

PARTNERSHIP OF UNIVERSITY AND SCHOOL AS A FACTOR IN THE DEVELOPMENT OF PERSONAL POTENTIAL OF STUDENTS: EXPERIENCE OF THE ORGANISATION

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Abstract

The problem of increasing the personal potential of a student in accordance with the new educational paradigm is now more and more urgent for the education system. And in this context, various forms of partnership between the university and school have been successfully developing for a long time. The results of the study, based on the study and analysis of experience in organizing partnerships between leading universities, including the Kazan Federal University, and schools of the Russian Federation, provide data on the most effective types of their interaction, contributing to the development of the personal potential of students. In a systematic form, the authors compare the structural components of the personal potential of students, highlighting their main target characteristics and the corresponding forms of partnership between the university and school. The authors have developed and presented a model of interaction between the university and school, which contributes to the development of key components of the structure of personal potential of schoolchildren: intellectual, communicative, creative, emotional-volitional, motivational-value. The paper formulates recommendations to improve the effectiveness of partnerships between the university and school in the direction of developing the personal potential of students.

Keywords: personal potential, student development, partnership between the university and school, forms of interaction "university-school", model.

1 INTRODUCTION

The modern development of the economy, science, culture, the social and spiritual sphere of society requires that people be endowed with the qualities of a creative personality. Today, a person must constantly expand his competence, take an active life position, accept changes and be adaptive to them. In this social situation, people with high personal potential have more advantages. They know how to manage their lives, use, and develop their abilities in the chosen direction actively and effectively. In this regard, it is necessary to focus on those prerequisites, conditions, factors, sources that can provide an individual with the opportunity for full development and peak achievements in activity through the accumulation, mobilization, and activation of personal potential. The education system is designed to provide all the conditions for solving this difficult task. In modern conditions, the school and the teacher are no longer the only and main resource sources of education. The student turns into an active participant - a subject of educational activity: not only a consumer, but also a producer of information. This situation requires a continuous search for new forms of interaction and pedagogical support of trainees. Thus, the main task of education is to create an educational environment of a developing (creative) type, that is, an environment that provides an opportunity for the manifestation and development of students' potential abilities.

The focus on creating an environment is declared by the Russian Federal State Educational Standards of secondary schools in the form of requirements for the conditions for the implementation of basic educational programs (material and technical, personnel, financial, educational, methodological, informational), which are aimed at creating a developing, age-appropriate, comfortable educational environment. One of the highly effective tools for creating an educational environment for the development of the personal potential of schoolchildren is the interaction between the university and the school based on a network partnership. Partnerships are beginning to be used to create an open educational space, develop project, and research activities, and implement an individual educational trajectory. Universities actively cooperate with schools, are organizers of a set of activities for working with children involved in the system of pre-university training and continuing university education. The practice of interaction between schools and universities has a positive effect on the educational achievements of schoolchildren (deepening and expanding subject knowledge and

skills; the formation of meta subject results; the formation of personally demanded and socially significant qualities (soft skills).

In this context, the goal of the study was formulated: to identify the most effective forms of interaction between the university and the school, contributing to the development of the personal potential of students.

2 METHODOLOGY

The theoretical basis of our research was work in the field of studying the psychological potential of a person, personal resource (Yu.A. Aleksandrovsky, L.I. Antsyferova, A.N. Leontyev, D.A. Leontiev, etc.); in the field of theory and practice of continuous education "school-university" (A.A. Verbitsky, B. S. Gershunsky, E. Gelpi, L. I. Lurie); research into the theory of network interaction (M. Castells, N. N. Davydova); network interactions of different types of education (A.V. Zolotareva, N.M. Konnova, A. Schröder) and types of network interactions (N.V. Vasilenko).

The methodological basis for the study of effective forms of interaction between the university and the school, contributing to the development of the personal potential of students, was the following approaches: resource - in it, the leading place is occupied by the problem associated with the study of the constructive beginning of the personality, which allows her to overcome difficult life situations (Yu.A. Aleksandrovsky, B.G. Ananiev, D.A. Leontiev, V. Frankl, E. Fromm); acmeological - based on the idea of transforming the current level of personality development into the highest through actualisation, disclosure of its potential (A.A. Derkach, V.G. Zazykin); potential-centric approach (L.V. Bykasova, V.E. Klochko, I.E. Yarmakeev), which allows studying in a pedagogical phenomenon as objects a possibility that has already been generated, but exists in a latent, implicit form and manifests itself only under certain conditions.

The following research methods were used: a systematic analysis of the practices of interaction between the university and the school, systematisation, generalisation of experience, modelling.

In psychological and pedagogical research, the concept of "potential" is used in different contexts: "human potential", "personality potential", "energy potential", "human resources", "scientific potential", "scientific and technical potential", "scientific and educational potential", "spiritual and educational potential", "educational potential", etc.

The concept of "personal potential" was formulated by D.A. Leontiev, who defined it as "an integral systemic characteristic of individual psychological characteristics of a person, which underlies the ability of a person to proceed from stable internal criteria and guidelines in his life and maintain the stability of semantic orientations and the effectiveness of activity against the background of pressures and changing external conditions" [1].

Personal potential is those personality traits that are behind good self-regulation and allow predicting successful self-regulation [2].

At the same time, personal potential is a stable set of personal properties accumulated by a person in the process of life and determining his ability (opportunity) for optimal implementation of activities [3].

S.V. Zhukova notes that according to the main approaches to the concept of personal potential, it can be considered as:

- An integral characteristic of the level of personal maturity;
- Axiological potential;
- The dynamics of personal development;
- A characteristic property of an individual that determines the measure of his capabilities in self-actualization [4].

Researchers also disagree about the structure of personal potential. V.V. Sokolov identifies such elements as: professional potential, working capacity, educational potential, creative potential, spiritual potential [5]. Other researchers combine in its structure three groups of variables that complement each other: the success of self-determination in the space of opportunities and the choice of goals for subsequent implementation, the organisation of purposeful activity, the preservation of stability and integrity against the background of unfavorable or hostile circumstances [6].

At the same time, it is emphasized that personal potential does not develop by itself, it is not a new formation that arises at a certain age or after studying some material. Most scientists agree that its implementation is largely determined by socio-economic, cultural conditions, the nature of interpersonal relations, subject-spatial environment, and other environmental factors. For the education system, the term "educational environment" is often used. In modern research, the educational environment is understood as a system of pedagogical, psychological, and organisational conditions and influences that ensure the subjective and personal development (cognitive, emotional, communicative, etc.) of students based on their natural and age characteristics, considering the goals of society [7]. The educational environment is a space full of events, relationships, cultural values, from which a person draws his content. This is a special culture that feeds its development. At the same time, the educational environment performs not only a developmental, but also a compensatory function, contributes to the development of students' skills of an adequate response to learning difficulties [8].

The environment contributes to the formation and socialisation of the child's personality, the development of his subjective experience, the evolution of the subject. An integrative criterion for the quality of the educational environment is the ability to provide the subjects of the educational process with opportunities for effective personal self-development [9,10].

Thus, considering the opinion of several authors, it becomes clear that the educational environment performs a single educational function - the development of the personal potential of the younger generation.

Great opportunities for creating an effective educational environment in this regard are provided by the partnership of universities and schools in various forms of interaction, based on the principles of continuity.

O.M. Krasnoryadtseva considers the interaction of educational organisations of different levels as "interaction between educational environments with their inherent specificity of didactic, educational and developmental components, interconnected by the principle of "continuity of education" [11]. In scientific use, in addition to the terms "partnership" and "interaction", the term "network interaction" is also used.

The practice of partnerships between universities and schools has accumulated a wealth of experience. Various empirical models of network interaction have been identified:

- Interaction occurs situationally, is based mainly on personal contacts, implements a pragmatic orientation;
- Interaction with the aim of solving a specific problem of the organisation-subject (for example, the interaction of a school with a prestigious university provides it not only with a high percentage of applicants, but also with its reputation and image);
- "Absorption" of the school by the university: interaction is determined by a clearly expressed orientation towards the preparation and education of school graduates in a particular university (for example, specialized lyceums at universities);
- Interaction that ensures the creation of joint educational products: methods, technologies, programs, models that affect the improvement of the quality of education;
- Interaction, in which representatives of different levels and educational institutions not only create joint developments, but also form new ideas about the quality of education, act as subjects of the development of the territory [12].

The organisation of an integrated educational environment based on partnerships helps to solve several problems that even the most advanced school, taken separately, cannot fully overcome. Namely: providing the student with the freedom to choose goals, content, forms, methods, sources, means, timing, time, place of study, the possibility of self-study, self-education.

In the process of interaction between the school and the university, the intellectual, methodological, and material and technical resources of the subjects of interaction are centralized. At the same time, the creative possibilities of students develop, their intellectual potential, which includes a new type of thinking (systemic, critical, creative). The enthusiasm of university teachers for research work makes a strong emotional impression on students, motivates them to research activities, introduces them to the topical problems of scientific research.

Today, partnerships in the form of network interaction are considered as a modern highly effective tool that enables educational institutions to develop dynamically in various aspects (resource, content, organisational and technological).

3 RESULTS

Based on the study and analysis of experience in organising partnerships between leading universities, including Kazan Federal University, and schools of the Russian Federation, we present data on the most effective forms of their interaction, contributing to the development of the personal potential of students [Table 1].

Table 1. Components of personal potential (PP), forms of partnership "university-school", contributing to their development and expected results.

No	<i>The Structural Component of Personal Potential (PP) and its Characteristics</i>	<i>Form of partnership interaction "university-school", contributing to the development of PP</i>	<i>The results of the "university-school" interaction for the development of PP</i>
1.	Intellectual: - System of properties, skills and abilities that ensure success in mastering the general cultural and knowledge components	- organizing the participation of students in Olympiads and competitions organized on the site of the university; - conducting video lectures and master classes by university teachers for schoolchildren; - organization of in-depth study of specialized academic subjects within the framework of areas of study at the university; - organization of STEM laboratories, tutorials, open classes and meetings with scientists and students; - Conducting thematic sessions for students and teachers, organized with the participation of university teachers	Determination of the most promising ways of realizing the intellectual potential of each student. The use of methodological techniques for the development of his intellectual potential that are adequate to the types of student's intellect
2.	Communicative: - a system of properties, skills and abilities that ensure the success of communication, understanding and mutual understanding with other people, the ability to master communicative qualities and communication skills	Organization of summer schools and field camps, in which university teachers conduct lectures and seminars, intellectual and business games, discussions, competitions in the context of informal communication; - participation of creative teams of schools in events (concert activities) held by universities and creative teams of universities in schools	Development of a system of personal resources that ensure an active position in interaction with various subjects, success and confidence in communication, behavioural contact, and compatibility
3.	Creative: - a system of personal abilities, which allows you to change the methods of action as much as possible in accordance with new conditions and achieve a unique result	- internship on the basis of university laboratories; - organization of design and research; the activities of students to improve the quality of training specialists; - creation of scientific circles on the basis of universities, in which schoolchildren take an active part.	Development of the ability to create, create, act in any situation outside the box, in an original way, create qualitatively new material and spiritual values.
4.	Emotional-volitional: - a system of emotions, feelings, emotional states, emotional and volitional qualities	Reading lectures and special courses by representatives of universities; - holding competitive events	The ability to control your emotional state and your actions, the ability to show endurance, make volitional efforts to complete tasks, as well as obey norms and requirements

5.	Motivational - value: - a system of goals, values and value orientations, socio-psychological attitudes of the individual	- participation of teachers and school students in events promoting higher education (popular science lectures, conferences, exhibitions, seminars); – organizing excursions for schoolchildren to innovation centres, departments and university laboratories; – inviting schoolchildren to participate in patriotic, creative, social and cultural events held by the university	Formation of the motivational and semantic sphere, worldview and beliefs of a person
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It is important to note that the presented forms are often multifunctional and have the potential to form different structural components of personal potential.

Based on the study of research on the topic under consideration, we propose a model of interaction between the university and the school, which contributes to the development of key components of the structure of the personal potential of schoolchildren.

The model consists of four interconnected blocks:

- 1 The target block assumes the development of the personal potential of schoolchildren on the basis of creating a motivating educational environment "university-school".
- 2 The content block is the development of the intellectual, communicative, creative, emotional-volitional, motivational-value potential of the student's personality in the social and educational space "university-school". The main areas of activity can be: information and cognitive activity; problem-analytical or discussion activities; social role, play.

The fundamental principles of interaction should be:

- The principle of cooperation, manifested in the creation of favorable conditions for the self-realization and development of the personality of children and adolescents, the dialogic nature of interaction;
- The principle of adaptability, ensuring the harmonization of relationships within interacting teams;
- The principle of the developmental and personality-oriented orientation of the educational space "university-school".

The necessary conditions for organizing a partnership are:

- Bilateral subject-subject interaction, where the university and the school have common goals of interaction;
- Providing a dynamic network of interrelated pedagogical events that can ensure personal development;
- Taking into account the modern educational situation, traditions of the university and school;
- Providing participants in the educational process with a subject position that contributes to their self-determination;
- An individual approach to students, activation of their personal development;
- Provision of pedagogical support, stimulation of personal growth and development of trainees;
- Dialogical, facilitator style of pedagogical communication;
- Favorable psychological climate;
- The competence of teachers in managing the development of the personal potential of students;
- Creation of a developing educational space, recognition of it by students as a factor of their own development.

- 3 The procedural block includes:

- Forms: problem lectures, seminars, round tables, conferences, olympiads, discussions, debates, business games, independent work, consultations, including psychological ones on

- self-presentation, introspection, self-control, effective communication; educational practice, master classes, festivals, excursions;
 - Methods: research, heuristic, active teaching methods, project defense, exercises, trainings, diagnostics;
 - Technologies: information and communication, simulation and game, problem-search, interactive teaching, pedagogical support, project activities;
- 4 The analytical and effective block implies analysis, correction, and forecasting of the effectiveness of the partnership in order to develop the personal potential of schoolchildren.

The indicators of the success of the interaction are:

- Satisfaction of partner participants, motivation to continue the partnership;
- Achievement of educational results by students, disclosure of their personal potential;
- Increasing the level of stress resistance of students; reducing the level of anxiety;
- The formation of students' orientation towards socially approved life values.

Taking into account the above research results, we will give some important recommendations for increasing the effectiveness of partnerships between the university and the school for the development of the personal potential of students:

- The orientation of the developmental influence of the educational process on all spheres, and not only on the intellect of the individual (on the communicative, creative, emotional-volitional, motivational-value);
- Providing a variety of activities aimed at the formation of a comprehensively developed personality;
- Mastering personality-oriented forms of work;
- Creation of psychological conditions for the development of constructive practical activity and communication of schoolchildren on the basis of cooperation and collaboration with others;
- Ensuring the evolution of forms of interaction that ensures the inclusion of students in practical productive activities based on the establishment of new relations with the socio-cultural environment;
- Supporting the educational program, expanding or enriching it through joint project work and communications;
- Attraction of new educational resources, complementarity of various technologies, synergistic effect of their interaction.

4 CONCLUSIONS

A modern person should be able to adapt and be effective in a situation of constantly changing requirements: to independently manage his life, actively and effectively manifest himself, to determine the directions of his development and application. It is the personal potential that will make it possible to meet the specified requirements of our time, providing the competitive advantages of the individual and the organisation in which a particular person will realise himself as a subject of professional activity [13].

The joint activities of the university and the school, aimed at achieving a common goal, solving common problems, provides students with access to integrated educational resources, makes it possible to increase the educational and developmental potential of the university and the school, expands the possibilities of building individual educational routes for students, contributes to the disclosure of the personal potential of schoolchildren.

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