

# Formation of the Subjective Position of a Student as a Condition for Social Risk Prevention

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## Abstract

**Background:** The article sets the goal to justify the formation of subjective position of a student in the educational activity in a professional education institution as one of the condition to prevent social risks in the process of their establishment. In order to research the status of this problem, a package of theoretic and practical research methods trialed in pedagogics and psychology was employed: Analysis of psychological, pedagogical literature, empirical methods (pedagogical observation, questionnaire, testing, self-assessment, analysis of educational programs stating and forming experiments). A set of pedagogic conditions was derived from the total analysis of theoretic and long-standing empiric experience. **Method:** The experimental work solved the problem of creating an educational environment involving mutual responsibility of the pedagogical process participants, mutual help and ability to overcome difficulties together. The new vision of the person in the modern society as a goal of the social structure actualizes the comprehension of the idea of the person's self-development, self-establishment in the role of a leading factor of education. Systematic reliance on theoretical and technological basics of students' subjective position formation in the educational system will help a person to realize the responsibility for one's environment, for oneself to gain the experience of purposeful self-improvement and step on the path of implementing the subjective position in prevention of social risks and in solution of life's problems and challenges. **Findings:** Trustworthiness of the research results is assured by justification of the research methodology, its compliance with the set problem; its fulfillment at the theoretical and the practical levels; use of a set of methods adequate to its subject; repeatability of the experimental work. In the process of the experimental work, the achieved positive results in such directions as creation of an educational environment in the institute furthering self-identification and self-realization of students in the pedagogical process; involvement of students in creative and active cognitive activity utilizing active and interactive technologies; pedagogical follow-up of students providing support of initiative, responsibility, actuation of own resources of the students in the process of self-organization. **Improvements:** The results of the research found reflection in articles, guidance papers published by the authors. They were discussed and got approved of at the international, all-Russian and regional research and practical conferences.

**Keywords:** Activity, Educational Space, Personality, Social Risk, Subjective Positions

## 1. Introduction

The modern reality of the society determines the need to study the substantial changes and phenomena, which have manifestation in the life of the country, including the social risks. As the society developed in the ascending manner, the quantity of social risks increased and the

danger measure grew. To date, the social risk has become the integral trait of the society, which gives ground to some sociologists to call the modern developed society the "the society of the risk". The social risk in the developed countries has both positive and negative meaning. At the level of individuals' lives, the social risk has individual characters in the most of the developed countries.

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So prevention of social risks does not lose relevance at various age stages of individual's development<sup>1</sup>.

The problem of social risks has always existed in any society. However in Russia for the recent two decades it has become especially acute and relevant. The factor of occurrence and increase of social risk acuteness is the common tendency of the global civilization in conditions of globalization and openness of the social systems. For this reason, the modern society appears as a complex organization system with social processes being in constant change. It is characterized by instability of social processes, in its turn, "any activity of a social subject is associated with a risk: There is no behavior free from risk"<sup>2</sup>.

The specific feature of the learning youth as a subject of the social risks is in its primary activity directed to receiving education. In conditions of social transformations they are subject to social risks more than anyone else. Along with the education problems in the beginning of the life's path students encounter the problems in other areas of individual development too. For example, risk of unemployment connected with the dynamically changing conditions in the labor market; family risks connected with changes of the life positions of the young generation: The choice between having children and professional (career) growth, registered and unregistered marriage, etc.; health risks (physical and spiritual) - caused by incorrect life-style, temptations of taking alcohol and drugs, influence of adverse environment and so on. Also, the risks in the political and economic spheres of learning youth's lives, which are typically determined by low political activity and weak involvement in the economic space, appear to be substantial<sup>3</sup>.

In this context, a special attention should be paid to young people of student age when active formation of social competence takes place as a result of apprehension of a social position by a young person in the process of the personal and professional establishment of the future specialist. It is at the stage of transition from juvenility to the early youth that the individual asks himself ethical questions and most ready for self-awareness as a personality bearing responsibility not only for one's own destiny, but for the future of the family and also small and big Motherland.

In the years of transformation of the Russian society, the social role of a person as a free creator, independent person responsible for himself and the world, asserting his right to free, self-created life, has enhanced. In the

real life and practice we observe a lack of such quality of personality in many graduates of schools, students and just adult people. This displays in helplessness of a person in solving professional and life tasks, infantilism, irresponsibility for one's life, for the choice in one's life. Study and analysis of literature and educational practice testify that the study of the subjective position of a learning person in the education system is not paid proper attention; this let us make a conclusion that the problem of forming the subjective position in the growing up generation is quite relevant and not elaborated enough in the pedagogical theory and practice.

## 2. Literature Review

The idea of forming the subjective position of high school students reflects the tendencies of development of the scientific knowledge about the subject, which correlates to knowledge about the world with the value and target structures embodied in norms, value and sense formations of a personality. Another as important circumstance is that the person is not born, but becomes a subject in the process of one's actions, communication and other types of activities. A subject is a person, people at the highest (individualized for each one of them) level of activity, integrity (consistency), self-sustainability. Forming the subjective position, the person experiences the surrounding reality not only like a system of stimulants, but as an object of action and cognition in the first place and other people act also as subjects for him too<sup>4</sup>.

The subjective position can be treated as a criterion of personal development because the subject is the all-encompassing, the widest notion of the person generally opening the inseparably developing unity of all his qualities: Natural, social, public, individual<sup>5</sup>.

The works by S. L. Rubinshtein<sup>4</sup>, A. V. Brushlinsky<sup>5</sup>, V. V. Znakov<sup>6</sup>, V. A. Petrovsky<sup>7</sup> and others are devoted to research of various aspects of formation of the subjecting position of the person.

The problem of personal position formation in activity and influence of the activity on the personal development was elaborated on fully enough by S. L. Rubinshtein<sup>4</sup> and other scholars.

The works by M. T. Greenberg<sup>8</sup>, A. P. Buunk, et al.<sup>9,10</sup> are devoted to the problems of studying the influence of social and psychological, social and emotional climate on formation and development of personality, prevention of social risks. Influence of stress-resistance and public

assessment on formation and development of personality, efficiency of the process of professional education and formation is presented in research of S. W. Hystad<sup>11</sup>, S. M. Schneider, et al<sup>12–14</sup>.

The value of pedagogical organization of subjective position formation in the process of personality socialization is grounded by A. V. Mudrik<sup>15</sup> and others.

In our research we based ourselves on pedagogical concepts of the role of the educating environment of the education institution in formation of the subjective position of a person (E. A. Yamburg<sup>16</sup> and other researchers).

A graduate of an educational institution of any kind should have formed a mechanism of social positivism, i.e. the need (want) is implemented in resolution (will) and is complemented with a capability (can) to show the skills necessary for the young specialist. However, all education programs in education institutions are built on formation of the “can”, but they are not provided with the “want” and the “will”. This results in appearance of a world of people with a low level of subjective position not willing and not resolved to do things with personal responsibility. All this actualizes formation and development of the subjective position of the personality in solution of all the problems and challenges to face.

In order for us to understand the essence of the subjective position of the personality, let us turn to some of its aspects. Thus, one of the aspects of the personal development mechanisms is awareness of the surrounding practice, which is connected with a certain verbalization of the sentient experience, its expression in words, which means ordering, apprehension of the realized things as a result of the work of the conscience. The methods for a person's work with his sensual sphere include inner statement, wording of own opinion, conscious selection, taking a responsible decision, statement of one's position.

Subjective position of personality is the natural for a person mechanism of his participation in his becoming. Its formation is an unfolding process enriching the person with corresponding skills and abilities of work on oneself leading to preparation of own changes in one's own personality, add-on to oneself. Development of a subjective position of the personality assumes the individual's need to be a personality, getting acknowledgement of this fact from his surrounding.

The powers defining the personal development are found in the persons themselves and driven by the internal factors, put into motion when real psychological and pedagogical conditions positive for this are created.

Pedagogical conditions allowing effective use of the educational processes for this purpose are required to form a subjective position in students. There is the reason why specialists pay attention to creation of rational conditions for a pupil's development. Therefore, E. V. Ilyenkov<sup>17</sup> emphasizes: “...It is about conditions where the person develops. In some conditions he acquires the ability to think independently (and then he is spoken of as “capable”, “talented”, “gifted”) and in other conditions this capability remains underdeveloped or developed to a level that is not so high. In general, pedagogical conditions present a totality of measures in the educational and bringing-up processes, which should provide achievement of the necessary level of independence, self-organization by the learners so that they formed their subjective position in solution of the problems they face.

This means that the pedagogical conditions are a package of interrelated measures in the educational process, compliance with which contributes in formation of a subjective position and self-organization of learners. Out of the general analysis of the theoretical approaches and one's long-standing empirical experience we distinguish the following set of pedagogical conditions:

- The educational system is open for interaction and interchange of information with the environment and orientated to achievement of the goals on formation of the subjective position, self-development of the learners' personalities.
- Subjects of the education process always have a freedom of choice providing them with a possibility of self-identification in development.
- For participants of the educational process, real possibility is created for implementation of the initiatives they proposed.
- Dialogue interaction of subjects of the educational process is ensured at various levels.

### 3. Research Methods

The subjective position of students in the educational space of the professional educational institution normally forms from the moment of adaptation to their new conditions. After the many year practice we can see that adaptation to education in the professional educational institution is determined by the action of various factors. Thus, the yesterday's pupils are affected by the following factors: Sociological (age, social background,

pre-professional preparation); pedagogical (educational environment, pedagogical expertise of the teachers); psychological (motivation, personal potential, independence, self-organization, self-evaluation).

### 3.1 Empirical Methods

In the beginning of the experimental work these factors were studied in Federal State Autonomous Educational Institution of Higher Professional Education North-Eastern Federal University. To study the status of the problem of students' subjective position formation we used a set of research methods tested in pedagogics and psychology. Thus, the following research methods were used: Analysis of philosophical, psychological, historical and pedagogical literature; questionnaire; analysis of personal pedagogical experience; interviewing; personal psychological tests, direct and indirect observations, talks, interviewing, questionnaire, qualitative and quantitative analysis of assessments and self-assessments of educational and extra-curricular activity of students. As a result, the following revealed:

- The most of the first-year students had special pre-professional preparation.
- Almost a half of the interviewed have a desire to become specialists in the chosen profession; every fourth one entered the institute or college on the advice of the parents or friends; the rest – only to continue education, test themselves because they gave little thought about the future profession.
- The medium level of readiness for independent activity was revealed in 40% of the first-year students, the need in self-organization is unstable, dependent on external factors, students are not confident, have a set skills for independent work but act with the help from other people; more than a half, about 60% of the interviewees have a low level of readiness for self-organization, they almost lack the need in analysis of situation, feel difficulties in goal setting, which does not let them show initiative, creativity and independence<sup>18</sup>.

As for the problem of formation of the subjective position, the talks and interviews concerned independence, self-organization of the first-grade students. The most of the students recognize the need in self-organization and educational cognitive activity and allocate it a considerable place. This is seen from their opinions: "...This is activity a person shows during acquisition of knowledge

using any types of sources. And this activity comes from this student himself, but not anyone else..."; "self-organization is person's striving to experiencing himself and the world around"; "self-organization is conscious development of the person as a personality"; "self-organization is student's aspiration to increase his intellectual level", etc.

An important indicator of the level of the subjective position of students is their attitude to self-organization activity. Many emphasized that the self-education activity is the basis for development of the personality, that all the strengths of a student exercise in the self-education activity, intellectual, will development of the person takes place, it does not develop just personality, but ability to cope with life's difficulties. Nevertheless, the most of them cannot plan self-education. Some students put an emphasis concerning the self-education activity: "We experience something new only when we fulfill activity. If a person does not do any activity, then he hardly develops as a personality; "a person can develop as a personality only being engaged in some kind of activity because if a person does nothing, then his development cannot be sufficient for dignified existence in the society".

As we can see from the provided material of studying first-year students, social expectations are formed at this stage of life of a young person, a system of value orientations, interests, ideals is developed, his inner world opens up, own individuality, uniqueness is created, self-awareness is established and the "self-image" is formed. As specialists note, this is a period of high social activity, a certain stage of completion of intellectual and social integration processes of a young person into the system of social relations. With account of this all, the program of experimental work had a complex character as a reference point of pedagogical support of readiness of yesterday's pupils for formation of their subjective positions towards the educational processes of the professional education.

This readiness appears as a synthesis of personality features, as psychological state, establishment and having of certain needs by a student to fulfill oneself in the chosen professional activity after completion of the education. As G. M. Kodzhaspirova and A. Yu. Kodzhaspirov<sup>19</sup> stress, in the sphere of professional education "readiness" is considered as preparedness for education, for performance of certain types of professional activity, solution of corresponding tasks and problems. Otherwise, readiness is a possibility, inclination of the student to act effectively and rationally to successfully accommodate to conditions of professional education institution.

## 4. Results and Discussion

Readiness for professional activity is viewed as an active state of the personality, as a pre-requisite for directed activity and is based on assimilation of knowledge, certain skills, mastering certain behavioral patterns. Professional readiness is a subjective state of personality considering oneself capable to perform the chosen professional activity. For adaptation of the student to it, a special challenge is relation of objective and subjective in the state of readiness.

The educational space of professional education institution creates external (objective) conditions: Atmosphere functioning in the education institution, connection with external environment, professional activity developed in the education institution. The external conditions function in the educational space alongside the internal (subjective) conditions, which characterize the participants of the pedagogical process, in particular adequate motivation, subjective personal position of the student, his personal qualities, attitudes and developed forms of reflective thinking.

In general, in the educational space personal self-improvement of a student in the process of self-organization takes one of the central places. It is determined by cognitive and creative activity of various nature and direction, where conditions are created for development of various personal and professional qualities and translation of their individuality through results of creative activity and also through changes in oneself. This activity provides for both personal self-improvement of a student and his social and professional development. Social and professional education is a specially organized process of personality becoming, adequate specifics of professional activity. This process involves development of interest in the profession, value attitude, socially and professionally meaningful qualities.

An important factor in formation of the subjective position of the student is continuousness of education, which also includes orientation of the educational work with students for prevention of social risks. One of the pivotal tasks in this area is the bringing-up orientation to formation of social activity of students because there are contradictions between: Urgent need of the society in socially active pedagogic staff and the existing experience of academic bringing-up work; high social importance of pedagogic profession and low social endeavor of students, their weak orientation to mastering of the social mean-

ing of the future professional activity, which, in turn, carries the risk of distraction from learning with negative consequences.

Acquisition of not only the internal readiness for active fulfillment of their direct professional obligation by the future specialists, but also confidence in their business capabilities, understanding of real requirements for them as specialists in ever changing circumstances of practical activity is essential.

Polling of students of Pedagogical Institute of North-Eastern Federal University for the purpose of finding out their position in relation to the researched issue showed the following results (random selection):

- About 73% of the polled students understand public activity very narrowly. The dominating definitions in the replies are “participated in the rectorial inspection...”, “go to a sports section”, etc.
- No respondent could clearly define the outlooks of the public active position.
- More than 50% of students consider student self-governance as an additional condition for implementation of their leader or organizer qualities.

Such seeing of the problem is explained first of all by initial lack of motivation of the students about their future profession (the results of uniform national exams show themselves), excessive care from the teachers over all spheres of student life and as a result, failure to build relations as equals.

In the meanwhile, it is student self-governance that can become that launching ground from where social activity of many students will start to shape. In conditions of transition to the two-level education system when the society will need time to get used to the new type graduates, the experience of work in self-management, obtained social connections as a result of socially activity can become the lifeboat, which will keep the graduates afloat.

Extracurricular activity in the process of the subjective position formation provides personal self-improvement of the student and social and professional education. Personal self-education is determined by cognitive and creative activity of different nature for development of personal and professional qualities and translation of one's individuality through changes in oneself. Social and professional education is a specially organized process of personality becoming that is adequate to the specifics of professional activity. This process provides for development interest

in profession, value attitude, socially and professionally meaningful qualities. The experimental work included planning and carrying out of activities, according to which the activity of each student is connected with the development of interest in himself/herself as a subject of self-organization, stimulation of subjective position formation in the cognitive activity as self-building.

At the final stage of the experimental work we conducted research of development levels of subjective positions of students of pedagogical institute of North-Eastern Federal University. As a result of the analysis of distinguished meaningful components of the subjective position (motivation and value, regulatory and activity, reflexive and assessment) and also developed criteria and indicators, the development levels of subjective position of students in the pedagogical process of the institute were pointed out: subjective and imitation (low), subjective and presentation (medium), subjective and creative (high).

## 5. Conclusion

The bringing-up activity of the pedagogue to form a subjective position of a student in the education institution becomes a special type of pedagogical activity carried out by the pedagogue in the system of pedagogic relations aimed at improvement of relations between the participants of the bringing-up process, maintaining integrity of the bringing-up environment and creation of favorable conditions for becoming and development of subjectivity of a young person. The bringing-up activity of the pedagogue aimed at formation of the subjective position of a student involves having a number of characteristics: Value (student as a subject of own life activity, process of his development, his rights); goals, which are based on values (formation and development a subjective position); motives, where the internal motives (striving to self-fulfillment) become to dominate; functions (pedagogical support of the student; facilitation; organization of various activity of student youth; stimulation of activity, responsibility, imitativeness); content (study of students; creation of conditions for development of subjective position; ensuring comfortable feeling in student society); successfulness indicators (high degree of formation of subjective position).

Positive results were achieved in the process of the experimental work in such directions as creation of an educational environment in the institute promoting

self-determination and self-implementation of students in the pedagogical process; inclusion of students in the creative and active cognitive activity using active and interactive technologies; pedagogical support of students to ensure support of initiative, independence, responsibility, activation of own resources of students in the process of self organization, self-governance. Thus, the number of students with the low (subjective and imitation) level decreased two and a half times, students with the average (subjective and representative) level doubled, students with a high (subjective and creative) level increased one and a half times.

Thus, the diversified activities of the students, organization of educational and bringing-up processes on formation on the subjective position of the student help solidify interpersonal relations in a group, form collective interest, create professional and social prospects; develop personality of the student and create conditions for formation of student self-government. The bringing-up process, being a component of the educational system of the higher school, automatically carries out the function of prevention of social risks in the process of the personality becoming in the professional educational institution.

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