

Developing Subjectivity in Future Primary School Teachers

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Abstract: The article formulates theoretical and methodological conditions for developing subjectivity in future primary school teachers in Ukraine. Therefore, it analyzes the Ukrainian experience of teacher training for primary school, as well as the aspects of the primary school teachers' subjectivity in relevant scientific discourse. Besides, the article contains theoretical generalizations on the issue in question. Research methods include induction and generalization, prognostic methods in combination with modelling of principles of the educational process and sociological methods (used to identify students' motivation towards teaching). The article proves that Ukraine as “a young democracy” must consider new conditions associated with significant socio-cultural, socio-economic and other changes in the society. It is so because they determine new requirements for the professional training of future primary school teachers. On the other hand, the analysis of relevant literary sources indicates insufficient attention to psychological, methodological, social and other aspects of teacher's subjectivity. The authors of the article offer the updated definitions of key concepts on the development of teacher's subjectivity. Also, they summarize theoretical and methodological principles of primary school teachers' subjectivity in Ukraine and justify the new educational conditions for developing such subjectivity. The novelty of the research lies in its addressing the issue of developing subjectivity in future primary school teachers under the realities of Ukrainian education, which is still on the path of development.

Keywords: *primary school teacher, educational conditions, professional self-identification, content updating, modelling, humanistic philosophy of education, educational environment.*

How to cite: Zhurat, Y., Rudenko, N., Bekirova, A., Borovets, O., Doroshenko, T., & Skoryk, T. (2021). Developing Subjectivity in Future Primary School Teachers. *Revista Romaneasca pentru Educatie Multidimensionala*, 13(3), 280-302. <https://doi.org/10.18662/rrem/13.3/452>

Introduction

The conditions of the postcolonial society show that the system of teacher education in Ukraine should be adjusted to traditional approaches to training future primary school teachers and organize their professional-pedagogical training following the principles of the humanistic philosophy of education. Hypothetically, it will facilitate future teachers' completion of all stages of pedagogical development in primary school, which would ensure the formation of a holistic experience of the educational activity by mastering its psychological structure. It is rather obvious that the development of subjectivity in future primary school teachers is a complex psychological and pedagogical problem, which can be solved in the process of obtaining teacher education. Besides, the subject-activity approach to developing professional subjectivity in future primary school teacher contributes to the reorientation of higher education to identify psychological and pedagogical conditions for acquiring educational and professional subjectivity during teacher education. One can assume that an important psychological condition for developing subjectivity in students is the identification of invariant and variable subjective components of the personality, which determine the dynamics of teachers' professionally important qualities, among which professional subjectivity is an integral one. Thus, the development of subjectivity in future primary school teachers remains a relevant psychological and pedagogical issue.

Therefore, it is necessary to analyze this issue as a system in psychological and pedagogical aspects at organizational, functional, content, methodological and personal levels based on the requirements of *the Concept of General Secondary Education* (Board Of The Ministry Of Education And Science Of Ukraine & Presidency Of The Academy Of Pedagogical Sciences Of Ukraine, 2001) to solve the issues of teacher training for primary school. In particular, the concept emphasizes that the changes in the content and structure of general secondary education are profound. In turn, it requires one to prepare teachers, who are aware of their social responsibility, **act as the actors in their personal and professional development** and strive to achieve new pedagogical aims. The dominant factor is teacher training since the pedagogical activity is not limited to teaching a particular subject. Primary school needs specialists who can establish interdisciplinary connections and realize the importance of professional knowledge in the context of socio-cultural space. They should be able to organize the educational process as a pedagogical interaction aimed at developing pupils' personality and teach them to solve life problems.

The article aims to justify pedagogical conditions for developing subjectivity in future primary school teachers in the course of acquiring teacher education in higher education institutions. First, it is necessary to consider significantly new requirements for teachers, especially their professional, psychological-pedagogical and autopsychological types of competence, professionalism and willingness to work in the education system. In this regard, the system of teacher education in Ukraine should be adjusted to traditional approaches to training future primary school teachers and organize their professional-pedagogical training following the principles of the humanistic philosophy of education. It will allow them to complete all stages of pedagogical activity in primary school and gain a holistic experience of such an activity by mastering its psychological structure. Secondly, it is necessary to take into account practical preconditions which actualize, on the one hand, professional training of future primary school teachers under today's conditions of Ukraine's educational system and, on the other hand, development of their subjective professionally important qualities which reinforce the development of primary school teachers' creativity in teacher education.

The propaedeutic stage has made it possible to formulate the following prerequisites: the increased demand for highly qualified primary school teachers who can implement the basic values of humanistic philosophy of education, as well as personality-oriented and developmental concepts, methods and technologies of teaching in primary school; the multilevel system of teacher education (pedagogical universities, institutes, colleges, schools, institutes of graduate teacher education); the integration of pedagogical educational institutions providing professional teacher training for primary school.

Third, professional training of future primary school teachers should rely on the trends in the national education system, including primary education. The trends are the following: the focus on humanistic trends in education; the implementation of personality-oriented and developmental paradigms of learning in primary school; the variability of primary education; the continuity of preschool and primary, primary and secondary education; the prevention of emotional distress and unfavourable development of primary school pupils.

Fourth, it is vital to take into account teacher students' age: an intensive search for a career path; designing and modelling a career trajectory; the need to obtain teacher education and develop the basic competencies necessary for effective work in primary school. All this can be defined as the search for professional subjectivity and its purposeful

development. As noted by Slobodchikov, & Isaev (2000), the development of human subjectivity consists of the following stages: awareness; personalization; individualization; universalization.

Traditionally, students are at the stage of individualization. It involves the following actions: the reflection of life today in the role of the actor in educational activity in higher education and awareness of the need for teacher education to become the actor in pedagogical activity; awareness of the basic requirements for primary teacher teachers as the actors in specific pedagogical activities and their perception as the basis of the programme of future educational activities; purposeful development of one's professional "ego", pedagogical style and culture of pedagogical communication. The integral result of the above-mentioned actions should be the development of professional subjectivity as a primary school teacher. Accordingly, when these complex processes do not occur, primary education does not receive a real actor in the pedagogical activity. Such teachers tend to change their career at the first opportunity.

The above-mentioned issues determine the relevance of the study on the development of subjectivity in future primary school teachers in Ukraine.

Training Primary School Teachers in the content of the Ukrainian Educational Tradition

It is essential to consider the prevailing didactic views of Ukrainian scholars to create proper educational conditions for the professional training of future primary school teachers in Ukraine and their subjective development. Thus, one needs to justify the basic concept of "professional training of future primary school teachers". The issue of teacher training was considered by many scholars (Aleksyuk, 1998; Khomych, 1999; Petukhova, 2009). They focused on a systemic approach as an area in the methodology of scientific knowledge and social practice when each object is a system. According to Khomych (1999), the system of psychological and pedagogical training of primary school teachers is a complex holistic and multifaceted structural unity aimed at preparing those specialists who can creatively solve educational problems in primary school. Different aspects of the issue in question were covered by Nerubasska, & Maksymchuk (2020), Melnyk et al. (2019), Sheremet, Leniv, Loboda, & Maksymchuk (2019), Gerasymova et al. (2019), Onishchuk et al. (2020), Maksymchuk et al. (2020).

On the other hand, Petukhova (2009) claims that teacher training is a complex psychological and pedagogical mechanism with its content, a hierarchy of structural elements, forms of relations, causal relationships, subjective interactions, features of the educational process and ways of

resolving local and systemic contradictions.

Another important aspect is that the main feature of human development at each age is its changes as a whole and the system in the internal structure. The laws of this whole and the systemic approach determine changes in each of its components. In turn, these changes cause the emergence of certain central qualities. They should be understood as a new type of personality development, those mental and social changes that first arise at this age stage and which, most importantly, determine the consciousness of the child, their relationship to the environment, their internal and external life, the entire course of their development in a given period (Vygotsky, 1984). They are the leading components of personality development. The main new quality of the individual as a social being is social subjectivity. Regarding future primary school teachers, it is professional subjectivity.

Petrovsky (1987) highlights the role of society, environment and specific educational institutions in the transition of the individual to new stages of development. These stages are determined externally by the involvement of the individual in a particular institution of socialization. Besides, they depend on the objective changes within this institution which affect personal development.

Therefore, the system of teacher education should create favourable conditions for such development. The issue of identifying and choosing optimal pedagogical conditions for preparing teacher students for professional activities has been considered by many researchers. Consequently, the concept of “**condition**” as a pedagogical category is interpreted in the scientific literature quite ambiguously. In the encyclopedic dictionary, for example, the condition is considered as a set of factors that affect something, create an environment for the functioning or course of any process (Prokhorov, 1988).

In various dictionaries, the concept of “*condition*” is interpreted as follows:

– the Russian language dictionary: a requirement imposed by one of the parties to the agreement; oral or written consent to something; rules established in any sphere of life or activity; circumstances under which something happens (Ozhegov, 1973);

– the philosophical encyclopedic dictionary: some factor, i.e. the driving force, the cause of any process that reflects the universal relationship between the actors in communication. This relationship cannot become a new reality outside of activity since one needs a reason for this. In this regard, causality serves as an active activity-related factor. It is the material

conditions that ensure the production of a new reality as the end result (Gubsky et al., 2002);

– the dictionary of a practical psychologist: a set of phenomena of the external and internal environment that probably affect the development of a particular mental phenomenon (Konyukhov, 1996);

Kondrashova (1990) emphasizes the need to create special conditions for teacher training. Concerning the professional development of future teachers, it is important to provide such conditions under which they can deal with various pedagogical situations, find a way out of them and make optimal decisions.

Babansky (1982) states that the effectiveness of the educational process naturally depends on the conditions under which it occurs.

It is also essential to check the *meaning* of the term “**pedagogical conditions**” in relevant psychological and pedagogical sources. A short psychological dictionary views a pedagogical condition as a certain circumstance or situation that affects (accelerates or inhibits) the development of pedagogical phenomena, processes, systems, personality traits (Karpenko, 1985).

Zeer (1998) understands pedagogical conditions as various circumstances of the educational process that ensure the achievement of the set goal. Bakhov (2009) regards it as a set of interacting activities within the educational process aimed at developing certain competence and ensuring its transition to a higher level.

Thus, adapting these definitions, the authors of the article understand **pedagogical conditions** as *the conditions deliberately created by the actors in teacher education in the educational process of higher education institutions and ensuring the development of professional subjectivity in future primary school teachers when acquiring teacher education.*

The Concept of General Secondary Education emphasizes that the introduction of the Law of Ukraine “On General Secondary Education” causes the need to update university curricula by introducing additional and specialized courses. It must be noted that specialized courses must prepare future teachers to work in different types of secondary schools and specialized classes, interact with six-year-old pupils and those with special educational needs, as well as act as class supervisors (Board Of The Ministry Of Education And Science Of Ukraine & Presidency Of The Academy Of Pedagogical Sciences Of Ukraine, 2001). In classical universities, it is vital to increase the number of hours allocated for psycho-pedagogical courses and pedagogical practice. It is advisable to train teachers for rural schools in several specialties. Besides, teachers should be trained specifically to work in

small schools. The practice of employment of graduates from pedagogical educational institutions needs to be restored and improved.

In Ukraine, the existing pedagogical system of professional training for future primary school teachers operates shows different efficiency depending on the objective and subjective circumstances, reasons and factors. According to Mytnyk (2010), observing the actions of teachers in the educational process, primary school teachers can act methodically competently in pre-planned learning situations. As a rule, they do not listen to suggestions, intellectual initiatives of children and do not know how to develop a problem-searching dialogue if it is not planned. When working on tasks with a logical load, teachers allow pupils' activity in clearly defined roles and boundaries defined by them (Mytnyk, 2010).

Another widely discussed aspect is the issue of interaction between the actors in the educational process (Matvienko, 2010). There is a need to introduce changes, first of all, in the procedural component of professional training for future primary school teachers both in higher education and the educational process with primary school pupils. Both teachers and pupils should be involved in the training of future primary school teachers. Accordingly, the relationships between them as the actors in cognition, communication and activity must be unambiguously subject-subjective since the development of the actor in creative pedagogical activity is impossible based on the subject-object relations that dominate in the traditional system of professional training for future specialists. Khomych (1999) emphasizes that psychological and pedagogical knowledge, skills and abilities are developed in the process of educational and cognitive activity. The main principles of its organization are the connection with life, historicism, democratization, humanization; the use of science and advanced pedagogical experience, differentiation; the connection of learning with the practice of school work. It is implemented based on a personality-oriented model of education, which requires compliance with such pedagogical conditions that determine the subject-subject relationship in the educational process (Khomych, 1999).

Ukrainian pedagogy is characterized by a comprehensive consideration of age characteristics. Each age period is characterized by unique manifestations of conscious and unconscious subjectivity, which teachers must know, support and comprehensively develop in pupils. In this context, the issue of personality subjectivity is well represented in the theory of higher mental functions by Vygotsky (1984). He believed that human ontogenesis contained several procedural characteristics, including the periodization and definition of "major eras" in personality development.

Age, in his opinion, is a qualitatively special stage of mental development characterized by a set of changes determining the uniqueness of the personality structure at this stage of ontogenetic development. Also important is the idea of a dialectical understanding of personality development as a continuous process of self-development characterized primarily by the constant emergence of something new (Vygotsky, 1984).

The psychological mechanisms of teachers which form their subjectivity are pedagogical aim-setting, pedagogical thinking, pedagogical orientation, pedagogical reflection and pedagogical tact.

The pedagogical conditions for developing their subjectivity are the model-based substantive development of professionally important qualities of teachers; the creation of conditions for manifesting and developing these qualities; the acquisition of knowledge based on solving professional problems (Mukhametzyanova, 2002).

Thus, Ukrainian researchers view “professional training of future primary school teachers as a *pedagogical system that has a complex multifunctional and open nature and is aimed at developing their professional competence (professional knowledge, skills, abilities, abilities; professionally important qualities; attitude to teaching and its motivation) and readiness (professional, psychological and personal) for pedagogical activities in primary school*. The main practical manifestation of readiness is the ability to work in primary school or the development of professional competence. Its integral manifestation is the development of professional subjectivity as a primary school teacher.

The Subjectivity of Primary School Teachers in Scientific Discourse Today

Today’s methodological research consider the subjectivity of primary school teachers, as well as their personal experience (as the social basis of subjectivity) in the context of performative cultures of primary school and the development of one’s professional and social self-identity (Troman, 2008). Indeed, Troman (2008) singles out the following positive factors in developing professional subjectivity: the initial professional orientation; the ability to combine family worries with care for other people’s children, experience job satisfaction along with professional responsibilities. However, a negative factor is still the need of primary school teachers for more creative self-realization than both primary school and its performative environment allow. Therefore, Troman (2008) claims that those teachers who have made a career in another field before teaching turn out to be much more skilled and natural both in gaining recognition and in managing the range of responsibilities of their personality. They have become more

strategic and conscious in defending their self-identity. Some evidence suggests that their priorities were to adhere to their humanistic values and self-esteem while adjusting their commitments (Troman, 2008). These data show that the subjectivity of primary school teachers is developed primarily in the out-of-school environment.

The performative nature of the educational process in primary school determines the patterns of teacher's subjective development. At the same time, the psychological mechanisms of acquiring subjectivity are often ignored. The concept of CMIS-framework, presented in the research by Englund, & Gerdin (2019), involves studying individual psychological mechanisms of acquiring subjectivity following each of the performative technologies and the role of the teacher. Englund, & Gerdin (2019) conclude that teachers "consciously implement certain forms of subjective work on themselves, which can be defined as compliance, mirroring, identification and self-realization (CMIS)). Thus, teachers who feel the tendencies of today's education strive to develop their subjectivity independently.

However, over the past 50 years, neoliberal reforms in developing countries have also had a negative impact on teachers' professional identities. Thus, educational and social reforms in Hong Kong show that since 1965, three subjectively significant paradigms have changed: "a) the changes in structural conditions of the teaching career; b) the changing nature of teachers' work; c) the changing nature of educational changes (Tang, 2011). The ways to counteract the negative neoliberal influence on teacher subjectivity are seen in providing maximum moral freedom to teachers and building educational conditions that would "preserve, restore and renew teachers' professional identity with a focus on pupils (Tang, 2011).

Another problematic issue in the development of primary school teachers' subjectivity is their teaching of heterogeneous subjects (social, natural, exact). It is not equally easy for all teachers and may be at odds with their intentions. Teachers may have a personal negative experience of learning certain subjects (e.g., mathematics), which generates negative emotions and causes heterogeneous effectiveness of lessons in different subjects (Hodgen, & Askew, 2007). Thus, the emotional component of professional identity has a personal and social basis that needs to be transformed.

Such barriers create a loss of confidence and cultivate an alienated attitude towards certain aspects of teaching (Bibby, 1999). The effective ways to eliminate problematic aspects of professional self-identity include

introducing national teacher retraining programmes, promoting self-education and reinventing teachers' emotional experiences.

An important issue in the development of future teachers' subjectivity and self-identity is the increase in psychological tension during training and the first years of employment. Hastings (2008) identifies the following types of psychological tension: a) the opposition to one's professional role; b) the unjustified professional expectations; c) the role expectations not realized in university training. Such psychological phenomena can accumulate and turn into symptom complexes. At the same time, the effective tools to counteract destructive psychological factors are the gradual development of reflection, the search and recognition of personal resources and the ability to use them.

It must be noted that emotional readiness to work in primary school is no less important than professional training. The emotional component of personality is variable both in the short term (mood) and in professional ontogenesis. The latter factor reveals less and more successful teachers, different professional success of men and women. Importantly, women's emotional lability is rather increased. Besides, the emotional factor largely determines the level of professional self-identity. Hastings (2008) suggests assisting teachers in developing their professional self-identity and subjectivity within the framework of the feminist post-structural theory. It is possible through the support of senior colleagues; the introduction of emotionally oriented workshops; the cooperation between teachers and lecturers (Hastings, 2008). The problems of emotional "burnout" and processing of negative personal experiences remain open, which prevents the final development of the teacher's subjectivity.

The existing educational paradigm does not involve providing primary school pupils with theoretical knowledge. It is rather aimed at motivating them towards cognition, search and experiment. Primary school teachers should feel and need to engage pupils in research. Accordingly, such a cognitive need should be a component of the teacher's personality. Uum, Verhoeff, & Peeters (2016) suggest that primary school teachers should implement inquiry-based science education (IBSE). It is important to combine joint subject-oriented cognitive efforts of primary school teachers and their pupils in learning natural sciences. The introduction of the IBSE proves that "teachers can successfully support their pupils in an open-ended survey by clearly addressing conceptual, epistemic, social and/or procedural field of scientific knowledge in the next stages of research" (Uum, Verhoeff, & Peeters, 2016). Importantly, the shared positive emotional experiences

from cognition (research, project, experiment) strengthen the subjective identity of both teachers and pupils.

There is a certain correlation and synergy between the development of teachers' and pupils' subjectivity (Della Sala & Anderson, 2012). Therefore, it is impossible to imagine the full development of teacher's subjectivity without the joint development of pupils as actors in their own lives. Currently, the development of culture in educational institutions is aimed at helping pupils to adapt to the multimodal world and become useful citizens who can transform themselves and the world in everyday life (Ha et al., 2020). Thus, developing countries need axiological transformations and should be ready to adjust the content of education to practical aspects of life today integrate it into the non-educational processes of the postcolonial society.

However, primary school should be an important environment for the personal progress of teachers and pupils (Colbert et al., 2018). It is possible not only with the intellectual, volitional, and emotional efforts of the teacher as the central actor (next to the pupil). Thus, one needs to organize appropriate activities, management, as well as “the from-top-to-bottom influence” (school management, regional educational policy, activities of extracurricular and political actors).

Summak, Baghbel, & Samancioglu (2010) prove that the technological aspect of primary school teachers' readiness for educational activities is practically unaffected by personal factors. Indeed, there are no significant differences in the readiness of technologies by age and subject area of teachers. Yet, there is a significant difference between readiness for technologies and gender (Summak et al., 2010). Thus, the biological factor (sex) remains basic in the technological equipment of the teacher's personality, so it is advisable to analyze the neurobiological aspects of subjectivity.

According to Della Sala, & Anderson (2012), despite age, gender and individual characteristics, all actors in the educational process potentially have the same socio-psychological and neurophysiological mechanisms of acquiring their subjectivity. When studying the ontogenesis of teacher's subjectivity, it is essential to consider the data of the humanities and natural sciences. Therefore, it is necessary to take into account the factors of subjectivity formation, in particular neuropsychological and neurophysiological outside the scope of this research. This applies to both the management of the educational process and the teacher's self-organization (Randolph et al., 2005). In this regard, the full picture of destructive factors that hinder socialization and development of subjectivity

and professionalization can be formed based on the psycho- and neurodiagnostics of the actors themselves, as well as their knowledge of the mechanisms of higher nervous activity.

Thus, today's scientific discourse on the development of primary school teachers' subjectivity is multifaceted and considers external extracurricular (socio-cultural), external educational (management and mutual support), internal educational (performative context), personal (individual psychology) and neurobiological aspects.

Theoretical and Methodological Principles of Primary School Teachers' Subjectivity

The concept of “professional actor” concerning primary school teachers is an integrated psychological and pedagogical phenomenon, whose main specificity is manifested in pedagogical work with younger pupils. In this regard, the issue of this research is, at the same time, the subject of research of professional pedagogy, higher education pedagogy, the psychology of professions, the psychology of higher education, developmental psychology and pedagogical psychology, the psychology of pedagogical activity. Accordingly, it is not expedient to limit pedagogical conditions for developing professional subjectivity in future primary school teachers in the process of acquiring teacher education. However, it is essential to consider and justify these pedagogical conditions in a direct connection with psychological conditions.

This need is due to the peculiarities of primary school children in the mental development of a young person as an actor in life, behaviour, communication and activity. In primary school, a young person for the first time meets the requirements of socio-normative behaviour, communication and activity. An extremely high mission in the process of developing primary school children as actors in life and educational activities belongs to primary school teachers, who must purposefully manage these complex psychological and pedagogical processes. One can conclude that the main peculiarity of teaching is its special significance for primary school children since primary school teachers introduce them to various areas of educational activities while acting for them as parents and moral authority.

Thus, the main specificity of pedagogical activity should be the following: first, a methodological basis for justifying the basic conditions for developing subjectivity in future primary school teachers in the process of acquiring professional education in higher education institutions based on the subject-activity approach; second, the isolation and justification of specific psychological and pedagogical conditions for developing subjectivity in future primary school teachers in the process of acquiring professional

education.

Still, one should consider the fact that future teachers deal **with a system of invariant pedagogical tasks and aims** that reflect the methodology and technology of their pedagogical activity in primary school. These are the following tasks:

– *analytical*: tasks and aims related to the analysis of the educational process in primary school as a whole and its components;

– *prognostic*: tasks and aims related to predicting the results of their pedagogical activities, as well as the probable consequences of the implementation of the primary education standard when implementing their pedagogical functions;

– *constructive*: tasks and aims related to the construction of a holistic educational process in primary school, taking into account the humanistic philosophy of education, the main trends in the national education system, including primary education;

– *organizational*: tasks and aims related to the organization and provision of the educational process in primary school;

– *educational*: tasks and aims related to the development of pupils' motivation towards learning activities and the cultivation of leading personality traits and their involvement in the culture of learning activities;

– *praxeological*: tasks and aims related, on the one hand, to the practical implementation of all educational activities in the classroom, and, on the other hand, to a wide range of pedagogical functions in primary school;

– *diagnostic*: tasks and aims related to assessing the results and effectiveness of pupils' educational and cognitive activities, the results of their educational work in the classroom, as well as identifying certain shortcomings in their activities and determining their causes;

– *reflexive*: tasks and aims related to professional self-awareness, self-knowledge, the development of professional identity, positive pedagogical “ego-concept” and, as a result, the development of their professional subjectivity.

Thus, teachers are the actors in multidisciplinary pedagogical activities, and they must have specific qualities for its implementation. These qualities include the following: first, pedagogical gift, talent and vocation to work with primary school children; multidisciplinary and special skills and abilities; tolerance, patience, empathy and humanity; empathic communication; a sense of humour; the ability to resolve intrapersonal and interpersonal conflicts in the classroom with humane methods and means; fine motor skills; second, interaction and interdependence of professionally

important qualities, integral individuality; third, interdependence and mutual compensation of professionally important, personal and subjective qualities.

In this regard, the individuality of primary school teachers must be unique, their skills and experience – individual, subjectivity – integral.

The next important psychological aspect in the professional training of future primary school teachers is the obligatory consideration of the peculiarities of primary school age, which is an extremely important and responsible stage in human ontogenesis. At first, children find themselves in a completely new environment, namely, an educational one, in which there are specific rules of behaviour, communication and activities. Learning activities that cause significant mental changes are the leading ones for children. Therefore, teachers must be well acquainted with the technologies of socio-pedagogical work, use methods of creating a positive moral and psychological climate in the classroom and school and apply the simplest psychotraining technologies. The difficulty of this age primarily lies in the fact that teachers directly deal with age crises. This mostly applies to a crisis at the age of 7 which causes significant mental changes in children, which, in turn, cause difficulties in their behaviour and learning activities.

Thus, teachers should have profound knowledge of developmental and educational psychology, psychodiagnostics and psychocorrection. They must constantly study children and timely trace any changes. It makes it possible to objectively project the development of primary school children as social and educational actors, as well as timely adjust the goals, content, methods and results of their pedagogical activities.

The specifics of implementing primary school teachers' pedagogical functions significantly depends, on the one hand, on creative cooperation and interaction with parents of primary school children. Importantly, it should be aimed at providing pedagogical assistance to parents and, if necessary, correcting and supporting children as the actors in the educational activity. On the other hand, it relies on the coordination of pedagogical efforts of other teachers in the classroom, while acting as a teacher of many different subjects and a class supervisor.

Thus, the above-mentioned aspects prove that the profession of a primary school teacher is a universal and, at the same time, specific type of pedagogical activity, whose effectiveness depends on the quality of introduction to teacher education. An integral indicator of its qualitative acquisition should be professional subjectivity. Accordingly, the identification of students' subjective experience as its integral systemic integral characteristics, as well as the consideration of the characteristics of life and professional experience, future life and professional prospects in the

educational process, allows one to organize professional-pedagogical training of future primary school teachers in the teacher education system so that it meets the requirements of humanistic philosophy of education, as well as the subject-activity and competence-based approaches to their professional training.

The system of teacher education should develop the creative personality of primary school teachers, promote their personal and professional determination and provide the national educational system of Ukraine with highly qualified specialists. These specialists should have the necessary professional competences and be ready for pedagogical activity as its creative actors. In particular, the reforms in higher education are associated with the assertion of the fundamental nature of teacher education, as well as with the harmonization of scientific-subjective, ideological-methodological, didactic and psychological knowledge. It will allow specialists to more fully implement humanitarian and cultural functions, develop professional values and master advanced tools of studying the child's personality.

Thus, the subjectivity of future primary school teachers *is their multilevel systemic integral characteristic, which is manifested in educational and pedagogical activity as the actors in educational activity (educational subjectivity) and future pedagogical activity (professional subjectivity).*

The multilevel nature of subjectivity, which manifests itself in the form of educational and professional subjectivity, is an integral manifestation of teachers' professionally important qualities. In this regard, the development of their professional subjectivity is a continuous process in which there is a transition from educational subjectivity to pedagogical (professional) one.

Educational and pedagogical subjectivity of future primary school teachers is an integral professionally important quality, which reflects the conscious and subjectively interested level of their active-selective, situational-professional, constructive-creative and subjective-responsible attitude towards themselves, educational, pedagogical activity, as well as the profession of a primary school teacher.

The student's educational subjectivity is the transformation of oneself in educational activities into the actor in pedagogical activity through such psychological mechanisms as educational goal setting, theoretical thinking, educational reflection and culture of educational activity.

Professional subjectivity is the transformation of oneself in quasi-pedagogical activity into the actor in pedagogical activity and inclusion into this activity using such psychological mechanisms as pedagogical orientation,

pedagogical consciousness and self-consciousness, pedagogical goal setting, pedagogical thinking, pedagogical tact, pedagogical technique, pedagogical reflection and self-reflection, pedagogical self-determination and self-regulation, the pedagogical “ego-concept”.

Pedagogical Conditions for Developing the Personality of Primary School Teachers

The main pedagogical condition is that professional training of future primary school teachers in higher education institutions should imply ***mastering pedagogical activities in primary school and developing creative personality as the actor in this activity***. They must have a well-developed psychological structure of pedagogical activity in primary school; professional and autopsychological aspects of competence; the main types of readiness for pedagogical activity, which serve as a reliable basis for pedagogical skills, professionalism, psychological and pedagogical competence. Accordingly, professional training should follow a subject-activity approach, which allows one to fully model the future professional-pedagogical activity of primary school teachers in the educational process of the higher education system, as well as a competency-based approach to form professional competence in the process of acquiring teacher education. The authors of the article believe, however, that the subject-activity approach in pedagogical practice is rather ineffective.

The elimination of shortcomings should take place through a comprehensive system based on **pedagogical conditions for developing the personality of primary school teachers, whose core element or integral manifestation is professional subjectivity**.

The first condition, which has a complex psychological and pedagogical nature, ***is developing students’ motivational sphere of professional determination as future primary school teachers in the process of acquiring teacher education***. Motives for future professional activity arise, as a rule, in school years. Thus, 20% of entrants (future primary school teachers) indicate that their interest in the teaching profession arose in primary school, 32% of them – in middle school; 48% of them – in high school. Most of them, as one can see, have made this decision in the senior classes, which indicates a fairly conscious choice of the profession of a primary school teacher. At the same time, the problematic aspect is that only 7 students out of 163 respondents put forward a motivating factor for choosing this profession.

The second psychological and pedagogical condition ***is updating the content of their professional training following the requirements of***

the humanistic philosophy of education, subject-activity and competency-based approaches. Humanistic pedagogy, which was justified in the 1950-60s by Maslow (1999), is based on humanistic psychology and humanistic philosophy of education, and its main concepts are “self-actualization of the individual”, “personal growth”, “developmental assistance”. The main advantage of this pedagogy is the attention to the individual, the organization of learning as an interesting independent activity of the actor in the educational activity.

The third pedagogical condition ***is modelling psychological and pedagogical training of future primary school teachers and developing their professional subjectivity.*** It is necessary to take into account the historical experience of teacher education in Ukraine and abroad to model his psychological and pedagogical training. Indeed, “a new conceptual approach to developing the existing Ukrainian system of teachers’ professional training is focused on the integration into the world pedagogical system, the spiritual and intellectual awakening of the individual and the restoration of universal and national values” (Khomych, 1999).

The fourth pedagogical condition ***is applying such methods and technologies of their professional training that meet the requirements of the humanistic philosophy of education, subject-activity and competency-based approaches, as well as the goals of primary school teachers.***

The authors of the article emphasize the main methodological provisions that form the basis for implementing this condition. First, both traditional and active teaching methods should be creatively applied since focusing only on a certain group of teaching methods will not ensure the qualitative implementation of the content component of professional training of future primary school teachers and, most importantly, their active learning activity when studying professional courses. Second, the methods and technologies of their professional training should create the most favourable conditions for the emergence and maintenance of the subject-subject relations between teachers and pupils, between pupils themselves in the process of studying subjects. Most importantly, it is vital to form pupils’ culture of the interpersonal subject-subject interaction and pedagogical communication in the educational process of primary school. This can be achieved by using innovative forms of organization in the educational process, including the creation of pedagogical and creative workshops, problematic groups and research laboratories for experiments on psychological and pedagogical problems (Khomych, 1999);

Third, the methods and technologies of their professional training

should ensure the unity of educational, cognitive, scientific and practical activities of students, which is based on the understanding of activities as an important condition for future teachers' development. It is possible by improving the content of psychological and pedagogical training, its integration and differentiation. The construction of the content is based on areas aimed at achieving the main goal of learning, compliance with the integrity and system, as well as humanistic and culturological principles.

Teacher training is possible in compliance with the personality-oriented principle of education, subject-subject relations in the educational process of the pedagogical institution, as well as certain pedagogical conditions. These include promoting the creative development of the personality of each pupil; cooperating with pupils in the learning process; individualizing pupils' education; aestheticizing the learning process in higher pedagogical institutions (Khomych, 1999);

Fourth, it is important to ensure the activation of the educational and cognitive activity of students as the actors in this activity and constantly support it creatively.

Fifth, it is advisable to achieve the main aim of their professional training. Indeed, professional training of future primary school teachers in higher education institutions should involve mastering pedagogical activity in primary school and developing their creative personality as the actors in this activity.

Thus, this component should ensure the quasi-pedagogical activity of students and their acquisition of the psychological structure of pedagogical activity in primary school when studying primarily psychological and pedagogical courses.

The fifth pedagogical condition should be ensuring ***professional training of future teachers for subject-subject pedagogical interaction in the educational environment of primary school.***

Both teachers and students should be involved in the professional training of future primary school teachers. Accordingly, the relationships between them as the actors in cognition, communication and activity must be unambiguously subjective. Indeed, it is impossible to develop the actor in creative pedagogical activity based on the subject-object relations that prevail in the traditional system of professional training.

Conclusions

Thus, the development of primary school teachers' creative personality, professional and practical intelligence, thinking and professional subjectivity is primarily caused by certain subjective and objective factors or

pedagogical conditions accompanying teacher education. Indeed, the most complete students' awareness of themselves as future pedagogical specialists, as well as professional and personal self-determination as the actors in pedagogical activity in the system of primary education, also occurs in the process of acquiring teacher education. However, certain life and educational experience, motivation towards teacher education and favourable age opportunities create the most optimal conditions for effective educational activities and acquisition of professional subjectivity.

Thus, one can formulate the following conclusions:

- the development of subjectivity in future primary school teachers is a complex psychological and pedagogical problem, which can be solved in the process of obtaining teacher education;

- the subject-activity approach to developing professional subjectivity in future primary school teacher contributes to the reorientation of higher education to identify psychological and pedagogical conditions for acquiring educational and professional subjectivity during teacher education;

- an important psychological condition for developing subjectivity in students is the identification of invariant and variable subjective components of the personality, which determine the dynamics of teachers' professionally important qualities, among which professional subjectivity is an integral one.

The implementation of these psychological and pedagogical conditions should consider one critical aspect. Indeed, almost half of the respondents are not motivated to show their psychological characteristics in the educational process, and even more so do not intend to show their subjectivity in mastering the profession of a primary school teacher. It is not a mere lack of information about the profession and an incorrect career choice. Only 33% of respondents "fully confirmed the choice of the profession"; 28% of them would rather choose a related career; 18% of them would rather choose another career; 21% of them could not answer.

Thus, the development of subjectivity in future primary school teachers in educational activity is an actual psychological and pedagogical issue that cannot be solved without justifying the corresponding methodology.

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