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A PUPIL IN THE EARLY SCHOOL EDUCATION ON THE PATH TO HIS SUBJECTIVITY

INTRODUCTION

Early school age as the first stage of children's school education is important for their development, building a positive attitude towards further education. The developmental tasks resulting from this period, taking into account other perspectives or feeling the significance of own competences, give grounds to consider this period to be extremely important for a developing individual; a man who, as a consequence of experiencing subjectivity, will not accept passive and imitative attitudes. The situations experienced by pupils should lead to the readiness to build positive relationships with others, the courage to bear the consequences for their own deeds, and, consequently, to become responsible and aware of their rights and obligations as a member of society.

TERMINOLOGY

There is still a lot of interest in the subject of subjectivity understood as having the conviction of one's own causative power, the possibility of making a choice and, consequently, willingness to bear consequences. In the literature of the subject, this subjectivity can be interpreted on many different ways and from different perspectives. Starting from the very terminological findings regarding the phenomenon of subjectivity is no less important. Pedagogy has not worked out – as S. Mieszalski notes – an unambiguous definition of the concept of “subjectivity” (Mieszalski, 1996, p. 19). In the pedagogical literature one can find many references to philosophical, psychological or sociological theories, thus the category of subjectivity turns out to be an interdisciplinary concept, so it can be assumed that there are problems with its unambiguous definition (Malinowska, 2008, p. 42). It is for this reason that a kind of terminological confusion may arise in the field of the reference of subjectivity to education, upbringing or schooling. A similar situation occurs in the area of the “entity” category itself – E. Kubiak-Szyborska notes – where in relation to this

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concept, many of the pedagogues focus on the relationship between the subjects of education, on the purpose of this relationship or on the ways to achieve this goal. The author notes that some ambiguity may result from the following facts:

- non-conformity of basic pedagogical concepts: education and upbringing;
- because of the recognition of a man by pedagogues (being the basis for reflection on subjectivity in education/upbringing) situating him in various orders of existence, which consequently leads to a change in the perception of him as a subject and his subjectivity;
- in relation to axiological, teleological and praxeological issues in the field of education (Kubiak-Szyborska, 2003, p. 64).

Referring the phenomenon of subjectivity to pupils in early school education, one can show its multidimensional nature as: the subjective character of education, the purpose of education, values and a certain effect of educational activities. Each of these perspectives defines the meaning of subjectivity for the pupil in a slightly different way. In the first perspective, one can note an interesting view on the dilemmas of the subjectivity of the pupils of Łoboocki, who admitted that it is necessary to treat students in terms of subjectivity, teacher's duty, but he emphasized that subjective upbringing can not only mean giving the pupils freedom, despite the greatest desires of every human being. The pupils' freedom must be limited by their good and by the good of others (Łoboocki, 1998, p. 36-37).

A. Gurycka also wrote about the subjective upbringing, who defined it as: "an educational situation always determined by a system of people, things and tasks [...] as a two-subject situation" (1985, p. 16). The following determinants are important for the subjective nature of upbringing:

- balance between the activity of the educator and the pupil;
- the ability to exercise control over the task being performed;
- the ability (right) to freely choose tasks to perform;
- pupils' right to ask questions, submit own proposals, perform tasks independently, search for solutions on their own;
- the ability to express their own judgment on how to perform the task and the result obtained (Gurycka, 1985, p. 17).

It should be agreed with A. Gurycka that strengthening the reproductive attitudes, avoiding inquisitiveness, pupils' insight, influences the emergence of a passive pupil who depends on opinions, knowledge and experiences that are due to other people. It is impossible to argue with the statement that a teacher plays a significant role in this process of acquiring subjectivity, who has to learn about the students' strengths, which requires a very individual approach to children.

Everyone has a chance for full self-fulfilment, but only when they try to do it, is it a kind of human striving to unlock energy that activates abilities. The condition

for self-realization is being aware of oneself, i.e. self-awareness, only such a person can construct visions of his own future. Similarly with subjectivity, which somehow completes existence and becomes the foundation of being for self-realization. Self-realization, on the other hand, is the experience of one's own subjectivity (Górniewicz, 1997, p. 50-51). This is undoubtedly transferred to the issue of formulating the goals of education, then subjectivity is also perceived as the superior goal.

Values in the life of every human being play an important role and permanently fit into the existence of every individual. K. Denek emphasizes that "values are a key problem for school education [...]. Values attract students to themselves, forcing them to make choices and make decisions" (1998, p. 20). They must be recognizable, understandable, accepted and respected by students, creating a complex process of valuation and complementarity. The values are – as J. Tischner wrote: "an eternal source of fascination for human life and thinking, [...] you do not need anything among values, [...] the subject of the experience of values is a free subject" (1993, p. 511). In these views one can see that subjectivity is treated as an educational value, especially in connection with educational goals – as E. Kubiak-Szymborska observes – in contacts (in relation to the sphere of the individual dimension of human existence) of a teacher – educator, parent – educator, a child-foster child and the level of mutual contacts between education participants (2002, p. 107). Subjectivity, therefore, can also become an attribute of a human being, a proposal addressed to him in the process of education, giving the possibility of a full-fledged existence.

All the evoked levels of existence of subjectivity in educational processes combine the last perspective of subjectivity as the effect of educational activities. M. Czerepaniak-Walczak draws attention to the subjectivity as a result of human activity, but also educational activities, and defines subjectivity as the conscious property of oneself, having man/group self-knowledge, it is also the mental and emotional state that is associated with the experience. Education according to the cited author is about organizing situations and processes, which are the source of personal experiences and their gathering for a better understanding of the world and assessment of one's own place and role in this world. Students therefore experience a sense of subjectivity. From this point of view, the author signals problem fields, recognizing subjectivity as an educational category. These are:

- the essence of subjectivity in educational situations, especially in the discrepancy between subordination and independence, intentionality and spontaneity and purposefulness and occasionality;
- the conditions of experiencing subjectivity by participants in educational relations, including the noticeable tensions between the sense of subjectivity and the creation of conditions for experiencing subjectivity by others;
- criteria for assessing the state of subjectivity as a human/group attribute and changes occurring under the conditions of development of this attribute;

- the role of a hidden program of educational institutions in shaping subjectivity (Czerepaniak-Walczak, 1999, p. 80-85).

Contemporary subjectivity in education takes on a new meaning when we refer it to giving special meaning to/for the student. A man who, through his actions, more or less independent, experiences various types of stimuli and as a result of positive experiences, has become a fully-fledged subject. It is a way of reaching subjectivity, becoming a conscious perpetrator of his choices, bearing the consequences. This experiencing of subjectivity is thus a kind of stage that is part of the trend of reaching the subjectivity of the child in the early school age.

Experiencing subjectivity has one more important aspect that gives a significant stimulus to the proper development of the child – it allows one to attain self-realization. A man, aware of his own capabilities, can construct visions of his own future, he has the feeling that he can and is able to do it. Reaching the sense of subjectivity occurs in stages during which the creative abilities inherent in the individual come to the fore (Górniewicz, 1997, p. 50-51).

In the early childhood education, the pupil will be able to experience subjectivity under certain conditions:

- it is necessary to work on the democratic style of the teacher's work;
- experience the approval of all participants in education;
- work in the atmosphere of kindness;
- participate in learning by means of methods supporting his activity in two-subject relationships;
- have a chance to co-create own original class programs;
- participate in individual classes;
- have a sense of satisfaction with the tasks performed (Laska, 2009, p. 142).

Pupils treated in a subjective way learn from their own experiences, show a greater sense of responsibility, search for information themselves, are more sensitive, resistant to stress and frustration (Radzewicz, 1985, p. 72).

The time when the child starts school education is a special and ground-breaking time. The child takes on a new social role – he becomes a pupil and must meet many expectations of parents and teachers at school. Also, his previous activity is changing – from dominating play the child goes on to fulfil the school duties. It becomes the place of its main activity as a student, although the fun is no less important for his proper development. During his stay at school, the child makes numerous new contacts, which are a valuable source of experiencing cooperation with others, he experiences successes and failures (Szewczuk, 2014, p. 68). The development of a child at the early childhood education stage is multidimensional and multifaceted, the levels relevant to this period can be indicated in him, determined by personality, moral, cognitive and social development. The child's personality is subject to numerous and constant changes. His development is influenced by external factors

in the process of socialization, various stimuli, and innate features are not without significance. The most important for the developing personality of the child is his own activity manifested in every moment of experiencing the reality that surrounds him. Personality development is extremely important in terms of reaching the child's subjectivity, self-confidence and becoming a full member of society. Children, when establishing social relations with their peers, have a chance to experience different emotions. Whether they are able to name them or react to them depends to a large extent on whether these emotions were called in the environment closest to them. Therefore, from the earliest years, children should be made aware of the importance of emotions in their own and others' lives. It is also important that they know how to read them, not suppress them, and see their role in life as significant. The moral attitudes of the child are also influenced by the quality of contacts with others.

In the first years of life, the child first and foremost remains with the parents and immeasurably believes them, and violation of the rules results in punishment (immanent justice). The intellectual immaturity of the child results in the impossibility of separating what is objective and subjective (moral realism), which leads to perceiving in a concrete way, without considering the intentions of the perpetrators (objective responsibility). About 7 years of age there is a transitional stage in which the child begins to realize the existence of rules and to assess deeds according to their compliance with the norms of behavior that are required by the social environment of adults. He also notices the intentions of the perpetrators, however, he does not justify his views, the child still recognizes the inviolability of the rules. Later on (adolescence), the transition from the stage of moral heteronomy (coercion and authority) to the more complex stage – autonomy, where the individual's further abilities leading to higher forms of moral development develop (Trempała, Czyżowska 2004, p. 114). The moral development of a child depends on his social experience. It begins to participate in increasingly complex interactions with peers, adults, learns the principles, rules for ordering interpersonal relationships, learns reciprocity and cooperation (Neckar-Ilnicka, 2007, p. 27). An early-school-age child, through frequent and intense contacts with peers, establishes bonds, counts very much with the opinions of others, opinions about itself. Thanks to the willingness to participate in the life of the group, which is the school class, the child adapts its behavior to the prevailing rules to meet the requirements of the group and be accepted.

Early school-age is the time of active development of the child's personality and its development in the social aspect. In this period, the child's contacts with other people who he meets on his way are significantly broadened. The relationships in which they enter are more and more complex, allow him to meet expectations and requirements posed by the society. Thus, he tries to adapt his behavior to these expectations.

During this period, the scope and nature of relationships and social relations change. The child spends much more time dealing with other children than adults. An important, qualitative change concerns the increase in the importance that the child attributes to his place in the group, relationships with peers (Kołodziejczyk,

2011, p. 245). Therefore, contacts with peers provide the basis for the child to have a chance for various experiences, including a sense of success and failure. It seems important to organize such experiences and encourage the child to participate actively in them.

Experiencing the subjective activity is of great importance to the child, to the self-image being constructed, the image of the world, as well as the building of mutual peer relationships. The conviction of being an entity in relations with another person gives the opportunity to decide about matters important to oneself, readiness to bear consequences; it also gives you the chance to create your own person and the surrounding world. A child in an early school age should be included in the processes of co-existence and self-education. Then, the effects of these processes will depend in the next development period on further preparation to determine their own role, and consequently also strive to expand the space of their own independence, individual choices and opportunities for responsible action (Bałachowicz, 2007, p. 36-37).

MATERIAL AND RESEARCH METHOD

The research related to the subjectivity of pupils was conducted in twelve primary schools in Bydgoszcz. The sample was made up of third-grade pupils in the number of 558 people. The source of cognition of the phenomenon of experiencing subjectivity was a diagnostic survey and a prepared questionnaire survey addressed to students and filled in by them with the direct participation of the researcher.

An unquestionable advantage of the auditorium survey is the opportunity to include a specially selected research group and, thanks to the presence of the researcher, the opportunity to collect all copies of questionnaires distributed to them (Łobocki, 2008, p. 260).

The first part of the questionnaire was closed disjunctive questions (1-12) referring to three indicators of experiencing subjectivity (causative power, choice opportunities and willingness to bear consequences). The next questions, semi-open, concerned various situations enabling the pupils' subjectivity during the classes to be experienced. In order to conduct a deeper analysis of the obtained data describing the experience of subjectivity of students in early school age, statistical methods were also used. Statistical methods are a kind of complement used in the scientific research. The resulting correlation was used in the calculations. In order to visualize the obtained results, they were collected in tables with data, keeping the division taking into account the five-degree scale: very low, low, medium, high and very high (the division was proportional, equal point breaks). The distribution of results obtained in the course of studies is presented in the tables, assigning to them the number of pupils falling into individual divisions.

The research carried out was aimed at determining the level of experiencing subjectivity of third-grade pupils. The findings were made within the scope of three

indicators of experiencing subjectivity: causative power, choice and readiness to bear the consequences of own choices.

ANALYSIS OF RESULTS

In the course of the research, empirical material was collected, which in the form of numerical and percentage data was collected in the following tables. Actual power as one of the indicators of subjectivity revealed by subjective agency in the human action is a conscious act in a given situation, a belief in having power to act. The causative power of the tested students was determined on the basis of 4 survey questions. Students could get from 0 to 12 points (the higher the score, the higher the causative power level).

Tab. 1. The causative power declared by third-grade pupils

Indicator of experiencing of subjectivity									
very low (≤ 3)		low (4-5)		medium (6-8)		high (9-10)		very high (11 \leq)	
N	%	N	%	N	%	N	%	N	%
7	1	25	4	153	27	190	34	183	33

Source: own study.

The vast majority of the pupils surveyed provided answers that testify to high or very high causative power. People with a very low score on this scale accounted for only 1% of respondents. On the basis of the results, it can be stated that pupils have a rather high sense of causative power.

The second indicator of experiencing subjectivity is the choice. It manifests itself in the readiness to make their own, conscious choices, as well as making decisions by an active entity. The possibility of choice by the tested pupils was determined on the basis of 4 survey questions. Pupils could get from 0 to 12 points (the higher the score, the higher the level of their own preferences).

Tab. 2. The possibility of choice declared by third-grade pupils

Indicator of experiencing subjectivity									
very low (≤ 3)		low (4-5)		medium (6-8)		high (9-10)		very high (11 \leq)	
N	%	N	%	N	%	N	%	N	%
85	15	120	22	214	38	101	18	38	7

Source: own study.

Most of the students surveyed gave answers indicating the average or rather low level of choice skills. A very low score on this scale was obtained by 15% of respondents. The very high result in the analyzed sample was given by 7% of the respondents. The

third indicator of experiencing subjectivity is readiness to bear consequences. It is a state related to subjective responsibility, it is the awareness of the consequences of the choices made in own actions. The readiness to bear consequences on the tested pupils was determined on the basis of 6 survey questions. Pupils could get from 0 to 18 points (the higher the score, the higher the sense of responsibility).

Tab. 3. Readiness to bear consequences declared by third-grade pupils

Indicator of experiencing of subjectivity									
very low (≤ 6)		low (7-8)		medium (10-12)		high (13-15)		very high (16 \leq)	
N	%	N	%	N	%	N	%	N	%
20	4	89	16	167	30	176	32	106	19

Source: own study.

Analyzing the obtained data, it can be stated that the largest group of respondents were children with medium or high level of awareness of consequences. A low result on this scale was obtained by 4% of respondents. In the collective distribution of the first part of the pupil survey (total: causative power, choice, readiness to bear consequences), pupils could obtain a maximum of 42 points.

Tab. 4. List of results of the 1st part of the survey

Results of experiencing of subjectivity									
very low (≤ 14)		low (15-21)		medium (22-29)		high (30-36)		very high (37 \leq)	
N	%	N	%	N	%	N	%	N	%
11	2	79	14	224	40	205	37	39	7

Source: own study.

Analyzing the obtained results, it can be seen that the largest group were pupils who obtained medium and high scores on the level of subjectivity experience.

The distribution of the results of the second part of the survey for pupils aimed at determining their experience of subjectivity – the questionnaire consisted of 9 questions, pupils could get from 0 to 18 points.

Tab. 5. List of results of the 2nd part of the survey

Results of experiencing of subjectivity									
very low ≤ 3		low 4-6		medium 7-10		high 11-13		very high 14 \leq	
N	%	N	%	N	%	N	%	N	%
25	4	78	14	264	47	164	29	27	5

Source: own study.

Analyzing the results obtained in the second part of the questionnaire regarding experiencing the subjectivity by the pupils, it can be noticed that average results dominate considerably. Very low results were obtained by only 4% of respondents.

CONCLUSION

The obtained data allows to state that third grade pupils declare the experience of subjectivity in the scope of its three indicators on an average level. On the basis of the collected empirical material, it can be stated that pupils are aware and convinced of their abilities, undertake numerous activities, are convinced of their own effectiveness. To the medium extent they have the right to their own choice. They often encounter limitations, which results in less willingness to search independently. Such a state translates into readiness to bear consequences that they are aware of, but they are not encouraged to do so and invited to deeper reflection on the effects of actions.

Early school-age is an extremely important time for children's development of their own image, their own effectiveness, and the acquisition of many experiences that determine further development. Experiencing subjectivity in its three aspects gives an opportunity to build an own identity, to find a place in the world among others. While experiencing various activities, the child acquires the opportunity to collect competences in each of the development spheres.

Lack of possibility to experience subjectivity, getting negative messages from the teacher, a sense of constant failure will result in the appearance of inferiority, lack of competence and withdrawal from any activity. A long-lasting sense of inferiority will lead to the adoption of reproductive attitudes, and with the development of conformist attitudes. Collaboration in a team, taking action with others positively affects the perception of one's role alongside peers. Emerging social behavior in a child favors the emergence of a feeling of empathy towards others. Engaging in the affairs of others, the class team, will lead to the necessity of making many decisions, thus it will involve taking responsibility for their actions. It is extremely important for the proper development of the child in early school age to meet the emerging developmental task of achieving personal independence. Thanks to this task, the child will have a chance to become independent in thinking and acting. This independence will translate into being the plenipotent agent of one's own actions, a conscious participant in subsequent stages of education, and later a conscious citizen.

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A PUPIL IN THE EARLY SCHOOL EDUCATION ON THE PATH TO HIS SUBJECTIVITY

Keywords: a pupil in early-school age, experiencing the subjectivity

Abstract: The early-school age is an important time of the development of a child's own image, own effectiveness, acquiring many experiences, which are determining exquisitely the subsequent development. Experiencing the subjectivity in its three aspects is giving an opportunity to build a separate identity, to find the place in the world. The collected data allows to conclude that the third-grade pupils declare experiencing the subjectivity in the scope of the three of the indicators on an average level.

UCZEŃ W EDUKACJI Wczesnoszkolnej NA DRODZE DO SWEJ PODMIOTOWOŚCI

Słowa kluczowe: uczeń w wieku wczesnoszkolnym, doświadczanie podmiotowości

Streszczenie: Wiek wczesnoszkolny jest niezmiernie ważnym czasem rozwoju dziecięcego kształtowania własnego obrazu, własnej skuteczności, nabywania wielu doświadczeń, które determinują dalszy rozwój. Doświadczanie podmiotowości, w jego trzech aspektach, daje szansę budowania własnej tożsamości, znajdowania miejsca w świecie wśród innych. Uzyskane dane pozwalają na stwierdzenie, iż uczniowie klas trzecich deklarują doświadczanie podmiotowości w zakresie trzech jego wskaźników na średnim poziomie.

