Technology of forming an intersubjective position in a high school student

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Abstract- The successful socialization of a school graduate requires development of their specific characteristics. The study aims to describe the technology of forming an intersubjective position in a high school student. The process includes the stages of intraposition, interposition, and sociocultural position; their substages are diagnostic, motivational, goal-setting, planning, content-technological, reflective-analytical. The questionnaire "Criteria and indicators of the ISP" determined the increased level of the intersubjective position and its individual criteria; reflection assessed each student's achievements. The stage-by-stage implementation of the program "My socially significant position" contributed to the ISP formation. The intersubjective approach is considered new to the ISP formation.

Keywords: High school student, intersubjective position, technology, intersubjective approach

I. INTRODUCTION

The successful socialization in modern society requires the presence of the following characteristics in a school graduate: the ability to self-determination through personally and socially significant activities, the axiological attitudes, which reflect the personal position in the activity, the ability to set goals, create and implement life plans. In addition, a student must have the ability to lead a constructive dialogue with other people and to cooperate.

In our study, we present the technological features (pedagogical content) of the formation of such a personal position, which we denote as the intersubjective position of a high school student (hereinafter - ISP).

II. LITERATURE REVIEW

In pedagogical practice and theoretical search in the field of upbringing high school students, a number of contradictions has arisen, which enhance the relevance of the intersubjective position formation in high school students (Burova, 2016a; 2016b; 2016c; 2016d; Gurevich, 2012; Zobovand Kelasev, 2001; Karakovskiy, 2008; Karpov, 2004). There is a need in scientific and methodological support of this position formation process, training teachers for this work, developing the pedagogical content of the studied process.The use of modern educational technologies in the process of forming an intersubjective position in a high school student is an effective means in organizing pedagogical activity (Kovaleva et al.,2012; Arnett, 1992; Craft et al., 2007; Fischer, 2009; Guilar, 2001; Rogers, 1977). We share the opinion of the Yaroslavl scientific school that educational (pedagogical) technology is an algorithm (sequence) of student's and teacher's actions in achieving the intended educational result (BayborodovaandYudin, 2015).

III. METHODS

Having systematized the use of modern educational technologies, we came to the conclusion that the pedagogical work on the formation of an intersubjective position in high school students should be divided into stages of activities. Process of ISP formation (Table 1) includes three main stages, each of which is a pedagogical technology for the formation of the structural component of the intersubjective position (intraposition, interposition and sociocultural position).

Table 1. Process of ISP formation

Stages Substages	I stage – actualization of potential opportunities (emphasis on the intraposition)	II stage – immersion in the situation of social partnership (emphasis on the interposition)	III stage – self-realization in socially significant project activities (emphasis on the socio-cultural position)
Diagnostic	Tutor interaction within the elective course "My socially significant position" (module 1 "I am the scriptwriter of my life").	Partnership interaction within the elective course "My socially significant position" (module 2 "I am the volunteer").	Social interaction within the elective course "My socially significant position" (module 2 "I am the creator").
	Determining the individual and personal characteristics of students.		
Motivational	Students' awareness of the need and importance of building their own life strategy.	Students' awareness of the need and importance of participating in volunteer activities.	Students' awareness of the need and importance of participation in socially significant project activities.
	Designation of attractive images of the desired future, actualization of the problem in achieving the desired future.	Acquaintance with volunteer activities through participation as an observer in activities and events.	Acquaintance with successfully implemented socially significant projects, identification of social problems.
Goal-setting	Individual goal-setting, determination of personal meanings in building a personal life strategy.	Individual and group goal-setting, determination of personal meanings in volunteer activities.	Individual and group goal-setting, determination of personal meanings in socially significant project activities.
Planning	**Emphasizing the main individual areas of activity and means of achieving the goal and the intended result.**		
	Drawing up a resource map for building a personal life strategy on general and individual tutorials.	Formation of volunteer associations, development of regulations; drawing up a work plan for a volunteer association.	Development of author's socially significant projects.
Content-technological	Preparation and presentation of individual work results.	Conducting volunteer campaign and events.	Self-realization in socially significant project activities.
	On the basis of resource maps, students design and present their individual works "Scenario of my life".	Involvement in a variety of volunteer activities as an organizer; development of a volunteer campaign or event.	Implementation of author's independently developed projects, participation in competitions for socially significant projects.
Reflective-analytical	**Analysis of the work done (group and individual reflection).**		

The questionnaire "Criteria and indicators of the ISP" was developed for a comprehensive determination of the ISP formation level. The questionnaire included open-ended questions aimed at studying the criteria of the ISP: cognitive; of motivation and values; communicative; socio-behavioral. During the processing of this questionnaire the general level of formation as well as of individual ISP criteria was evaluated in points, which made it possible to estimate whether this position was formed in high school students. The external validity of the methodology was ensured by a thorough study of the statements and confirmed by the results of an expert assessment (Burova, 2016d).

IV.   RESULTS

For the formation of intraposition, we have developed a "Technology for actualizing potential opportunities", for the formation of an interposition – "Technology for immersion in a situation of social

partnership". "The technology of self-realization in socially significant project activities" contributed to the formation of a socio-cultural position. Each of the named stages contained substages – diagnostic, motivational, goal-setting, planning, content-technological, reflective-analytical, which included the content of the stage; teacher's activities; student's activities; techniques and procedures; result.

The diagnostic substage is necessary for carrying out diagnostic methods according to the ISP criterion indicators at the initial stage of the formation of such position. The motivational substage is aimed to motivate high school students to further educational activities and actualization of their potential capabilities. At the substage of goal-setting, the personal meanings of students in educational activities are determined. The purpose of the planning substage is to highlight the main individual directions of the high school student's activity and the means to achieve the goal and the intended result. The content-technological sub-stage allows students to prepare and present their work. The reflective substage contributes to the analysis of the work done (group and individual reflection).

In the process of working on "Technologies for the actualization of potential opportunities" within the elective course "My socially significant position" according to the module "I am the scriptwriter of my life" (students' awareness of the need and importance of building their life strategy), the emphasis was on the tutor interaction between the teacher and students through such methods and techniques as: working with a personality-resource map, the method of auto-communication, the method of empathy, working with autobiographies of famous people, with parables and fairy tales of the peoples of the world and video sources (programs and fragments from films about people who have achieved success in life); personal growth trainings; techniques "Formula of Success", "Ladder of Achievements", etc. The main result of this stage was the manifestation of intraposition in students through a focus on self-improvement.

The work on "Technologies for immersion in a situation of social partnership" was lined up according to the "I am a volunteer" module (creating a partnership atmosphere, identifying individual and personal characteristics of students) through acquaintance with the activities of the best volunteers among young people in the Kamchatka region and the Russian Federation, participation as an observer and then the organizer in volunteer campaigns and events. The implementation of this technology was accompanied by the following methods and techniques: "Workshop" technology; moderation; trainings for the development of leadership qualities, communication and organizational skills, empathy; attending volunteer actions and events, KTD (collective creative activity) technology, social and psychological trainings; method of "Brainstorming"; situational role-playing games, etc. The main result of this stage was the manifestation of interposition among students through prosocial activity.

At the third stage, "Technology of self-realization in socially significant project activities" (students' awareness of the need and importance of participation in socially significant project activities), within the framework of the module "I am a creator", senior students got acquainted with successfully implemented socially significant projects, developed and implemented their own projects. During this stage, we applied the technology of pedagogical design; "Metaplan" technique; moderation; cross-cultural training; "The tree of meanings" technique, etc. The manifestation of the socio-cultural position of students through socially significant self-realization can be called the main result of this stage.

All three stages of the ISP formation technology were accompanied by an assessment (reflection) of achievements by each student. This was facilitated by the method of reflection, reflective techniques and procedures: the "Sinkwain" technique; techniques "Say in one word ...", "Draw your emotion", "Finish the sentence"; "Affirmation" technique; writing an essay, and determining an algorithm for further actions as a result.

Federal state educational standards denote the requirements for the educational process of the school – the use of various types of activities interconnected with each other (classroom, non-classroom and extracurricular). A special emphasis in the activities of educational institutions is on extracurricular work, which creates additional opportunities for self-realization and creativity of students.

Let us briefly present the content of the elective course program "My socially significant position" by modules - technologies for the ISP formation (Burova, 2016c).

The stage of high school students' potential opportunities actualization: Module 1 "I am the scriptwriter of my life".

The purpose of the module was to organize a process, within the framework of which high school students were building a personal life strategy, creating (with tutor support) a sustainable desire for self-improvement, conscious and purposeful development of personal qualities.

Module objectives are: to learn how to effectively manage self-development, introspection, self-assessment, the ability to set and implement goals; constructive problem solving, managing emotions and time; independently make decisions and conscious choices.

The structure of the module includes five interrelated topics: development of motivation for personal growth; self-knowledge and self-development management; development of personal qualities; assessment of achievements; presentation of individual work results.

The content of the work is a system of theoretical and practical tasks that are aimed at revealing the inner capabilities of a high school student. A competent combination of training and developmental components allows students to achieve the expected results.

Expected results are the following – mastering productive methods of reflection; being able to adequately assess yourself and your capabilities; acquiring personal self-development skills; building own life, focusing on one's inner principles.

The stage of immersion in the situation of social partnership: Module 2 "I am a volunteer".

The objectives of the module are to stimulate the volunteer activity of high school students on the basis of targeted selection, means of organization, communication and cooperation, taking into account the characteristics of the participants in this activity; further development of personal qualities, meeting the need for communication, awareness of self-usefulness, mastering pro-social skills in the process of volunteer work.

The main tasks are motivating high school students for volunteer work; creating atmosphere of partnership among group members; teaching high school students the skills necessary to work as a volunteer.

The structure of the module includes such topics as: formation and development of the international volunteer movement; types of volunteer movement and principles of volunteering; development of empathy, communication and organizational skills, leadership qualities; modeling of pedagogical situations; preparation for presentation and public speaking.

Expected results by the end of the training: mastering effective methods of cooperation and communication; the ability to conduct volunteer activities; manifestation of volunteer activity; ability to organize peers for volunteer work.

Immersion in the situation of social partnership was also carried out through the program for organizing volunteer activities at municipal budgetary educational institution Secondary School No. 17 named after V. S. Zavoiko. The tasks of the Program included: creation of a volunteer squad "Wonderworkers"; formation of motivation for volunteer work; involvement of parents, public figures, charitable organizations, youth associations in volunteer activities; training skills necessary for volunteer work, etc.

The implementation of the Program contributed to the positive growth dynamics in students involved in volunteering at Secondary School No. 17 named after V. S. Zavoiko; development of student self-government; decrease in indicators of various negative phenomena; strengthening interaction with youth and public organizations, cultural institutions, mass media of the Petropavlovsk-Kamchatsky urban district.

The stage of self-realization in socially significant project activities: Module 3 "I am a creator".

The objectives of the module are to generate interest in project activities; development of project thinking, the ability to self-realization; attracting the attention of high school students to urgent social problems and attracting students to real practical activities to resolve them; the formation of social and personal competencies: skills of "reasonable social" behavior in the community, skills of cross-cultural interaction, social mobility, etc.; raising the general level of culture of high school students; strengthening teamwork skills.

Expected results: the ability to recognize the problem and transform it into the goal of the forthcoming work; the ability to determine the perspective and plan the necessary steps; attract the necessary resources (including motivating other people to participate in your project); the ability to implement the existing plan (if necessary, promptly make reasonable changes to it); the ability to evaluate the achieved results; the ability to present the result of own work.

The main topics of the module are introduction to project activities; project planning; presentation and defense of the project.

To identify the dynamics of the ISP formation level for each module, the criterion indicators were measured according to the methodology "Criteria and indicators of the ISP", first under normal conditions, and then under the conditions of step-by-step activity on the ISP formation. The obtained results showed that at each stage there were noticeable changes in all ISP criteria (Table 2). At the stage of immersion in a situation of social partnership and at the stage of self-realization, more dramatic changes were observed during socially significant project activities.

Table 2. Dynamics of the ISP formation level within the elective course "My socially significant position"

Criteria of the ISP formation	Before course "My socially significant position" implementation	Under normal conditions of teaching course "My socially significant position"	Under the conditions of phased activities for the ISP formation
Module "I am the scriptwriter of my life"			
Cognitive	1,67	1,71	2,03
Of motivationandvalues	1,68	1,73	2,09
Communicative	1,89	1,91	2,07
Socio-behavioral	1,59	1,68	2,1
Generallevel	1,7	1,75	2,07
Module "I am the volunteer"			
Cognitive	2,03	2,06	2,15
Of motivationandvalues	2,09	2,1	2,2
Communicative	2,07	2,09	2,15
Socio-behavioral	2,1	2,12	2,25
Generallevel	2,07	2,09	2,18
Module "I am the creator"			
Cognitive	2,15	2,18	2,27
Of motivationandvalues	2,2	2,21	2,33
Communicative	2,15	2,18	2,26
Socio-behavioral	2,25	2,27	2,38
Generallevel	2,18	2,21	2,32

V.   DISCUSSION

Thus, from the data obtained, we can conclude that from one module to another there was a gradual increase in the indicators of all ISP criteria. It turns out that under normal conditions, the criterion indicators of the ISP formation level underwent minor changes. Thus, the process of forming an intersubjective position in a high school student in the context of the traditional teaching of the elective course "My socially significant position" does not demonstrate productive changes. This process becomes more effective in the conditions of step-by-step activity, which is one of the options for innovative pedagogical activity on the ISP formation. Based on the experimental data, the process of the ISP formation ran concentrically, demonstrated complexity and versatility. It was based on the processes of self-knowledge, self-determination and the attitude towards socially significant self-realization. The technology of ISP formation equally affects all interrelated and interdependent components: cognitive, of motivation and values, communicative and socio-behavioral.

VI.   CONCLUSIONS

As part of our research, we believe that the formation of an intersubjective position in a high school student is possible due to the intersubjective approach (the principle of releasing personal potential, the principle of proactive interaction, the principle of developing sociocultural interaction), which can become a fundamentally new methodological approach in the pedagogical science of the future and which is expressed in: self-development and self-building of interaction subjects (individual being); value-semantic communicative (dialogical) interaction of a teacher and students (participatory being) on the basis of cooperation and partnership; in sociocultural self-creation and self-realization (sociocultural being) (Burova, 2016a; 2016b; 2016c).

The conclusions obtained during the study do not claim to be an exhaustive solution to the considered problem. The accumulated factual practical material requires further study of the specifics and features of the high school student's intersubjective position formation process and the development of effective methods for its implementation under conditions of continuity of goals, content, methods, organizational forms and means.

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