

Subject position in learning activities as a component of school readiness in senior preschool children

Posición subjetiva de actividades de aprendizaje como un componente de la preparación escolar en niños de edad preescolar

BEZUSOVA, Tatyana Alekseevna [1](#); VATINA, Elena Viktorovna [2](#); GILEVA, Angela Valentinovna [3](#); GILEV, Yan Yuryevich [4](#) & PETROVA, Olga Anatolievna [5](#)

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ABSTRACT:

This study identifies the factors that affect the learning activity subject position of senior preschoolers. A learner-centered or differential training technology for forming the senior preschoolers' subject position in learning activities in kindergartens and preschool groups (classes) was theoretically developed and experimentally tested.

Keywords: school readiness, preschool education, senior preschoolers, subject of learning activity, learning activity subject position technology, learning activity

RESUMEN:

Este estudio desarrolla y verifica experimentalmente una tecnología de capacitación diferenciada, centrada en el alumno, para formar la posición de la asignatura de preescolar superior en actividades de aprendizaje en jardines de infancia y grupos preescolares (clases).

Palabras clave: preparación para la escuela, educación preescolar, preescolares mayores, tema de la actividad de aprendizaje, actividad de aprendizaje materia de la posición de la tecnología, actividad de aprendizaje

1. Introduction

In modern civilization, the restructuring of sociopolitical and economic relationships has revealed the essential role of the human factor in social development and revised the question of understanding the nature and purpose of humans. Today, the subjective manifestation of a human being, the process by which a human becomes a subject or gets self-actualized, has acquired special significance. Personality development is a complex, time-consuming process. An important part of this process takes place during the preschool years, which, according to A.N., is the time when the personality is initially formed in fact (Leontyev and Zaporozhets, 1995). One aspect affecting a child's personality development is the formation of the child's active subject position, a topic which has been studied at the physiological, psychological, and social levels. In the most general form, the active position can be considered as a measure of the subject's interaction with the surrounding reality (Schetinina, 2006). This multidimensional approach to the study of mental activity is possible due to its versatility and complexity.

The question of active position is considered a psychological foundation for personal agency (Abulkhanova–Slavskaya, 2000; Brushlinsky et al., 2000; Osnitsky, 2010; Petrovsky, 1993; Chudnovsky, 1988; Yakimanskaya, 1996). The idea of subject's mental activity should hold a strategic position in theories on school readiness. In Russia, due to recent shifts in educational approaches, the variability of preschool and school education, and the implementation of a personality-oriented approach, the question of school readiness has been addressed in the context of the development of children's personal agency. European preschool education focuses on preparing children for school to facilitate the transition to elementary school. It includes activities similar to school tasks to ensure all children an equal start to the subsequent school "marathon." The transition from preschool to elementary school is a very complex topic that has been researched extensively (Babaeva, 1990; Bozhovich; 2001; Venger and Polivanova, 1989, Vygotsky, 1956; Blair (2002); Clarkin-Phillips, 2018; Janus and Duku, 2007; Mligo (2018); Pang and Han, 2010; Sammons et al., 2004; Sousa, 2018).

Around the beginning of the twenty-first century, there was a profound transformation in views on the role of preschool education and education in general, on the attitude towards the preschool period of life and primary education, as the enormous potential and natural resources of preschoolers were not fully recognized before (Bozhovich, 2001).

The ideas of lifelong learning and of encouraging personality development and the humanization of the educational process have identified the need for resources that can help prepare six- and seven-year-old children for school. School readiness is a certain result and a qualitative indicator of a child's development and education during the preschool years (Lompscher, 1999). A high level of school readiness predicts greater success in school. School readiness manifests through a series of developmental innovations that can be observed at the end of preschool years, including qualitatively new features and new abilities in a child's activities, behaviors, and attitudes towards the social and objective world. In other words, certain developmental milestones indicate a child's school readiness, which is defined by the child's ability to initiate learning activities and achieve success in a school environment. Children's school readiness indicates their personal development during the preschool period and forms the foundation for mastering school curriculum. Most significantly, it indicates the child's readiness to become the subject of learning activities (Babaeva, 1990; Bozhovich, 2001; Venger and Polivanova, 1989, Vygotsky 1956). The personality-oriented approach to schoolchildren as learning activity subjects that has established in pedagogics of recent decades is a promising trend in research and organization of training, education and development as a process of a child's interconnection and interaction with the outside world (Gorshkova, 1992; Vedinyapina, 1998; Lompscher, 1999; Khan, 2000; Samuseva, 2005; Vishtalyuk, 2005). Social and pedagogical theory and practice require studying the process of the individual's formation as a subject of educational and social reality.

This research is relevant because:

- The pattern and mechanism by which senior preschool-age children take a subject position in learning activities has received insufficient theoretical and methodological attention. More research is needed on how the subjective expression of a child's personality allows children to master their new socio-psychological position as elementary students.
- Teachers in kindergarten teams and preschool groups (classes) need to better prepare children for school by training them to take an active subject position in learning activities and by using technology to do so.

Hypothesis of the research: the technology for forming the senior preschoolers' subject position in learning activities will be successful in case of:

- theoretical development of the concept of "subject position in learning activities" with regard to the senior preschool children;
- identification of indicators of the senior preschoolers' subject position in learning activities;
- identification of psychological and pedagogical types of senior preschoolers' subject position formedness;
- focus of the technology of interaction in the "teacher-pupil" system on the identified psychological and pedagogical types of senior preschoolers' subject position formedness.

1.1. Literature review

Personal agency is considered in philosophy, psychology, pedagogy as the essential mode of a human, a component of his selfhood. The problem of personal agency was considered by numerous

foreign and domestic scholars (Maslow, 1999; Rogers, 2004; Fromm, 2004; Abulkhanova-Slavskaya, 2000; Bozhovich; 2001; Brushlinsky, 1992; Vedinyapina, 1998; Vygotsky, 1956; Krulekht, 1996; Petrovsky, 1993; and others). Humans are inclined to express personal agency to a certain extent inherently, due their natural belonging. However, the possibility of human agency manifestation, functioning and development is multifaceted. The measure, method, character of personal agency manifestation develops and forms in the process of entire human life. In the overall picture of agency displayed by a person subjective agency can be distinguished as a specific type of human agency. In this kind of agency, a person acts as the author of his own agency, "the creator of his own history" (Osnitsky, 2010). Personal agency as a pedagogical problem aims at studying, developing and forming the dynamic activity of children, which implies a certain generalization of their knowledge and the search for the manifestation of their individuality.

Analyzing the concept of "personal agency", it should be assumed that personal agency is not an innate property; it is rather formed in the course of child's ontogenesis provided there is an appropriate educational environment. Training methods are developed in kindergarten didactics that promote children's active subject position (Venger and Polivanova, 1989; Gogoberidze, A.G., and Derkunskaia, V.A. 2010; Gileva, 2001; Krulekht, 1996; Usova, 1981). The foundation for the development of the child's subject position should be "laid" in the preschool years, which are believed the most sensitive age (Zaporozhets, 2003; Usova 1981). The primary school period is not less significant as a starting point in the formation and development of learning activities (Samuseva G.V. 2009). The requirements for humans as members of society set a task to the education system of maximum revealing their dynamic activity principles and developing their personal agency. Nowadays creation of new senses, personal agency, criticality and other personal traits should be considered as a self-worth.

2. Methodology

The research methods included historical and pedagogical analysis of the appropriate scientific literature, testing, the method of creative tasks and assignments, a pedagogical experiment, study and generalization of the work experience, expert assessments, self-assessment, and modeling.

The Student's criterion with $v=39$ degrees of freedom was used to verify the objectivity of the results.

The efficacy of forming subject position in learning activities was experimentally verified during 2017–2018 school year at the "Center for Children's Development" Kindergarten No. 30 "Mishka" (Solikamsk, Russia) in two pre-school groups. The control group consisted of 20 children (6 boys and 14 girls) and the experimental group also consisted of 20 children (9 boys and 11 girls), whose parents gave their consent to participate in the study. The principal requirement for the control group testees was to show results not lower than in the experimental group at the stage of the summative assessment. The pedagogical experiment was conducted by teachers of the highest category with more than 15 years' work experience in kindergarten.

To diagnose the level of learning activity subject position formedness, the following techniques were selected: Color attitude test (Lutoshkin, 1998), Torrance tests of creative thinking (Scheblanova and Averina, 1995), "Free choice" test (Gileva, 2001). Problem situations were developed for diagnosing the ability to transfer the generalized way of activity in the new conditions; maze game sets were selected for diagnosing independent goal-setting.

The pedagogical experiment consisted of three stages: a summative assessment, a formative assessment and a control assessment, the purpose and content of which are presented in Table 1.

The data of the summative assessment showed that the level of development of the senior preschoolers' subject position in learning activities is heterogeneous, which served as the basis for the classification. The following types of the learning activity subject position formedness were identified:

Learning type: a child independently sets a learning goal within a specific task and pursues it; shows a persistent cognitive interest in the objects of cognition, demonstrates the motive of goal achievement; shows creativity as the ability to go beyond the limits of a preset learning goal; independently transfers the generalized ways of learning actions to new conditions; shows positive emotional state in a situation of learning activities ;is aware of school life and has a values-base attitude to it; has a high socio-psychological status as an indicator of the interaction competence in a team of peers.

Prelearning type: The learning goal is made by an adult within the specific educational task, and a child pursues it on the basis of a stage-by-stage control; the preschooler has a situational cognitive

interest in objects of cognition; may demonstrate reproductiveness of cognitive activity within a given learning goal; finds it difficult to transfer the generalized methods of learning actions to new conditions; experiences a positive emotional state in a learning situation provided intensive pedagogical support; is aware of school life and has a diffuse attitude to it; has a stable socio-psychological status accepted in group forms of learning activities.

Game type: a child sets game goals, escaping from external learning goal; has a low cognitive interest in objects of cognition; is characterized by field creativity when the child impulsively responds to incentives that have for him the motivating force beyond the influence of a previously accepted goal; does not transfer the generalized ways of learning actions to new conditions; experiences a positive emotional state outside of learning situations; has low school awareness and negative attitude to school; has an unstable socio-psychological status as an indicator of the unformed ability to interact with peers.

Table 1
Purpose and content of the pedagogical experiment stages

Stage	Objective	Content
Summative assessment	Identification of the initial level of learning activity subject position formedness.	<p>Maze games were used to diagnose independent goal-setting;</p> <p>Lutoshkin's color attitude test was used to diagnose positive emotional and personal attitude to school and cognitive situation;</p> <p>"Free choice" test (modification of the G.A. Karpova's method) was used to diagnose cognitive interest in objects of cognition</p> <p>Torrance test was used to diagnose creativity as the ability to go beyond the limits of a given situation and variability in solving problems;</p> <p>Sets of problem situations were used to diagnose the transfer of a generalized mode of action to new conditions.</p>
Formative assessment	Development and verification of a learner-centered differential technology for forming the senior preschoolers' subject position in learning activities, including the following components: indicators of psychological and pedagogical types of subject position formedness, the nature and content of the interaction depending on these types.	<p>The technology for forming the senior preschoolers' subject position in learning activity was verified in practice. The backbone of this technology was formed by the structure of indicators, the nature and content of the interaction in the "teacher-child" system where:</p> <p><i>the learning type</i> implied the cooperative nature of communication or collaboration;</p> <p><i>the prelearning type</i> is characterized by consulting and controlling interaction; the <i>game-type</i> tends to be information controlling or dictatorial interaction.</p>
Control assessment	Identification of indicators of formed subject position in learning activities.	A final diagnostics was performed using the same methods as at the stage of the summative assessment.

At the first stage, taking into account the preschoolers' psychological characteristics, the indicators of a subject position in learning activities were identified: independent goal-setting, positive emotional and personal attitude to the situation of cognition, transfer of generalized methods of action to new conditions, cognitive interest in objects of cognition, creativity as an ability to go beyond the limits of a given situation and variability in solving problems.

The appropriate methods and sets of game tasks were used to diagnose each indicator, which are exemplified in Table 2.

Table 2
Examples of the summative assessment tasks

Indicators of the learning activity subject position formedness	Example
Independent goal-setting	<p>Purpose: to learn the ability to accept the aim set by an adult, to develop the ability of independent goal-setting.</p> <p>"Ariadne's thread" maze game: For Theseus to easily find his way back from the labyrinth, Ariadne gave him a ball of yarn with which he marked his way. So you have to find a way to the center of the labyrinth".</p>
Positive emotional and personal attitude to the cognitive situation	<p>Purpose: to learn to use the language of color symbolism, this takes into account the stable analogies between feeling, emotion and a certain color.</p> <p>The game task is to find out "What is my mood?" To do this, the teacher hands out a sheet of drawing paper and a brush with paints. Feelings can be expressed using different colors, for example, happiness, pleasure – with yellow, pink or orange; evil – with black, red, or brown; sadness – with blue, or white color.</p>
Cognitive interest in the objects of cognition	<p>Purpose: to determine the degree of preference for a particular activity.</p> <p>The "Free Choice" method. The experimenter asks the children what and why they like to do. The children are given cards with the image of kids engaged in different activities: for example, a child plays, draws, helps mom, examines a book, reads, watches TV, etc. (It is important to give as many learning situations as possible). Each child should choose the cards that best suit their desire to do this or that activity.</p>
Creativity as the ability to go beyond the limits of a given situation and variability in solving problems.	<p>Purpose: to identify curiosity, sensitivity to the new and unknown information, to develop the ability for probabilistic forecasting.</p> <p>"Ask and guess" verbal test: a person needs to ask questions about a picture with an image of a situation and try to guess what had preceded this situation, i.e. one should determine the causes and anticipate the consequences.</p> <p>This task is aimed at learning the ability to avoid trivial answers, to form skills for the variable use of familiar objects.</p> <p>"Unusual use" task: In this task, it can be difficult for the testees to overcome rigidity, i.e. get away from trivial and banal answers. Rigidity (viscosity) of thinking is manifested in the fact that the subject is fixed only on one method of action, for example, he suggests using boxes only in the usual function, like containers in which objects can be put. The experimenter helps children to understand the variable use of familiar objects.</p> <p>This task is aimed at developing imagination and fantasy, being able to find a way out of a given situation.</p> <p>"Incredible situations" task. The testee faces an incredible situation and should imagine possible ways to go out. "Guys, imagine that you were alone in the forest ... What do you need to do to safely get out of the forest?"</p> <p>This task is aimed at developing a creative imagination, generating ideas, being able to combine, creating a creative image.</p> <p>"Incomplete figures" test. The testees have to add some elements to incomplete figures in the drawings to get interesting objects or subject pictures. They also have to invent an interesting name for each picture.</p> <p>This task is aimed at solving different problems by using imagination and ability to think.</p>

Transfer of the generalized mode of action to the new conditions	<p>Purpose: to teach children to generalize and to transfer the knowledge gained in different life situations.</p> <p>A fragment of a problem-based situation from the book of M.N. Schusterman and Z.G. Schusterman "How to get into a fairy tale".</p> <p>"... Very soon the forest path led friends to the river. This is the island where my friends live," the little elephant pointed out with a trunk to an island in the middle of the river. The river was flow embracing with its two arms this piece of land immersed in greenery. It was narrow here, and the current was very rapid. To get to the island, our travelers had to overcome one river arm.</p> <p>"How can we get there?" asked Kolobok.</p> <p>"You can swim across the river, cross the bridge or wade through," said the little elephant and asked: "Can you swim?"</p> <p>"I can, but I'm afraid of the current," said Valusha.</p> <p>"But I can't and I'm afraid of water, too," said Kolobok.</p> <p>"So we will never get to the island, will we?"</p> <p>The teacher sets the task: Our travelers are in a difficult situation. Maybe you can invent something to overcome the river? (Build a dam).</p>
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The following criteria and indicators were formulated to identify the levels of the preschoolers' subject position formedness (Table 3).

Table 3
Levels, criteria and indicators of the preschoolers' subject position formedness

Indicators	Low level	Medium level	High level
	Criteria		
Independent goal-setting	<ul style="list-style-type: none"> - a child does not accept the goal, is not able to set it on his own; - is chaotic in his actions, unable to organize his own activities; - cannot work without being distracted; - does not bring the started activity to the end, while working, he can retreat into himself, cry, refuse to work, experiences a feeling of helplessness 	<ul style="list-style-type: none"> - a child perceives the goal after several repetitions, he either finds it difficult or does not decide to set a goal; - is fussy, starts to act without thinking over the work; - is distracted, requires control by adults; - may not finish the work started, gets nervous when it is difficult 	<ul style="list-style-type: none"> -a child perceives the goal set by an adult and is able to set an accessible goal himself; - having considered the task, immediately begins to act; - acts in a certain order, works without being distracted; - brings the started activity to the end, at the end of work experiences positive emotions
Cognitive interest in the objects of cognition	<ul style="list-style-type: none"> - when choosing an activity, a child gives preference to what is easy, simple and long known, lacking initiative; - does not choose or refuses experimentation; - asks reproductive (special) questions addressed to adults; 	<ul style="list-style-type: none"> - when choosing an activity, along with work, drawing, a child often chooses a game, does not always take an active part in the activities; - experiences shyness in the process of experimentation, but with an adult's help and support can be involved in 	<ul style="list-style-type: none"> - when choosing an activity, a child prefers learning activities, drawing, viewing books, is active in choosing activities; - is always ready to experiment, with the desire to be involved in the process of

	<ul style="list-style-type: none"> - refuses to participate in the activity, is nervous, crying 	<ul style="list-style-type: none"> the process of independent search; - asks a lot of reproductive questions along with problematic ones; - gets nervous in the process of new activity, needs the support of an adult 	<ul style="list-style-type: none"> independent search; aims his actions at the recognition of the object; - asks adults problematic questions, aimed at establishing causal relationships between objects and phenomena; - tends to the subject of interest, even when it is absent
Positive emotional and personal attitude to the situation of cognition	<ul style="list-style-type: none"> - a decreased mindset to activity prevails, the external manifestation of this attitude is obvious: flashes of anger, pugnacity, sharp and fast movements; - - the subject content of emotions, emotional orientation to overcome the danger (pugnacious type); - a high level of impulsiveness and anxiety: the child is stressed, experiencing a sense of fear to failure, prone to physical and verbal aggression, protests 	<ul style="list-style-type: none"> - increased mindset alternates with the decreased one, the external manifestation of this attitude is obvious: smiles, sometimes confused, tears are possible; - the subject content of emotions, emotional orientation to everything unusual, unexplored (romantic or aesthetic type); - the middle level of impulsiveness and anxiety, sometimes the child is experiencing a sense of fear to failure, movements are fast and restless 	<ul style="list-style-type: none"> - a high, increased mindset to activity prevails, the external manifestation of these feelings is obvious: a smile, a friendly look; - the subject content of emotions, emotional orientation is associated with the need for self-affirmation (gloristic type); or with the desire to penetrate the essence of the phenomena (the gnostic type); or with the focus on success or failure (praxical type); - low impulsiveness and anxiety, the child is calm, emotional reactions to events do not outpace the act of rational comprehension, there are no sudden movements, the child does not feel fear to failure
Creativity as the ability to go beyond the limits of a given situation and variability in solving problems	<ul style="list-style-type: none"> - the child is not able to independently generate an idea; - is not able to independently generate a variety of ideas; - dependent on the opinions of others, refuses to invent a new one; - is not capable of inventive and constructive activity 	<ul style="list-style-type: none"> - the child has difficulties in proposing a new idea, but under an adult's guidance is trying to generate an idea; - is capable of advancing individual interesting ideas within the framework of a given topic; - depends on the opinions of others, is a conformist, inclined to the standard answers; - is not capable of inventive and constructive activity 	<ul style="list-style-type: none"> - the child is capable of generating a large number of ideas expressed in a word or in an drawing; - is capable of suggesting various ideas, move from one aspect of the problem to another; - is capable of advancing ideas that are different from the obvious solutions, is active and non-conformist

3. Results

Table 4 shows the results of the summative assessment. The Student's test of summative assessment results, shown by the experimental and control groups, ($p \leq 0.5$) indicates their slight difference. However, the average indicators of the control group were higher than those of the experimental group testees. The attention should be paid to the fact, that the preschoolers were offered tasks for each indicator, which were estimated at 1 (low level), 2 (medium level), 3 (high level) points. The outcomes also indicated the types of subject position formedness, where 11–15 points corresponded to the learning type; 7–10 points were attributable for the prelearning type; 1–6 points indicated the game type

Table 4
Results of the summative assessment

Indicators	Experimental group	Control group	t-value	df	p
Independent goal-setting	1.700000	1.900000	-1.23288	38	0.225192
Cognitive interest in the objects of cognition	1.650000	1.900000	-1.28649	38	0.206056
Positive emotional and personal attitude to the situation of cognition	1.500000	1.550000	-0.28195	38	0.779509
Creativity	1.450000	1.600000	-0.93644	38	0.354959
Transfer of generalized methods of action to new conditions	1.550000	1.750000	-1.19187	38	0.240702

Table 5 presents the results of the control assessment. In accordance with the Student's test criterion, the conclusion was made about the available differences between the results of the control and experimental groups. All average indices of the experimental group are higher than those of the control group. A statistically significant difference exists in the development of cognitive interest in objects of cognition and the testees' creativity.

Table 5
Results of the control assessment

Indicators	Experimental group	Control group	t-value	df	p
Independent goal-setting	1.850000	1.600000	1.446551	38	0.156222
Cognition interest in the objects of cognition	2.000000*	1.600000*	2.179449*	38*	0.035565
Positive emotional and personal attitude to the cognitive situation	1.800000	1.550000	1.529674	38	0.134380
Creativity	1.900000*	1.550000*	2.080921*	38*	0.044232*
Transfer of generalized methods of action to new conditions	1.800000	1.750000	0.325799	38	0.746363

The second stage of the experimental research included a formative experiment, during which the technology for forming preschoolers' subject position in learning activities was developed and tested. The backbone of this technology was formed by the structure of indicators of the personal agency state, the nature and content of the "teacher-child" interaction, depending on the type of senior preschoolers' subject position formedness. These components of the technology form an integrated, internally interrelated structure of pedagogical interaction, which has the following properties: performance, adaptability, controllability, predictability, systematicity, conceptual importance, controllability, and reproducibility.

Differentiation of the "teacher-pupil" interaction nature assumed taking into account the features of the selected types of the formed subject position in learning activities. To a decisive degree the developmental effect of interaction, the implementation of potential developmental possibilities depends on the individual and personal traits of an adult who comes into contact with the child and the degree of pedagogical support. The interaction contributes to the formation of new structures; it is more mobile, has an integrating relationship and is characterized by causality. Each of the interacting parties acts as the cause of the other and, at the same time, is the result of the reverse influence of the other side. The interaction allows for a contradiction, which is the source of the self-movement of structures. The "teacher-pupil" relationship can be such forms of interaction, and the modern educational process is currently intensively seeking to implement the subject-subject principle in these relations.

Table 6 enlists the exercises used to develop preschoolers' subject position in learning activities during "teacher-child" interaction within the proposed technology according to the formed subject position types.

Table 6
Types of exercises to develop subject position in learning activities during "teacher-child" interaction

	Psychological and pedagogical types of the learning activities subject position formedness		
	Learning type	Prelearning type	Game type
Character of "teacher-child" interaction	Mutually collaborative or cooperative	Consultative and controlling	Dictatorial
Content of "teacher-child" interaction	"Ladder" or "Stand in line"; "Skyline"; "Family joy"; the transfer of knowledge gained in the classroom to the subject-practical and other life "areas" in non-standard conditions; the use of problematic situations on learning material, which had a personal meaning; organization of learning and experimental work in mini laboratories; reading scientific and cognitive literature; inversion (decrease or increase of object properties); fragmentation or combination of an object or its properties; giving a dynamic or static character to the object; universalization or specialization of the subject; revitalization or deadening of the object; association games; view of the world by other	The transfer of knowledge, gained in the classroom, to the subject-practical and other life "areas" in familiar conditions with the help of an adult; use of problematic questions and situations; organization of learning and experimental work in mini laboratories; reading scientific and cognitive literature; decrease or increase in the properties of the object; giving a dynamic or static character to the object; revitalization or deadening of the game object by association; "good-bad" contraposition; photocopy; ink (paint) blotting; finger and palm painting, advanced or predictive	The exercises to transfer the generalized mode of action in the classroom and in game activities; use of problematic questions; the presence of game characters; organization of learning and experimental work in mini laboratories; reading scientific and cognitive literature; association games; "good-bad" contraposition; ink (paint) blotting; finger and palm painting and application with finishing drawing, emotional stroking or praise; unexpected joy; family joy.

	people's eyes; brainstorming; modeling; photocopy; application with finishing drawing	control; "I give a chance"; family joy	
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At the control assessment stage, a final diagnostics was performed by the methods previously applied in the summative assessment. The control assessment results showed that certain changes occurred in the types of formed subject position in the testees' learning activities. The numerical results of the summative and control assessments are given in Table 7.

Table 7
Results of the summative and the control assessments

Types of subject position formedness		2017–2018 academic year (summative assessment)		2017–2018 academic year (control assessment)	
		Experimental group	Control group	Experimental group	Control group
Learning	%	10	15	15	20
	persons	2	3	3	4
Prelearning	%	60	74	75	70
	persons	12	15	15	14
Game	%	30	10	10	10
	persons	6	2	2	2

3.1. Discussion

The prelearning type was most dynamic, which is explained by the formedness of constructive components of subject position in learning activities, such as a positive attitude towards learning and emerging focus on the content-related aspects of school activities. The cognitive interest in objects of cognition was the most dynamic indicator. The indicator of a positive emotional and personal attitude to objects of cognition turned out to be quite dynamic, since by the end of preschool age the child is striving to take a new social position of a schooler. The experiment also revealed the dependence of the child's socio-psychological status in the educational group by the degree of learning activity subject position formedness: children of learning and prelearning types have a higher status position in the group.

Comparison of the results shown by the control and experimental groups confirms the efficacy of the performed work. Thus, the findings confirm the hypothesis that the technology for forming the senior preschoolers' subject position in learning activities will be successful, if the concept of "subject position in learning activities" is theoretically developed as applicable to the senior preschool children; the indicators of subject position in learning activities and psychological and pedagogical types of preschoolers' subject position formedness are identified; the technology of the "teacher-pupil" interaction is focused on the identified psychological and pedagogical types of the senior preschoolers' subject position formedness.

The results of the research can be used by teachers and researchers to develop scientific rationale and guidelines for the issues of subject position in learning activities of the preschool and primary school age children, as well as by practicing teachers in the educational process.

In general, one can talk about a positive trend in forming the senior preschoolers' subject position in learning activities with the help of the developed technology. Summing up the experimental work on the implementation of proposed technology in a preschool educational institution, it should be noted, that the efficacy of practical application of this technology is explained by the specific features and sensitivity of the preschool age children, by the created special favorable emotional

background, contributing to the improvement of the work of children's and teachers' teams; by the development of pedagogical technology for forming subject position in learning activities based on the "teacher-child" interaction in accordance with the psychological and pedagogical type of the given position formedness.

4. Conclusions

The conducted research revealed the indicators of preschoolers' subject position formedness (independent goal-setting, positive emotional and personal attitude to the objects of cognition, cognitive interest in objects of cognition, transfer of generalized methods of action to new conditions, creativity as the ability to go beyond the given situation and variability in solving problems); the types of senior preschoolers' subject position formedness (learning, prelearning, game) were described; the technology for forming subject position in learning activities was developed and verified on the basis of the "teacher-child" interaction in accordance with the psychological and pedagogical types of the formed subject position, implying joint cooperative collaboration for the learning type, consulting and controlling interaction for the prelearning type and information controlling or dictatorial interaction for the game type, which is undoubtedly important for practical pedagogy.

It should be noted that focused efforts to form senior preschoolers' subject position in learning activities have a positive impact on the further education of children at school. Monitoring of the development of the first grade pupils who underwent experimental training showed that children of learning and prelearning types adapt more quickly to school life, easier join the team, better establish contact with the teacher, are capable for academic cooperation, and have higher academic performance. The game type children are involved in the general work with difficulty, they are not able to arbitrarily control their behavior; they hardly join the team, and have low academic performance. The results of the experimental verification have proved the efficacy of the technology for forming senior preschoolers' subject position in learning activities.

The directions of further research are focused on finding the ways to expand the component content of the "school readiness" concept; searching for systemic associations and integration factors that have multifunctional significance for a child's successful entry into school learning environment and fulfilment of new responsibilities; and providing continuity in the individual approach of preschool institutions and primary school teachers to children of different types of formed subject position in learning activities.

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1. Candidate of Sciences (Education), Associate Professor, Head of the Department of Pedagogy and Psychology, Perm State National Research University, Solikamsk State Pedagogical Institute, Solikamsk, Russian Federation

2. Candidate of Sciences (Education), Associate Professor, Department of Pedagogy and Psychology, Perm State National Research University, Solikamsk State Pedagogical Institute, Solikamsk, Russian Federation.

3. Candidate of Sciences (Education), Associate Professor, Department of Pedagogy and Psychology, Perm State National Research University, Solikamsk State Pedagogical Institute, Solikamsk, Russian Federation. gileva.angela@yandex.ru

4. Assistant Professor, Department of Social Sciences and Humanities, Department of Philosophy, Perm State National Research University, Solikamsk State Pedagogical Institute, Solikamsk, Russian Federation

5. Senior Lecturer, Department of Pedagogy and Psychology, Perm State National Research University, Solikamsk State Pedagogical Institute, Solikamsk, Russian Federation

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