

EDUCATIONAL PROCESS MODEL DESIGN OF PARTICIPANTS' SUBJECTIVITY IN THE CONDITIONS OF INFORMATION AND EDUCATION UNIVERSITY ENVIRONMENT

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Abstract

The paper considers the issue of students' and teachers' subjectivity while education process at the university in the conditions of new information society. In the conditions of information and education environment of the university two main subjects of the teacher and the student are connected, as the two interconnected systems, each of which runs its own certain phases in development and formation of subjectivity. Although these two systems have significant differences in the level of education, competence, professionalism, availability of subjective experience, and others, though the development of subjectivity of the student and the teacher are interconnected processes that are developing in parallel. The higher the level of the teacher's subjectivity is, the higher level of the student's subjectivity is. And it is not a spontaneous process, it is purposefully controlled. The development process of subjectivity of the main educational process participants in the university can be presented in the form of a spiral. The spiral-shape shows the direction of development. The spiral development is always more complicated than the linear or cyclic. Although on the one hand the process of subjectivity development is a linear process because we move from simpler to more complex forms, and secondly, the development of subjectivity is a cyclical process in which there are certain steps (cycles), step by step alternating.

(Max. 250 words)

Keywords: Subjectivity, subjectivity development, education university environment, cyclic process

Introduction

The modernization of higher education system in Kazakhstan and other CIS countries, due to the Bologna Declaration, in which is planned to create a unified educational space, based subject approach.

However, subjective problems research development in psychological and educational literature begins since 1990s of the twentieth century and is connected with the works of A. Antonova, N.M.Borytko, E.N. Volkova, T.A. Olkhovaya, O.A. Matskaylova, N.V.Nedorezova, N.K.Sergeev, etc.

The data of ascertaining experiment conducted in 2012 at East Kazakhstan State University shows that the majority of university students (75%) try to achieve their goals, 78% are aware of the learning importance as a basis of self-development and self-

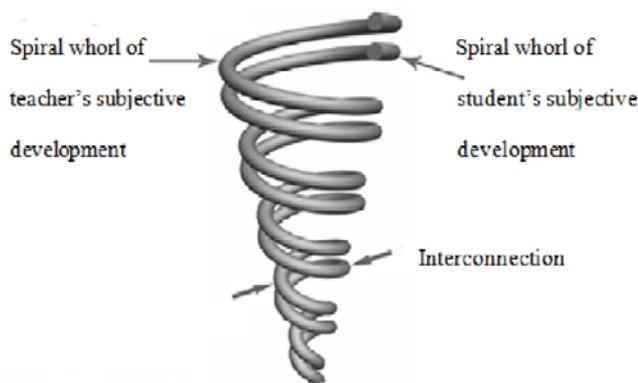
improvement, 64% of respondents indicated that they like partnerships, relationship with teachers, however, only 34% try to take responsibility for themselves in difficult situations, 56% of students consider that in the university everything is going according to the plan in advance, "template" (the existence of programs, plans, syllabus), it is very difficult to take the initiative and independence.

Teachers (47%) of the University during the questionnaire indicated that students (especially 1st and 2nd year students) do not have enough skills of self-organization and self-discipline, in the preparation for the seminars there is no critical approach to the selection of literature, 75% of respondents noted, 78% of teachers indicated that the students do not have a stable reading habits of the basic literature on the course, most students do not have habit to follow all the recommendations specified in the syllabus and do tasks for the self-guided work for the future, 44% of teachers noted.

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The content analysis of the psychological and educational research results devoted to the problem of educational process participants' subjectivity, the experimental data allow us to conclude that there is no general concept that allows in a single system of concepts to cover and present a lot of facts accumulated in the practice of education. In pedagogical science, and especially in the practice of teaching, there is underestimation of the possibilities of subjective approach. This is due primarily to the complexity and the insufficient development in theory and practice of education, especially the mechanism of development and the formation of the main educational process participants' subjectivity.

In the conditions of informational and educational environment of the university two main subjects of the teacher and the student connected, as the two interconnected systems, each of which runs its own certain phases in development and formation of subjectivity. Although these two systems have significant differences in the level of education, competence, professionalism, availability of subjective experience, and others, though the development of subjectivity of the student and the teacher are interconnected processes that are developing in parallel. The higher level of the teacher's subjectivity, the higher level of the student's subjectivity is. And it is not a spontaneous process, it is purposefully controlled. The development process of subjectivity of the main educational process participants in the university seems to us in the form of a spiral. The spiral-shape shows the direction of development. The spiral development is always more complicated than the linear or cyclic. Although from the one hand the process of subjectivity development is a linear process because we move from simpler to more complex forms, and secondly, the development of subjectivity is a cyclical process in which there are certain steps (cycles), step by step alternating. A spiraling development is achieved only when the post-cycle occur the quantitative and qualitative increment in the development of subjective qualities and existing acquire new properties and features. However, structural and spiral development "splits" into separate, self-activity phases. The dual spiral of subjectivity development of the student and the teacher is shown in Fig. 1.



The dual spiral of subjectivity development of the main subjects of the university's educational process

Fig. 1 - The dual spiral of subjectivity development of the teacher and the student

We are aware of the fact that each following "whorl" of subjectivity development of the teacher may not be the same with the next whorl in the development of the student. At each stage of study at the university a student based on their individual characteristics, subject experience, level of training, level of motivation for learning, especially the interaction with teachers, members of the student group, goes through certain phases in the development of its subjectivity. We have determined the phases, goals, content of each phase of subjectivity development (Fig. 2).

The first phase (latent subjectivity) (1 course of study), this step requires the student before entering a university a specific subjective experience, perceptions accumulated in the process of learning in secondary general educational institutions, also in the result of communication and activities that they extrapolate to the education and cognitive and other activities at the university. However, the bright subjectivity cannot be shown it is due primarily to the characteristics of the adaptation period to university life.

The aim of the first phase: involves the students' awareness of the necessity of formed ideas about various activities at the university, forming a positive attitude to it, the enrichment of subjective experience of students by including a variety of activities, the development of independence and responsibility, of subjective individual potential.

The main content of this phase is to include in variety of activities (teaching, educational, leisure, research) carried out at the university, to identify the student subjective potential, to give possibility to identify (evaluate) the potential of information and educational environment of the university and its own subjective area.

In this connection, it is necessary to make a "subjective profile" of individual student, teacher or the whole group. Under subjective profile we understand complex of individual and subjective characteristics of the person relevant for joint activities (teaching, research, educational) and are the basis for the development of subjective individual potential.

The second phase in the subjectivity development corresponds to a second course of university training (cognitive subjectivity).

The aim of the second phase is the development of independent skills in the content acquisition of education and the definition an individual educational trajectory.

The main content of this phase is primarily focused on the development of cognitive independence, productive activity, and the ability to further self-improvement, self-actualization and self-realization by including in cognitive activity.

The third phase corresponds to an individual subjectivity that is third and fourth course of study at the university, helping to the subjective orientation, the further development of subjective individual potential of the student.

The aim of the third phase is to identification and widening of their own individual personality subjective space, the further deepening of cognitive interests and abilities, forming its own subjective position, in the sustainable development of the self-education skills.

The content of this phase is an intensive formation of professional abilities on the background of active subjective position of the individual, the strengthening of cognitive interests and the subjective initiative of the individual and necessity of the further education.

The fourth phase in the development of student subjectivity corresponds to the personal subjectivity and corresponds to post-graduate stage of education.

This stage is aimed at continuous improvement and development of subjective and professional and personal potential.

And every following stage in the subjectivity development involves a quantitative and qualitative jump in the development of certain qualities.

The development of teacher of subjectivity in our opinion corresponds to the stages of development of professional growth.

The first phase in the development of subjectivity lasts from 0 to 5 years and corresponds to the primary professional subjectivity.

The aim of this phase is to facilitate the formation of the teacher as a professional, and his adaptation entering into the teaching profession.

The content of this phase is to include teachers in the development process of professional abilities, aptitudes, and pedagogical qualities, using the known techniques and methods of interaction with the students in their own profession.

The second phase in the subjectivity development lasts from 5 to 15 years (professional subjectivity).

The aim: the deepening and widening professional and pedagogical skills, self-affirmation, self-actualization in a profession.

The content of this phase is to use the new, original methods and learning technologies, their successful adaptation in their professional activities, selecting and building up their professional interaction strategies with the students, the selection of subjective technologies of communication and interaction.

In the third phase (the universal subjectivity) includes teachers, the experience of which is from 15 to 30 years, their professional independence and professional self-determination characterize them.

The aim of this phase: the skill acquisition of evidence-based estimation and the reflection of new scientific ideas and their creative use in teaching.

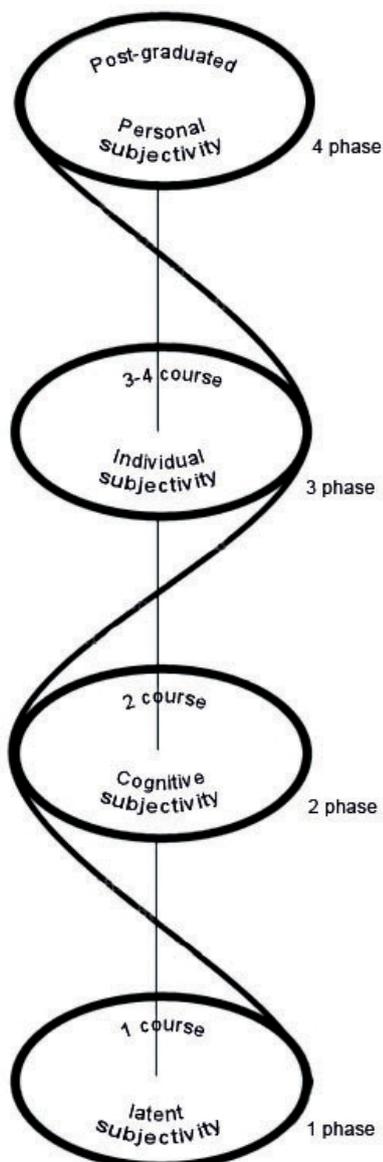
The content of this phase: further development of the personal and professional and important qualities, consolidating the position of the diagnostician, self-diagnostician, researcher and scientist.

The fourth phase post-professional subjectivity belongs to the teachers with teaching experience of 30 and more years those who remained in teaching profession.

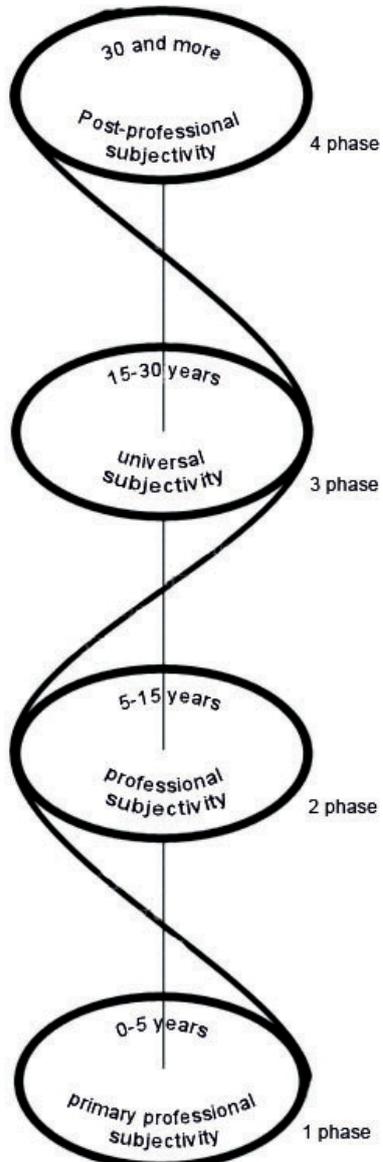
This level allows you to find the new "face" both in the development of professionalism and professional subjectivity. The content of this phase is to provide counseling to other teachers, beginners of professional pedagogical way, sharing its subjective experience with other, more detailed evaluation of their professional activities, meaningful and tolerant attitude to the work of others.

THIS STAGE IS AIMED AT CONTINUOUS IMPROVEMENT AND DEVELOPMENT OF SUBJECTIVE AND PROFESSIONAL AND PERSONAL POTENTIAL

THIS LEVEL ALLOWS YOU BE FIND THE NEW "FACES" BOTH IN THE DEVELOPMENT OF THE PROFESSIONALISM AND PROFESSIONAL SUBJECTIVITY



PHASES OF STUDENT'S SUBJECTIVITY DEVELOPMENT



PHASES OF TEACHER'S SUBJECTIVITY DEVELOPMENT

Conclusion

Thus in the conditions of information environment education at the university today involves interconnected systems. The conducted research proved our idea that two main subjects of the teacher and the student are connected. The results of the research would be useful to provide counseling to other teachers, beginners of professional pedagogical way, sharing its subjective experience with other, more detailed evaluation of their professional activities, meaningful and tolerant attitude to the work of others.

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