

Criteria for Formation of Active Personal Position of Schoolchildren

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ABSTRACT

The article considers the problem and the importance of formation of the active personal position of schoolchildren. Active personal position is a complex concept, which includes the ability to a problem solution, the ability to work in a team, the ability to express his or her views. The formation of an active personal position at school is necessary for the further development of the personality and the ability to evaluate their own activities in the society. Assessment and monitoring system is needed for complex and comprehensive development of active personal position. Thus, the purpose of the article is to develop such system theoretically. For this purpose, the methods of analysis, synthesis, and theoretical modeling were applied, and psycho-pedagogical and methodological literature was studied and summarized.

The developed theoretical assessment system of active personal position of schoolchildren allows to devise an individual approach to each child based on the evaluation results, as well as to develop new methodological approaches for students' development. □

KEYWORDS

Active personal position, assessment system, pedagogical process, personal growth, comprehensive approach

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Introduction

A full-fledged society becomes possible when each person is involved and has an active position within society. Active position of person is expressed by the readiness to solve arising problems on his or her way (Kasim & Yusoff, 2014). For purposeful formation of active personal position, it is necessary to determine the level of formation, to know its structure, have formed a model student with active position. An analysis of the scientific and educational literature, monitoring the activities of teachers and students of secondary schools have helped to define what in teaching literature to develop a framework and indicators of active personal position schoolboy, corresponding to modern requirements of society.

Current situation demonstrates the unwillingness of young generation to make responsible decisions. The results of the survey of schoolchildren tenth grade have shown that most of them are not yet ready to make independent decisions, do not know how to analyze and evaluate their own activities, fear of

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responsibility, do not want to be active, because this one does not require, though the Constitution in eighteen years, they have the right to elect and be elected to the governing bodies of the state (Starovoytenko, 2004). This once again confirms the need for the formation of students' active personal position.

In teaching science developed criteria for determining the different skills and qualities of students, among which are the following:

- the criteria for formation of theoretical knowledge (Davydov, 1986);
- the criteria of formation of mental activities (Galperina, 1968);
- the criteria for formation of a scientific outlook (Menchinskaya, 1982).

In this paper we formulated general scientific indicators pointing to Maturity active personal position, and determined the structure of the active personal position.

Literature review

The criterion of formation of student-significant motives is especially important in the formation of active personal position of the student, because further self-improvement and active participation in learning and cognitive activity should come only from those motifs that are of importance for the personal development of each student individually (Davydov, 1986; Chiritoiu, Mihaescu & Burdescu, 2013). The teacher can guide the student thought, to assist him in the formulation of goals and motives (Vazina, Petrov & Belilovsky, 1991; Brookfield, 2015; He & Wang, 2015). Personal-important motive is necessary in order that students can set a goal for their important personal self-development, so this skill is most important for the formation of active personal position schoolchildren (Kalatskaya & Drozdikova–Zaripova, 2016). Ability to efficient use of time and training material in the formation of active personal position contributes to students that the student independently distributes instructional time determines when he has to do, how much teaching material, and over what period of time he is capable to master (Menchinskaya, 1982; Iwata, 2015). The ability to deliver achievable goal is based on the student-significant motives, the individual characteristics of the student and his previous intellectual training. Student must learn to consciously set ourselves goals that he can reach, depending on their own capabilities and are important to his personal self-improvement and self-development. Rationality in this case lies in the fact that students are selected only those tasks, activities, educational material, the kind of activities that will further improve themselves personally each one of them (Starovoytenko, 2004; Jovanović & Đurić, 2015). Active personal position expressed in the ability to convincingly enough to motivate their choices in their own ability to make better use of instructional time and apply the course material, the ability to choose and to set a goal that can be achieved, taking into account their specific features. We highly thinking person should be flexible, easy to adapt to the constantly changing requirements, not only in the industrial sector (Vazina, Petrov & Belilovsky, 1991; Cohen, Manion & Morrison, 2013). All of these skills can be realized on the condition that if in his school years formed an active personal position. All these skills are included in the rational

component of active personal position, because here there is the rationality that justifies the choice of the student actions, tasks, activities, the goal based on the need and extent of their importance to you.

In the development of all these skills will the student involved. For the formation of the active personal position of the person should be given the freedom his will, space activities create a favorable social and psychological comfort. When a person consciously, independently, freely, without the pressure of an authoritarian atmosphere, choose targets, means and methods or paths, activities, in this case, it is both cultivators and develop their abilities and educate himself themselves and parallel self-actualizing (Filipchenko & Makarova, 2013; Musabekova et al., 2014). Volitional qualities of schoolchildren are required to express their active personal position, and in order to overcome the difficulties on the road to self-improvement and the achievement of goals (Krasnozhonova, 2013; Bendahmane, El Falaki & Benattou, 2016). Ability to restrain negative emotions helps students build relationships of cooperation in carrying out group tasks. In order to contain negative emotions also need to develop willpower. On how strong will the student will depend on the level of formation of active personal position schoolchildren emotional-volitional component. The ability to overcome difficulties encountered in the performance of any task or activity, the ability to withstand all sorts of temptations and distractions from learning effects (music, computer, TV, disco, etc.) can only be developed with the participation of the will of the student (He & Wang, 2015; Nevalainen & Kimonen, 2013).

The analysis of pedagogical, philosophical and psychological literature revealed that the concept of "active personal position students" requires the determination of the structural components, which are mentioned in the first section. In this paper, an active personal position of pupils considered as a set of rational, emotional and strong-willed, reflexive-assessment, cognitive, social and communicative components, expressed in terms of specific skills. Each component contains one criterion. In turn, each criterion is characterized by a different number of parameters.

The rational component is the criterion of formation of student-significant motives, which is determined by three factors:

- The ability to motivate and justify their choice (activities, tasks, activities, etc.);
- The ability to make rational use of time and training material;
- The ability to deliver achievable goal.

Emotional and volitional components of active personal position is characterized by the formation of school characteristics, which are defined by four parameters:

- The ability to aggressively reach this goal;
- The ability to overcome learning difficulties and distractions from the teachings of influence;
- The ability to regulate their emotions.

Aim of the Study

Forming theoretically a general scientific figure of maturity assessment and active personal position of schoolchildren

Research questions

What is the importance of forming the active personal position of schoolchildren?

How the active personal position of schoolchild can be evaluated?

Method

In order to achieve the objective of the study, psycho-pedagogical and methodological literature was studied and summarized, and methods of analysis, synthesis, theoretical modeling were applied. The methodological basis of the study is the thesis of the leading role of the activity in the personal growth.

Data, Analysis, and Results

Reflective-evaluative component represented by the criterion of formation of informed analysis of their own learning and cognitive activity, which is characterized by three parameters:

- The ability to critically evaluate their own learning and cognitive activity;
- The ability to perceive other criticisms about its activities;
- The ability to identify, by analyzing and comparing their gaps and achieve knowledge.

These skills can be developed in compliance with one of the conditions of teaching - reflexive system organization and assessment activities students. For further self-schooler need to participate in the analysis of the situation of their own actions in order to rethink the results of teaching and learning activities, only then it will affect the identity of the student and his development. Organization of systematic reflective teacher-pupil appraisal activity leads to the formation of their active personal position. In science, commonly known epistemological aspect of understanding of reflection as a person's ability to think for themselves, but this ability is necessary to develop and guide so that it contributed to the development and self-development of the student as a person. In the formation of the active personal position ability of the student to think about myself, or rather, its teaching and learning activities and their results, it is necessary to develop and improve purposefully in order to help its further self-improvement and personal development (Starovoytenko, 2004). In the formation of the active personal position schoolchildren abovementioned skills are of particular importance, as for self-improvement and self-development need to know the flaws in their own activities and gaps in their knowledge. The development of skills to critically evaluate their learning and cognitive activity is necessary for students to know where, how, what he did accomplish that did not, for whatever reason, and why are not fulfilled. The result will be seen the level of its active participation in the teaching and learning activities. An

analysis of their own learning and cognitive activity contributes to the formation of active personal position schoolboy. When students independently, systematically and consistently, thoroughly reflective about their teaching and learning activities, they develop the skills activity. They will know the level reached today, studied and made yesterday, compare them, identify the reasons. Gaps and the reasons that students have established themselves in the reflective-assessment activities will be a prerequisite for setting new goals.

The next component of the active personal position is cognitive school, which is characterized by volume of cognitive knowledge and skills. This criterion can be defined by many parameters, but in the course of the study it was found that a special influence on the formation of an active personal position provide the following:

- The ability to think for themselves;
- The ability to independently collect, compare, organize, fix the training material;
- The ability to offer arguments to prove their own point of view.

It is these cognitive skills contribute to the formation and expression of active personal position schoolchildren. Independence of thought is one of the main features that characterize a person with an active position, so the development of students' ability to think independently is very important in the formation of active personal position schoolchildren. Only a person with independent thought can have an active personal position, since his views are least susceptible to the influence of the authoritarian side, therefore undertake to assert that independence of thought may be one of the indicators expressing the active personal position schoolchildren. The ability to independently collect, record, organize, compare and contrast the content of educational material as one of the cognitive skills a prerequisite for the development of the following skills - to offer arguments to prove their own point of view on the issues discussed as a lesson and outside school hours. These skills help enhance student horizons, increase in general knowledge, improving performance and independence in solving the problems.

Fifth, social and communicative component is included in the structure of the active personal position schoolchildren presented the formation of social and communicative skills. Of these for the formation of active personal position schoolchildren are important:

- The ability to collaborate with other members of the pedagogical process to perform group tasks;
- The ability to feel responsibility for their area of work;
- Ability without fear of public speaking in order to express their views.

Active personal position of pupils is realized only in society, and therefore the need for social and communicative skills. It is well known that a person is influenced by the social environment at a particular stage of his life, and a whole set of very complex social interactions in which the student takes in school. A child crossing the threshold of the school as a student interact with many people of different ages and social status: classmates, high school students, teachers,

coaches, counselors, with all of them it is necessary to learn to find common ground. Teacher first off should develop communication skills of pupils. Formation of the person to act as a full citizen of the society should take place in the learning process of a comprehensive school. As a result of systematic, consistent, targeted organized teacher interaction in the classroom, the lesson, the student takes the strengthening of his personal social position. The interaction of the pupil enters into various types of contact with the other members of the pedagogical process - cognitive, activity, emotional, on the basis of which there is a convergence of personal views, attitudes, levels of understanding of educational material, analysis, assessment of cognitive activity, the total emotional experience in relation to the actions classmates, the content of the educational material, reflective self-evaluation results of the teaching and learning activities. In the process it is these interactions occur on the understanding of the content of mutually talked about the problems in the classroom. To adult life to feel a full citizen of the society, the student must play social roles in the school years. For this purpose, it is necessary to create conditions under which it can lose its future role, the teacher should show her how to play. This will be an important aspect of the formation of the active personal position. Trainee in the teaching and learning activities in the process of communicating with their peers acquires and produces a characteristic of the social role of each type of behavior, manners, style of speech, which is important for the formation of socially significant qualities of the person, i.e., student socialization occurs through the development of its social and communicative skills. And socialization is a powerful factor for the development of the person as a full and competitive member of society. Through communication with other student opens himself and recognizes his "I", learning to compare it with the "I" of another person, and sees it through the prism of another "I" in the process of peer assessment. When someone else (not a teacher) in the same class talks about what this or that student, that he has done a good and useful lesson on what he could achieve, then "I" one student is reflected in the assessment of the other. And this is very important in the reflective part of the lesson. Cooperation, as a component of the socialization of the student, is a way of forming themselves as a person with an active position. An important factor in the formation of active personality is that the efficiency with which the company acquires a future citizen of the priorities in this society at this stage of the history of the norms, rules of conduct, cultural values, he will be able to actively implement in their daily activities. He becomes sociable and through active interaction with other citizens of society can realize his personal position. Critically interpreting the results of its own activities and systematically continuing its self, it can be a competitive professional in demand in the new rapidly changing conditions of social life. Development of the ability to feel the responsibility to the other members of the pedagogical process for the execution of an assignment, or a work site helps revitalize the school. Due to the developed sense of responsibility the student is actively involved in the work to run errands. The result of this work is useful, first of all, to himself, as he had in the process of teaching and learning activities are developing cognitive skills. The ability to speak in front of an audience is an important indicator of active

personal position schoolchildren. Students express their independent thoughts lead to prove their own reasons, he received in the course of teaching and learning activities, continue to develop cognitive skills, the ability to make rational use of time (since the rules can be a reservation that can not be repeated have suggested that it is necessary to save the and people's time).

To determine the level of formation of active personal position of pupils, diagnostic method of formation of students developed by us. It is based on an existing K. Y. Vazina, Yu. N. Petrov, V. D. Belilovsky for the study and diagnosis of the individual (Vazina, Petrov & Belilovsky, 1991) according to which identified three levels of formation of active personal position schoolchildren.

The essence of diagnostics of formation of active personal position school is that students need to note the degree of manifestation abilities of a "+", each of which is equal to one point. If three indicators for each of the five components of the student put a plus in one of the columns, then he gets the maximum number of points - 15. For the formation of a sufficient level of active personal position is important to have generated skills for at least two indicators of each of the components, which means that the minimum number of points in the column "always" should be equal to ten. Thus, a sufficient level can be considered if the student scored in the column "always" from ten to fifteen points. It is possible that for some components of the student gaining maximum points - three points, and on the other components - zero points. This means that he is not formed skills for this component and this teacher should pay attention to. In the case where a student in all components on one score or no points, it means that the level of development of his abilities for each component of the active personal position will be low. The number of points at the same time can be anywhere from zero to five. When the student is gaining points from six to ten, it means that it has one of the components of an adequate level of formation of indicators of active personal position, and the other low or medium. So, we can assume a sufficient level of formation of active personal position at the school which he gathers from 10 to 15 points; Medium - from 6 to 10 points; low level - from 1 to 5 points. Diagnosis is carried out three times by the student, subject teachers, teacher-experimenter. Data summarized in the same table, summed, then output secondary statistical measure, i.e. is divided into three. Expert evaluation of the teacher-experimenter need for greater reliability of figures.

Discussion and Conclusion

Active personal position of person is the driving force of the whole society. The ability to assess problems and find solutions is an important trait for each person, which is formed in the presence of an active personal position. The development of an active personal position of schoolchildren is an important task for their education, for the balanced growth of personality.

For the formation of the active personal position of schoolchildren the following is needed:

– Ability to cooperate with other members of the educational process in order to work in team;

- Ability to be sensible of responsibility for their activities;
- Ability to express their opinions without a fear of public speaking.

The formation of the active personal position of schoolchildren is influenced by:

- The ability to think independently;
- The ability to choose, compare, organize, acquire learning material;
- The ability to argue in favour of proving their point of view.

The developed theoretical assessment system of active personal position of schoolchildren allows to devise an individual approach to each child based on the evaluation results, as well as to develop new methodological approaches for students' development.

S. N. Filipchenko and L. I. Makarova (2013) point out the importance of balanced growth, because they consider that diluting an influence on any component will affect the other and, consequently, the overall level of active personal position. In the work, they have identified active personal position with the citizenship, but we believe that the concept of active personal position is deeper and includes citizenship. Since the active personal position fosters not only a love for country, but also respect and the ability to cooperate with other members of society, the ability to defend his or her point of view.

Implications and Recommendations

Active personal position is a complex concept, which includes the ability to a problem solution, the ability to work in a team, the ability to express his or her views. The formation of an active personal position at school is necessary for the further development of the personality and the ability to evaluate their own activities in the society.

Theoretically developed assessment system of active personal position of schoolchildren allows devising an individual approach to each child, and the evaluation results would help to develop new methodological approaches of high quality.

Disclosure statement

No potential conflict of interest was reported by the authors.

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