



Formation of the subjectivity of a preschool child during physical and sports activity

UDC 373.24

PhD **V.S. Sosunovsky**¹Dr. Hab., Associate Professor **A.I. Zagrevskaya**¹Postgraduate student **A.M. Shelgacheva**¹Postgraduate student **E.A. Akaneeva**^{1, 2}¹National Research Tomsk State University, Tomsk²Kindergarten of combined type No. 99, Tomsk

Corresponding author: vadim14sergeevich@gmail.com

Received by the editorial office on 14.05.2023

Abstract

Objective of the study was to consider the content of the process of formation of the subjectivity of a preschooler during physical culture and sports activities.

Results and conclusions. The article presents a theoretical and methodological substantiation of the use of a personality-centered approach in the process of physical education of preschoolers, which focuses on the process of forming the subjectivity of preschool children. The content of the pedagogical aspect of the developed system of physical education of preschool children in the conditions of modern modernization of preschool education is considered.

Keywords: *physical education, preschool children, subjectivity formation, personality-centered approach.*

Introduction. In recent years, the educational process in preschool educational institutions is focused on the formation of subjectivity as a necessary attribute of the development of the child's personality [7]. This fact is confirmed by the Federal Educational Program for Preschool Education (FEP PE) approved by Order No. 1028 of the Ministry of Education of the Russian Federation dated November 25, 2022 [5].

On the basis of the developed FEP PE, it is possible to apply modern tools, means and implement innovative technologies in which the space of children's realization, independence and initiative are the fundamental categories of the development of the child's personality.

Independent activity in the FEP PE is presented as the child's own activity, in which there is an independent choice (by the time of its implementation, content, etc.). At the same time, the program provides conditions and tools that a teacher can use to support a child's interest in activities.

The main principles of FEP PE are: taking into account the individual characteristics of the child when

designing educational activities, in which the child is an active "center" in choosing the content of educational activities, acts as a subject of educational relations; support for the initiative and independence of the child in various activities.

Objective of the study was to consider the content of the process of formation of the subjectivity of a preschooler during physical culture and sports activities.

Results of the study and their discussion. In the scientific work of K.A. Abulkhanova (2005) shows that the theoretical and methodological basis of the category "subjectivity" was developed in psychological science, which considers the process of personality formation. This process occurs on the basis of the activity aspect, which leads to a qualitative transformation of a person's personal properties and their further use in the process of interaction with society [1].

The founder of the subject-activity approach is S.L. Rubinstein, who studied the ways of self-realization of the personality as a subject, in particular, in his work "Being and Consciousness", the use of individual



characteristics of a person in the process of rational solution of activity and life tasks, as well as in the interaction of people in society and the organization of joint activities is considered [6].

S.L. Rubinstein put forward the main criteria of the subject-activity concept, which include self-activity, self-promotion, self-development, the ability to determine directions, strategies and methods of the self-realization process [6].

In the works of Brushlinsky A.V. (1994) states that the subject is inextricably linked with society, this implies the social nature of this concept, which is characterized by many relationships and social relations [3].

B.G. Ananiev in his research emphasizes that the subject is able to perform productive activities that will be aimed at the development of social interaction [2].

If in psychological science subjectivity is described mainly through the transformation of the mental properties of a person, the process of forming individual mental attitudes and attitudes towards the surrounding reality and society, while in sociology subjectivity is considered the process of personality transformation in the course of social relations.

In sociological science, subjectivity is divided into social and individual subjectivity. In the studies of S.I. Grigoryeva et al. (1994) subjectivity is considered as a person's energy resources, which are presented within the framework of the concept of human vitality. This concept can be interpreted as a person's ability to perform activities in the framework of life support, improve living conditions and living space, as well as self-development and self-improvement [4].

Subjectivity in the works of J. Brandtstadter, R. Lerner (1999) is defined from the point of view of the subject-object concept of human essence, in which a person can simultaneously occupy the position of a "creator/author" and a "creation/product" of his own development [8].

In the conditions of modernization of preschool education, we have developed a system for the formation of the subjectivity of preschoolers in the process of physical education based on a personality-centered approach. In this article, we consider the content of the pedagogical aspect of the developed system.

The child independently chooses and engages in physical exercises, realizing their purpose and having a need for their implementation. At the same time, he can independently find variations of motor actions with sports equipment and methodological material.

In planning the results of preschool age, the Federal Educational Program for Preschool Education indicates the child's desire for the observation process as an important criterion for cognitive activity. In the process of physical education, this result can be achieved by observing the performance of physical exercises by another child, while the observer analyzes the technique of performing a motor action, his typical mistakes, which positively affects the visual representation of the motor action and its subsequent development.

As mentioned above, the process of formation of subjectivity occurs in the process of social communication, and one of the important results of the preschool age of FEP PE is the desire of the child to communicate with peers, the ability to negotiate in the process of communication. In joint motor activity, the teacher can stimulate this process, for example, by distributing sports equipment (gymnastic sticks, balls, hoops, etc.), deliberately pick up its different colors, and then give time and the opportunity to agree on the children to exchange items if they are not satisfied with the color the ball provided by the teacher.

Also, for the process of forming the child's subjective position, the teacher must, when planning a work program for physical education, give space for the manifestation of children's initiative, which can manifest itself in inventing outdoor games or physical exercises, etc. An important aspect in this matter is the process of the child's demonstration of his result of cognitive activity, as well as the presentation of the achieved results of physical development (when showing a motor action). In order for the results of the children's initiative to organically "enter" the content of pedagogical work on the development of the educational field "Physical Development" and regular use in the life of the child, they must first be shown to the teacher. After the demonstration, if required, the teacher provides suggestions on the process of improving the proposed initiative. If the actions proposed by the child are not dangerous, but have some drawbacks, the teacher can offer the child to implement them in the lesson, while activating the reflective assessment of its development, for further self-identification of its shortcomings and advantages. Thus, a space for the implementation of children's initiative is created.

Conclusions. Based on the foregoing, the important components of such a category of child subjectivity as initiative are interest, creativity, authorship, inde-



pendence in the decision-making process, action on one's own plan, overcoming difficulties / purposefulness, communication, bringing to the result and evaluation. For a preschool child, the listed components are presented at an elementary, primary level.

It should be noted that the formation of subjectivity of a preschooler does not mean the manifestation of a liberal style of education from the position of an adult, this process requires preliminary preparation, which takes into account the individual characteristics, inclinations and needs of the child. An adult forms the initial ideas about the subject, the object and then acts as an observer, third-party regulator and reviewer, giving the child the right to choose. At the same time, one should not deprive the child of a sense of independence in the performance of any work or "innovation" in the process of cognitive activity.

References

1. Abulkhanova K.A. Printsip subyektu v otechestvennoy psikhologii [The principle of the subject in domestic psychology]. *Psikhologiya. Zhurnal Vyshey shkoly ekonomiki*. 2005. Vol. 2. No. 4. pp. 3-21.
2. Ananiev B.G. Chelovek kak predmet poznaniya psikhologii [Man as an object of knowledge of psychology]. St. Petersburg: Piter publ., 2001. 288 p.
3. Brushlinsky A.V. Problemy psikhologii subyektu [Problems of psychology of the subject]. Moscow: Institut psikhologii RAN publ., 1994. 109 p.
4. Grigoriev S.I., Guslyakova L.G., Elchaninov V.A. et al. *Teoriya i metodologiya sotsialnoy raboty* [Theory and methodology of social work]. Study guide. Open Society Institute. Moscow: Nauka publ., 1994. 185 p.
5. Ob utverzhdenii federalnoy obrazovatelnoy programmy doshkolnogo obrazovaniya. Prikaz Minprosveshcheniya Rossii ot 25 noyabrya 2022 g. № 1028 [On the approval of the federal educational program for preschool education. Order of the Ministry of Education of Russia dated November 25, 2022 No. 1028] [Electronic resource]. Ministry of Education of Russia. 2022. Available at: <https://edu.gov.ru/> (date of access: 02.25.2023).
6. Rubinstein S.L. *Bytiye i soznaniye* [Being and consciousness]. St. Petersburg, 2016. 288 p.
7. Sosunovsky V.S. Struktura i sodержaniye kinezologicheskoy obrazovatelnoy tekhnologii fizicheskogo vospitaniya doshkolnikov [Structure and content of kinesiological educational technology of physical education of preschoolers]. *Teoriya i praktika fizicheskoy kultury*. 2019. No. 10. pp. 96-98.
8. Brandtstädter J., Lerner R. (eds.). *The self in action: Cultural, biosocial, and ontogenetic bases of intentional self-development. Action and self-development: Theory and research through the life span*. Thousand Oaks, CA: Sage, 1999. pp. 37-67.