



REVISTA INCLUSIONES

CIENCIA EN LOS NUEVOS TIEMPOS

Revista de Humanidades y Ciencias Sociales

Volumen 7 . Número Especial

Julio / Septiembre

2020

ISSN 0719-4706

CUERPO DIRECTIVO

Directores

Dr. Juan Guillermo Mansilla Sepúlveda

Universidad Católica de Temuco, Chile

Dr. Francisco Ganga Contreras

Universidad de Tarapacá, Chile

Editor

Drdo. Juan Guillermo Estay Sepúlveda

Editorial Cuadernos de Sofía, Chile

Editor Científico

Dr. Luiz Alberto David Araujo

Pontificia Universidade Católica de Sao Paulo, Brasil

Editor Europa del Este

Dr. Aleksandar Ivanov Katrandzhiev

Universidad Suroeste "Neofit Rilski", Bulgaria

Cuerpo Asistente

Traductora: Inglés

Lic. Pauline Corthorn Escudero

Editorial Cuadernos de Sofía, Chile

Portada

Lic. Graciela Pantigoso de Los Santos

Editorial Cuadernos de Sofía, Chile

COMITÉ EDITORIAL

Dr. Jaime Bassa Mercado

Universidad de Valparaíso, Chile

Dra. Heloísa Bellotto

Universidad de Sao Paulo, Brasil

Dra. Nidia Burgos

Universidad Nacional del Sur, Argentina

Mg. María Eugenia Campos

Universidad Nacional Autónoma de México, México

Dr. Francisco José Francisco Carrera

Universidad de Valladolid, España

Dr. Pablo Guadarrama González

Universidad Central de Las Villas, Cuba

Mg. Amelia Herrera Lavanchy

Universidad de La Serena, Chile

Dr. Claudio Llanos Reyes

Pontificia Universidad Católica de Valparaíso, Chile

Dr. Werner Mackenbach

Universidad de Potsdam, Alemania

Universidad de Costa Rica, Costa Rica

Mg. Rocío del Pilar Martínez Marín

Universidad de Santander, Colombia

Ph. D. Natalia Milanese

Universidad de Houston, Estados Unidos

Ph. D. Maritza Montero

Universidad Central de Venezuela, Venezuela

Dra. Eleonora Pencheva

Universidad Suroeste Neofit Rilski, Bulgaria

Dra. Rosa María Regueiro Ferreira

Universidad de La Coruña, España

Dr. Andrés Saavedra Barahona

Universidad San Clemente de Ojrid de Sofía, Bulgaria

Dr. Efraín Sánchez Cabra

Academia Colombiana de Historia, Colombia

Dra. Mirka Seitz

Universidad del Salvador, Argentina

Ph. D. Stefan Todorov Kapralov

South West University, Bulgaria

COMITÉ CIENTÍFICO INTERNACIONAL

Comité Científico Internacional de Honor

Dr. Adolfo A. Abadía

Universidad ICESI, Colombia

Dr. Carlos Antonio Aguirre Rojas

Universidad Nacional Autónoma de México, México

Dr. Martino Contu

Universidad de Sassari, Italia

Dr. Luiz Alberto David Araujo

Pontificia Universidad Católica de Sao Paulo, Brasil

Dra. Patricia Brogna

Universidad Nacional Autónoma de México, México

REVISTA INCLUSIONES

REVISTA DE HUMANIDADES
Y CIENCIAS SOCIALES

Dr. Horacio Capel Sáez

Universidad de Barcelona, España

Dr. Javier Carreón Guillén

Universidad Nacional Autónoma de México, México

Dr. Lancelot Cowie

Universidad West Indies, Trinidad y Tobago

Dra. Isabel Cruz Ovalle de Amenabar

Universidad de Los Andes, Chile

Dr. Rodolfo Cruz Vadillo

*Universidad Popular Autónoma del Estado de Puebla,
México*

Dr. Adolfo Omar Cueto

Universidad Nacional de Cuyo, Argentina

Dr. Miguel Ángel de Marco

Universidad de Buenos Aires, Argentina

Dra. Emma de Ramón Acevedo

Universidad de Chile, Chile

Dr. Gerardo Echeita Sarrionandía

Universidad Autónoma de Madrid, España

Dr. Antonio Hermosa Andújar

Universidad de Sevilla, España

Dra. Patricia Galeana

Universidad Nacional Autónoma de México, México

Dra. Manuela Garau

Centro Studi Sea, Italia

Dr. Carlo Ginzburg Ginzburg

*Scuola Normale Superiore de Pisa, Italia
Universidad de California Los Ángeles, Estados Unidos*

Dr. Francisco Luis Girardo Gutiérrez

Instituto Tecnológico Metropolitano, Colombia

José Manuel González Freire

Universidad de Colima, México

Dra. Antonia Heredia Herrera

Universidad Internacional de Andalucía, España

Dr. Eduardo Gomes Onofre

Universidade Estadual da Paraíba, Brasil

CUADERNOS DE SOFÍA EDITORIAL

+ Dr. Miguel León-Portilla

Universidad Nacional Autónoma de México, México

Dr. Miguel Ángel Mateo Saura

*Instituto de Estudios Albacetenses "Don Juan Manuel",
España*

Dr. Carlos Tulio da Silva Medeiros

Diálogos em MERCOSUR, Brasil

+ Dr. Álvaro Márquez-Fernández

Universidad del Zulia, Venezuela

Dr. Oscar Ortega Arango

Universidad Autónoma de Yucatán, México

Dr. Antonio-Carlos Pereira Menaut

Universidad Santiago de Compostela, España

Dr. José Sergio Puig Espinosa

Dilemas Contemporáneos, México

Dra. Francesca Randazzo

*Universidad Nacional Autónoma de Honduras,
Honduras*

Dra. Yolando Ricardo

Universidad de La Habana, Cuba

Dr. Manuel Alves da Rocha

Universidade Católica de Angola Angola

Mg. Arnaldo Rodríguez Espinoza

Universidad Estatal a Distancia, Costa Rica

Dr. Miguel Rojas Mix

*Coordinador la Cumbre de Rectores Universidades
Estatales América Latina y el Caribe*

Dr. Luis Alberto Romero

CONICET / Universidad de Buenos Aires, Argentina

Dra. Maura de la Caridad Salabarría Roig

Dilemas Contemporáneos, México

Dr. Adalberto Santana Hernández

Universidad Nacional Autónoma de México, México

Dr. Juan Antonio Seda

Universidad de Buenos Aires, Argentina

Dr. Saulo Cesar Paulino e Silva

Universidad de Sao Paulo, Brasil

Dr. Miguel Ángel Verdugo Alonso
Universidad de Salamanca, España

Dr. Josep Vives Rego
Universidad de Barcelona, España

Dr. Eugenio Raúl Zaffaroni
Universidad de Buenos Aires, Argentina

Dra. Blanca Estela Zardel Jacobo
Universidad Nacional Autónoma de México, México

Comité Científico Internacional

Dra. Elian Araujo
Universidad de Mackenzie, Brasil

Mg. Romyana Atanasova Popova
Universidad Suroeste Neofit Rilski, Bulgaria

Dra. Ana Bénard da Costa
Instituto Universitario de Lisboa, Portugal
Centro de Estudios Africanos, Portugal

Dra. Noemí Brenta
Universidad de Buenos Aires, Argentina

Ph. D. Juan R. Coca
Universidad de Valladolid, España

Dr. Antonio Colomer Vialdel
Universidad Politécnica de Valencia, España

Dr. Christian Daniel Cwik
Universidad de Colonia, Alemania

Dr. Eric de Léséulec
INS HEA, Francia

Dr. Andrés Di Masso Tarditti
Universidad de Barcelona, España

Ph. D. Mauricio Dimant
Universidad Hebrea de Jerusalem, Israel

Dr. Jorge Enrique Elías Caro
Universidad de Magdalena, Colombia

Ph. D. Valentin Kitanov
Universidad Suroeste Neofit Rilski, Bulgaria

Mg. Luis Oporto Ordóñez
Universidad Mayor San Andrés, Bolivia

Dr. Gino Ríos Patio
Universidad de San Martín de Porres, Perú

Dra. María Laura Salinas
Universidad Nacional del Nordeste, Argentina

Dra. Jaqueline Vassallo
Universidad Nacional de Córdoba, Argentina

Dra. Maja Zawierzeniec
Universidad Wszechnica Polska, Polonia

Editorial Cuadernos de Sofía
Santiago – Chile
Representante Legal
Juan Guillermo Estay Sepúlveda Editorial

Indización, Repositorios y Bases de Datos Académicas

Revista Inclusiones, se encuentra indizada en:





REX



UNIVERSITY OF SASKATCHEWAN



Universidad de Concepción

BIBLIOTECA UNIVERSIDAD DE CONCEPCIÓN



**CLOSE ADULT AS A MODEL OF SUBJECTIVITY FOR THE DEVELOPING PERSONALITY
OF THE CHILD IN LIGHT OF THE IDEAS OF L. S. VYGOTSKY**

Dr. Olga Veniaminovna Suvorova

Minin Nizhny Novgorod State Pedagogical University, Russia
The Academy of Law Management of the Federal Penitentiary Service of Russia, Russia
ORCID: 0000-0003-3977-7813
olgavenn@yandex.ru

Dr. Svetlana Nikolaevna Sorokopumova

Russian State Social University, Russia
The Academy of Law Management of the Federal Penitentiary Service of Russia, Russia
National Research Nizhny Novgorod State University, Russia
ORCID: 0000-0001-8339-6597
4013@bk.ru

Dr. Natalia Vadimovna Shutova

National Research Nizhny Novgorod State University, Russia
ORCID: 0000-0002-1686-1732
vladochka9@yandex.ru

Ph. D. (c) Elena Borisovna Mamonova

Candidate of psychological sciences
Minin Nizhny Novgorod State Pedagogical University, Russia
ORCID: 0000-0001-9149-0655
meb800@mail.ru

Ph. D. Elena Viktorovna Minaeva

Minin Nizhny Novgorod State Pedagogical University, Russia
ORCID: 0000-0002-6683-912X
eminaeva69@mail.ru

Ph. D. (C) Natalia Valentinovna Ivanova

Minin Nizhny Novgorod State Pedagogical University, Russia
ORCID: 0000-0001-6500-7295
ivanova30nv@yandex.ru

Fecha de Recepción: 05 de abril de 2020 – **Fecha Revisión:** 19 de mayo de 2020

Fecha de Aceptación: 27 de junio de 2020 – **Fecha de Publicación:** 01 de julio de 2020

Abstract

This article presents the results of a comparative research study of the synergy between children and their parents. The goal of this research was to study the influence of parental agency on the personality development of preschool and junior school children. The research revealed that the role of a significant adult as an agency model for a child is a reciprocation mechanism. Analysis of the empirical data (N1=157 - senior preschoolers and their parents N3=157; N2=121 - junior school children and their parents N4=121) showed that the agency index of junior school children's parents grew more in comparison to the agency index of preschool children's parents. Further, the analysis identified two different types of parental agency. One type is defined as parents with "external activity" and the other as parents with "internal activity." Within these groups, there are two different

Close adult as a model of subjectivity for the developing personality of the child in light of the ideas of L. S. Vygotsky pág. 552

categories: parents of preschoolers and parents of junior school children. The qualities of external activity among parents of preschoolers include conscious activeness, freedom of choice, and responsibility for a child. These traits correspond to the play stage of child development. Parents of junior school children promote values including self-development and understanding and acceptance of others. These correspond with the goals of mastering social competence, particularly in school.

Keywords

Adult personality agency – Significant adult – Adult as an agency model – Preschooler

Para Citar este Artículo:

Suvorova, Olga Venia Veniaminovna; Sorokopumova, Svetlana Nikolaevna; Shutova, Natalia Vladimovna; Mamonova, Elena Borisovna; Minaeva, Elena Viktorovna y Ivanova, Natalia Valentinovna. Close adult as a model of subjectivity for the developing personality of the child in light of the ideas of L. S. Vygotsky. Revista Inclusiones Vol: 7 num Especial (2020): 551-568.

Licencia Creative Commons Attribution Non-Comercial 3.0 Unported
(CC BY-NC 3.0)

Licencia Internacional



Introduction

Traditionally a general logics of human developing is determined in researches as building up of agency with age and overcoming the state of "being an object" by a person. Still, the question of how in the process of their development a person, dependable of their surroundings, passes into the condition of independence, autonomy, sovereignty of their psychological space, preserving at the same time their sociability and adaptivity remains acute.

L.S. Vygotsky's cultural-historical theory gives us a mainstream understanding of agency genesis of a person in the Russian psychological science as a process of the development of consciousness and self-regulation of a human being by the means of mastering of social forms of behavior, building of one's own meanings and senses on the basis of "growing into" of sign and speech as cultural means of behavior, action and communication controlling¹.

L.S. Vygotsky views the process of the development of conscience and personality as interiorization of the collective forms of behavior and collaboration with an adult as with a possessor of higher psychic functions and cultural forms of behavior². Higher psychic functions, according to L.S. Vygotsky, are "transferred into a personality interiorized relations of the social order, basis of a person's social structure..."³.

Social situation of a child's development was viewed by L.S. Vygotsky as a starting point of dynamic changes of a child's personality in every age⁴. He spoke about the development of a child's personality as of self-propelling and overcoming by a child of an actual social situation through changing of the attitude to it, overcoming of one's self⁵. The source of self-development, self-propelling of a child in a crisis period is experience, which L.S. Vygotsky connected to changing of a child's attitude to the environment, mainly, their attitude towards parents.

During the age transition from older preschool to junior school age as during a development crisis period (7 year crisis) subjective personality aspects of mediation come into the foreground and lead to development⁶. By this L.S. Vygotsky tunes up on the contemplation of a child's position, their agency activeness, their attitude to the new to them situation of their development.

Basing on the fundamental ideas of L.S. Vygotsky Russian psychology connects the development of a child's agency with quality transforming of children's activeness as a method of realization of needs and self-development of a child into the direction of awareness, independence, autonomy, initiative, creativity and orientation on sense in different types of activity, its actualization in central personality spheres⁷.

¹ L. S. Vygotsky, *Orudie i znak v razvitii rebenka* (Moscow: Smysl, 1984).

² L. F. Obukhova, *Vozrastnaya psichologia*. (Lyubertsy: Yuright, 2016).

³ L. S. Vygotsky, "Konkretnaya psichologia cheloveka", *Vestnik MGU, series Psychology num 1* (1986): 54-59.

⁴ L. S. Vygotsky, *Detskaya psichologia* (Moscow: Pedagogics, 1984).

⁵ L. S. Vygotsky, *Istoria razvitiya vyshchih psichicheskikh funkci* (Moscow: Pedagogics, 1983).

⁶ L. S. Vygotsky, *Detskaya psichologia* (Moscow: Pedagogics, 1984).

⁷ V. I. Slobodchikov y E. I. Isaev, *Osnovy psichologicheskoy antropologii* (Moscow: School Press, 2000).

Specificity and general regularity of personality formation in early ontogenesis is connected to prioritizing of external factors over internal ones⁸. The role of a significant adult, their "reflected agency" in the development of a child's personality is studied mainly in respect to relation, communication, collaboration, influence and, less often, an adult is studied as a model for the development of a child's agency. At the same time, a child's personality formation is realized first and foremost through the mechanism of identification with a significant adult as a model of an agent and attitude to oneself as an agent⁹.

At the same time, in Russian psychology the question of what characteristics of a "significant adult" are responsible for transformation of a child's personality remains open¹⁰.

Researching of the question of the role of parental influence in this respect on a developing child personality has both scientific and practical actuality.

Significant adult as an agency model

Agency problematics appear today a priority and an idiosyncratic growth center of Russian psychology¹¹.

In the shared by us system-subjective approach agency is understood in a continuous-genetic way, which allows to research it "in the flowing continuity of its formation: from proto-level at the beginning of its life to apical acmeological achievements of a mature person"¹².

⁸ A. V. Brushlinsky, *Psychologia subjects* (SPb.: Aleteya, 2003).

⁹ S. Chaiklin, The zone of proximal development in Vygotsky's analysis of learning and instruction. In A. Kozulin, B. Gindis, V. S. Ageyev, & S. M. Miller (Eds.), *Learning in doing. Vygotsky's educational theory in cultural context* (Cambridge: Cambridge University Press, 2003); S. E. Hampson, "Mechanisms by which childhood personality traits influence adult well-being", *Current Directions in Psychological Science* Vol: 17 num 4 (2008): 264–268; L. D. Leve; H. K. Kim y K. C. Pears, "Childhood temperament and family environment as predictors of internalizing and externalizing trajectories from ages 5 to 17", *Journal of Abnormal Child Psychology* Vol: 33 num 5 (2005): 505-520; B. W. Roberts; N. Kuncel y R. Shiner, "The power of personality: The comparative validity of personality traits, socioeconomic status, and cognitive ability for predicting important life outcomes", *Perspectives in Psychological Science* Vol: 2 num 4 (2007); J. L. Tackett; H. R. Slobodskaya; R. A. Mar; J. Deal; C. F. Halverson; S. R. Baker y E. Besevegis, "The hierarchical structure of childhood personality in five countries: Continuity from early childhood to early adolescence", *Journal of Personality* Vol: 80 num 4 (2012): 847-879 y K.G. Van Leeuwen; I. Mervielde; C. Braet y G. Bosmans, "Child personality and parental behavior as moderators of problem behavior: variable-and person-centered approaches", *Developmental Psychology* Vol: 40 num 6 (2004).

¹⁰ A. V. Petrovsky, "Trehfaktornaya model znachimogo drugogo", *Psychology questions* num 1 (1991): 7–18.

¹¹ K. A. Abulkhanova, *Psychologia i soznanie lichnosti* (Moscow: MPSI; Voronezh: NPO "MODEK, 2019); A. V. Brushlinsky, *Psychologia subjects* (SPb.: Aleteya, 2003); E. N. Volkova, *Razvitie subjectnosti v ontogeneze v sovremennom sociokulturnom prostranstve obrazovania i semyi: text book* (Nizhny Novgorod: NSPU named after K. Minin, 2012); E. N. Volkova, *Psychologia subjectosti pedagoga* (Nizhny Novgorod: Nizhny Novgorod Humanity Centre, 2001); E. A. Sergienko, "Sistemnosubjektnyj podhod: obosnovanie i perspectiva", *Psychology journal* Vol: 32 num 1 (2011): 120-132 y E. A. Sergienko, "Problema sootnosheniya ponjatii subjecta i lichnosti", *Psychology journal* Vol: 34 num 2 (2013): 5-16.

¹² E. A. Sergienko, "Sistemnosubjektnyj podhod: obosnovanie i perspectiva", *Psychology journal* Vol: 32 num 1 (2011).

At the same time, in this work we view agency development as a personality characteristics of a significant adult, basing on an understanding of a mature and developing agency, determined by E.N. Volkova.

In E.N. Volkova's conception agency is viewed as an integrated personality characteristic, as a "person's quality to produce interdependent changes in the world, other people, in a human being. At the bottom of this quality a person's attitude to oneself as an agent lies"¹³.

E.N. Volkova includes attributive characteristics into a mature agency structure: conscientious activity, independence, awareness, which is connected to the goal setting ability, reflexivity; capability of a free choice and responsibility for it; perception and experience of one's uniqueness; understanding and acceptance of an other person; self-development. The author highlighted the components of agency on the basis of an invariant factorial structure of socially successful adults from different professional fields. The determining factor in the agency structure of an adult human being is the factor of conscious creative activity of a person. Conscious creative activity includes awareness of one's activity, freedom of choice and responsibility for it, self-development; three other factors - they are the ability to reflexion, awareness of one's own uniqueness, understanding and acceptance of an other - are considered independent.

Agency as a quality of a mother's personality was studied by N.N. Vasyagina, who described the psychological mechanism of agency formation of a mother, which is represented by the unity of reflexivity and anticipation processes. At the same time, types of mothers' agency are not corresponding to characteristics of child development in this research¹⁴.

In this work we use an authorial understanding of a child agency¹⁵. Basing on the Russian psychological school tradition (L.S. Rubinstein, K.A. Albukhanova, A.V. Brushlinsky, V.V.Znakov, V.A. Petrovsky, V.I. Slobodchikov, E.A. Sergienko, E.N. Volkova and etc.) we understand a child agency as personality characteristic which is considered to be a structural-functional unity on the basis of which lies an attitude to oneself as an agent realizing outer (creative) and inner (sense-making) activities.

Within the frames of the authorial model of researching and developing of a child agency in the conditions of the transition from pre-school to early school childhood agency structure in early ontogenesis includes as its core subjective, creative and sense-making personality activities within the system of child's actions and relations as the unity of

¹³ E. N. Volkova, *Razvitie subjectnosti v ontogeneze v sovremennom sociokulturnom prostranstve obrazovaniya i semyi*: text book. (Nizhny Novgorod: NSPU named after K. Minin, 2012).

¹⁴ N. N. Vasyagina, *Subjectnoe stanovleniye materi v sovremennom sociokulturnom pronstranstve Rossii* (Yekaterinburg: Ural State Ped. Uni., 2013).

¹⁵ O. V. Suvorova, *Vliyanie semejnoy i obrazovatelnoy sredy na razvitie subjektivnosti rebenka v period perehoda ot doshkolnogo k mladshemu shkolnomu detstvu* (Nizhny Novgorod: NSPU named after K. Minin, 2012); T. A. Serebryakova; I. A. Koneva; E. M. Kochneva, et al. "Effective Implementation of the Social Role "Parent" as a Condition of Successful Adaptation of a Child to the Educational Organization", *International journal of applied exercise physiology* num 8 (2019): 503-513 y E. A. Sorokoumova; O. V. Suvorova y S. N. Sorokoumova, "Psychological and Pedagogical Support to Primary School Children in Conflict Relations", *International journal of applied exercise physiology* num 8 (2019): 451-460.

motivation, self-regulation and self-identity. Reflexivity, freedom of choice, uniqueness, self-acceptance, acceptance of an other and self-development are present as peripheral components and exist in an interactive, shared with adults form. Child's agent activity as the core of agency is shown and accentuated in the central personality spheres: need-motivational (inner motivation), emotional-conative (autonomic and searching self-regulation) spheres, self-awareness sphere (awareness of one's transforming qualities, abilities, positioning oneself as socially meaningful agent) and is realized in the unique in range and creative capabilities system of child activities and relations.

Age transition from preschool to school childhood, which is being studied by us, is a tying, critical, sensitive period for child's transforming from prior-agency to pre-agency and pro-agency levels of personality development.

The main determiners of the development of a child personality are located in the social conditions of a child's development, above all, in their involvement into family's and educational institution social relations system, in event unity¹⁶. Communication with an adult through the translation of the means, meanings and senses of action, through organization, assessment and help measure aids, resists, blocks or remains neutral in relation to the developing child's agency.

Personality factor of parental attitude is viewed in researches within the aspect of its influence on the peculiarities of children's development through child-parental cooperation¹⁷. The most important agency mechanism is realized through communication between an adult and a child - its reciprocal, interdependent character. We consider that reciprocation also exists as a mechanism of agency developing within the space of child-parental unity, which explains the role of an adult model in the formation of a child's personality, as communication of an agent personality with another human - with a child or an adult - is always agent-agent .

¹⁶ J. Belsky; M. J. Bakermans-Kranenburg y M. H. van IJzendoorn, "For better and for worse: Differential susceptibility to environmental influences", *Current directions in psychological science* Vol: 16 num 6 (2007): 300-304; A. Caspi; B. W. Roberts y R. L. Shiner, "Personality development: Stability and change", *Annual Review of Psychology* Vol: 56 (2005): 453-484; R. Goodman; H. R. Slobodskaya y G. G. Knyazev, "Russian child mental health: a cross-sectional study of prevalence and risk factors", *European child and adolescent psychiatry* Vol: 14 num 1 (2005): 28-33; G. A. Butko; O. V. Suvorova; S. N. Sorokoumova, "Study of the motor sphere of preschoolers with delayed mental development. Herald of the University of Minsk Vol: 7.num 3(28) (2019); V. I. Slobodchikov y E. I. Isaev, *Osnovy psichologicheskoy antropologii* (Moscow: School Press, 2000) y S. I. Tumaseva y I. L. Orekhova, "Family environment as a means of preserving, promoting the health of students and forming self-preserving behavior", *Vestnik of Minin University* Vol: 7 num 3 (2019).

¹⁷ T. A. Serebryakova; I. A. Koneva; E. M. Kochneva, et al., "Effective Implementation of the Social Role "Parent" as a Condition of Successful Adaptation of a Child to the Educational Organization", *International journal of applied exercise physiology* num 8 (2019): 503-513; H. R. Slobodskaya, "Two superordinate personality factors in childhood", *European Journal of Personality* Vol: 25 num 6 (2011): 453-464; E. A. Sorokoumova; O. V. Suvorova; S. N. Sorokoumova, et al. "Psychological and Pedagogical Support to Primary School Children in Conflict Relations", *International journal of applied exercise physiology* num 8 (2019): 451-460; E. O. Smirnova, *Detskaya psichologia: uchebnik* (Moscow: Knorus, 2013) y E. O. Smirnova y M. V. Sokolova, "Struktura i dinamika roditelskogo otnoшения v ontogeneze rebenka", *Psychology questions* num 2 (2007): 57-68.

DR. OLGA VENIAMINOVNA SUVOROVA / DR. SVETLANA NIKOLAEVNA SOROKOUMOVA

DR. NATALIA VLADIMOVNA SHUTOVA / PH. D (C) ELENA VIKTOROVNA MINAEVA

PH. D. (C) NATALIA VALENTINOVNA IVANOVA

Therefore, significant adults - first and foremost, parents - are translators of social-cultural meanings and senses, keepers of agency models, which organize acquiring by a child of creative and sense-making activities in the process of agency experience of collaborative actions and communication with them.

Research methods and methods

The goal of our research is studying of the influence of parental agency on personality development of children of preschool and early school ages.

Research hypothesis. In the researched age period of child development a tendency to quantitative and qualitative changes of parental agency is observed; parental agency is connected to the age and development level of a child's personality.

Research participants. Hypothesis was checked on four different selections. To check the hypothesis two children selections of overall amount of 278 people were used. 157 older preschoolers and 121 junior school children; also two corresponding parental selections of an overall amount of 278: 157 parents (mostly mothers) of older preschool children and 121 parents (mostly mothers) of junior school children.

In the research the following materials were used:

1. Questionnaire E.N. Volkova's "Personality Agency" - includes 61 statements and 6 scales: aware activity, capacity to reflexivity, freedom of choice and responsibility for it, awareness of one's own uniqueness, understanding and acceptance of others, self-development¹⁸.

2. Authorial method "Criteria oriented assessment of the level of child's agency development" by O.V. Suvorova¹⁹.

As development data and criteria of the levels of a child's agency-personality development we consider motivation character, aspiration level, self-esteem, child's self-regulation and cooperation with other children of the same age peculiarities. Let us consider quality characteristics of the levels of personality development of a child in the above-mentioned age transition.

Prior-agency level of child's personality development (low level)

External motivation and not self-maintained, dependable on peer emotional acceptance and adult approval behavior dominate these children. Activity goals are more often set externally by more initiative children and adults, reproductive activity character, impulsive-spontaneous cooperation with peers, dependable self-control, low aspiration level, inadequately high or low self-esteem dominate, attitude to oneself as an agent is not formed.

¹⁸ E. N. Volkova, *Psychologia subjectosti pedagoga* (Nizhny Novgorod: Nizhny Novgorod Humanity Centre, 2001).

¹⁹ O. V. Suvorova, *Vliyanie semejnoy i obrazovatelnoy sredy na razvitie subjektnosti rebenka v period perehoda ot doskolnogo k mladshemu shkolnomu detstvu* (Nizhny Novgorod: NSPU named after K. Minin, 2012).

Pre-agency level of child's personality development (medium level)

External motives dominate these children, but a number of internal motivations can be observed. A certain level of aspirations is formed, still, opportunities are often not coordinated with the striving for success and activity competence, overestimated or inadequately overestimated self-esteem dominate, autonomic-reproductive or dependable-searching level of self-regulation is expressed. Creative character is typical for play and productive activity, for solving problematic-learning situations dependable-searching behavior is more typical, such children are sensitive to adult help, active and successful in relationships and cooperation with peers.

Pro-agency level of child's personality development (high level)

A tendency to predominance of internal motivation and independence is expressed, an adequate or overestimated level of aspiration and self-esteem is formed, tolerance to failure, autonomic-searching and dependable-searching level of self-regulation. For them an interest in activity, reflecting self in it, creative character of children actions, learning activity, initiative and independence in relationships are characteristic; at the same time, a capacity to cooperate with peers is expressed. Children of this group are oriented at meaningful creative activity, feel interest in peer-coordinated activity, actively participate in contextual communication with adults, they are aware of their limitations, qualities and opportunities, their self-regulation possesses an active searching character²⁰.

Processing of the results was conducted with the means of inductive statistics and factorial analysis. Factorial analysis of agency components was conducted by highlighting and analyzing of the main components by the means of Varimax rotation with the help of statistics package IBM SPSS (version 23).

Study results and discussion

Empirical research of the influence of parental agency on the development of child personality is connected to determining the dynamics of parental agency in the studied age period of child development and also to singling out the structure of parental agency depending on the level of child's personality development.

In the conditions of age transition from preschool to early school age a child actively realizes and positions oneself as socially meaningful agent, their personality is developing intensely in the continuum from prior-agency to pre-agency and pro-agency levels of development²¹. Child personality development dynamics is determined at this stage by accentuation of the processes of decentration, internalization and identification of a person.

To verify the hypothesis by the means of random selection two child groups were defined - preschoolers and junior pupils, they were all researched by the means of "Criteria oriented assessment of the level of child's agency development" and distributed into three development levels (prior-agency / low; pre-agency / medium; pro-agency / high).

²⁰ O. V. Suvorova, Vliyanie semejnoi i obrazovatelnoj sredy...

²¹ O. V. Suvorova, Vliyanie semejnoi i obrazovatelnoj sredy...

The results of the research in the personality development of preschool and junior school children indicated the following.

Nearly half of senior preschoolers (75 people / 47,77%) and nearly a third of first-year pupils (37 people / 30,58 %) are at the prior-agency level of personality development. The most expressed and typical level of personality development for the half of junior school children (64 people / 52,89 %) and for more than a third of senior preschoolers (61 people / 38,85 %) is medium (pre-agency). High (pro-agency) level of personality development is least expressed by both senior preschoolers (13,38%) and junior school children (16,52%). Differences in the distribution character of preschoolers and junior school children into diagnosed levels are statistically significant in accordance to Pearson's chi-squared criterion on the level of certainty $p < 0,05$, which allows to state a statistical significance of agency-personality development for children from the age point of view.

The results of preschoolers and junior school children's parents agency research in stanines are shown in table 1.

Children and parents categories	Distribution parameters	1. Realized activity	2. Ability to reflexivity	3. Freedom of choice and responsibility for it	4. Awareness of one's own uniqueness	understanding and acceptance of others	6. Self-development
Parents of preschoolers		4.78	5.54	4.75	4.85	3.66	4.13
		2.26	2.23	2.42	2.02	2.75	2.25
Parents of junior school children		5.35	6.09	4.83	5.31	4.84	4.77
		2.11	1.81	2.21	1.62	2.38	2.05

Table 1

Index of preschool and junior school children's parents personality agency (in stanines)

Parental agency in both selections shows a quite even, balanced mean group profile within the scope of standard medium indexes. Parental agency dynamics is not statistically significant in accordance to Student's t-criterion ($p < 0,01$). Still, during a year agency as personality quality of junior school children parents in comparison to preschoolers' parents undergoes a tendency to growth on all accounts especially on account of realized activity (4,78 / 5,35), realization of one's own uniqueness (4,85 / 5,31), understanding and acceptance of others (3,66 / 4,84), self-development (4,13 / 4,77). Mobilization of agency foundations in the personalities of junior school children parents is predetermined by social development situation, new requirements and goals in child development: entering school, changing of usual social surroundings, mastering new environment, building up a new relationship system, lifestyle, solving complicated problems on adaptation to school

personnel, increasing of intellectual load. In these conditions an adult has to set higher the level of requirements to one's own personality, which confirms interdependent reciprocal agency character/ mechanism.

To study structural changes of parental agency in age aspect a factorial analysis of agency components was conducted by highlighting and analyzing of the main components by the means of Varimax rotation. The received factorial matrices for the agency components of preschoolers and junior school children parents are represented in table 2.

Components of preschoolers parents' agency	Components of		Components of junior school children parents' agency	Components of	
Activeness	0.822		Acceptance	0.833	
Freedom of choice	0.808		Self-development	0.817	
Acceptance	0.676		Activeness	0.807	
Self-development	0.590		Freedom of choice	0.782	
Uniqueness		0.849	Reflexivity		- 0.695
Reflexivity		0.836	Uniqueness		0.658

Table 2

Agency of preschoolers and junior school children parents (Rotated component matrix)

Table 2 illustrates the results of the factorial analysis for 2 groups of respondents: two-factor structures with statistically significant on the high level factorial loads (higher than 0,45) were received. On the basis of factorial loads matrix similar structural types of agency were identified among parents of preschool and junior school children.

Both by preschoolers' parents and by the parents of junior school children in the structure of agency qualities two factors were identified, they are defined by us as a factor of qualities, that are oriented at the external activity (factor 1), and factor of qualities, that are oriented at the internal activity (factor 2).

At the same time, in both cases a determinative factor in the structure of an adult person's agency, as defined by E.N. Volkova, - realized creative activity of a person (realization of one's own activeness, freedom of choice and responsibility for it, self-development) was included in factor 1. Agency components structure, as determined by E.N. Vokova, is empirically relevant to social success of a person²². It is important that, into the children's parental selection factor "understanding and acceptance of an other person" was included. It confirms that for the parental role the sense of interconnectedness,

²² E. N. Volkova, Razvitie subjectnosti v ontogeneze v sovremennom sociokulturnom prostranstve obrazovaniya i semyi [Agency developing in ontogenesis in the modern sociocultural space of education and family]: text book (Nizhny Novgorod: NSPU named after K. Minin, 2012).

orientation on another human being in goal setting processes of external activeness are highly characteristic. Capacity to reflexivity and awareness of one's own uniqueness are included into the factor of qualities that are oriented on internal activity (factor 2).

When analyzing the age factor in the development of parents' personality of preschoolers and junior school children, we have to single out a differential character of creative activeness. Conscious activity (0,822), freedom of choice and responsibility for it (0,808) dominate by the parents of preschoolers, among the parents of junior school children the most dominating components in the structure are understanding and acceptance of an other (0,833), self-development (0,817). At the same time, by the parents of nursery children uniqueness and reflexivity, which are included into the external activity factor (factor 2), have more weight, which testifies a personality's being oriented on self-cognition. By the parents of nursery children these qualities show lesser and revert congruence.

It tells us that parents' agency-personality peculiarities are connected to the goals of child's development and child's leading activity at the selected age stage.

Namely, preschoolers' parents participate in life and create environment for creative and playing development of a child. New social situation of junior school children development puts the necessity to build a new eventful commonness as a space for a child's development into the foreground. Conscious parental activeness is realized mainly within the frames of relationships with a child, their peers, educators (understanding and acceptance); in the process of doing homework with a child (self-development). At the same time, external and internal agency-personality activeness of the parents create the environment for the development of a child's personality, learning of specific at the age stage examples of parental behavior as an agent.

Hereafter we used agency data only of those parents, whose children are at the pro-agency/ high level of personality development (see table 3).

Components of pre-schooler parents' agency	Components of		Components of junior school children parents' agency	Components of	
				1	2
Acceptance	0.938		Self-development	0.857	
Activeness	0.870		Activeness	0.838	
Freedom of choice	0.825		Acceptance	0.807	
Self-development	0.619	0.449	Freedom of choice	0.686	0.587
Uniqueness		0.943	Uniqueness		0.858
Reflexivity		0.848	Reflexivity		- 0,416

Table 3

Agency data of parents of preschoolers and junior school children with the pro-agency level of personality development (rotated component matrix)

Table 3 reveals that parents of the children with pro-agency/ high level of personality development show two similar types of agency qualities organization, in which factor of conscious creative activeness according to E.N. Volkova (awareness of one's own activeness, freedom of choice and responsibility for it, self-development) and acceptance preserve their congruence. In this quality factor, directed at external activeness, by nursery school children's parents acceptance (0,938) and conscious activeness (0,870) dominate, but among the parents of junior school children self-development (0,857) and activeness (0,838) dominate. Which means, that creative activeness of the parents of the children with pro-agency development is directed by factor "understanding and acceptance of an other person" (among preschoolers parents) and factor "striving to self-development" (among parents of early school children).

Into factor of personality qualities of parents, directed at the internal activeness, alongside with self-cognition (awareness of one's uniqueness and reflexivity) factor of self-development is included, which provides positive internal environment for personality growth and is considered a criteria singularity of this subselection of parents.

Parents of the children with medium level of agency-personality development show the following peculiarities (see table 5).

Components of pre-schooler parents' agency	Components of		Components of junior school children parents' agency	Components of	
	1	2		1	2
Activeness	0.775		Freedom of choice	0.802	
Freedom of choice	0.710		Uniqueness	0.724	
Self-development	0.680		Acceptance	0.693	
Acceptance	0.641		Activeness	0.646	
Reflexivity		0.876	Reflexivity		0.823
Uniqueness		0.858	Self-development		0.745

Table 5

Agency data of parents of preschoolers and junior school children with the pre-agency level of personality development (rotated component matrix)

As we see from table 5, agency structure of the nursery school children parents shows two-factor structure of agency characteristics: factor of qualities, directed at external activeness (factor 1) and factor of qualities, directed at internal activeness (factor 2). Factor 1 includes complex "conscious creative activeness of a personality" only among nursery school children, in its structure the heaviest weights are occupied by conscious activeness data (0,775), freedom of choice and responsibility for it (0,710). Self-development (0,680), understanding and acceptance of an other human (0,641) possess lesser weights according to factor 1. Factor 2 is represented by the integration of qualities directed at self-cognition (reflexivity and awareness of uniqueness).

In the agency structure of preschooler parents factor 1 does not include the complete complex of qualities, that constitute factor "conscious creative activeness of a personality", and, beside that, it includes quality "awareness of uniqueness". Factor 2 is formed by the qualities if reflexivity and self-development.

Components of self-development and acceptance among the parents of preschoolers and junior school children possess comparatively low weight. Self-development component by the parents of junior school children with medium level of agency plays peripheral role, which, in its turn, impoverishes factor of conscious creative activeness.

And, finally, parents of the children with prior-agency development show the following (see table 6).

Components of preschooler parents' agency	Components of		Components of junior school children parents' agency	Components of	
	1	2		1	2
Reflexivity	0.791		Acceptance	0.893	
Uniqueness	0.691		Freedom of choice	0.869	
Self-development	0.626		Self-development	0.834	
Acceptance	0.579		Activeness	0.793	
Freedom of choice		0.908	Reflexivity		0.971
Activeness		0.821	Uniqueness		0.989

Table 6

Agency data of parents of preschoolers and junior school children with the prior-agency level of personality development (rotated component matrix)

As we see from table 6, here it is observed a situation, which is opposite the previous one.

Two-factor structure is preserved, but complete complex of qualities of factor "personality conscious creative activeness" is represented among the parents of nursery school children, the heaviest weight is by "understanding and acceptance" (0,893) and "freedom of choice" (0,869).

In the agency structure of the parents of nursery school children with prior-agency development level factor of conscious creative activeness is impoverished, "conscious activeness" and "freedom of choice" are included into factor of qualities, that are directed at internal activeness (factor 2). Besides, factor "acceptance" possesses the least weight in factor 1 among all the selections.

Conclusion

Consequently, we have confirmed the hypothesis that in the researched age period of child development a tendency to quantitative and qualitative changes of parental agency is observed; parental agency is connected to the age and development level of a child's personality. Agency as a personality characteristics of junior school children's parents as compared to senior preschoolers' parents shows a tendency to statistically insignificant, but connected to differences on all the criteria, especially on those of conscious activeness, awareness of one's own uniqueness, understanding and acceptance of others, self-development.

In factorial structure of both preschoolers and junior school children parents of agency qualities two factors are observed, they are defined by us as a factor of qualities, that are oriented at the external activity (factor 1), and factor of qualities, that are oriented at the internal activity (factor 2).

In the factorial structure of qualities, that are directed at external activeness (factor 1) component "person's conscious creative activeness" (awareness of one's activeness, freedom of choice and responsibility for it, self-development) is included, which reflects social activeness and successfulness of a person, and also component "understanding and acceptance of an other person" is included there, which forms such activeness by the specificity of a parental role.

Agency-personality peculiarities of parents are connected to child's development goals and child's leading activity at a selected age stage, which explains differences in agency structure among preschoolers' parents and parents of junior school children. Among preschoolers' parents and parents of junior school children differences in structure and hierarchic balance of the components are observed.

In external activeness of preschoolers' parents conscious activeness, freedom of choice and responsibility for it dominate, which corresponds with play period of child development. Among junior school children parents understanding and acceptance of others and self-development dominate, which corresponds with the goals of mastering of social and school competences. Internal activeness factor for both preschoolers' parents and parents of junior school children shows concentration on self-cognition (reflexivity and awareness of one's individuality).

Research of agency structure of preschoolers' parents and parents of junior school children with different levels of personality development by the children points at positive interconnectedness.

Parents of preschoolers junior school children with pro-agency level of personality development possess, on the one hand, a more developed structure of agency development and, on the other hand, a more relevant to child development goals structure. Component "conscious creative activeness" is completely included into the factor of qualities, directed at external activeness (factor 1) among all the parents of pro-agency children, which tells us about their social activeness and successfulness, and also into the factor of qualities, aimed at internal activeness (factor 2) both components of self-cognition (reflexivity and awareness of uniqueness) and self-development are included, which means, that we can talk about the most active self-cognition of this selection of parents.

In external activeness of parents of pro-agency preschool children "understanding and acceptance" and "conscious activeness" dominate, among parents of pro-agency junior school children "self-development" and "conscious activeness" dominate, which gives maximum positive conditions for solving age-related goals for a child.

Structural peculiarities of agency organization among parents with prior-agency and pre-agency levels of children development present a less effective model for agent-personality development of a child or for solving of age-related development problems.

Firstly, factor of qualities that are directed at external activeness (factor 1), does not include components "personality conscious creative activeness" among all the parents of pre-agency junior school children and prior-agency preschoolers, which tells us about their lowered social activeness and successfulness. Secondly, structural hierarchy of the qualities by component "personality conscious creative activeness" does not in all cases correspond to age development problems of a child.

Agency as a personality quality of parents of the children in the conditions of the transition from preschool to junior school age has revealed the following. It confirms interconnected, reciprocal character of agency: age-related agency development among children provokes its development among parents, which confirms understanding of parenthood as the main direction of development and self-development of an adult person.

Statistically significant differences in the development of agent-personality qualities of preschool and junior school children proves, on the one hand, the presence of the initial process of internalization of a person as an appearing internal motivation, autonomous searching self-regulation and sense self-control, awareness of oneself as an agent and, on the other hand, the growth of decentration as an capability to objective assessment and self-esteem, contextual communication with adults and cooperation with peers. Steady growing statistically insignificant tendency of parental agency brings us to conclusion that a relative weight of an internal factor, child's own agency activeness at the stated age transition, increases drastically and becomes an important mechanism of child development.

Therefore, agency as a parental personality quality is realized and develops, among other things, in parenthood. Our research shows that parents as close adults appear for a child the main agent model and a model of attitude to oneself as an agent: foremost, through experience of self-acceptance, understanding and accepting oneself as a self-significant individuality, an example of self-development and also of acceptance of another person as a significance.

At the same time, reciprocation is a mechanism of agency development within the space of child-parental unity, which explains the influence of an adult model role in the formation of a child personality. We have discovered a rather steady tendency to synergy of child and parental agency, interconnectedness of development in child-parental unity: parents' agency also shows a definite dependence on parenting role and changes under the influence of child development.

Limitations

It appears important to us to state the main limitations of our research. Above all, we would like to state the problems of picking out the testees and producing the selection. In the structure of our selection parents of both genders are not represented equally prevalence of female parents can be observed. In the process of practical realization of the project it did not appear possible to level parental selection from the point of gender representation. At the same time, this criterion was not difficult to observe in children selection.

From the point of external validity of the experimental research, to increase the veracity of comparative study it is recommended to use a definitive quantitative selection depending on the number of the subselections to be compared. In our case, if we take into

consideration sex, gender, child, parental, age factors of the division of a selection into subselections, and also having in mind the three levels of agency development of the main respondents' selection into subselections, in the grossest estimations we have to increase our selection by a level. Applying the strict criteria of stratified selection could allow us to increase the possibility of generalization of the conclusions of our study.

Within the frames of our research it did not appear possible to disclose the variable of agency model of such significant adults to children as educators and teachers as a factor of the development of a child personality, though his aspect of the present research has been realized. Overcoming at least a part of these limitations is considered our goal for the future researches.

References

Abulkhanova, K. A. *Psyhologiya i soznanie lichnosti*. Moscow: MPSI; Voronezh: NPO "MODEK. 2019.

Belsky, J.; Bakermans-Kranenburg, M. J. y van IJzendoorn, M. H. "For better and for worse: Differential susceptibility to environmental influences". *Current directions in psychological science* Vol: 16 num 6 (2007): 300-304.

Brushlinsky, A. V. *Psyhologiya subjects*. SPb.: Aleteya. 2003.

Butko G. A.; Suvorova O. V. y Sorokoumova S. N. "Study of the motor sphere of preschoolers with delayed mental development". *Herald of the University of Minsk* Vol: 7.num 3(28) (2019): 6.

Caspi, A.; Roberts, B. W. y Shiner, R. L. "Personality development: Stability and change". *Annual Review of Psychology* Vol: 56 (2005): 453-484.

Chaiklin, S. The zone of proximal development in Vygotsky's analysis of learning and instruction. In A. Kozulin, B. Gindis, V. S. Ageyev, & S. M. Miller (Eds.), *Learning in doing. Vygotsky's educational theory in cultural context*. Cambridge: Cambridge University Press. 2003.

Goodman, R.; Slobodskaya, H. R. y Knyazev, G. G. "Russian child mental health: a cross-sectional study of prevalence and risk factors". *European child and adolescent psychiatry* Vol: 14 num 1 (2005): 28-33.

Halverson, C. F.; Havill, V. L.; Deal, J.; Baker, S. R.; Victor, J. y Pavlopoulos, V. "Personality structure as derived from parental ratings of free descriptions of children: The Inventory of Child Individual Differences". *Journal of Personality* Vol: 71 (2003): 995-1026.

Hampson, S. E. "Mechanisms by which childhood personality traits influence adult well-being". *Current Directions in Psychological Science* Vol: 17 num 4 (2008): 264-268.

Laundry S. N.; Miller-Loncar C. L.; Smith K. E. y Swank P. R. "The role of early parenting in children's development of executive processes". *Developmental Neuropsychology* Vol: 21 num 1 (2002): 15-21.

Close adult as a model of subjectivity for the developing personality of the child in light of the ideas of L. S. Vygotsky pág. 567

Laundry, S. N.; Smith, K. E.; Swank, P. R. Miller-Loncar y C. L. "Early maternal and child influences on children's later independent cognitive and social functioning". *Child Development* Vol: 71 num 2 (2000): 358-375.

Leve, L. D.; Kim, H. K. y Pears, K. C. Childhood temperament and family environment as predictors of internalizing and externalizing trajectories from ages 5 to 17. *Journal of Abnormal Child Psychology* Vol: 33 num 5 (2005): 505-520.

Mulvaney, M.K., Mebert, C.J. Parental corporal punishment predicts behavior problems in early childhood. *Journal of Family Psychology* num 21 (2007): 389-397.

Obukhova, L. F. *Vozrastnaya psyhologia*. Lyubertsy: Yuright. 2016.

Petrovsky, A. V. "Trehfaktornaya model znachimogo drugogo". *Psychology questions* num 1 (1991): 7-18.

Roberts, B. W.; Kuncel, N. y Shiner, R. "The power of personality: The comparative validity of personality traits, socioeconomic status, and cognitive ability for predicting important life outcomes". *Perspectives in Psychological Science* Vol: 2 num 4 (2007).

Serebryakova, T. A.; Koneva, I. A. y Kochneva, E. M. "Effective Implementation of the Social Role "Parent" as a Condition of Successful Adaptation of a Child to the Educational Organization". *International journal of applied exercise physiology* num 8 (2019): 503-513.

Sergienko, E. A. "Problema sootnosheniya ponjatii subjecta I lichnosti". *Psychology journal* Vol: 34 num 2 (2013): 5-16.

Sergienko, E. A. "Sistemnosubjektnyj podhod: obosnovanie i perspectiva". *Psychology journal* Vol: 32 num 1 (2011): 127.

Slobodchikov, V. I. y Isaev, E. I. *Osnovy psyhologicheskoy antropologii*. Moscow: School Press. 2000.

Slobodskaya, H. R. "Two superordinate personality factors in childhood". *European Journal of Personality* Vol: 25 num 6 (2011): 453-464.

Smirnova, E. O. *Detskaya psyhologia: uchebnik*. Moscow: Knorus. 2013.

Smirnova, E. O. y Sokolova, M. V. "Struktura i dinamika roditelskogo otnosheniya v ontogeneze rebenka". *Psychology questions* num 2 (2007): 57-68.

Sorokoumova E. A.; Suvorova O. V. y Sorokoumova S. N. "Psychological and Pedagogical Support to Primary School Children in Conflict Relations". *International journal of applied exercise physiology* num 8 (2019): 451-460.

Suvorova, O. V. *Vliyanie semejnoy i obrazovatelnoj sredy na razvitie subjektnosti rebenka v period perehoda ot doshkolnogo k mladshemu shkolnomu detstvu*. Nizhny Novgorod: NSPU named after K. Minin. 2012.

Close adult as a model of subjectivity for the developing personality of the child in light of the ideas of L. S. Vygotsky pág. 568

Tackett, J. L.; Slobodskaya, H. R.; Mar, R. A.; Deal, J.; Halverson, C. F.; Baker, S. R. y Besevegis, E. "The hierarchical structure of childhood personality in five countries: Continuity from early childhood to early adolescence". *Journal of Personality* Vol: 80 num 4 (2012): 847-879.

Tumaseva, S. I. y Orekhova, I. L. "Family environment as a means of preserving, promoting the health of students and forming self-preserving behavior". *Vestnik of Minin University* Vol: 7 num 3 (2019): 8.

Van Leeuwen, K. G.; Mervielde, I.; Braet, C. y Bosmans, G. "Child personality and parental behavior as moderators of problem behavior: variable-and person-centered approaches". *Developmental Psychology* Vol: 40 num 6 (2004): 1028.

Vasyagina, N. N. *Subjectnoe stanovlenije materi v sovremennom sociokulturnom pronstranstve Rossii*. Yekaterinburg: Ural State Ped. Uni. 2013.

Volkova, E. N. *Psychologia subjectosti pedagoga*. Nizhny Novgorod: Nizhny Novgorod Humanity Centre. 2001.

Volkova, E. N. *Razvitie subjectnosti v ontogeneze v sovremennom sociokulturnom prostranstve obrazovania i semyi: text book*. Nizhny Novgorod: NSPU named after K. Minin, 2012.

Vygotsky, L. S. *Detskaya psihologia*. Moscow: Pedagogics. 1984.

Vygotsky, L. S. "Istoria razvitiya vyshchih psihicheskikh funkci". Moscow: Pedagogics. 1983.

Vygotsky, L. S. "Konkretnaya psihologia cheloveka". *Vestnik MGU, series Psychology* num 1 (1986): 54-59.

Vygotsky, L. S. *Orudie i znak v razvitii rebenka*. Moscow: Smysl. 1984.

CUADERNOS DE SOFÍA EDITORIAL

Las opiniones, análisis y conclusiones del autor son de su responsabilidad y no necesariamente reflejan el pensamiento de **Revista Inclusiones**.

La reproducción parcial y/o total de este artículo
Puede hacerse sin permiso de **Revista Inclusiones**, citando la fuente.