educational system of the university reaches just an atomic level of the subject in their development.

### Footnotes

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