

# Development of the subjective position of a family taking into account its individual characteristics

Tatyana Simakova

Department of educational management,  
Academy of Public Administration,

Moscow, Russia

[ipktmvr@yandex.ru](mailto:ipktmvr@yandex.ru)

<https://orcid.org/0000-0002-4364-9606>

Vera Zhurakovskaya

Department of educational management,  
Academy of Public Administration,

Moscow, Russia

[gvera66@mail.ru](mailto:gvera66@mail.ru)

<https://orcid.org/0000-0003-2056-1801>

Veronika Dubskih

Department of preschool education,  
Academy of Public Administration,

Moscow, Russia

[dubskih.veronika@yandex.ru](mailto:dubskih.veronika@yandex.ru)

<https://orcid.org/0000-0003-2094-2591>

Elena Antonova

Department of educational management,  
Academy of Public Administration,

Moscow, Russia

[antonova\\_ev@bk.ru](mailto:antonova_ev@bk.ru)

<https://orcid.org/0000-0002-8050-3083>

**Abstract** — The article analyzes the possibilities of an individually oriented approach to the interaction of educational institutions with students' families according to the author's typology of the subjective position. The article presents the subjective position components and their main characteristics. Possible types of activity and functions of families in the educational space are revealed. The stages and levels of socio-pedagogical interaction of the family and other subjects of educational relations are described: with teachers, other families, social partners. These factors are identified for successful implementation of this approach in developing the subjective position of the family in education. Among such factors are: external request for joint intra-family interaction, interaction between families with different types of subjective positions; family and teaching staff partnership; creating a space for subjective activity of the family.

**Keywords** — *interaction of family and educational institution; individually oriented approach; subjective position of a family; components of the subjective position of a family; levels of socio-pedagogical interaction.*

## I. INTRODUCTION

Nature of modern education becomes more open and polysubject, a new type of relationship between family, educational institution and other subjects of educational relations is being formed [1, p. 21-25]. It is built as an alternative to the previous paternalistic relations - on the principles of partnership, which is based on the subjective position of the family. In particular, D. Hartas considers family as the base for the development prospects of civil society, "positive freedoms", and the ability to critical and public thinking, through the use of the opportunity-based approach in society [2, pp 188-207]. An important principle of this approach is that people take their choice in making value-based decisions in terms of activities or status, taking into account human diversity and different living conditions in discussing the principles of equality and differences, and balancing different views on bringing up children [3, pp

166-187]. At the same time, the family, as a genetic and social investor in the human capital of society, is an increasing priority, approaching the awareness of its role as an education customer for its own child.

In this article we consider the subjective position of the family, as its ability to act as a single whole in the context of childhood education, while carrying out various forms of intra-family and extra-family activity based on a responsible attitude, understanding personal values, needs and interests within this activity, forming a request to social structures, solving educational tasks, and analyzing the relevant processes, results and their personal role in such processes.

At the same time, the lack of the family subjective position representation in the educational practice leads to an understanding of the need to identify the grounds for its development (formation) in the educational space and use in building effective relationships with each particular family, based on its individual characteristics. Speaking about the ways to form and implement the subjective position of the family, we will rely on the author's:

- typology of the subjective position of families;
- stages and levels of socio-pedagogical interaction of the family with other subjects in the educational institution (intra-family, inter-family, family-pedagogical, socio-educational);
- diagnostic methods of the subjective position of the family in the educational space.

## II. TYPOLOGY OF SUBJECTIVE POSITION OF A FAMILY

Before we talk about the development of the desired subjective position of the family in education, let's say a few words about its typology and, therefore, the possibility of determining in each individual case. For this purpose, we identify the grounds for determining the type of subjective position of the family - the degree of development and the

relationship of its components (axiological, activity, reflexive) [4, p. 185-188].

In such a case, the axiological component (AC) reflects the position of the family in relation to the process and results of education, upbringing and development of the child, which are considered through the unity of value orientations and parenting styles in the family. Without the formation of this component, the development of the subjective position of the family is very difficult. Activity component (AC) is expressed in a certain joint activity of family members (intra- and extra-family), aimed at the upbringing and development of the child. The reflexive component (RC) is based on the previous ones and characterizes the presence of certain educational expectations (requests) in the family, the ability to correlate them with the results; the ability to adequately assess the effectiveness of their participation in the educational process in terms of the educational results of the child<sup>1</sup>. In addition, as many researchers have shown earlier, parents' social status and their different cultural and educational potential determine different expectations and demands of the family regarding children's education [5, p. 568-578].

TABLE I. DISTINCTIVE FEATURES OF TYPES OF FAMILIES' SUBJECTIVE POSITIONS

Types of the subjective positions of families <sup>2</sup>	Components of the subjective position		
	<i>axiological</i>	<i>activity</i>	<i>reflexive</i>
Proper subjective	+	+	+
Potentially subjective	+	+	-
Hidden subjective (latent)	+	-	+
Reactive-subjective	-	+	-
Pre-subjective	+	-	-
Fore-subjective	-	-	-

Let us explain that where the component is sufficiently developed, it is marked with "+", if relatively weak – with "-". As can be seen from table 1, the most developed position is "proper subjective" and the weakest is "fore-subjective", the rest are intermediate.

### III. STAGES AND FACTORS OF DEVELOPMENT OF FAMILY SUBJECTIVE POSITION

It is obvious that the trajectory of family subjectivity development in education should include value-semantic and practice-oriented steps. The first is characterized by a change in family values, the development of its openness; the second – by increasing subjective experience and activity in interaction, as well as the ability to assess the

changes. According to the principles of acmeology on human development in the process of activity [6, p. 167-169], it can be assumed, that the value-semantic and practical-oriented stages in the development of the family subjectivity should successively replace each other. Moreover, the *activity* completed by the *reflexive moment*, as a rule, entails a change in the "*value layer*" of the subject, which, in turn, creates the *need* for a change in the *practice-oriented* component. As a result, it becomes necessary to increase the relevant knowledge and skills, leading to a new stage of *activity*, *relationships* and *values*.

Considering the fact that families with different types of subjective position have different "starting levels", we understand that they begin their "movement" from different "points". Since each family has its own set of subjectivity characteristics, it means that by identifying the so-called "deficiencies", it is important to create conditions for the family to eliminate them. We analyzed the possibilities of achieving such results, identifying options for the activity and involvement of the family in interaction with other subjects of educational relations. In this case, the "ideal" result would be the achievement a high level in all components by the family, i.e. to reach "proper subjective" position.

Many Russian and foreign authors study the characteristics of families, their socio-economic status, educational potential, family climate, etc. [7, pp. 23-51], pointing out the importance of interaction between educational institutions and the student's family in order to obtain positive results in education. They emphasize the importance of contextual rather than an objective approach to the diagnosis of each family [8, pp 121-138], for the diagnosis and individually oriented route of interaction with each family, thus developing its subjectivity. This will increase awareness of family participation in the educational process, its activity and independence.

It is also important that inside each subspace of interaction: intra-family, inter-family, family-pedagogical and socio-educational – there are many "horizontal" opportunities for the family activity development.

At the same time, inter-family interaction is "basic" – without it, any other activity of family representatives in the educational space is not useful and does not contribute to the development of the family position. Inter-family interaction is the second level to which families move. In her study, Irene Fox [9, pp 61-96] showed that the nature of these relationships (which differ in intensity, frequency, and durability) is determined by the interactive characteristics, and outlined the possibilities for fulfilling various functions by formed groups, both instrumental and expressive.

The next level of family interaction – with the teaching staff (family-pedagogical) is typical for the families which have adapted in interaction with other families and are ready to participate in the organization and coordination of their interaction and activities.

<sup>1</sup> The diagnosis method of the subjective position of a family is presented in the monograph [4, Pp. 207-211]

<sup>2</sup> According to the results of our research, the development of reflexive position is possible only under the condition of the axiological component development (at least), therefore, in our classification we have excluded options when the axiological component is not developed, and the reflexive component - not.

In general, these two levels, according to our research, can be represented for a particular family by the following types of activity and functions<sup>3</sup>:

*consumer* – focused on children's and their own (parental) needs in acquiring various competences (including psychological and pedagogical ones for interaction with their child);

*performing* – direct participation in any activity as a performer (improvement, promotions, projects, holidays, assistance in educational work organization and/or extracurricular activities of children, etc.);

*organizational and coordination* – involvement in the processes of organizing parents' and children's group activities, as well as in the bodies of collective management and self-government;

*donor* – associated with the willingness to share their resources (intellectual, professional, material and financial, experience in the upbringing and development of their children, etc.) with other participants of educational relations;

*expert* – participation in events related to the control, analysis, expertise, design activities of the institution.

The socio-pedagogical level is available only to a small number of families, able to identify with the parent-pedagogical team and become its representatives and holders of children's interests in the external social space of their school. They can establish contacts with representatives of government, business structures, public and state organizations.

Families with different types of subjective position are gradually engaged in a partnership with a certain type under the influence of certain factors (Fig. 1):

- external request for family activity;
- partnership of families with different types of subjective position in the educational space;
- family and teaching staff partnership, aimed at increasing its educational potential through the use of content, way of knowledge and skills presentation, adequate to the subjective experience and educational request of a certain family;
- creation of the subjective activity space of the family, expanding the range of its subjectness through the socio-educational partnership between the family, educational institution and other representatives of society.

For example, families with for-subjective position, having developed their axiological component, move to the next level – in fact, they become a family with pre-subjective position (Table 1) and, accordingly, are included in new subspace of subjective activity – inter-family partnership (Fig. 1).

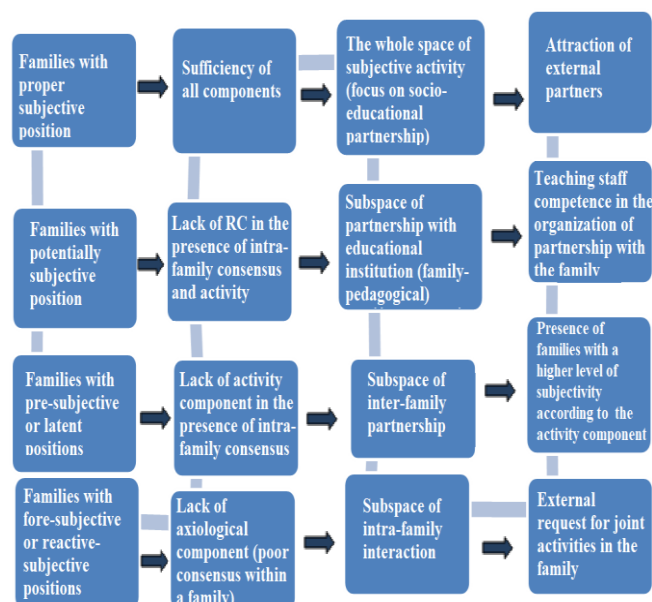


Fig. 1. Variable stages of development of the subjective position of the family based on typology

#### IV. APPLICATION PRACTICE OF THE PROPOSED SCHEME

Let us explain more detail routes for the subjective position development as exemplified by particular families, according to the scheme presented earlier.

Let us consider family A., which initially has a fore-subjective position – this means that it is poorly coordinated, has a low activity level and does not have a conscious educational request regarding the school. As it is shown in Fig. 1, the factor of subjective position development, in this case, can be an external request for joint family interaction. Under its influence, the family enters the subspace of intra-family activity, where it can consistently implement one or several (as chosen) possible functions. That is, such a family, practically, is approached by a teacher with a proposal to perform some practical action, directly relating to the educational activities of their child (educational or extracurricular). For example, to visit one of the places included in the program of Local History (on the history or nature of the native land) and take a family photo; record one or two memories of parents (grandparents) about their childhood and illustrate them with drawings or old photos; perform joint crafts to any competition. The result of repeated and essentially “successful” family joint activities (the feeling of “success” is purely subjective and consciously formed by the teacher) should be the formation of greater internal family consensus, as a result – its openness to interaction with others. This process isn't simple and fast. Considering this type of families, there is a risk of regress, since the teacher can't always pay so much attention to one particular family, constantly keeping attention to it.

The second example: family B. with a pre-subjective position. It is characterized by the presence of mutual understanding, a consensus within the family, however, family members weakly interact with the external environment (closed within themselves). In addition, the family weakly reflects the education processes of their child (things take their natural course; there is no special

<sup>3</sup> We have excluded the passive position when parents are not engaged in the relationship and do not impose requirements on the results, because we are talking about family activity.

organization or analysis). In such a case, the factor of subjective position development, as can be seen from the scheme in Fig. 1, will be its communication and interaction with families having a higher level of subjectivity according to the activity component (namely, families with a potentially subjective and proper subjective position). The theory of "Generalized Other", developed by G. Mead [10], also helps to understand the mechanism of changing one's own image of "I", and hence, further behavior based on values and behavior standards of a certain community (in this case, collective of parents). In this sense, it is very important to create an atmosphere of positive communication and attitude, coming primarily from the class teacher, forming the value attitude to each person and each family. So, this family can choose one of the functions and activities described above. And in the process of further activity (as one of its final elements) there is a gradual connection of a family to reflexive processes. Thus, the subjective position of the family is gradually developing, by increasing certain components.

As a rule, in speaking about the formation and development of any competencies of parents, families with any deficiency are entailed (insufficient psychological and pedagogical knowledge, skills to communicate and interact with their child, etc.). But we suppose that families with a high level of subjective position also need not only to use their existing potential but also to develop it. This can occur due to the creation of space for expressing themselves, presentation of their positions, according to A.K. Osnitsky [11, p. 5-19], "spaces of subject activity".

This space for such families has both vertical and horizontal levels. They can manifest themselves by presenting and in the process – developing their own level of intra-family activity, consensus and reflexivity, interacting with other families (as performers, organizers, donors or experts), engaging in the work of collegial management bodies of the school (Governing Body, School Board or Supervisory Board) – again at different levels, performing different functions and developing in this context. It is very important to promote such families to the level of a social and educational partnership with external entities – associations of parents (of different levels), public and state organizations, authorities, business structures, etc. This increases the status of the family and becomes a factor for the formation of children's community-minded citizenship (not only of these families), but also their classmates who have illustrative examples how to solve certain problems through social partnership.

## V. CONCLUSION

Thus, our study showed that an individually oriented approach to the development of the subjective position of the family allows, using a variable and flexible scheme, to engage families in different types of interaction and activities. It allows interaction participants (family and pedagogical team) to choose an individual route, including the level of interaction, the direction of development ("horizontal" or "vertical") and, in fact, functions and types of activity, according to the characteristics of the family and its preferences.

Summing up the description of the way of interaction individualization between an educational institution and a family, we emphasize that it is necessary to include family's own development factors of its subjective activity at each level of interaction, taking into account a certain type of its subjective position.

In addition, during the study, we rely on the theoretical principles of the subject-activity approach, formulated for the first time by S.L. Rubinstein [12, p. 335] and developed by his followers (in particular, A.K. Osnitsky), we revealed the following *necessary conditions* for the development of the subjective position of a family:

- it is important to gradually engage the family in the diagnosis and self-diagnosis of its subjective experience;
- shift the focus from external education to self-development and self-education of parents;
- carry out the process of acquiring necessary knowledge and skills (through individual and group consultations, trainings, workshops) according to the family's choice of the form and content of training.

In conclusion, we note that, despite the massive nature of the interaction between an educational institution and students' families (as a rule, groups of parents are considered by classes or education levels), relations are built individually with each particular family. Otherwise, inevitably there is a "falling out" from this space of particular families and also groups. Therefore, we believe that an individually oriented approach to interaction with families in educational relations, based on their subjective positions diagnostics, makes the process of interaction more effective and increases satisfaction of both parties.

## REFERENCES

**Note:** The article uses some results of the dissertation research of T. P. Simakova, 2012, reflected in the monograph [4].

- [1] V.M. Zhurakovskaya, "Development of the student's individuality in the educational process of the school: basic concepts, mechanism, concept": monograph, «Perspektiva», 2016, pp 208. (in Russian).
- [2] D. Hartas, "A New Paradigm for Family Policy: Civic Education, Equality and Public Reasoning", in Parenting, Family Policy and Children's Well-Being in an Unequal Society, Palgrave Macmillan Studies in Family and Intimate Life, Palgrave Macmillan, London, 2014, pp. 188-207. DOI: 10.1057/9781137319555\_10.
- [3] D. Hartas, "Family Policy and the Capability Approach to Parents' and Children's Well-Being", in Parenting, Family Policy and Children's Well-Being in an Unequal Society, Palgrave Macmillan Studies in Family and Intimate Life, Palgrave Macmillan, London, 2014, pp. 166-187. DOI: 10.1057/9781137319555\_9.
- [4] T.P. Simakova, "Family as a subject of open educational space", monograph, Toms, "CSTT", 2011, pp. 238. (in Russian).
- [5] C. Yang, "Social class differences in parent educational expectations: The relationship between parents' social status and their expectations for children's education", in Frontiers of Education in China, Vol. 2, Iss. 4, pp. 568-578, October 2007. DOI: 10.1007/s11516-007-0042-7.
- [6] O.S. Anisimov, "Language of activity theory: translation problems", M., 2003, pp. 167-169. (in Russian).
- [7] K. Marjoribanks, "Family Educational Capital and Students", Outcomes, Graduate School of EducationThe University of Adelaide Australia, 2002, pp.23-51. DOI: 10.1007/978-94-015-9980-1\_3.



- [8] K. Marjoribanks, "Interpretive Analyses of Families and Schools", in *Family and School Capital: Towards a Context Theory of Students' School Outcomes*, Springer, Dordrecht, pp.121-138, 2002. DOI: 10.1007/978-94-015-9980-1\_6.
- [9] I. Fox, "The Parents' Social Networks. In: *Private Schools and Public Issues*", Palgrave Macmillan, London, 1985, pp. 61-96. DOI: 10.1007/978-1-349-07041-1\_3.
- [10] M. G. Mind, "Self and Society", Chicago, 1934.
- [11] A.K. Osnitzkiy, "Problems of research of subject activity", in "Question of psychology", no. 1, pp. 5-19, 1996. (in Russian).
- [12] S.L. Rubinshtein, "Problems of general psychology", M., 1973, pp 335. (in Russian).