Development patterns of the idea of personal agency and its implementation in the domestic educational practice of the XXth century

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Abstract
The purpose of the article is to represent changes in the understanding and implementation of the idea of personal agency of schoolchildren inherent in Ukrainian pedagogical discourse and actual practice of educational institutions in the XXth century. The above has forwarded the research to the following areas of concern: to establish the dynamics of a cognitive-creative process of generating and implementing the idea of agency given its philosophical, psychological, educational-political and pedagogical-technological context; to create a general infographic periodization of the development of the idea of agency based on comparing profiles of agency of schoolchildren of the studied period in a particular territory.

Methods: To solve the research tasks, the author has used interpretational methods, particularly genesis one, that has made it possible to conclude about the development patterns of the idea.
of personal agency in the scientific-pedagogical discourse and introduced models of schoolchildren's education and upbringing; the modelling of the progress of the idea contributes to finding out the logic of its generating and transformation; a discourse-analysis for the identification of a socio-cultural dimension of the agency-related issues in the pedagogical ideas of the XXth century; a comparative analysis to compare agency profiles in the defined periods. **Results.**

Development patterns and introduction of the idea of a pupil's personal agency are studied within three dimensions: philosophical-psychological (methodological), the coordinate system of which is a civilizational type of personality (classical, modern, postmodern), and society (monarchical, industrial, democratic, information technology); educational and political, which is rendered on the axes of state reforms and pedagogical (including innovative) schools; pedagogical-technological covering, on the one hand, the content-process aspect of educational, developmental and pedagogical effect of a teacher and, on the other hand, an effective-evaluation aspect of the pedagogical influence represented by new formations of a pupil and changes in the pedagogical situation. **Conclusions.**

A logic of the development of a child's agency in the domestic educational theory and practice of the XXth century is rendered under the framework of shaping visions of agency as a cultural demand of the socio-historical formation, a generic feature of a representative of the civilization, a component of pedagogical ideal, competencies and a specified level of a child's development (a social demand for education), a note on his social role as a means of involving the child into the educational process, an opportunity for his self-realization. The key trends of the development of the idea of a pupil's agency concern the changes in socio-historical formations and cultural-psychological type of community and psychological type of a personality belonging to a specific epoch, worldviews and educational paradigms, theoretical substantiation of a new pedagogical thesaurus and technology innovations in education institutions.

**Key words:** agency, theoretical-applied knowledge, logic of idea development, determination and transformation of idea, agency profile, educational process.

**Introduction**

The current transitivity and globalization processes determine a need to study the issues related to the manifestation of personal agency in all the areas of life activities. Thus, under the emerged conditions, a man can't realize only his adaptive

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**Key words:** суб'єктність, теоретико-прикладне знання, логіка розвитку ідеї, детермінація та трансформація ідеї, профіль суб'єктності, освітній процес.

**Вступ**

Транзитивність сьогодення та процеси глобалізації детермінують необхідність дослідження питань, пов'язаних із проявом суб'єктності особистості в усіх сферах

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function – he must become an active participant of the social transformations and self-creation. The present requires expanding opportunities to realize one’s individuality and stipulating the importance of personal changes meeting new conditions in which the human potential is unlocked. In this context, the idea of personal agency seems relevant. That sort of approach gains a particular importance in the education system, which lays the foundation of agency, self-activity and postulates the agency-based approach to education, upbringing and development of students of different ages.

A focus on the progressive changes in the educational environment is directly associated with an identification of benchmarks of the transformation of a pedagogical reality in which, in the author’s opinion, the agency of the participants of the educational process may become a regulator of the scientific cognition. Being system-making, this category is a basis for the development of theoretical-methodological aspects of many pedagogical concepts and paradigms. However, its details and a role in catalyzing the pedagogical potential of the education situation are interpreted ambiguously. By defining a pupil as a subject of training, education and evolution, his subject-oriented position is usually declared in the context of pedagogical interaction. In fact, he is an object of the pedagogical influence but, at the same time, he reserves the right to agency. Taking into account the aforementioned, a significant scientific-applied task involves justifying theoretical-methodological fundamentals of development of the idea of personal agency, actual indices of its approbation in the educational practice and prospects for the implementation amidst modern challenges.

Therefore, the author associates a thorough study of the logic of shaping the idea of personal agency in a retrospective of the pedagogical thought and educational practice of the XXth century with a necessity to consider the subject-oriented approaches elaborated in the scientific-methodological contributions of educators, psychologists, philosophers of that period to improve the current educational situation, which has a growing interest in a pupil’s життєздійснення. Адже в умовах, що виникли, людина не може реалізовувати лише свою адаптивну функцію, вона повинна стати активним учасником суспільних пере-творень та самотворення. Сьогодення вимагає не тільки розширення можливостей для розкриття індивідуальності особистості, але й зумовлює важливість її самозмін відповідно до нових умов, у яких реалізується людський потенціал. У цьому контексті ідея суб’єктності особистості стає вельми дорогою. Особливої актуальності такий підхід набуває в системі освіти, де закладаються основи суб’єктності, самоактивності та постулюється суб’єктний підхід до навчання, використання й розвитку учнів різного віку.

Орієнтованість на прогресивні зміни в освітньому середовищі неодмінно пов’язана з визначенням основних орієнтирів трансформації педагогічної реальності, у якій, на нашу думку, регулятивом наукового пізнання може стати суб’єктність учасників освітнього процесу. Як системотвірна, ця категорія слугує основою для розроблення теоретико-методологічних аспектів багатьох педагогічних концепцій та парадигм. Однак її змістове наповнення та роль в активізації педагогічного потенціалу освітньої ситуації інтерпретується неоднозначно. Визнаючи учня суб’єктом навчання, виховання та розвитку, його суб’єкт-орієнтована позиція в педагогічній взаємодії зазвичай лише декларується. Реально він залишається об’єктом педагогічного впливу, водночас зберігає право на суб’єктність. З огляду на це значущим науково-прикладним завданням є обґрунтування теоретико-методологічних засад розвитку ідеї суб’єктності особистості, реальних показників її апробації в освітній практиці та перспектив реалізації в умовах викликів сьогодення.

Відповідно, грунтовне дослідження логіки формування ідеї суб’єктності особистості в ретроспективі педагогічної думки та освітньої практики XX століття ми пов’язуємо з необхідністю врахування суб’єкт-орієнтованих підходів, розроблених у науково-методичних працях педагогів, психологів, філософів цього періоду, для вдосконалення сучасної освітньої ситуації, у якій зростає інтерес до
personality as a subject of cognition and activity, his motivation for self-regulated education. By analyzing the theoretical ground and performance of the tested models of implementation of the idea of agency in the domestic educational practice of the XXth century, the author strives to find out the general patterns which contributed to the development of visions of pupils' self-realization in the educational environment, their involvement in the process of acquiring, as well as in the context which ensures the mentioned idea, i.e., its transpективність.

The purpose of the research is to outline the general trends in the dynamics of the evolution of pupils' agency in the Ukrainian pedagogical discourse of the XXth century and the practice of education institutions that is defined as a ground for the implementation of agency-oriented educational process under the modern conditions.

Methods
An interdisciplinary nature of the research has made it possible: a) to identify a unified scientific context of understanding a category of "pupil's agency" and agency profile; b) to arrange the available models of realization of the attributes of pupil's agency in the domestic scientific discourse and the educational practice of the XXth century; c) to substantiate the determination of an idea-genesis of agency-related issues given its trigger, first, by a worldview in terms of an individual and society and, second, a socio-historical background of the education reforms; third, conditions of organizing the educational process, a context of a pedagogical reality.

An ontological approach to the study of the phenomenon of agency has allowed specifying those attributive features which facilitate the identification of agency in the manifestations of a pupil of the XXth century, scientific publications of the relevant period, and the worldview considerations which were extended to the educational practice.

A historical-scientific analysis has been aimed at systemizing and understanding of gnoseology of the category of "agency", its markers and their verification in the models of organization of the educational process, which
were approbated by the domestic educational practice. The acquired knowledge refers to the formulation of strategies meeting modern demands for the development of educational innovations, the part of which is an idea of self-organization of a subject of training, his ability to an effective self-actualization in such dimensions as education, mutual and self-education, improvement, mutual and self-improvement, development, mutual and self-development.

An application of interpretation strategies, comparative and discourse analysis has ensured the systematization of dynamic patterns in the profiles of agency of domestic schoolchildren of the XXth century and the detection of a degree and character of the relations between determinants, which triggered the development and transformation of the idea of agency-based direction of the educational process to be viable and effective.

Quantitative estimation of an agency’s manifestation is both an important and auxiliary tool of its diagnostics. Moreover, the category of “agency” originates from the understanding of internally aroused processes, the evaluation of which under standard criteria (upward or downward deviation) is incorrect. Analysis of psychological-pedagogical characteristics of a pupil mentioned in the scientific and educational-methodological publications (total: 137 sources) upon the defined criteria and indicators is the best option for the present research to study agency-based manifestations. They can be traced in a socio-psychological model of the ideal personality as a goal of the educational effects (a social demand on education – what subject a pupil has to become in the future and what social function he will exercise), an educational model of the ideal pupil (a state-educational demand on a school – what subject a pupil has to be during schooldays and what function he performs in an education institution), pedagogical characteristics of typical schoolchildren (a description of real schoolchildren – what subject a real pupil is, what functions he is allowed to perform in school and what he exercises at his discretion). Taking into account the above, agency indicators has been determined for every criterion. It refers to: a) an express
indication of agency markers (independence, intentionality /initiative, creativity, freedom, responsibility) in the documents under examination (a personality model, model of an ideal pupil, characteristics of a real pupil – synonyms which can be used for the description of independence, initiative, creativity, freedom, responsibility in the personal manifestations); b) the description of the functions close to agency markers but without naming of the very markers (a complete, limited or lacking set of agency-based functions of a pupil’s personality). To evaluate the indicators, the author has applied a scale from +3 to – 3, where +3 – a marker name in a model or characteristics, +2 – a marker name substituted by synonyms, +1 – a fragmentary description of the functions of a marker without its direct naming, 0 – a lack of the indication of a marker or its functions, –1 – a fragmentary description of marker’s dichotomy, –2 – the use of a synonymic row of marker’s dichotomy, –3 – a name of dichotomy of a marker or its functions.

Results
The socio-cultural context of modern education is based on the need for schoolchildren’s manifestation of self-activity, a capacity for self-regulated learning. Requirements they face under the framework of a mixed and distance learning stress the significance of a focus of the educational practice on promoting the idea of agency of a school community. Having regard to the beforementioned, agency should be considered as a backbone component of a new approach to being where everyone is defined as a reflexive agent, creator, implementer, organizer of one’s life. In terms of the educational environment, the aforesaid is specified through the following markers: independence, initiative, responsibility, creativity, and freedom (Halian, 2017). In the author’s opinion, they delve into the empirical parameters of identification of personal agency, among other phenomena, and elucidate its ontological essence.

To represent the development of the phenomenon under study, the author has created the profiles of a pupil’s agency which draw up a role-based structure of his personality given a) the socio-historical situation during the XXth century; b) worldviews reflected in the views of scientists, cultural figures

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and educators; c) the realities of the educational environment the participants of the educational process belonged to. The scales of a profile are based on five markers of agency and their dichotomy: the “independence – dependence” scale, the “initiative – executive obedience (obedience)” scale, the “creativity – reproductivity (convergency, reactivity)” scale, the “freedom – hopelessness” scale, the "responsibility – an external determinancy.

Ukrainian political-ideological realities of the XXth century have encouraged examining agency profiles in terms of five periods: 1) the early XXth century with its emphasis on the development of children's activity, creativity (1900 – 1917); 2) the period of the Ukrainian War of Independence (1917 – 1920) when self-active, responsible person was a priority; 3) the period of the experimental approach in pedagogical psychology and child-centrism (1920 – 1930); 4) formalization of the term of “all-round man”, orientation to the average indicators of schoolchildren's development (1930 – 1980); 5) renewal of the interest in a child's personality, his perception as a value (the 1990s).

Three profiles are differentiated under the specifics of agency manifestation:
• socio-personal – it renders the demands to a person as a representative of civilization, a participant of the social community (fig. 1);
• educational-scientific – it describes the educational ideal at a particular stage of social advancement, a neurotypical level of development, the role characteristics of a pupil of a specific era (fig. 2);
• pupils’ – it renders opportunities for the personal self-realization (fig. 3)

Reconstruction of the dynamics of content, conditions for distinguishing the attributive features of agency, an institutional social role of a pupil during the XXth century in the domestic educational discourse and environment has made it possible to formulate some patterns. They have established the interdependent processes of forming knowledge about a pupil under the dimensions of his agency. They are analyzed below.

1. The idea of a pupil’s agency was developing in the pedagogical discourse against the background of the progress in learning the personal issues in psychology and philosophy. The XXth century is characterized by a change of the scientific paradigm, which determined the priority to study the role of a man in society, his being as a reality. Thus, it was relevant to delve into the nature, factors, mechanisms and conditions of personal becoming, chiefly the agency's essence. In particular, a subject and agency were interpreted and became the fundamental categories of considering individual components in the concept of man, agency-activity approach, discourse of existence, personalism, and postmodern theories. Philosophical-psychological analysis of a subject set new trends in examining a genesis of agency, opportunities for its advancement. The above influenced the expansion of a scientific search and its transfer into the dimension of the educational process. Consequently, an urgent character of creating psychological-pedagogical conditions, which would ensure the development of a pupil as a subject and his ability to explore reality not only adaptively but also creatively, showed a need to study the agency of a pupil as a pedagogical phenomenon by shifting the emphasis in the system of pedagogical interaction between an adult and a child. A humanistic direction, which emerged in psychology, outlined the opportunities for implementing its principles in education.

Fig. 3. Representation of agency markers in the pupils’ profile of domestic schoolchildren in the XXth century

Рис. 3. Репрезентация маркерів суб'єктності в учнівському профілі вітчизняних школярів ХХ століття
Notes: periods of the XXth century: 1 – 1900-1917; 2 – 1917-1920; 3 – 1920-1930; 4 – 1930-1980; 5 – the 1990s
and pedagogical activity. Their functions were grounded on the inherent value of a person and support of his drives for self-expression, self-determination and self-actualization.

2. Dependence of the development of the idea of a pupil's agency on the correlation of external and internal factors. A disputed attitude to the personal agency in view of its acceptance in socially approved forms and condemnation for an attempt to overstep the mark caused its ambiguous perception. In particular, there was heightened attention to the identification of agency and a need in its cultivation in the periods of democratic transformations (a time of the Ukrainian War of Independence (1917–1920), a situation of conserving an ethical identity for the West Ukraine (until 1939), approval of democratic principles of development of national education (since the 1990s)) and decrease in the days of ideological pressure. Consequently, the attitude to the agency of children and the youth was driven by the socio-political and socio-economic conditions, national and state building processes as the external factors of the development of the relevant idea and its extension to a pupil's personality.

At the same time, the logic of the generation of pedagogical knowledge (internal conditions), its reliance on accumulated facts, the statement of scientific problems, and the further development of available ideas allowed concluding the following: there was a transition from reductionism, heterogeneous perception of agency-related characteristics of the personality to a holistic one amidst the development of a pupil’s agency. It is stated discreteness of the features of agency, their attribution to some (mainly allowed) areas of activity of a pupil and key tasks of a school (particularly, intellectual agency in the cognitive concept of a man) couldn't maintain a genuine agency. However, it became possible due to the methodological advancement in the context of poly-determinacy of personal activity and the focus on the realization of subject-agency cooperation. A personal approach was recognized to be actual along with an individual one.

The internal factors also encompass the impact of a foreign reform movement and progressive ideas on the evolution of the domestic pedagogical

2. Зумовленість розвитку ідеї суб’єктності особистості школяра взаємодією зовнішніх і внутрішніх чинників. Суперечливі ставлення до суб’єктності особистості з огляду на її прийняття в соціально схвалених формах та засудження за спробу виходу за “межі дозволеного” призвело до її неоднозначного сприймання. Зокрема, спостерігаємо посилення уваги до вивучення суб’єктності та потреби її культивування в періоди демократичних перетворень (часи Визвольних змагань (1917–1920), у ситуації збереження власної етноідентичності для західноукраїнських земель (до 1939 р.), утвердження демократичних засад розвитку вітчизняної освіти (з 1990-х рр.) та зниження в часи ідеологічного тиску. Отже, ставлення до суб’єктності дітей та молоді диктували соціально-політичні та економічні умови, націо- та державовтвірні процеси як зовнішні чинники розвитку означеної ідеї та її екстраполяції на особистість школяра.

Водночас логіка становлення самого педагогічного знання (внутрішні умови), його операція на накопичених фактів, постановку наукових проблем, а також подальше розроблення попередніх ідей, уможливили висновок: у розвитку ідеї суб’єктності школи...
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theory and practice (freedom-based education, personality pedagogy). The early XXth century and, after a while, the 1980s were characterized by a search for ways to implement child-centrism in terms of education and upbringing, overcoming formalism and dogmatism in a school by relying on the agency focus of pedagogical cooperation.

3. Heterochronism of the interpretative models of the personal agency of a pupil in the pedagogical ideal defined (more forced) by an educational policy and pedagogical concepts and theories, which were not formalized.

Development trends of the idea of a personal agency in the domestic pedagogical discourse of the XXth century and tasks of a school to train the younger generation rendered high demands of the social practice. Thus, an orientation towards manufacturing requirements, facilitation of the scientific progress, cultural revolution and human-dimension of being set a goal of education and upbringing, forms and methods of their achievement. At the same time, preconditions for the realization of progressive ideas, a well-grounded standpoint on the renewal of education and organization of the educational cooperation, requirements for students and a training cooperation emerged at a socio-personal or scientific-pedagogical level outside an official education policy. It is typical that promulgated ideologemes could disharmonize with a pedagogical vision of a vector of changes in the school practice and professional views on the organization of the educational system of those scientists and educators who evaluated a pedagogical reality from the perspective of expediency and effectiveness.

4. Agency is not only substantial characteristics of a new (both postmodern and postnonclassical) personality. This ability is peculiar to a person as a subject of life activity regardless of an epoch. Therefore, the differences in an option of a pupil’s manifestation of agency are determined by a predominant educational paradigm and technology for its activation. A contextual analysis of the domestic pedagogical discourse showed an agentless educational system, defining a child as an object of the pedagogical effects, had shaped before the XXth century. Such a situation triggered protest of progressive teachers.
of that period who qualified agency as a natural expression of the individual features of children, their natural capacity for an adequate attitude to cognition. Their progressive ideas of children’s activity and the need to stimulate it in specially provided conditions for research, creativity and independence contextually reflected the child-centered educational paradigm. As a result, it was individually developed within the pedological movement. However, a class-party program of education of the younger generation was formed in the USSR and centrally expanded to the domestic educational system, childcentrism was substituted for a knowledge-centric educational paradigm. “A smart school” (O. Muzychenko (Muzychenko, 1911)) conceded “a knowledge school”; a unitarian educational system, which favored only those manifestations of agency which face the dichotomy of an individual-social component to the benefit of social, collective (1930–1950), was prioritized on the long run. An intellectual agency of a personality of “education school” was given scientific credence in the theories of education and upbringing (H. Kostiuk (Kostiuk, 1989), Yu. Mashbyts (Mashbyts, 1988) et al.), and their developmental strategy contributed to working out the issues of the intensification of cognitive activity of schoolchildren, involvement of tasks according to a program and problems, and paying significant attention to intellectual independence. Personalized and differentiated approaches not only met demands of the tangible embodiment of the developmental education but also became a precondition for separating a personal aspect in schoolchildren’s attitude to the content of the learned material, ways of acquiring knowledge, self-evaluation and self-revision during the educational-cognitive process. Gradually, “development school” expanded up to the “school of self-development” and the predominance of the humanistic educational paradigm in it. In spite the school preserved a traditional translational function and a priority of training ability, great importance was attached to the cooperation with the environment and independent comprehension of a new experience, responsibility for the decision made, and the act committed. The humanistic educational
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process contributed to the personalized focus of pedagogical technologies, a dialogue nature of pedagogical cooperation, and a human-centric attitude to schoolchildren. Consequently, the idea of agency was not only supported but also applied in some education institutions.

5. Pedagogic innovation always reflected the idea of priority of personal agency of a pupil as a result and a motivating factor in the organization of an effective pedagogical cooperation. In the early XXth century, the above was demonstrated by the activities of private gymnasiums, as well as by experimental searches in the 1920s–1930s, conceptual approaches of innovative teachers of the 1960s–1980s, content of the activities of new types of educational institutions in the 1990s (gymnasiums and lyceums). Their orientation to education, upbringing and development of children and adolescents comprised the elements of cooperation, co-creation, co-search which, on the one hand, were based on individual characteristics of schoolchildren, their aptitude, abilities, and on the other – contributed to their growth. It is worth noting the innovative aptitude, abilities, and on the other – contributed to their growth. It is worth noting the innovative approach didn't always consciously (implicit knowledge) relied on the mechanisms of updating intellectual and, in the research of educators of the 1990s, personal potential of schoolchildren, their orientation to education, upbringing and development of children and adolescents comprised the elements of cooperation, co-creation, co-search which, on the one hand, were based on individual characteristics of schoolchildren, their aptitude, abilities, and on the other – contributed to their growth. It is worth noting the innovative approach didn't always consciously (implicit knowledge) relied on the mechanisms of updating intellectual and, in the research of educators of the 1990s, personal potential of schoolchildren, their ability to be involved in the creation of an environment for their self-development.

6. Agency established as an educational benchmark when a child's development gained equality in pedagogical science along with the processes of his education and upbringing. In addition to the historical background of the formation of pedagogy as a science, the author recognizes its orientation to rapprochement and the inseparable unity of education and upbringing. Being generalized in the scientific approaches, theories, concepts and technologies, they created a methodological space of the socio-humanistic knowledge of personality and forms, methods, and means for the organization of his education and upbringing. The trinity of pedagogical reality, such as teaching, education and development, made it possible to regard a pupil in terms of his agency.

Discussion
The XXth century was a landmark for the understanding of a man as a subject through the difference in the pupil's personal agency. The XXth century was a landmark for the understanding of a man as a subject through the difference in the pupil's personal agency.
broadening the knowledge to the horizons of his agency-related essence, and later – at the beginning of the XXIst century – to post-postmodern agency (Karpenko, 2006). The category of “agency” has acquired a content under the framework of its formal characteristics due to the interdisciplinary approach, particularly philosophical-psychological one (Roessler, Eilan, 2003). The above contributed to its interpretation in different social practices, including educational (Bałachowicz, 2009; Halian, 2017). Thus, it was launched a challenge against the previous education trends, and the research interest was aimed at updating the theoretical-methodological fundamentals of the organization of the educational process (Kremen, 2014), justifying and conceptualizing the issues of childhood and methodology for its studying in the epoch of postmodern (Meynert, 2014). The present time, with its challenges, encourages scientists to look for interpretive strategies to come to grips with problems of the world (Kalischuk, 2020), its value, intellectual, creative and other parameters, the interaction with which changes a child (Lindgren, 2020), and refer to the difficulties in the training of a new generation.

In the author’s opinion, a reference to the idea of personal agency makes it possible to define a road map for updating a system of psychological-pedagogical knowledge and progress in its realization in the context of educational institutions. Therefore, an outcome of the logical understanding of the nature of a man was rendered in the concepts which substantively revealed his potential ability to self-activity and assert the right to authorship and personal self-fulfillment. Domestic scientists show interest in the research of psychological patterns and mechanisms of these attributive characteristics of agency. Recent studies of the age-specific and socio-cultural factors have dealt with self-projection of personality (Chepelieva, 2016). By tracing the age-specific dynamics of this phenomenon, the emphasis is on the need for developing schoolchildren's ability to self-projecting, particularly in the middle childhood. According to the author; at that age “it is too early to speak of self-projecting as a conscious and purposeful process”. It is also too early to speak of the authorship, which
provides for creating the project “Self” (ib.); at the same time, it is stressed the possibility of learning to reinterpret life events through the special use of narrative techniques. This dimension is supplemented by studies on agency of preschoolers undertaken by Swedish scientists C. Caiman and I. Lundegård. The authors state children as “agents for change” are active participants in their own day-to-day practices. In the context of education for sustainability, it is essential what children achieve together rather than something they possess (Caiman, Lundegård, 2014). The beforementioned is complicated in the domestic educational practice by the following fact: a pedagogical reality is distinguished, on the one hand, by the progressiveness of views on the subject of learning, anticipation of his attitude to the understanding of environment and the effectiveness of self-organization during the training, and on the other – syncretism of the images of a real and ideal schoolchild that, in turn, can cause difficulties in implementing the pedagogical plan and solving professional problems by educators. Under these conditions, there is a relevance of the issue of becoming a pupil as a subject of learning, the search for those determinants and conditions under which he can realize his agency-related potential at different levels (mentally – physically, individually – socially, freely – in a determined way).

It’s not much of a leap to understand special attention should be paid to the transformation of the educational process at the level of higher education, which a priori is based on the development of the future generation of educators capable of understanding the multidimensionality, self-organization and evolution of pedagogical reality where they stay and which will be a subject-matter of their future activity. The change of mental schemes of perception of pupils directly directed by the content and process of training and practice of self-realization of future teachers seems perspective (Halian, 2020; Tsiura, 2006; Räisänen, Postareff, Lindblom-Yläne, 2016). That sort of standpoint is supported by a set of arguments: 1) under such conditions, it is possible to develop meta-competencies of students and, as proved by the author’s previous research, to psychological закономірностей і механізмів цих атрибутивних характеристик суб’єктивності. Останнім часом дослідження вікових та соціокультурних чинників вічна будова само-проектування особистості (Самопроектування..., 2016). Простежуючи вікову динаміку цього феномену, зацентровано на потребі розвитку у школярів здатності до само-проектування, зокрема, у молодшому шкільному віці. Як зазначили автори, у цьому віці "зарано говорити про самопроектування як усвідомлений і спрямований процес. Зарано, говорити і про авторство, що передбачає створення проекту "Я" (там само, С. 72), водночас наголошують на можливостях навчанню реінтерпретації життєвих подій за допомогою спеціального використання наративної техніки. Цей ракурс доповнюють дослідження суб’єктності дошкільників, проведені шведськими науковцями C. Caiman и I. Lundegård. Авторки стверджують, що діти, як "агенти змін" є активними учасниками власної повсякденної практики, і в умовах відтворення освіти для сталого розвитку суттєвим є не тільки те, що діти потенційно мають, а саме те, чого вони досягають у співдіді (Caiman, Lundegård, 2014). Ознанене у вітчизняній освітній практиці ускладнює такий момент: педагогічну реальність вирізняє, з одного боку, прогресивність поглядів на суб’єкта учіння, антиципація його діяльнісного ставлення до пізнання довкілля та результ ativність самоорганізації в навчанні, а з іншого – синкретизм образів реального та ідеального школяра, що, своєю чергою, може спричинити труднощі втілення педагогічного задуму та вирішення проблем, за яких він стає здатним на різних рівнях (методично – фізично, індивідуально – соціально, вільно – детерміновано) реалізовувати свій суб’єктнісний потенціал.

Не важко зрозуміти, що особливої уваги потребує трансформація освітнього процесу на рівні вищої освіти, де априорі закладено формулювання ідей генерації педагогів, здатних усвідомлювати багатомірність, самоорганізацію та еволюцію педагогічної реальність, в якій
re-focus future teachers on finding the optimal combination of standardized educational goals and opportunities for personal self-determination of each participant in pedagogical cooperation (Halian, 2020). This is considered as an expected result of an updated educational design; 2) specially created educational situation encourages applicants to realize not only a logical, in their opinion, social role – “student”, but also to evaluate their own experience of learning from the perspective of a social role – “a future teacher” (coincidence of a subject and an object of learning) (Shamrai, 2014: 277). Their contrast leads to the creation of “personal epistemology” (Brownlee, Ferguson, Ryan, 2017) towards understanding the methodology of future professional activity.

In this regard, the strategy of self-regulated education advantageously differs from others (Zimmerman, Schunk, 2011). A search for personal usefulness and a sense of everything that concerns life purpose of a person – today’s student – tomorrow’s teacher” is a defining moment of self-identity in this context (Tsiura, 2006: 5). In such a way, it is overcome “a repressive potential of education” (Shamrai, 1014: 266), its orientation to the “formation”, and “standardization”. It is proposed a holistic coverage of the fundamental aspects of the idea of agency in terms of its development that overpasses a simplified, mosaic vision of a child, an adolescent as a personality who can make own choice, create oneself and situation, identify the personal value and creatively influence an environment.

Conclusions
The issue of development patterns of the idea of the agency of a schoolchild in the domestic theory and education practice, an option of optimization of the educational practice relying on them has raised due to the contradictions in the two dimensions. On the one hand, there is a significant gap between scientific achievements in the agency-related area and the actual practice of education institutions, which have difficulties in the realization of one’s agency by both students and teachers. On the other hand, an agency carrier – a student as a typical and an excellent representative of his epoch – doesn’t fit in with вони перебувають та яка стане предметом їх майбутньої діяльності. Виділяється перспективною спеціально спрямована змістом і процесом навчання зміна мислення сприймання учнів та власна практика самовтілення майбутніх педагогів (Галян, 2020; Цюра, 2006; Räisänen, Postareff, Lindblom-Ylänne, 2016). На захист такого бачення можна навести низку аргументів: 1) за таких умов уможливлюється формування у студентів мета компетентностей і, як доведено нашими попередніми дослідженнями, переорієнтація майбутніх педагогів на віднайдення оптимального поєднання стандартизованих освітніх цілей та можливостей для особистісного самовизначення кожного учасника педагогічної співдіяльності (Halian, 2020). Це вважаємо прогнозованим результатом оновленого освітнього дизайну; 2) спеціально створена освітня ситуація спонукає здобувачів реалізовувати не тільки логічну розуміння соціальну роль – “студент”, але й оцінювати власний досвід у відчуття з позиції соціальної ролі – “майбутній педагог”, (збіг суб’єкта та об’єкта пізнання (Шамрай, 2014: 277). Їх зіставлення спричиняється до творення “особистої гносеології” (Brownlee, Ferguson, Ryan, 2017) в осмисленні методології майбутньої професійної діяльності.


Висновки
Питання закономірностей розвитку ідеї суб'єктності школи у вітчизняній теорії
“a worldview and practices” of teachers who, in the author’s opinion, need changing the paradigms of mental activity regarding substantive and procedural aspects of their own activities, as well as its results. Consequently, methodological pillars, which were an activity base of teachers in the XXth century, should be reviewed given the scientific progress.

It is no surprise at all that the development of the idea of personal agency and its introduction in the practice of education institutions is caused by a complex system of determinants as it concerns, on the one hand, the realization of an education policy in a particular historical time, its focus on a social demand on a school and, on the other, a set of factors, such as the progress: a degree of scientific development of the issue of agency within the psychological and pedagogical knowledge; interdisciplinary links between humanities and joint cross-disciplinary research on the personal growth and personal self-realization; paradigmatic changes in the assessment of personal resources, the emergence of the human-centric vector of science development in general; use of a nonlinear approach to forecasting the outcome of cooperation, particularly, in the educational system.

Orientation to the sources of post-nonclassical agency, evolution of this category in the scientific, educational and cultural-historical discourse of the past allows working on a system-based strategy of its implementation in modern conditions of education, upbringing and development of schoolchildren. A focus, orientation and methodological vector of the idea of agency of a schoolchild’s personality, its scientific validation, and socio-cultural maturity outline the substantive aspects of the idea-genesis of agency matters in the domestic discourse of the XXth century. The analysis of actual educational practice in this period confirmed the influence of socio-historical, scientific-pedagogical and pedagogical-technological phenomena on the opportunities of achieving agency self-realization by a student.

A variability of modeling activities of modern schoolchildren should become a defining feature of their education, upbringing and development.
Education institutions, which postulate that sort of approach, are open to innovations, the integration of various approaches, their approbation and selection of the most effective ones, stimulation and support of children's authorial searches and creative projects, their initiatives, creation of conditions for self-activity and, thus, embodiment of true agency of participants of pedagogical cooperation.

References


Development patterns of the idea of personal agency and its implementation in the domestic educational practice of the XX\textsuperscript{th} century


