

The development of the future teacher subjectivity formation as an aspect of his professional position

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Abstract

The essence, the characteristics of subjectivity as part of future teacher professional positions are substantiated in the article. It is established that the subjectivity of the teacher as an integral professionally important quality of personality is found in the quest for self-determination, self-regulation and self-improvement in professional and educational activities. The concept of student - future teacher subjectivity is concretized. The content of the subjectivity of future teachers in the context of age-professionalization process of the future specialists is analyzed. The features of the development and implementation of subject activity of students in educational and professional activities in higher education are described.

Keywords: *subjectivity, professional position of the teacher, student subjectivity development, professional development of future teachers*

1. Problem definition

The challenges, a modern teacher is facing, could be solved only by a responsible and independent person who is the subject of professional, social and personal life. It can be stated that success of professional activity of a teacher is a function of his subjectivity, which requires internal ordering and structuring of meanings, values, capacity for self-regulation of their actions. Therefore, purposeful shaping of the teacher's personality requires the identification and development in the structure of his personality, of the relatively stable, controlled component, which integrates subjective properties such as resilience, initiative, responsibility, autonomy in decision making, ability to deliberate and active transformation of themselves and their pupils, etc. We include professional position to such personal formation that characterizes the teacher as the subject of professional activities. The formation of such a position is especially important during the preparation of the future expert in high school when the sphere of his professional values and meanings is designed.

2. Analysis of research and publications on the problems the article is dedicated

Research on the issue of personal position was made within the different concepts and covered in the scientific literature (K.O. Abulkhanova-Slavskaya, L.I. Bozovic, M.I. Boryshevskyy, B.S. Bratus, V.I. Voitko, O.V. Kyrychuk, I.S. Cohn, I.M. Mikheieva, V.M. Myasishev, S.L. Rubinstein, etc.) show that the essence of this phenomenon is treated differently. Analysis of the concept of "position" as a structural identity formation showed that although traditionally considered an expression of personal positions set of basic attitudes to the world, to people, to oneself, are caused by different structural components and integral personality characteristics.

Often, referring to the understanding of this concept, researchers make an accent on its status-role component. Many scientists analyze it on the basis of the theory of relations by V.N. Myasishchev and determine through the entity of the attitudes of the personality. There is a scientific tradition, where position is seen as an independent, deeply personal identity formation, the result of achieving the certain level of moral and intellectual development by a person, the emergence of a stable system of attitudes.

In the scientific sources the concept of position of the personality of the teacher (pedagogical position, professional position of the teacher) is observed by the scientists as an unavoidable part of the professional competence and the condition of pedagogical activity implementation (O.G. Asmolov, N.P. Anikeeva, I.D. Beh, I.A. Kolesnikova, L.V. Kondrashova, A.K. Markova, L.M. Mitina, V.O. Slastonin, V.I. Slobodchikov, I.S. Yakymanska, etc.). According to V.O. Slastonin, pedagogical position — is a system of intelligent, volitional, emotional and evaluative attitudes to the world, educational reality and, in particular, educational activities, which are the source of his activity [8, p. 32-70]. Under the approach, A.K. Markova, defines the term "professional pedagogical position" as a stable system of teacher attitudes to the disciples to himself, to his colleagues, determines his/her behavior, lifestyle and activity [6]. Important in the context of our study is, according to I.D. Beh, indicating the uniqueness of pedagogical position, since it is both personal and professional [3, p. 76].

On the basis of scientific sources analysis, it could be argued that the teacher professional position reflects his stable system of conscious attitudes to different aspects of his/her profession, a way of self-acceptance and the realization of his/her own professional and personal concept. Undoubtedly, this might be unique to the teacher as a subject who is included in the educational process both intelligently and internally takes its values. It is legitimate to state that the success of the modern teacher activity is a function of his subjectivity, which requires internal ordering and structuring of meanings, values, capacity for self-regulation of their actions, puts special demands on his professional position and, in fact, is revealed through this position. In the context of our study all of the above makes it possible to consider the development of the subjectivity of the teacher as one of the most important aspects of developing of his professional position.

The problem of a subject in recent years has become of great importance. On this basis, the development of subjective approach in psychology takes place, which focuses on the analysis of the individual entities that provide steady subjective position (G.O. Ball, I.D. Bech, M.I. Boryshevskyy, O.F. Bondarenko I.S. Bulakh, Z.S. Karpenko, A.N. Leontiev, S.D. Maksimenko, I.P. Manoha, S.L. Rubinstein, V.I. Slobodchikov, O.B. Starovojtenko, A.V. Tatenko, T.M. Titarenko, etc.).

The basis for studies of subjectivity is the concept of person as a subject, developed by S.L. Rubinstein. The scientists determined the quality of the subject as a determinant of the person's ongoing changes in the human world (activity) and its ability to be independent, self-determined and self-improvement [10, p. 106]. In his interpretation, the development of a subject is related to the fact that man establishes by its existence and enhances life, individuality and intrinsic value of the Other.

Analyzing the psychological and pedagogical research, it should be noted that the term "subjectivity" is ambiguous. In general in modern psychology it is possible to distinguish two research approaches for consideration of the issue. The first is associated with traditional notions of man as a subject of life, initiator and source of certain types of purposeful activity. Specifically L.I. Anciferova indicates that subjectivity is based on initiative and creativity, which has existential significance for a person, stands as a condition of her life. Personality as a subject "creates" itself, building a space of his/her own, unique life world, puts goals and outlines life plans, strategies chooses life strategies creates conditions for developing his/her own, personality resists the pressure of adverse social and cultural factors [1].

According to the second research approach subjectivity is considered as a feature of the individual. Many supporters of this approach argue that the subjectivity is inherent in a person since the birth in its simplest form, as a subjective capacity, and develops in ontogenesis. It is the result of self-consciousness, the highest level of personal development, which is based on understanding of individual differences (A.F. Bondarenko, Z.S. Karpenko, V.A. Tatenko, T.M. Titarenko, etc.).

Important in the context of our analysis is the study of Ukrainian psychologist V.A. Tatenko. Developing subject-genetic approach to study of individual, the scientist gives the subject the status of creator of his own psyche. That is, the person who is the subject of mental development and self-recognized "author" not only in the manifestations of mental activity, but also in the development of his/her own psyche, responsible for the results of his/her "authorship" [11]. In theory V.A. Tatenko, subjectivity — "is the intent-potential inner core that allows individuals to take advantage of the unique opportunity provided by nature and society — deliberately, purposefully, creatively including interaction with them and instead affirm in the ontological status of a person" [11, p. 333]. Scientist admits that subjectivity is the main determinant of self inward man. That subjectivity, inherent in man is realized by him/her not only as a result of his/her activities, but also in himself/herself.

The researcher G.O. Ball considers subjectivity in the context of personal freedom and associates it with such levels of activity, in the determination of which the leading role plays the interior factors of the personality: initiative, willingness, creativity, self-governing [2]. Z.S. Karpenko defines a person as integral subject, that accumulates different plans of its being and value-spiritual self-determination. Subjectivity is a «automotive reason of a being, the universal principle of a possible transition state of a subject into the reality of intentional objectivity... A revelation of form of intentional will of a person using psychophysiological resources of the organism and possibilities of sociocultural contexts» [5, p. 159]. According to O.F. Bondarenko, subjectivity is a measure or a quality of the person, that «reflects, marks the ability of the person to transform the principle of his personal life into the certain condition of life, adequate or not adequate, the one, that helps or, on the contrary, creates barriers to the development of objectives, personalized individual in the world as the result of the genesis of sense» [4, p. 57].

In general, the problem of subjectivity in modern studies is associated with the enabling the person with the qualities to be active, independent, able to exercise specifically human forms of life. In a broad sense, the subject is regarded as the creator of his own life, administrator of mental and physical forces; ability to transform their own livelihoods in the subject of practical transformation, treating oneself, how to assess their activities, monitor the progress and results, change its methods. We see the teacher subjectivity in understanding a person, ability to self-determination and self-conscious regulation of his/her actions on the basis of internally produced professional position. The analysis of the different sources as to understanding of psychological content of subjectivity (K.O. Abulkhanova-Slavskaya, O.G. Asmolov, B.S. Bratus, V.V. Davidov, O.M. Leontev, A.V. Petrovskyy, K. Rogers, A. Maslow, etc.) give the ground to determine the subjectivity of the person as an integral quality of the personality and the necessary component of the professional position, which manifests itself in the quest for self-determination, self-realization and self-improvement in professional activities.

Although the position is relatively stable, forming it can evolve and change over time. This is especially important at the stage of professional development in higher education institution when the formation of the sphere of the major professional values and meanings of the future teachers takes place. From this point of view, the purpose of the article is the grounding of the subjective personality traits of future teachers as an important aspect of the formation of his professional position.

3. Presentation of the main material

Characteristic of subjectivity as a peculiar quality component of professional position requires specification because in our research its carrier is a student of the higher pedagogical institution. On the one side, the development of the subjectivity of the student is determined by the age specification, because for many students the time of studying in higher educational establishments coincides with the second teenager period. On the other hand, the content and the trajectory of

development of the subjective qualities of the student is one of the moments of his development as the subject of the future professional activity.

Among the specific peculiarities of the student's personality as a person of a certain age we can name an active attitude to the reality, aspiration to the self-knowledge, socio-active self determination and selfconfirmation as the subject of the study-professional activity and social life. Ideological search includes a social orientation of the personality, i.e. the choice of their future social situation and ways to achieve it. However, as G.K. Radchuk notes, there is a certain social, psychological instability, the cause of which is the insufficient life experience that often leads to impulsivity, frustration and pessimism, skepticism and nihilism [9, p. 103].

An important characteristic of adolescence is to develop life plans that arise as a synthesis of the goals that a personality poses and as a result of specifying objectives and motives. Changing the time perspective is closely related to youth reorientation of consciousness from the external self-control and the growth of the needs to achieve concrete results. Motivational conflicts are often determined by the availability of related to the transformation of the most intense motivation, cognitive contradictions that arise from insufficient knowledge of themselves and role conflict, which are related to the abrupt change of lifestyle, status, role for admission to educational establishments and studying in them [7].

Developing a student's subjectivity as professionally important characteristic of the future specialist takes place in the space of the university educational process and can be viewed in two ways: as externally determined professional and personal development, which generates and implements needs, motives, goals and objectives, as well as internal process of the the individual student. Regarding the first student acts as the carrier of activity, individual, subjective experience, striving for disclosure, implementing, deploying their internal potential. The task of higher education in this case is that, by creating the appropriate pedagogical conditions, help the student to understand the need for self-creation, initiate desire for self-development. Highlighting the internal aspect of this process, it is necessary to point out potential, which manifests itself in the originality of the identity of the individual student as a future expert. Originality of ideas is associated with the imagination of the subject of professionalization about the professionalism standards as embodied in social expectations and the norm reflexed (E.A. Klimov, N.V. Kuzmina, A.K. Markova, L.M. Mitina, etc.).

Specifically, analyzing the conditions of professional identity, A.K. Markova determines the interdependent processes: understanding by the individual norms, regulations, model standards of their profession as the reference of their skills, which is important for the formation of "platform" in the professional world; understanding these qualities in others, comparing ourselves with a professional image; taking into account the expectations and score yourself as a professional by the other people; self-assessment of their individual personality traits for the cognitive, emotional and behavioral criteria; positive assessment of personality itself in general, determination of their merits

and prospects of formation of positive self-concept [6]. This clarifies the personal sense of future professional activity, confidence in the feasibility of emerging occupational choice. Therefore, professional identity provides stability and stability of human subjects of professional activity, willingness to further self-development in the profession.

Considering the semantic aspects of subjectivity of students – future teachers as an important component of professional teaching positions, consider the specification of the realization of the subject activity. If the subjective position of teacher reflects his/her way of self-affirmation and self-development in a real educational activities, student teaching higher education institution captures only those activities and uses and develops its subjective activity with a view to personal and professional self-development in terms of training and professional activities.

As important and complex characteristics of the individual teacher-professional subjectivity reflects his active and selective, proactive, responsible, transformative attitude to the professional and educational activities, himself, the world and life in general. It determines the particular form of activity aimed at self-control by personal manifestations in different situations of professional activity. Based on the provision of research, one could argue that subjectivity is directly linked with psychological mechanisms of personal development as personalization, determination, creativity, selfreflection. In its developed form subjectivity encourages teachers to take responsibility, show oversituational activity, resist pattern and routine of teaching, breake stereotypes, critical approach to common knowledge and accepting the rules and norms to defend their own creative freedom and uniqueness, to take own position concerning the settled order of things. This allows the teacher, being himself/herself to overcome a status and role and socio-cultural predetermination and achieve psychophysiological level, as if broadening his/her limits, which is an essential characteristic of his personal development.

Taking into account the conceptual studies in psychology (B.G. Ananiev, A.N. Leontiev, V.M. Myasishchev, S.L. Rubinstein, etc.), we also consider it necessary to have a look at the subjectivity of the teacher from his vocational subject relations. These relations result from the internal processing of the individual of the teacher requirements that are given and are determined by society, science, education. The main and constant requirement, proposed to the teacher, is the love for children, teaching activities, specific knowledge in the area where he teaches children, broad erudition, pedagogical intuition, highly developed intellect and high level of general culture and morality, proficiency, variety of teaching methods and parenting. Successful pedagogical work without each of these factors is impossible.

In the context of the aforementioned teacher subjectivity appears as a special form of display and organization of its active attitude to himself as the subject of relations with the environment, attitude to students as unique entities to the profession as a creative and innovative, in which his self-development, implementation and support as the author of its own existence in space and

educational activities in the world take place. It's necessary to underline that specific feature of teacher's subjectivity is relevant to himself as the subject of his own activities related to his attitude toward students as subjects of their own activities. Altogether, these attitudes integrate into the property of the individual teacher, that express the degree of his devotion to the profession.

Thus, on the basis of the analysis of the professional-pedagogical positions, taking into account its subjective component of relations among different teachers can identify pivotal arising out of the main requirements to him, his place in society and education, the nature of the profession. These are:

- attitude of the student as a subject of education;
- attitude to the profession as the socially significant and creative;
- attitude to himself as an independent, free and responsible person;
- attitude towards self as a condition of self-improvement and professional growth.

The position of the teacher regarding professional activities — a position of active subject who takes decisions independently according to internal values, motivations, beliefs. Bold in professional positions teacher subjective component reflects the way of self-affirmation and self-development as a professional and it has the following features:

- subjective fixing of professionally meaningful ways of life, development on the basis of its own system of action;
- development of the personal criteria and standards of professional activities;
- going beyond regulatory activity, the ability to design personally meaningful way of life and professional implementation strategies.

As we see the manifestation of subjectivity is in some ways the antithesis of the regulatory role position; reflects and develops identity, authorship, subjectivity of personal position, going beyond a given activity, the development of prospects of the further self-development; providing unique, personal identity.

Clarification of the subjective component of the professional teacher position as to the students – future teachers, as we noted above, is connected with the peculiarities of the implementation of its subject activity in terms of higher education.

Student — a subject that, first of all is trying to get the higher education. That is, the object, onto which its subjective activity is directed, is "education." System of value orientations of the personality, lifestyle, accumulated personal experience that students develop in the period, allow the student to show to some extent subjective position on the proposed terms of education reflect a personal sense of education, make subjective choices of different educational options of routes. Incidentally, character education in high school contributes to this, as it largely focuses on self-education and its prevailing form of independent work. On the one hand, this initiates and develops

a subjective component positions of the student, and on the other — to achieve a quality education outcomes — suggests its obligatory inclusion.

Specification of the subjective component of student of the higher pedagogical institution, that is the future teacher is connected with the establishment of the "general" and "special" in its relationship with similar student characteristics of any university. This ratio of "general" is determined by primarily by the conditions of education in higher education and training of future professionals to join the free market of professional work. So, the student of any university, in terms of higher education, subject position allows to:

- identify personal attitude and sense received education;
- to use subjectively the existing educational facilities;
- to design and implement individual educational and professional route later. "Special" in the subjective components of professional pedagogical university student positions is determined by the subject of the future professional and educational activity. The position of a teacher regarding teacher professional activities — a position of active subject who takes decisions independently according to internal values, motivations, beliefs. So subjectivity of the teacher reflects his way of self-affirmation and self-development as a professional and has the following features:
 - subjective fixing of the professionally meaningful ways of life, development of the basis of its own system of action;
 - development of personal criteria and standards of professional activities;
 - going beyond regulatory activity, the ability of the author design of the personally meaningful way of life and professional implementation strategies.

Thus, the expression of subjectivity is in some ways the antithesis of the regulatory role position; reflects the personality, authorship, subjectivity of personal position, going beyond a given activity, the development of prospects of self-development; providing unique, personal identity.

Considering the specificity of the pedagogical activity the subjectivity of the student can be regarded as a factor not only personal, but also professional development because:

- specificity of teacher professional necessitates manifestation of the Personality one of the most important conditions of professional selfrealization, success and effectiveness of educational activities;
- purposefulness and content of the professional activity of the teacher is focused on the development and implementation of a personality that is only possible if the conditions of professional education and training of the teacher provide his own development and implementation
 - particularly professional-subject position;
- educational environment of pedagogical university student and teacher practice-matches and is the only space of lifelong education, hence the consideration of creating conditions for realization of

the subjective component of student positions in education as one of the most important conditions for professional development of future teachers.

Analysis of the subjective component of the future teacher professional position as to the overall process of his personal and professional development gives grounds to consider it as:

- factor of personal and professional development, because it initiates the flow of the process;
- an indicator of personal and professional development, that captures and expresses the quality of personal and professional development in a certain period of time;
- description of the degree of personal, subjective involvement in the process of the student's own personal and professional development, thereby determining the deeper, inner level processes with the student.

4. Conclusions

Therefore, the development of subjectivity is an important aspect of the formation of students - future teachers' professional positions. It initiates a personal and professional potential of the future specialist, is an important source of evidence and source of his activity, selectivity, creativity, inclusion levels in the educational process, providing the necessary quality professional development. In "general" plane subjectivity characterizes the attitude of students to education and is manifested in activities related to the definition of personal meaning of education, orientation and choice on the basis of conditions and options for their education, design and realization of the objectives of the educational process, assessment of educational results, achievement, finding new meanings of education. In "special" plane subjectivity is associated with the elaboration of a future professional attitude as to the subject of professional and educational activities, determines reflexive activity in learning and personal ways of teaching and its creative development. As an integral professionally important quality reflects the personality of the teacher subjectivity, the way of his self-affirmation and self-development as a professional and manifests itself in subjective fixation professional and meaningful ways of life and development on this basis of their own actions, identifying their own criteria and standards of professional educational activities, going beyond regulatory activity, the ability to author design and implementation of life and professional strategies.

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