

The Problem of Subjectivity in Correctional Pedagogy and Special Psychology

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Abstract: The interdisciplinary focus of a comparative study concerning the subjectivity individual development options in a normal state and at pathological conditions helps to identify the general and specific laws and mechanisms underlying the diversity of their manifestations. The consideration of subjectivity problem for a man with disabilities is relevant due to the fact that the substantive characteristics, the analysis of this phenomenon in the framework of a man's experience may be the basis of effective strategies development concerning the use of psychological resources and the self-realization of an individual within limited abilities. Therefore, the aim of our study is to examine the manifestations of subjectivity within the limited opportunity terms. The use of representation effects study method for a person with disabilities in others, i.e., the method of "reflected subjectivity", allowed to establish the class of previously understudied phenomena: an important element of self-rehabilitation and self-actualization is an active organization of personal help and one's own constant readiness to help others, the use of its unique situation for a personal and creative growth. The study showed that a man believing himself as a subject with disabilities is reflected in other people, finding in them a perfect representation and continuation. The subjectivity provides a disabled person an effective autonomous operation. The obtained results allow to consider the manifestations of a disabled person subjectivity as a psychological phenomenon and contribute to the generation of his new qualities that determine the further establishment and development of a man's multi-dimensional world.

Key words: Active organization of personal help, actualization of one's own resources, changes of self-concept, subject, the subjectivity of personality, limited opportunities of life and health, self-realization, the resources of an individual

INTRODUCTION

Currently, there is a tendency to increase the researchers' attention to the problems of Disabled Persons (DP) (Akhmetzyanova, 2014a-c). Traditionally, the focus is on the mental and somatic (body) disabilities and as a consequence on the study of a defect negative manifestations and its impact on an individual.

The cultural and historical context of subjectivity studies concerning DP is revealed in the theoretical and methodological developments of disability psychology during the first half of the XXth century. The main methodological message is the idea issued by L.S. Vygotsky concerning the compensation of an organic defect and a physical defect becomes the driving force of a personality development (Rubinstein, 2000).

The process of "normal" "healthy" development, carried out through the complications of a man's systemic organization is developed according to a man's personality sovereignty. A man with a self-determination, supporting and shaping his subjectivity, develops

thereby his lifestyle. Within the ontogenesis this phenomenon develops as a prerequisite for an individual and then becomes an inner authority. To be a subject means to reveal his subjectivity for a person an innate basic functional characteristics developing in the course of his life. The studies of Petrovsky (1994), Sokolova and Nikolaeva (1995), Ilyenkov (1992), Leontiev (2008) and Volkova (1997). Raise the issue of the conditionality for a conventional dichotomy "norm anomaly" and the need for constant correlation of observed mental and physical disabilities with personal-semantic level of a man's health. So, the options of an organic defect overcompensation these or those individual traits of disabled people who seem at first glance, maladaptive ones may be considered as a result of a disabled man suprasituational activity (Petrovsky, 1994; Fromm, 1995) "as the personal cognitive manifestations of his personality" as "a condition for a self-development system, the necessary moment of its evolution capacity increase" (Asmolov, 1986). The modern approaches to the concepts of "limited abilities", "disability" in Western European countries and in the

United States are developing within the humanistic-anthropological approach. According to the described tradition, there is the argument that the restriction of a man's opportunities is the consequence of body limited functions but the capacity of disabled people are not always limited and are not limited in everything.

MATERIALS AND METHODS

The interdisciplinary focus of a comparative study concerning the options of subjectivity individual development in a healthy state and during a disease helps to identify the general and specific laws and mechanisms which are the basis of their diversity manifestations. The disabled people as the subject of life is the subject of change and development of their existence basic conditions, the carrier of subject practice and knowledge, the source of a conscious, purposeful activity (the subject from the Latin Subjectus-located at the base). To become a subject of life means to master it to be able to implement it and perform the creative transformation of it. However, a subject is considered in a broader sense as the creator of his own life, the manager of his soul and body; capable of converting his own vital functions in the object of practical conversion, to treat himself to evaluate the methods of his activity, to monitor its progress and results, to change its practices. Subjectivity is a quality acquired by a subject if he plays an active role in the normal course of activity, it is the highest level of human development which is manifested in the active transformation of the surrounding world and himself in accordance with his intentions (Vygotsky, 1999).

Meshcheryakov (1968) consider the development of subjectivity in ontogenesis, during which there is an increase of subjectivity and the overcoming of objectivity. Ananiev (2002) and Rubinstein (2000) determined the subjectivity as the system integrity of all complex and contradictory qualities of a man which is developed in the course of historical and personal development. A person is not born but becomes a subject in the process of communication and other activities. The highest form of subjectivity is a personal interpretation given to events and actions.

According to Brushlinsky (1991), the subject as a philosophical category reveals the quality of a person's activity, helps to describe a man's place in the world, the specificity of a man's existence. The research believes that subjectivity is a psychological trait which is based on the relation of a man to himself as an actor.

The subjectivity is the property of an individual to be the subject of activity. In respect to a man "to be a subject" means to be a carrier of the idea "I" and this, in

its turn, means that a man thinks, experiences, perceives and realizes himself as the cause of himself that is reveals himself as *causa sui* ("the cause of himself"). Within the framework of psychology the essence of the subjectivity phenomenon is explored (V.A. Petrovsky), the laws of a man subjective origin in ontogenesis (V.I. Slobodchikov), the components of subjective experience (A.K. Osnitsky), the principles of educational systems organization, developing subjectivity (Maslow, 1999; Rogers, 1994; Suvorov, 1988). The issues of subjectivity are considered in the theories of self-actualization (Losnitsky, 1996; Meshcheryakov, 1968; Artemyeva, 2014).

Subjectivity is the quintessence of a personality and the way of a man's being in the socio-cultural development of the vertical. It is to some extent peculiar to a man at all stages of his development and acts as a special certainty conditioned by the system of values, the socio-cultural patterns that a person chooses.

Subjectivity is an important condition for overcoming the everyday problems that arise among disabled persons at different stages of ontogenesis. Subjectivity reveals the uniqueness of a disabled person mental manifestations. The analysis of the subjectivity characteristics presented in the literature, allows to reveal the following ones: activity, consciousness associated with the capacity for reflection and goal-setting, freedom of choice, responsibility, etc. The awareness of the abilities defines the level of subjectivity development for a person with developmental disabilities which manifests itself in the ability to choose goals, the means to do so to monitor and evaluate the obtained results, promoting or impeding the overcoming of existing shortcomings.

Maslow (1999) and Osnitsky (1996) revealed the need for self-actualization as a special form of higher needs, the source of a man's activity his behavior and actions. A man is not born, but becomes a subject during his activity and communication.

RESULTS AND DISCUSSION

The problems of subjectivity manifestations research within the limited capacities are represented by the results of practical working experience with disabled people according to Meshcheryakov (1995), Maslow (1999) and Ilyenkov (1992) investigations (Brushlinsky, 1991). Along with the factors of "purposeful psyche development", a specific role is provided for an individual subjectivity in a disability situation. Suvorov's studies (Stepansky, 1991) noted that an important element of self-rehabilitation and self-realization is an active conscious organization of a personal help and the constant readiness to help others, the use of his unique situation for a personal and a

creative growth. A special role in the development of a disabled person as well as in the balance support of its subjective well-being is given to the quality of psychological and pedagogical support. The basis of a positive personal development is the ability of a person to develop and use the available internal and external resources to understand and realize their potential and to maintain inner harmony and integrity when a person is confronted with a psychologically traumatic situation. Becoming a sovereign personality, a man with mental and physical impairments gets an opportunity to change the way of life, thereby stimulating further development of himself and his world.

Asmolov (1986) calls a man “a creator of his history, the performer of practical activity, communication, behavior, cognition and other types of specific activity in order to achieve the desired results, despite the disabilities. After all, only the ability to perceive and learn adequately (and not try to enter the incoming information into an existing picture of the world), allows you to exist in harmony with the surrounding reality to adapt within the conditions of a modern world aggressive environment and consequently, to achieve the highest possible level of health and the fulfillment of life in all its aspects.

At the level of activity the results of physical disabilities is a compensatory replenishing of a damaged mental function and on a personal level a physical disability becomes a condition for the development of a specific system with personal resources. In this case, the practical task of overcoming psychology is the transition from the decompensated quality of life to the compensation and the task of a positive performance psychology is in developing the ability to transform actively the physical limitations into the driving forces of personal development and thus in the transition from the unrealized quality of life to the realized one. The manifestations of a disabled person subjectivity generates his new qualities that determine the further establishment and development of a man’s multi-dimensional world. A disabled person must have a clear understanding of himself, his capabilities and his place in society. Therefore, a person's ability for development, self-development and self-control skills assertiveness, the development of vital resources and a social status become especially important (Shishova, 2014). The manifestations of subjectivity promote awareness, understanding of one’s own difficulty causes, the awareness of new goals, values and perspectives. The coming out of the accumulated stress occurs, the development of a new look at oneself, the search and actualization of one’s own resources, the behavior models in difficult situations, the increased degrees of freedom due to the new ways of

behavior, the increase of self-esteem, self-worth, the changing “self-concept” takes place. The specificity of a subject is a constant self-improvement, the solution of the contradictions between his personality (goals, motivations aspirations, etc.) and the objective social factors. In the process of this contradiction solution a disabled subject produces a certain way of his life organisation. A disabled person as a subject of life is the subject of his existence basic conditions change and development. A disabled person as a subject is able to convert his own livelihood into the subject of practical transformation attributable to himself, to evaluate the ways of his activity, to monitor the progress and results. In this sense as B.G. Ananiev rightly notes “a man is a product of education no less (and perhaps even more) than a product of the social environment in the narrow sense of this word-the immediate conditions of a person's life in a close social environment” (Sokolova and Nikolaeva, 1995).

Stepansky (1991) believes that it is necessary to consider the concept of “subject” in terms of subjectivity as a unique trait of person. Subjectivity is not an innate property and is developed during the ontogenesis of a child if there is an adequate social protection. The scholar proposes the scheme of subjectivity development process presented by three lines of development. According to Stepansky (1991) subjectivity is a “reflexive cognition of oneself”, first as an individual physiological person (somatic I); secondly as a social being (social I) and then as an individual characterized by his own mental world (psychic I) (Ananiev, 2002). The representatives of symbolic interactionism emphasize that a man is both a subject and an object to himself. As a subject a man makes his social environment but as an object, he is influenced by the effects of the environment.

The subjectivity of a disabled person becomes an essential characteristic of his spiritual being “among others”, the characteristic of its educational and professional activities. The search for the meaning of life determines the existence of a subject, his behavior and activity. The level of subjectivity as the level of mental organization is revealed in a disabled man creative activity which is developed within the conditions of the difficulties, obstacles overcoming related to a defect as well as in the form of a disabled person mental stability as the ability to resist constructively the negative influences of aggressive environment. It should be noted that the primary manifestations of subjectivity during childhood may be caused by the conditions of life and the environment in which an infant resides. The subjectivity manifests itself in the choice of socio-cultural development path.

The subjectivity of an individual in spite of the limited possibilities, describes him as a social subject. The main characteristics of an individual as a social actor are. The subject is autonomous. This is reflected in three main types of actions:

- Initiative, i.e., the spontaneous, independent undertakings, proposals, etc.
- Decision-making in particular the choice from a number of alternatives
- Self-realization, i.e., independent actions concerning one's decisions and intentions implementation

A disabled person in the state of an object, on the contrary, is not free in his actions, his behavior is determined, he is predictable because he is devoid of spontaneity and in a tough dependence on others. Instead of taking an initiative, he is in the state of waiting for something for example, the instructions from teachers, the recommendations of a psychologist, a doctor, etc. Instead of making a decision he shows ambivalence, the desire to transfer a responsibility to someone else. Instead of self-realization, he demonstrates the performing behavior, easily obeys some circumstances or another person influence.

A subject is authentic one, i.e., he is himself and not someone else and makes some decisions based on his own understanding of a situation, his interests, opportunities, the consequences of his actions. He is well aware of his feelings, even if they are negative ones and he does not fool himself. He is sincere and the things he says and does, do not disagree with the content of his inner world (beliefs, feelings, etc.).

In the state of an object the inner world of a person remains out of the game and if this state begins to dominate in the life of a disabled person, then he degrades gradually. The object state hinders the understanding of his own behavior motives and his own feelings.

A subject is transformed himself. He may develop new qualities to change his behavior. He may be spontaneous and open to a new quality, some new experience.

In the state of the object a person with developmental disabilities can not change in relation to his own problem situation, his behavior is a stereotype one, he does not perceive anything new if it contradicts with the developed forms of behaviors or traditional beliefs.

A subject develops, i.e., he is capable of self-improvement and personal growth. This means that today he may cope with more complicated tasks and tomorrow he will solve some more complex problems that he is not

able to solve today. This applies to the intellectual, creative abilities and to the personal development of man. The latter is especially important for the people with disabilities because a person is constantly faced with increasingly complex moral and emotional problems during his development. And the person develops solving these problems.

The pathogenesis of subjectivity is revealed in avoiding the situations of obstacles overcoming (internal and external) and of all attempts to resist the harmful effects, since a disabled person ability to be a subject is expressed differently among different people.

In reality subjectivity reveals itself in varying degrees through self-actualization and self-realization in various spheres of activity.

The subjective satisfaction is related to the meeting of different needs. If a disabled person needs are not met for a long time, this leads to the experience of dissatisfaction, the higher intensity of which may have and has a destructive effect. Disabled people experience fear for the present and the future, apprehension, frustration and stress, lead to the breach of awareness of themselves, their identity, to the depersonalization, to the formation of an inadequate self-esteem. Thus, the inclusion of protective mechanisms among disabled persons is often followed by the deformation of self-knowledge.

CONCLUSION

The existing approaches to the understanding of socialization essence, differ by the ideas about a man and his role during his development: a person as an object of socialization and a person as a subject of socialization. A disabled man as an object acts as a passive side which experiences the impact of social institutions and the groups that develop him as a person. On the contrary as a subject, he must be an active participant of social relations, act as a self-organizing and a self-organized person. The organic combination of a subject and an object in a disabled person creates the conditions for its effective social adaptation and self-realization.

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