

Psychological Ways of Forming a Teenager as a Subject of Cognitive Activity

Психологічні шляхи формування підлітка як суб'єкта пізнавальної діяльності

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ABSTRACT

The aim of our research is to show psychological ways of forming a teenager as a subject of cognitive activity by providing a confirmatory experiment at secondary schools.

Methods of the research. The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization. The experimental method was the method of organizing empirical research.

The results of the research. It was shown, that we connect the effective solution of the problem of Subject activity with the solution of the question of what it is the source of this activity. We'd like to note that the external Cognitive Activity of the person depends on the internal Cognitive Activity not only in the sense that any external influences are realized only through the internal characteristics, but the internal ones also have its own direct source of the activity and development. Analyzing Pre-Subjective Cognitive Activity, including genotypic influences, in which the biological and social prerequisites of the development are suppressed. We believe that it is necessary to take into account spontaneity in the development of the Subject of Cognitive Activity. We introduce the concept of a center of Subject's Activity, the formation of which is manifested in a gradual change in the relationships between External and Internal types of Cognitive Activity: from the prevailing orientation of External through Internal Content to the increasing dominance of the tendency Internal through External Senses.

Conclusions. Taking into account the opportunities given by the nature and acquired them into the process of education and upbringing, as well as the demands of the Ukrainian society, we single out the following structure of the Subject of Cognitive Activity. The content of the Subject of Cognitive Activity is a hierarchy of goals, one way or another presented in the mind of a person and the formed subjective experience of a person. A form of Subjectivity is conscious self-regula-

tion of human activity and behavior. The implementation of the Subject of Cognitive Activity is determined by the interaction of formed self-regulation skills and components of subjective experience. We single out the following components of Subject's experience: 1) valuable experience (related to the formation of interests, ethical norms, ideals, beliefs); 2) the experience of reflection; 3) the experience of habitual activation; 4) operational experience; 5) the experience of cooperation.

Key words: *a Subject, Cognitive Activity, valuable experience, the experience of reflection, the experience of habitual activation, operational experience, the experience of cooperation.*

Introduction

During the beginning of the 21st century, psychologists and pedagogues formulated and substantiated the idea of the exceptional importance of the development of a schoolchild as a Real Subject of Cognitive Activity and the formation of his/her personality in the process of schooling (Chen, Zhao, de Ruitter, Zhou, & Huang, 2022; Mykhalchuk, Plakhtii, Panchenko, Ivashkevych Ed., Hupavtseva, & Chebykin, 2023). Such education is considered a guarantee of ensuring the rights of the child in the Ukrainian society (Dubovyk, Mytnyk, Mykhalchuk, Ivashkevych Er., & Hupavtseva, 2020; Mykhalchuk, Levchuk, Ivashkevych Er., & Nabochuk, 2023).

The development of a schoolchild as a subject of cognitive activity is especially important in the conditions of culturally-oriented education, which creates the most optimal conditions for the child's self-determination in national and universal culture (Collins, Sanchez, & Espana, 2023; de la Garza, & Harris, 2017).

With the development of the person's psyche, the living space of the individual and the boundaries of interactions with the society expand. Therefore, the representation of the last three sets on the diagram is not clearly delineated (Duarte, 2019; El-Zawawy, 2021). Therefore, based on this vision of the development of the psyche in ontogenesis, we understand these concepts in such a way: *An individual* is a specific representative of a human race in its physical being (Guerrero, 2023; Mykhalchuk & Khupavsheva, 2020). *Personality* is a person as a member of

the society, he/she is capable of freely and responsibly determining his/her position among others and actively building his/her relations with them (Ivashkevych Ed., & Onufriieva, 2021; Wong, 2019). *Individuality* is an original personality that maximally realizes its ability to create the person himself/herself and a society in a whole (Astle, & Scerif, 2011; Heidari, 2019).

Some authors (Honcharuk, Onufriieva, Haletska, Kurytsia, Ivashkevych Er., & Nabochuk, 2023) define the concept of a "Subject" as a connecting link for the concepts of "reflection" and "learning ability": a Subject is a person who himself/herself determines the limits of his/her knowledge and finds a lot of means to expand it, that is, a person who is able to teach himself/herself. But such a definition does not give an idea of an integrated subject. The authors (Huang, Loerts, & Steinkrauss, 2022; Mai, 2022) point to a person's attitude to a certain type of the activity, in particular, educational one, in which a Subject characteristics are manifested. So, then the student becomes the subject of educational activity.

More general, in our opinion, is the understanding of the subject as a carrier (initiator, creator, manager) of subject-practical activity and knowledge (Berninger, & Abbott, 2010). Scientists (Івашкевич Ер., & Комарніцька, 2020) had to specify the word "carrier", giving it authorship in these activities, a certain "spiritualization". According to the researchers (Alyami, & Mohsen, 2019), in this context it is more appropriate to use a "conscious source". The category a "Subject" as a qualitative characteristics of human activity is defined by scientists (Bialystok, 2018). The author points out that this concept determines the place and the role of a person in the world, the ability to act, self-activity, self-determination and personal development.

We understand the subject as a person who is a source of purposeful (and therefore conscious) activity subordinated to the image of the desired future, we mean the goal. Investigating the genetic aspects of subjectivity, we've chosen the concept of "a Subject of Mental Activity" as a key one. We'd like to note that a

person in this capacity has a direct regulatory effect on his/her own psyche and influences the surrounding world through the person's psyche, and a mature subject is capable of realizing his/her Subjectivity. A mature subject of mental activity, according to us, is an individual who is aware of himself/herself as the carrier and the creator of his/her own psyche, whose development, protection, restoration and correction (if it is necessary) he/she consciously sets himself/herself as a goal and purposefully carries out. The validity of the given definition is not in doubt, if one does not delve into the ontogeny of the development of the Subject proposed by the author.

So, a mature subject of mental activity, as we understand, reaches the level of a Subject of Mental Activity; that is why, conscious regulation, as well as reflection as its component, is the criterion that distinguishes these two levels of Subjectivity. We'd like to emphasize that the individual can be considered as a Subject of Mental Activity if the object for him/her is his/her own psyche is in its functioning and development. Then our views on the existence of the Subject in the prenatal period are not clear. After all, it is doubtful that an unborn human being is capable of placing his/her own psyche as the object of the development. We also would like to note that for a newborn, who is initially active already in the prenatal period, certain components of the surrounding reality appear at first as stimuli. Later, the same things and phenomena are perceived as an object. So, we come to the conclusion that the Subject arises when the awareness of the Object occurs. But it is impossible to perceive an Object without reflection. Therefore, a Subject without reflection does not exist.

And although many psychologists (Alahmadi, Shank, & Foltz, 2018) emphasize that subjectivity is not an innate characteristic, but it is formed in the ontogenesis of a child, their views on the mechanisms of formation of subjectivity are diverse.

So, **the purpose** of our research is: to show psychological ways of forming a teenager as a subject of cognitive activity by providing a confirmatory experiment at secondary schools.

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Methods of the research

The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling and generalization. The experimental method was the method of organizing empirical research.

Results and their discussion

To get to know the state of the formation of Subjectivity of adolescent we provided an experiment. The experiment was conducted from 2019 to 2020. Its purpose was to establish the degree of the development of pupils as Subjects of cognitive activity based on the analysis of the content of internal communication between schoolchildren and novels at different stages of understanding its content in situations of solving discursive creative tasks in a diverse literary and personal environment (we organized our experiment at the lessons of Foreign Literature).

We formed experimental and control groups by random method (125 adolescents):

– experimental groups:

E1 (35 pupils) – form 8-B of secondary school No. 12 (Rivne).

E2 (25 pupils) – form 7-A of Gorokhiv Secondary School No. 1 (Rivne region);

– control groups:

C1 (35 pupils) – form 8-A of secondary school No. 12 (Rivne).

C2 (30 pupils) – form 7-B of Gorokhiv Secondary School No. 1 (Rivne region).

We established the relationships between the development of a teenager as a subject of cognitive activity and the literary environment, as well as the specifics of the latter, by comparing the data of two samples of schoolchildren. One of them (experimental class E1 and control class K1) was made up of pupils studying under the program with an in-depth study of World Literature, the others (experimental class E2 and control class K2) include teenagers studying under the standard program. Thus, the dif-

ference in programs acts as a variable of the literary environment.

At the first stage, the questionnaire method was used. We asked the pupils such questions: Do you like to read novels? How many novels did you read the last year? Who do you discuss novels with? Do you always understand the novel you have read? What novels do you like the most of all (classic, detective, fiction, others)? What novels do your parents like and why? Do you love and understand classical literature? If not, explain. If you were the author of a novel, what would you tell in it? What can a novel tell better than music, painting? What do you think about when reading a novel? Why do you think the author of the novel wants his/her text to be read by people? What novels would you like to read and discuss in class?

The content of the questionnaire has the aim of studying the qualitative characteristics of the literary environment of adolescents: the number of novels read by pupils the last year, the complexity and diversity of the latter, the means of assigning literary culture, the degree of self-awareness (the last two points appear as reflexive moments). Accordingly, the data obtained from the survey allowed: a) to state the number of novels read by pupils the last year; b) to identify reference of different people (those people with whom pupils read novels are discussed by them); c) to reveal the semantic side of the pupils' internal communication with a novel; d) to establish the means of communication between pupils and the novel and to distinguish the degree of awareness of the latter.

The analysis of the answers of pupils who studied both the program with in-depth research of Foreign Literature (forms E1, C1) and the standard program (forms E2, C2), allows us to identify common to this age group of pupils' characteristics of the literary environment. Thus, Foreign Literature is the subject of communication for 65% of adolescents in form E1, 61% – for C1, 53% – for E2, 74% – for C2. The most active is the communication of pupils on literary issues with friends and parents

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(respectively 56% of pupils in E1, 52% – in C2, 48% – in E2, 73% – in C2). Teachers of Foreign Literature are real partners of communication with pupils on literary topics for 27% of schoolchildren in E1 form, 25% – in C1, 38% – in E2, 22% – in C2. The tendency to narrow the circle of competent adults, namely teachers (compared with friends and parents), is one of the reasons for declining the level of literary development of pupils.

The semantic aspect of adolescents' communication is characterized by an imbalance of their interests in relations to different areas of literary culture. The latter is largely represented by fiction and detective fiction. This data is higher in form C2. In this control form there is a slight increase in the percentage of pupils (for the period from the 6th to the 8th forms), who are more interested in these novels than in classical ones: 55% of pupils – in the 6th form (C1), 77% in the 8th form (C1). In form E1 the values of this indicator are respectively 38-39 %, in E2 – 66-74 %, in C2 – 63-68 %.

The formation of adolescents' ideas about the specifics of the figurative reflection of the reality in literature was determined by analyzing their answers to the questionnaire: "If you were the author of a novel, what would you tell in it?", "What can a novel tell better than music, painting?". Such questions were more difficult for pupils of forms E2, C2. Thus, the first question in the form E1 was not answered by 16% of pupils, in C1 – 21%, and in the form E2 – respectively 48% of adolescents, in C2 – 59%; the second question in the form E1 was not answered by 34% of pupils, in C1 – by 48%, and in the form E2 – by 62% of teenagers, in C2 – 68%. These data emphasize the opposite trends in the understanding of pupils of forms E1, C1 and E2, C2 specifics of the literary image. This trend is confirmed by the results below.

Thus, the understanding of the specifics of the content of a novel as a personal experience of a man was manifested in the answers of pupils to the question posed in the indirect form: "Why do you think the author wants his/her novel to be read by people?" and it was expressed by the following values: 54% of

pupils of the form E1 and 51% – in C1, 65% of schoolchildren in E2 and 62% of pupils of the form C2 answered that the author writes a novel especially for people, so he/she is interested in reading it; 26% of teenagers in the form E1, 34% – in C1, 18% – in E2, 17% – in C2 answered that the author through a novel wants to tell people a certain truth, to tell about a question or a problem that worries him/her; 16% of pupils from E1 and 29% of C1 believe that people who write a novel necessarily have a talent that is expressed in this form. The answers to the questionnaire allowed us to determine whether pupils are aware of contact with novels as a communicative situation. This question was answered positively by 18% of pupils in the form E1, 19% – in E2, 28% – in the form C1, 23% – in C2. These data indicate that literature is perceived as a form of communication only by some pupils.

The comparison of four samples of students (two experimental and two control classes) within the possibilities presented by the questionnaire, allows us to make an assumption about the same low level of the development of teenagers as Subjects of Cognitive Activity, regardless of the different literary environment of schoolchildren, which is determined by studying by different programs. This is confirmed by the almost identical representation in each of the groups of “adequate” and “inadequate” trends in the perception of literature and ideas about literary novels. After all, the relationships between the nature of the literary environment of schoolchildren and the development of students as subjects of cognitive activity was not revealed. The obtained results can be explained by the fact that the school program of in-depth study of World Literature is aimed only at the fact that pupils learn as much new material as it is possible, read much more literary novels than schoolchildren who are engaged in regular educational programs. That is, teachers of World Literature aim to give pupils only knowledge of factual material, and do not work at all on the development of mental processes of personality, creative abilities of schoolchildren, in particu-

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lar, the development of teenagers as Subjects of Cognitive Activity. Schoolchildren do not know how to evaluate a literary novel critically, draw their own conclusions about the development of events and characterize the main characters of the novel, to express a personal point of view regarding the literary novel as a whole. This suggests that pupils do not know how to conduct an "internal dialogue" with the text, justify their own position, that is, the subjectivity of schoolchildren does not develop personal characteristics thanks to either the regular curriculum or a specialized program from the "World Literature course".

The questionnaire data show that the literary environment of pupils of classes E1, K1 is more diverse than the literary environment of schoolchildren of classes E2, K2. This is explained by more favorable opportunities created by the program with an in-depth study of World Literature in terms of expanding the literary horizons of schoolchildren and influencing the teacher's schoolchildren due to more time spent communicating with them. However, the different degree of expressiveness for both groups of inadequate tendencies allow us to conclude both about the potential of the program with an in-depth study of World Literature to create a more adequate literary environment, and about the low effectiveness of the system of influence on the schoolboy in the conditions of both traditional and experimental (with an in-depth study of literature) programs. At the same time, it is possible to emphasize the predominant focus on formal knowledge, characteristics of all groups, in general cognitive strategy of focus on knowledge of the subject "World Literature".

Increasing the time for schoolchildren to communicate with World Literature, which is foreseen by the program of its in-depth study, leads to certain positive results, but in itself does not remove the problem of insufficient development of a teenager as a Subject of Cognitive Activity. It can be assumed that it will be possible to form Subjectivity under the condition of such purposeful influence of the teacher on pupils, which will ensure a change in the personal position of schoolchildren regar-

ding World Literature. One of the means of achieving this can be to overcome the lack of understanding of World Literature as *a special form of communication* established in the process of questionnaires for pupils.

The obtained results made us possible to formulate the task of *the second stage* of the ascertaining experiment: the study of the zone of immediate development of adolescents on the subject of whether it includes the ability to isolate and accept the position of another person as a condition for a deeper and adequate understanding of a literary novel. The task of this stage was solved on the basis of a series of tasks, the conditions of which put pupils into a certain position in relation to the perceived novel. These are the following positions: a) the pupil as a Subject of the educational process; b) the pupil as an Object of the pedagogical process (the Subject is the teacher); c) the student is in the position of one of the heroes of the novel; d) the student is in the position of the author of the novel. In Table 1 we'd like to show a graphic protocol for registering the categories of semantic reactions of teenagers' speech in the process of solving a creative task at the lessons of World Literature.

Table 1

A graphic protocol for registering the categories of semantic reactions of teenagers' speech in the process of solving a creative task at the lessons of World Literature

Type of influences, methods, conditions of their occurrence	Legend
1. <i>Non-transformative influences</i> , which included meaningless techniques: a) criticism of the partner's personality, his/her behavior, threats to him/her (conditions of disagreement); b) interrupting the discussion in order to influence the point of view of the interlocutor (conditions of disagreement);	– Ncr – Npr + inf

c) switching the partner's attention in order to change the direction of the development of the topic (disagreement conditions);	- Nat
d) introduction of a compromise proposal (conditions of agreement);	+Npr
e) introduction of a compromise proposal (conditions of disagreement);	-Npr
g) request for the action (conditions of consent);	+Nask + act
h) request for the action (conditions of disagreement);	-Nask + act
k) performance of the action (conditions of consent);	+Nact
l) execution of the action (conditions of disagreement).	-Nact
2. Transformative influences that included meaningful techniques:	
a) reception of clarification, addition, specification (conditions of approval);	+Pdap
b) acceptance of clarification, addition, specification (disagreement conditions);	-Pdap
c) development of expression (conditions of agreement);	+Pros
d) development of speech (conditions of disagreement);	-Pros
e) approval of one's point of view, one's opinion (conditions of agreement);	+Pth
g) affirmation of one's point of view, one's opinion (disagreement conditions);	-Pth
h) questions to the partner (conditions of agreement);	+Pg
k) questions to the partner (conditions of disagreement).	-Pg

In groups of pupils only some issues correspond to a high level of the development of a teenager as a Subject of Cognitive Activity. The principle of understanding the literary novel through the analysis of the structure of it and establishing the content of individual elements was not extended to the entire text. Examples of schoolchildren's novels that meet the criteria of high, me-

dium and low levels of the development of adolescents as Subjects of Cognitive Activity are given here (Tables 2, 3).

Table 2

The protocol of solving a creative task (a low level) by a pupil Bohdan L. of class E1 (confirmatory experiment)

Characteristics of statements	Protocol record
+Pros +Pth	<p><i>The teacher's task:</i> "Make up a story using the given words and phrases: "I vote for Peace, friendship, the will of Ukraine, against war and independence".</p> <p><i>A Pupil:</i> "I vote for Peace, because when there is peace, people will be able to do whatever they want. And if there is a war, then it can bring a lot – more than a million human lives will be lost.</p> <p>"Peace" means friendship. There will be Peace, and there will be the will of the people. The whole world is voting for Peace. We voted for Peace when Ukraine became independent in 1991. I really want a peaceful sky over Ukraine now. I vote for Peace and I want Peace all over the world. Let's live in Peace!"</p>

Table 3

The protocol of solving a creative task (a high level) by a pupil Nastia K. of class E1 (confirmatory experiment)

Characteristics of statements	Protocol record
+Pros	<p><i>The teacher's task:</i> "Make up a story using the given words and phrases: "I vote for Peace, friendship, the will of Ukraine, against war and independence".</p> <p><i>A Pupil:</i> "In my opinion, the dream of every person is Peace and harmony on Earth. On television, we learn about terrorist attacks and wars in other countries. Looking at these troubles, we pray to God. So that this does not continue in our country.</p>

+Pth	My grandfathers and great-grandfathers had experienced many wanderings, poverty, wars and famine. They had fought with enemies, longed for victory, freedom, happiness and peace for their people. If there is peace, then there will be harmony and happiness on earth. A peaceful sky gives people inspiration to work, live and create, raise children.
+Pdop	Today's youth must remember and prove that they are worthy of their time. We all need to make efforts so that there is no war, and let all the inhabitants of our planet be happy. The latest events taking place in our country indicate that our generation cares about the fate of Ukraine. We are witnessing how all young people are now protecting the interests and destiny of the Ukrainian people. I think we will win the war, we will win, everything will work out for us and we will live a beautiful life, enjoying every next day that God gives us. Love your land, your people, each other, do good and stay always with God".

So, we connect the effective solution of the problem of Subject activity with the solution of the question of what it is the source of this activity. We'd like to note that the external Cognitive Activity of the person depends on the internal Cognitive Activity not only in the sense that any external influences are realized only through the internal characteristics, but the internal ones also have its own direct source of the activity and development. Analyzing Pre-Subjective Cognitive Activity, including genotypic influences, in which the biological and social prerequisites of the development are suppressed. We believe that it is necessary to take into account spontaneity in the development of the Subject of Cognitive Activity. We introduce the concept of a center of Subject's Activity, the formation of which is manifested in a gradual change in the relationships between External and Internal types of Cognitive Activity: from the pre-

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vailing orientation of External through Internal Content to the increasing dominance of the tendency Internal through External Senses.

Conclusions

Taking into account the opportunities given by the nature and acquired them into the process of education and upbringing, as well as the demands of the Ukrainian society, we single out the following structure of the Subject of Cognitive Activity. The content of the Subject of Cognitive Activity is a hierarchy of goals, one way or another presented in the mind of a person and the formed subjective experience of a person. A form of Subjectivity is conscious self-regulation of human activity and behavior. The implementation of the Subject of Cognitive Activity is determined by the interaction of formed self-regulation skills and components of subjective experience. We single out the following components of Subject's experience: 1) *valuable experience* (related to the formation of interests, ethical norms, ideals, beliefs). Its functions are to orient and direct human efforts; 2) *the experience of reflection* (which is accumulated by the person's correlation of knowledge about his/her possibilities and possible transformations in the objective world and in himself/herself with the requirements of the activity and tasks that are solved at the same time). Its function is to establish relationships between all components of the subject's experience; 3) *the experience of habitual activation* (which involves preliminary preparation, operational adaptation to changing business conditions, taking into account certain conditions and a certain level of success), which orients in one's own capabilities and helps to adapt one's efforts better to solve significant tasks; 4) *operational experience* (which includes general professional knowledge and skills, as well as the ability to self-regulation), combining specific means of transforming the situation and the subject's own capabilities; 5) *the experience of cooperation* (which is formed during interaction with other participants of joint Cognitive Activities), which

contributes to the unification of efforts, joint solving of tasks and involving prior agreements on cooperation.

The development of these components as a whole harmonious system constitutes the necessary and sufficient conditions for the formation of a Personality as a Subject, provides active, purposeful, skillful actions that are realized and coordinated with the efforts of other people to create oneself and the world, together with this, the attitude towards one's own actions and the actions of others is formed. Thus, the Subject in this model is aware of himself/herself and his/her state, goals and their hierarchy, chooses the conditions corresponding to the next task, selects methods of transformation of the initial situation, evaluates the obtained results, corrects actions, that is, acts only as a functionary. As we can see, the author emphasizes the conscious regulation of activity, which limits the understanding of the subject's activity, rejecting a huge layer of the unconscious, violates the integrity of the individual, and, therefore, denies *Subjectivity as a certain integrity*. We'd like to note, that Man as a Subject is the systemic integrity of all his/her most complex and contradictory qualities, first of all, mental processes, states and characteristics, his/her consciousness and unconsciousness senses.

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Терновик Наталія, Сімко Алла. Психологічні шляхи формування підлітка як суб'єкта пізнавальної діяльності.

Мета дослідження – показати психологічні шляхи формування підлітка як суб'єкта пізнавальної діяльності завдяки проведенню констатувального дослідження в закладах середньої освіти.

Методи дослідження. Для розв'язання поставлених у роботі завдань використовувалися такі теоретичні методи дослідження: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення. Експериментальним методом є метод організації емпіричного дослідження.

Результати дослідження. Показано, що ефективне розв'язання проблеми суб'єктної активності особистості має бути пов'язаним із вирішенням питання про те, що насправді є джерелом пізнавальної діяльності. Отже, зовнішній сенс залежить від внутрішнього не тільки в тому плані, що будь-який зовнішній вплив реалізується лише

через внутрішній смисл, але й внутрішній смисл має своє безпосереднє джерело активності і розвитку. Аналізуючи передсуб'єктні, в тому числі і генотипні впливи, в яких спресовано біологічні і соціальні передумови розвитку, ми вважаємо, що необхідно враховувати спонтанність у розвитку суб'єкта. Слід враховувати парадигму суб'єктної активності особистості, становлення якої виявляється в поступовій зміні співвідношення між «Зовнішнім» і «Внутрішнім»: від переважальної спрямованості «Зовнішнє» через «Внутрішнє» до все більшого домінування тенденції «Внутрішнє» через «Зовнішнє».

Висновки. Враховуючи те, що становлення суб'єкта відбувається під впливом зовнішніх, природніх впливів, а також з урахуванням знань, вмінь і навичок особистості, набутих у процесі навчання і виховання, і, нарешті, з огляду на вимоги суспільства, ми можемо запропонувати наступну структуру пізнавальної діяльності суб'єкта. Змістом суб'єктної активності є ієрархія цілей, так чи інакше представлених у свідомості людини, та сформований суб'єктний досвід людини. Формою суб'єктності є, в свою чергу, усвідомлене саморегулювання діяльності і поведінки людини. Здійснення суб'єктної активності визначається взаємодією сформованих умінь саморегулювання і компонентів суб'єктного досвіду. Такими компонентами постають: 1) ціннісний досвід (пов'язаний із формуванням інтересів, етичних норм, ідеалів, переконань); 2) досвід рефлексії; 3) досвід актуалізації пізнавальної діяльності; 4) операціональний досвід; 5) досвід співпраці.

Ключові слова: суб'єкт, пізнавальна діяльність, ціннісний досвід, досвід рефлексії, досвід актуалізації пізнавальної діяльності, операціональний досвід, досвід співпраці.

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