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## Subject-Object Orientations for Students with Different Learning Profiles

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**Abstract:**

*The relevance of the research problem due to the necessity of studying the psychology of students as a period of intense development of personal and activity-related characteristics among which there are basic life orientation of a person as a subject of own life to account for them in educational process.*

*The purpose of this article is to identify the specifics of the subject-object orientations for students concerning general personal and professional orientation of a person trained for different profiles.*

*The leading method to study this problem is the original questionnaire of the subject-object orientations in accordance with their structure allowing to identify the priority development of certain components of the subject-object orientations reflecting the creative or adaptive orientation of life and the high life or low locus of control.*

*The findings suggest significant differences in the subject-object orientations of students carried out different career choices and ultimately a way of life. Students – future psychologists differ moderately expressed subjectivity, creative direction to internal and external world, decreases as the learning; students – future artists are characterized by bright creative direction; students – the future military doctors are characterized by less bright subjectiveness and distinct adaptive orientation.*

*The article can be useful in the process of training and education of students of different profile as well as in the development of training programs of different specialties.*

**Keywords:** *Subject-Object Orientation, Subject Characteristics, Career Choices, Personal Characteristics of Students.*

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## **1. Introduction**

The subject-object orientations are the basic life-orientations characterizing the degree and specificity of subjective involvement in a life situation as a measure of dependence of the inner world from the outer, defining the active participation of a subject in constructing of own life. Person as a subject of life is an active participant, thereby "builds" own being determining its uniqueness, qualitative difference from other living beings. When it comes to the subject, refers to the widest context of life of creativity in life history. Subjectivity, respectively, is regarded as the highest system integrity of all qualities (Brushlinsky, 1996), meaningful and effective characteristics of the activity, which emphasizes the intentionality of the subject (Gluhanuk, 2000).

Students are unique stage of one's life, the era of the formation and development of personality and professional. This is the height of intelligence (Ananiev, 2010) and personality (Zimnaya, 1980). In time, students can observe a coincidence of the development of the individual as a subject of life and the subject of educational and training activities (Mukhametzyanova *et al.*, 2016). In this regard, the students are very evident subjective features and differentiated depending on the specifics of the chosen profession. Meanwhile, this problem is investigated only fragmentary.

## **2. Materials and Methods**

### ***2.1. Research methods***

The subject characteristics of students were identified using a questionnaire of the subject-object orientations (Korzhova, 2002). A questionnaire consists of a list of 21 pairs of statements. The subject is invited from each pair choose the one that best suits own view. The questionnaire of the subject-object orientations comprehensively psychometrically justified and has a high discriminativeness, construct (convergent and factorial) validity, high reliability for consistency of items and test-retest reliability. The questionnaire is standardized on a sample of 500 people aged 17-45 years.

### ***2.2. The experimental base of research***

With the help of a questionnaire of the subject-object orientations 27 of first-year students and 94 of the student of II course of psychological and pedagogical faculty, 53 students of the faculty of fine arts of the A. I. Herzen State Pedagogical University and 47 cadets of the Military Medical Academy, Saint-Petersburg? have been investigated – a total of 443 students.

### ***2.3. The stages of research***

The study was conducted in three stages:

- at the first stage – preparatory stage –current state of the problem of subjectiveness in psychology was analyzed; the technique of the study was developed;

- at the second stage – the main stage – structural-functional model of subject-object orientations was devised and implemented; a survey of students in accordance with this model was conducted;
- the third stage – the final stage – the systematization, interpretation and generalization of the research results was carried out; refined theoretical insights; the processing and clearance of received research results was carried out.

### 3. Results

#### 3.1. Structure and content of the model

We have proposed the model of subject-object orientations in life situations and implemented its empirical testing (Korzhova, 2002; 2006). The following characteristics of subject-object orientations as the primary have been depicted:

1. Trans-situational variability (TV) allows to determine the severity of desire for a "change in change": the positive pole corresponds to trans-situational of variability – desire for self-transformation, the negative pole corresponds to trans-situational stability and characterizes a person seeking to preserve own inner world unchanged.
2. Trans-situational locus of control (TL) provides an opportunity to identify confidence in ability to cope with life situation. The positive pole of the scale characterizes trans-situational internal locus of control – high level of subjective control over life situations, the negative pole corresponds to the trans-situational locus of control of a person giving the explanation for own life more importance to external circumstances.
3. Trans-situational direction of development of the world (TD) characterizes the direction of interaction with life situations. The positive pole indicates the direction for development of inner world, the desire for inner growth and self-improvement. The negative pole corresponds to the focus on mastering the external world, striving for fulfillment in the outside world.
4. Trans-situational mobility (TM) allows to determine the preference conditions for the implementation of life – new or familiar. The positive pole corresponds to the preference to new situations, negative pole – the commitment to working with familiar situations.

Trans-situational variability, trans-situational direction of development of the world and trans-situational mobility, being closely interlinked, form a secondary scale trans-situational creativity (TC) characterizing a measure of creativity in life situations. The positive pole (trans-situational creativity) characterizes a creative stance, negative (trans-situational fixture) is a position in life adaptation. Because of the orthogonality of scales "trans-situational locus of control" and "trans-situational creativity" it is possible to build the typology of subject-object orientations:

- inverter of life situations (adapting internal);
- harmonizer in life situations (adapting external);

- user in life situations (adaptive internal);
- consumer in life situations (adaptive external).

The total value of the subject-object orientations (T) is characterized by an active life position. The positive pole of the scale corresponds to the subject orientation, a negative – to the object orientation.

### 3.2. The results of empirical research

The analysis of students – future psychologists subject-object orientations have been shown the following:

Values of subject-object orientations for all scales are within 6-7 standard scores that the evidence is evenly marked tendency to increase the subject orientation of students, i.e. to be active in participating in own life in all its aspects. If we refer to raw points, we would reveal that the most significantly (reliably) the students-psychologists differ from the standardization sample by the severity of trans-situational variability and mobility (Table 1).

**Table 1:** Specificity of the subject-object orientations in different samples ( $M \pm m$ )

Scales	The final sample size N=443	First-year students of psychological and pedagogical faculty N=27	Second-year students of psychological and pedagogical faculty N=94	First-year students of the faculty of fine arts N=53	Cadets of the Military Medical Academy N=47
T	9,15±0,14	9,48±0,67	9,78±0,31	10,11±0,41	8,90±0,43*
TV	3,94±0,07	4,82±0,28**	4,62±0,13***	4,13±0,23	3,07±0,17***
TL	2,96±0,08	2,90±0,28	3,23±0,18	3,06±0,26	2,94±0,22
TD	2,69±0,08	2,67±0,36	3,15±0,14**	3,40±0,26*	2,77±0,22
TM	2,99±0,07	3,63±0,27*	3,84±0,14***	3,68±0,17***	2,30±0,17

The significance of differences between samples of students and the final sample size: \* -  $p < 0,05$ , \*\* -  $p < 0,01$ , \*\*\* -  $p < 0,001$ .

These components of trans-situational creativity as the desire for life transformation characterizes by the tendency to self-transformation (trans-situational variability) and for new situations (trans-situational mobility) that characterizes the overall creative direction of the students as to their inner world and the outer world (life situations). We compared these data with the results of the responses of students – future psychologists of the first course. It is revealed that trans-situational variability and trans-situational mobility characterizes the first course future psychologists. There is an increasing to the second year of attention to the outside world and a reduction of attention towards inner world, since the rise of trans-situational mobility and decrease of trans-situational variability. However, the decline of trans-situational variability is combined with the growth of severity trans-situational direction of development of

inner world. We can assume that gradually, in the professional development of the student's desire to experiment with oneself, originally naturally associated with the professional curiosity to psychological organization of a person, gives way to a more mature self-improvement. Although in both cases we are talking about the manifestations of life creativity, trans-situational direction of inner world development means a more narrowly defined area-transformation – more lucid and focused.

Among students of psychological and pedagogical faculty – both I and II years, the predominant types of inverter and harmonizer of life situations characterizing also the students of fine arts faculty. Both types are creative, the differences is in severity of trans-situational locus of control – internal in the inverter and external in the harmonizer.

Converter life situation is characterized by a commitment to "active doing". This is a man with a very wide range of life experiences. Especially it characterizes the appeal to the joyous experience of the past. This person is especially focused on professional activities, "transforming" itself, especially in this area. More than for others, for him, means travel, trip, travel, to make the thrust to trans-situational mobility. In difficult situations, anxious, contemplative, not always painless for you. Seek to be active in solving problems, to understand their role and to adapt to the situation – but not to the people involved in it. Avoids contact, is not going to conflict. Aware of the beneficial effects of nature. Sleep is an effective strategy. In situations of satisfaction, accepts the situation as it is. Switches to the other classes. Thinks of himself better than before, attributing the causes of success itself. Allow yourself to relax and "rest on laurels". Others care little. The joy of professional Affairs pays little attention. Does not seek to adapt to the situation, therefore the immediate enjoyment of the situation gets a little.

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The inverter of life situation is characterized by a commitment to "active doing". This is a person with a very wide range of life experiences. Especially hi is characterized by the appeal to the joyous experience of the past. This person is especially focused on professional activities, "transforming" itself, especially in this area. More than for others, for him, means travel, trip, travel, to make the thrust to trans-situational mobility. In difficult situations he is anxious, contemplative, not always painless for you. He seeks to be active in solving problems, to understand their role and to adapt to the situation – but not to the people involved in it. Avoids contact, he is not going to conflict. He is aware of the beneficial effects of nature, sleeping is an effective strategy. In situations of satisfaction he accepts the situation as it is, switches to the other classes. He thinks of himself better than before attributing the causes of success himself. He allows himself to relax and "rest on laurels". Others care little for him. He

pays little attention to the joy of professional affairs, does not seek to adapt to the situation, therefore the immediate enjoyment of the situation gets a little.

The harmonizer of life situation is opened to a life experience, seeks to align his actions with the fact that life offers attention to the negative moments of life as a source of personal development. Like the inverter, he is a person with rich life experiences around. For him mean a lot of own inner world and its improvement focusing on the sad life experiences and his understanding.

Accordingly, the typical intensity of the inner life, a tendency to introspection and self-improvement is present. He is sad in difficult situations, withdraws into himself, feels guilt and anger. He seeks active, but not inclined to adapt to the situation. Activity is manifested in the intensification of creativity, fantasy and philosophizing, the appeal to religious experience. Exposed to somatic distress, therefore, he attaches great importance to the dream. In a situation of satisfaction self-esteem is increasing (or decreasing, in the case of remorse). He is waiting, not without anxiety, "what happens next", not paying enough attention to the bodily sphere. He is more inclined than other types to analyze the situation, to reflect. The creativity, imagination is activated. As the inverter he does not find in the joy of peace, less than others, being willing to adapt to the situation; not inclined to take your "happy weight" on the other; short-term sick "to celebrate".

Among the students – future artists noted more vivid types (75,5 %), while in other samples they are about 50 %. The question whether these peculiarities of the subject-object orientations connects with professional specifics of students – future psychologists arises. To answer this question, it is possible to access the results of the survey of the faculty of fine arts students and also cadets. According to the table, first-year students of the faculty of fine arts stand out as future psychologists trans-situational high mobility characterizing the craving for a new life. In addition, they are distinguished by a pronounced focus on the development of inner world. Since these features of the subject-object orientations differ from those for first-year students of psychological and pedagogical faculty, we can assume a significant impact of the specifics of chosen profession.

The subject-object orientation of the Military Medical Academy cadets (II course) quite differs. They are distinguished by low trans-situational variability and a lower degree of subjectiveness in relation to own life. Among this sample the most common is the type of user of life situation. The user of life situation is a person of action that focuses on achieving success in life, with a sober outlook on life, a certain pragmatism. Such a person has more narrow range of important experiences than inverter and harmonizer, a constricted temporal perspective of happy events and sad retrospective ("realist"). This is the person paying little attention to own health and inner world, not prone to "self-attention"; less for him than for others it means the family in which he grew up. In difficult situations he seeks to adapt to the people, but rather superficially. Difficulties affect changes in the activities in its activation or termination. Outbursts

of anger and anxiety without deep reflection which is counterproductive are possible. Also, he is looking for care and support from others, less drawn to religion. He is indifferent to nature, not to food. In the situations of satisfaction, he ascribes the reasons for the success himself, switches to the other classes, "allows" others to care about "the winner", is concerned about the need of waiting, the annoying "loss of time" in staying in nature; marked sleep disturbance. It is not typical as the care themselves and "exit" (in philosophy, religion, illness). Unlike other types, the joy is not forgetting about work in thinking about their achievements increasing self-esteem, future plans; in the tendency to adapt to the people fails, it is possible, therefore, away from the contacts; experience the immediate joy is not typical.

The samples of students of humanitarian faculties of the A. I. Herzen State Pedagogical University and cadets of the Military Medical Academy differ by gender. The influence of gender on subject-object orientation, indeed, is manifest differently in different samples (Korzhova, 2006). However, in the student samples we have received data showing absence of significant differences between students and students of humanitarian faculties of all indicators of subject-object orientations. In comparing the data of first-year students with chosen different specialties with the final sample size data we can see the differences in the indicators related to professional choice. Students of the faculty of fine arts have a more pronounced focus on the inner world and trans-situational mobility. This reflects their focus on self-understanding and interest in the new, the desire to "capture" this new. Students – future psychologists are also quite trans-situational agile, although to a lesser extent than the previous sample, as well as more trans-situational. The dynamics of subject-object orientations of the second-year students is described above. Professional specific in this case affects the willingness to learn others (hence the desire to new situations) and our self and, after knowing it, to change our self. Finally, future military doctors are not inclined to self-transformation and more focused on the outside world in comparing with the final sample. Their future profession has a strong practical focus and requires a clear specific action.

#### **4. Discussions**

The psychology of subjectiveness has been widely discussed in the psychological literature (Mukhametzyanova *et al.*, 2016). The previous researches by Ananiev (2010), Zimnaya (1997), Smirnov (1995) are devoted to psychology of youth period in whole. However, scientific works on the problem of the subjective characteristics of students are not enough and they are only debatable.

#### **5. Conclusion**

The data indicate close relations of professional choice with subject-object orientations. The presence of this connection is noted regardless of the experience in a profession. The subject-object orientation of professionals has significant differences not only in comparison with the standardization sample, but also among

themselves, which is consistent with available literature information on the relationship types of the world cognition and personality types (Spranger, 1921), values and types of professional activities (Holland, 1966). Bubnova (1998) studying in the system of professional consultation values, shows that professional installations are the main aspect of general life attitudes and values. When choosing a career person, in fact, selects a specific close to him the way of life that relate to his ideas about himself, about the values that are significant to him. Psychological portrait of a student-future psychologist in the context of subject-object orientations as follows: moderately severe subjective orientation characterizing the active life position; creative direction to internal and external world (expressed trans-situational variability and mobility); the upward trend of orientation to the outside world when changing chaotic purposeful self-transformation as the learning and mastering of profession; as a rule, it is the inverter or the harmonizer of life situation – type is uniquely creative, with wide variations of trans-situational locus of control. Students of the faculty of fine arts are more pronounced with trans-situational creativity characterizing creative direction and personality, and activities, and the students – the future military doctors – with trans-situational stability because of the need due to their professional requirements solve clearly defined practical tasks.

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