

Formation of the Subjectivity of the Future Teacher in the Educational Realities of Ukraine

Yulya ZHURAT¹,
Vitalii HONCHARUK²,
Maya ZUBAL³,
Nataliia SAVCHENKO⁴,
Mykola DUBINKA⁵,
Oksana YAZLOVETSKA⁶

¹ Yuri Fedkovich Chernivtsi National University, Chernivtsi, Ukraine, y.zhurat@chnu.edu.ua, ORCID ID: 0000/0003-3535-9817

² Pavlo Tychyna Uman State Pedagogical University, Uman, Ukraine, gvitalii1975@gmail.com

³ Kamianets-Podilskyi Ivan Ohienko National University, Kamianets-Podilskyi, Ukraine, zubal@kpnu.edu.ua

⁴ Volodymyr Vynnychenko Central Ukrainian State Pedagogical University, Kropyvnytskyi, Ukraine, nataliy040570@gmail.com

⁵ Volodymyr Vynnychenko Central Ukrainian State Pedagogical University, Kropyvnytskyi, Ukraine, mdubinka72@gmail.com

⁶ Volodymyr Vynnychenko Central Ukrainian State Pedagogical University, Kropyvnytskyi, Ukraine, ksejija-77777@ukr.net

Abstract: The article formulates the basic principles of forming the subjectivity of the future teacher in the Ukrainian educational field, which is in a transitional stage between modernist and postmodernist paradigms. Based on the analysis of secondary data (world neuro pedagogical and Ukrainian methodological experience) the directions of optimization of the educational space of Ukraine with the aim of deepening its subjective orientation are formulated. The international significance of the article lies in the possibility of using the achievements in reforming the educational policy and educational process of developing countries and having strong residual traditions of postcolonial consciousness. Subjectivity has been shown to have a natural biosocial basis as one of the main goals of education. The main stages of formation of the subjectivity of the future teacher in the conditions of reforming of higher education are outlined. It is argued that in the process of conscious and motivated educational activity of a student in the higher educational institutions of Ukraine there is ontogenetic environment, the main manifestations of which are social and professional subjectivity. This is the result of the actual formation and development of its subjectivity in the following areas: the subject of educational activity; the subject of educational quasi-professional activity; the subject of his own mental activity; the subject of pedagogical activity in primary school.

Keywords: *motivation, neurophysiological mechanisms, pedagogical experience, education system, professional training, culture of tolerance, state responsibilities, ontogenetic development.*

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Introduction

In the conditions of humanization and democratization of social relations, increasing the role of the personal factor of the specialist in all spheres of activity it is necessary to purposefully form and actualize his subjective qualities. This is necessary for the optimal realization of intellectual, professional, professional and subjective potential as a teacher as a subject of creative activity: "A smart person in the XXI century is a person who is constantly learning. A person for whom acquiring knowledge becomes an essential feature of lifestyle. Such a person must be formed by the school, and society and the state must create conditions for lifelong learning. To do this, a modern and effective system of adult education should be established... "(White Book of National Education of Ukraine, 2010).

Accordingly, in societies with a transitional state of education there is a need for competent professionals of a new type with high spiritual, professional and subjective qualities that meet the requirements of effective professional activity in modern conditions: "Education should prepare a democratic person who would organically in essence, not the vocation of leaders, sought a democratic society and was unable to live in authoritarian social relations "(White Book of National Education of Ukraine, 2010). All these provisions are directly related to the system of higher pedagogical education and its graduates, as they depend on the intellectual and professional future of each person and the Ukrainian state as a whole (Honcharuk, 2021; Povidaichyk, 2021; Zhurat, 2020; Gurevych, 2020; Shahina, 2017).

At the same time, awareness of the significant shortcomings of this philosophy of education is inherent in many officials in the field of education, scientific and scientific-pedagogical workers of Ukraine. For example, V. Kremen considers this problem as follows: "Today in the education system there are very tenacious inherited from the past traditions of conformism (especially for the higher in position and social status), authoritarianism (for the lower) and bureaucratic formalism", Kremen (2005).

This is also evidenced by the emphasis in the laws of Ukraine, concepts and state programs relating to education, the priority of humanistic education. We are talking about the category of citizens who, without being tied to the place of birth, position, social status, etc., are the highest value of Ukrainian society: , generalized, and as a specific child with its essential characteristics. This is important at all stages of educational activities - from

preschool, through school, vocational school and university "(White Book of National Education of Ukraine, 2010).

In particular, Art. 6 of the Law of Ukraine "On Education" normatively establishes the basic principles of education in Ukraine: "accessibility for every citizen of all forms and types of educational services provided by the state; equality of conditions for each person for full realization of his abilities, talent, comprehensive development; humanism, democracy, priority of universal spiritual values; organic connection with world and national history, culture, traditions; independence of education from political parties, public and religious organizations; scientific, secular nature of education; integration with science and industry; relationship with education in other countries; flexibility and predictability of the education system; unity and continuity of the education system; continuity and diversity of education; combination of public administration and public self-government in education" Legislative Acts of Ukraine on Education (2004).

However, as pedagogical experience shows, Ukraine is far from the declared humanistic values in the education system, which poses a special threat to the system of higher pedagogical education, as it provides professional training for future teachers. It is necessary to bring professional training, theoretical and practical training closer to each person who receives education at different levels, to teach a culture of tolerance, a subjective attitude to each person. That is, it should be taken for granted that everyone should be able to - at least - build their lives according to their own understanding so that even the performance of public duties does not make it painful and difficult. And this requires adherence to the principle of anthropocentrism and humanistic priorities in the field of education, especially in the field of teacher education, because the creative personality of a teacher cannot be formed on the basis of authoritarianism: and democracy, tolerance and moderation... "(White Book of National Education of Ukraine, 2010).

In connection with the above facts, the theoretical and methodological developments of Ukrainian scientists need to be revised and reoriented towards a complete transition to personality-centric (subject) principles. To do this, the article analyzes the secondary data (theoretical and methodological literature) in order to outline the implementation of subjectivity in the Ukrainian educational realities.

Neuroscientific foundations of subjectivity

Since the postmodernist paradigm of education focuses not on memorizing ready-made knowledge, but on its active production by the subject, competences on the neurophysiological foundations of subjectivity become methodologically important. Personal synthesis of knowledge and experience by teachers and students is based on two equal patterns: the development of personal educational and life trajectories and taking into account a set of neurocognitive mechanisms, Trifonas (2003). The mistake of the modernist paradigm was to emphasize perception, understanding, and memory as the main neurocognitive mechanisms of education. Currently, performativity as the main way of generating knowledge depends entirely on the integrity and complexity of the development of all neurophysiological functions of man: from the individual lateral profile - to the acquired symptom complexes of character and lifestyle.

The modernist educational paradigm, which has proved to be extremely stable in developing countries (including Ukraine), is aimed at the development of only certain neurophysiological functions. Thus, it was believed that the development of memory and attention is identical to the development of the individual as a whole. Other neurocognitive channels (intuition, kinesthetics, sensuality, subconscious) were ignored, Sala & Gobet (2017). Neuropedagogians have proved: a) potentially all neural mechanisms are equally important in didactics; b) the priority of a neural mechanism in the formation of the subjectivity of the student should be determined within the institution and depends on the human phenotype.

Another destructive residual tradition is the psychological rather than the neuropsychological basis of educational methods. This led to the following negative trends: a) compliance with the social rather than the natural form of assimilation of the new;

b) ignoring unconscious behavioral, psycho-emotional and cognitive phenomena of personality; c) disregard for brain processes in various educational and extracurricular influences and interactions, Thomas, Ansari, Knowland (2019). The result of the latter is a violation of psychohygiene, the adequacy of the state of brain processes in relation to influences (misunderstanding, fatigue, negativism). Postmodern neurocognitive science has proven the exceptional importance of reflexive mechanisms in the development of the world, which brought the educational process closer to the natural knowledge of the world by the child.

The main achievement of neuroscience for subject-oriented education is the establishment of a physiological relationship between

memory, thinking, activity and motivation, which allows you to model and predict a person's didactic and life decisions (Baddeley 2017). In this case, independent actions, self-directed behavior and activities are the most effective tools for the formation of subjectivity, ie a mature socialized personality. Externally implemented education can only be moderating, advisory and motivating. Instead, in an environment of uncertainty and heterogeneity in educational and life factors, the neuropsychological mechanisms of decision-making, maintaining adequacy, and regulating time and physical resources are 90% controlled by the subject himself, Kahneman, & Tversky (2000). That is, in the postmodernist educational paradigm, the key role should be given to neurophysiological (or rather psychoneurological) mechanisms of subjectivity formation.

The main provisions of neuropedagogy in terms of the formation of subjectivity are that a) appropriate or uncontrolled influence on the subject is always accompanied by the creation or restructuring of new neural connections; b) subjectivity is not only the result of social interaction of the individual, but also a manifestation of his biosocial nature; c) the natural formation of subjectivity is possible only with the use of internal mental resources of the individual under conditions of positive stimulus reinforcement, and hence motivation. That is, participants in the educational process are a priori subjective, but this subjectivity can develop under the synergistic action of external social and internal psychoneurological factors, Della Sala, Anderson (2012). Therefore, postmodern didactics is an interdisciplinary natural sciences and humanities.

At the beginning of the XXI century. in the humanities and natural sciences have found parallel confirmation of the neurophysiological mechanisms of the cognitive activity of creativity and motivation, which are in a mutually determinative relationship. Moreover, laboratory and psychometric studies of the brain confirmed previously hypothetical (in psychology) data: "The corresponding results of neuroscience indicate that creative cognition requires a conglomerate of neurocognitive processes, including performed functions, memory processes, internally focused attention or spontaneous ways of thinking" Fink, Benedek (2019).

The thesis of neuropsychologists that the achievement of didactic results is related to the nature of external stimuli (positive or negative) that strengthen neural connections in the frontal lobes of the brain allows us to make recommendations for didactics. In particular, it is necessary to optimize the emotional environmental friendliness of educational conditions, to implement a holistic rational-emotional picture of the world under study; provide explicit and implicit (unconscious student) positive

incentives; present didactic material in the form of partial creative tasks, etc., Vaidya, Fellows (2017); Duggan, Awakon, Loaiza, Garcia-Barrera (2019).

For a teacher who has basic neuropsychological competencies, explicit and implicit markers of personal activity and social behavior of the student provide a wealth of material to clarify the neuropsychological portrait. The latter allows to maximize the individualization of educational approaches and the formation of skills of self-management, self-determination, and hence - the formation of subjectivity through the internal resources of students, Bagozzi., & Lee (2017).

The above provisions are practically not used in the planning and methodological support of the educational process in Ukraine, which requires their immediate consideration at the stage of educational reforms.

The phenomenon of subjectivity in the scientific discourse of Ukraine

Ukrainian scholars acknowledge that domestic education is based on the principles of a "certain convention" between the state, civil society and the individual. According to it, the individual does not renounce the right to determine for himself the content and goals of public education, but most likely the Ukrainian state appropriates this right, while justifying the interests of civil society. This also has its own philosophy of education, in which state interests have "absolute priority", Sidorov (2007).

Instead, to ensure the professional and pedagogical preparation of future teachers for pedagogical interaction in the educational environment of the primary school, it is necessary to bring the solution to the personal and individual creative level, based on the idea of subjective development and self-development of the future teacher. A characteristic feature of this approach is that high school students focus on the perception of knowledge, skills, abilities not as ready-made, immutable and absolute truths, but as the result of a personal vision of the pedagogical process, Matvienko (2010), i.e. the subjective perception of the content and results of future professional and pedagogical training of future teachers.

The main characteristics of the activities of students - future primary school teachers include the following: the formation of the ability to reflect, moral choice in problematic situations; awareness of self-importance for other people, responsibility for the results of activities, involvement in responsibility for the phenomena of natural and social reality; the ability not only to appropriate the world of objects and ideas, but also to produce them, transform, create new ones, independently determine them in necessary cases; independence not in the sense of ignoring external influences, but in the sense of stability of views, beliefs, motives, their correction, change;

focus on the implementation of self-education, self-assessment, self-analysis, self-development, self-determination, self-determination, etc.; possession of important individual-procedural characteristics (diversity of skills, independence, creativity, etc.), uniqueness, uniqueness, which is the basis for fruitful interpersonal relationships and stimulate the desire for interaction, cooperation, communication, Petukhova (2009).

For his part, V. Kremen notes: "Analysis of the experience of leading teachers in this area showed that only taking into account the peculiarities of the inner, psychological world of students, which is the bearer of meaningful values of students, their most intimate thoughts and experiences, individual tendencies and subjective guidelines, the teacher will be able to fully implement in the practice of teaching and education humanistic principles and perform the functions of a facilitator - a person who provides psychological support and is able to "empathic learning" in interaction with each student " Kremen, (2005). Underestimation of this requirement, insufficient awareness of such a humanistic need for the subject, and sometimes simply their rejection by certain leaders and teachers can lead to negative consequences. Teachers will be unable to solve complex problems in the field of their professional activity, one of the leading, which is designed to ensure the subjectivity of the student as a subject of educational activity in the educational process, and on the other - their graduates will not be ready for subjective behavior, to the subjective action, to the acceptance of the subjectivity of students, not to mention the need for purposeful formation of social and professional subjectivity of learners. This is due to the fact that the future primary school teacher, being in an authoritarian pedagogical environment, "copies", first, the norms, values and ideals of this environment for their future pedagogical activities; secondly, it is very difficult for him to deviate from the canons of authoritarian pedagogy, because they are already the basis of stereotypes of his ideas about the ideal pedagogical activity.

Thus, the main requirements for the teacher, among which the leading ones are the formation of high professional competence and pedagogical culture, ability and ability to purposefully prove and defend their subjectivity as a subject of pedagogical activity, to realize and perceive the subjectivity of other participants in this activity. , in our firm belief, in the educational process of higher educational institutions.

As for the teaching staff, the reason lies, in particular, in the false official concept (which should be changed) according to which at the lower levels of education (preschool, primary) it is normal to have teaching staff without complete higher education. So, in 2008, only 45% of teachers in

preschool educational institutions, 78% of primary school teachers had any complete higher education ... Over the past twenty years, the percentage gap in the provision of teachers with complete higher education in educational institutions in urban and rural areas has increased. : in preschool educational institutions (from 12% to 20%), in primary school (from 13% to 16%)”(White Book of National Education of Ukraine, 2010).

Another important aspect of subjectivity is the need for civic self-determination of the student as a social subject in relation to what age he is at the stage of development. Age, according to L. Vygotsky - is a qualitatively special stage of mental development, which is characterized by a set of changes that determine the uniqueness of the personality structure at a particular stage of development of a particular person. Important is his opinion on the dialectical understanding of personality development as "... a continuous process of self-development, characterized primarily by the constant emergence and formation of a new, something that was not in previous stages" Vygotsky (1984).

Investigating the problem of social subjectivity of the student, it is necessary to take into account that the transitions of the individual to new stages of development, according to A. Petrovsky "... are determined externally by the inclusion of the individual in a particular institution of socialization or due to objective changes within this institution on which the personality in the formation depends. Only because society creates schools, there is the concept of "school age" as a stage of personal development, "Petrovsky (1987).

The didactic aspects of subjectivity are directly related to conscious activity. Already in senior school age, students think about their future activities. So, S. Rubinstein, paying much attention to human activities, wrote: "In human activity, in his deeds - practical and theoretical - the mental, spiritual development of a person is not only manifested, but also carried out ...“ grids ”, or“ grids ”, in this sense is any act of vital activity in an animal, activity in a person. " So, the educational activity of the student, and then already at the student age stage, becomes the leading means of realizing future life and professional plans, "... since the personal mental properties of the child, his abilities, character traits, etc., not only manifest are formed in the course of the child's own activity ” Rubinstein (1973).

The choice of educational institution, and in our case - higher education institution, creates positive preconditions for students to receive pedagogical education, the main means to achieve it is educational activity. In pedagogy and psychology, according to V. Yagupov, "it is understood in three ways: first, as a leading type of activity in primary school age, which is

a special form of social activity that occurs through objective and cognitive actions"; secondly, as one of the activities of schoolchildren and students, which is aimed at the acquisition of theoretical knowledge and related skills and abilities in such areas of public consciousness as science, art, morality, religion...; third, as a synonym for the concepts of "learning", "learning", "learning", Yagupov (2005).

According to V. Davydov, V. Yagupov to be a subject of learning means, first of all, the ability to learn, to be a subject of educational activity on the basis of the acquired culture of this activity. In the broadest sense of the word, the ability to teach oneself means the ability to overcome one's limitations not only on specific knowledge, skills and abilities, but also in any field of activity and human relations, partly in relationships with oneself - incompetent or lazy, inattentive or illiterate. but able to change, to become (make oneself) different. To teach, to change oneself, a person "must, first of all, know about his limitations; second, to be able to go beyond their capabilities. Both components of the ability to learn are reflexive in nature " V. Davydov (1992).

In addition, "The difficulty of reforming the learning process in higher education is to replace - according to L. Kondrashova - informative and descriptive approach to the content-procedural, in which the student becomes the subject of their own education and professional development. It is when the student is in the role of the subject of their own education, even in higher education, he develops a willingness to form students as subjects of creative activity, to develop their personality, to create conditions for them under which they would not be those who teach, and those who learn"(Higher Education Process, 2000).

Bondarevskaya and V. Yagupov see the essence of the modern pedagogical activity of the teacher in the growth of the student's subjective properties; they consider subjective properties as the determining degree of individual freedom, its humanity, spirituality and life-creation, as the core of the personality.

This approach has positive prospects, because only the subject is able and able to perceive the subjective position of another person, and in our case - the primary school teacher - the student. In this aspect, "The theory of developmental learning, which is based on the position of educational activity, deserves serious attention. As the practice of developmental learning has shown, this system allows to form in a child at an early school age the basics of scientific thinking, a lasting interest in knowledge, the value of cooperation, and other important psychological formations in the personality structure ", Kremen (2005).

Thus, higher education, educational activities and the student as a subject of educational activities and as a future primary school teacher are the basic categories and concepts for our study. According to Ukrainian scholars, subjectivity is possible, in the presence of the following pedagogical conditions: first, when higher education plays a crucial role in the young person receiving higher pedagogical education and acquiring the profession of teacher, including primary school; secondly, when the formation of professional and professional competence, the acquisition of professional "Ego", pedagogical culture, including professional subjectivity of future teachers depends, on the one hand, on personally and professionally oriented content of pedagogical education, and on the other - methodological systems for mastering this content; thirdly, when the leading type of activity for students is educational activity, goals, motivation, content, methods, forms, means and attitude to which determine its success and effectiveness; fourth, when an important prerequisite for the effectiveness of the student's educational activities is the formation of his culture and ability to be the subject of this activity; fifth, only as a subject of educational activity in the process of receiving pedagogical education can one gain personal experience of subjective behavior, communication, interpersonal interaction, activity, basics of professional subjectivity as a primary school teacher.

Subject-oriented transformation of educational conditions for teacher training in Ukraine

Accordingly, there is a need for competent professionals of a new type with high spiritual, professional and subjective qualities that meet the requirements of effective professional activity in modern conditions: guide, aspired to a democratic society and was unable to live in authoritarian social relations "White Book of National Education of Ukraine (2010). All these provisions are directly related to the system of higher pedagogical education and its graduates, as they depend on the intellectual and professional future of each person and the Ukrainian state as a whole. "Analysis of the experience of leading teachers in this area showed that only taking into account the peculiarities of the inner, psychological world of students, which is the bearer of meaningful values of students, their most intimate thoughts and experiences, individual inclinations and subjective attitudes, the teacher can fully implement teaching and education humanistic principles and perform the functions of a facilitator - a person who provides psychological support and is able to "empathic learning" in interaction with each student " V. Kremen (2005).

Underestimation of this requirement, insufficient awareness of such a humanistic need for the subject direction, and sometimes simply their rejection by certain leaders and teachers can lead to the fact that, on the one hand, they will be able to solve complex problems in the field of their professional activities, one of the leading is designed to ensure the subjectivity of the student as a subject of educational activity in the educational process, and on the other hand, their graduates will not be ready for subjective behavior, for a subjective act, before accepting the subjectivity of students, not to mention the need for purposeful formation of the social and professional subjectivity of those who is studying. This is due to the fact that the future primary school teacher, being in an authoritarian pedagogical environment, "copies", first, the norms, values and ideals of this environment for his future pedagogical activity; secondly, it is very difficult for him to deviate from the canons of authoritarian pedagogy, since they have already formed the basis of the stereotypes of his ideas about ideal pedagogical activity.

– formation and consolidation of a positive "Ego" -concept of the student as a social entity, ie a citizen of the Ukrainian state on the basis of his education and self-education, development and self-development, education and self-education, self-regulation and self-improvement in the educational process: "Only by forming an innovative personality , capable of creating change and perceiving change, we can become a competitive nation. Variability as such ceases to be an exception, but becomes a rule, an essential feature of the functioning of society and each of its members in particular "White Book of National Education of Ukraine (2010);

– creating the necessary conditions for the intellectual development of the student as a subject of future professional activity, the formation of his theoretical and practical thinking, professional and professional culture by engaging in various types of creative - educational, research, technical, cultural and educational - activities: "It should be significant to deepen and modernize economic thinking in society, to enable young people to understand the realities of civilized economic relations of the XXI century "White Book of National Education of Ukraine (2010);

– enriching the cultural experience of students by participating in the revival of forgotten and creating new national and cultural traditions of the region, city, academy: "Patriotic education not only does not lose relevance, but on the contrary - is a truly strategic task. Patriotic education is important not only in terms of forming a sense of belonging to the nation, state, but also has a purely applied nature, because it leads to national cohesion, and therefore to more effective defense of national interests, which is certainly

relevant, and to a more prosperous life in particular. Understanding of patriotism at the beginning of the XXI century has certain features, providing not only love for one's own people, but also respect for others, respect for everyone, regardless of nationality and citizenship "White Book of National Education of Ukraine (2010);

– the formation of a professional culture of behavior, communication and activity, the upbringing of professionally important qualities: "In a word, in order to prepare a person for life in the present century, one should fully realize the essence of changes, introduce a new time, orient society and the state towards a conscious, consistent and dynamic perception of them. And, of course, to prepare a person for life and work in new conditions. This is the task of the whole society, and above all of education. It can be effective only by becoming modern, high-quality, such that it prepares a competitive person in the context of the entire system of requirements and challenges of life and work. "White Book of National Education of Ukraine (2010).

These tasks contain **the "logic" of forming a student in higher education as a specialist**, which consists of the following stages: awareness of the social role of the person in Ukrainian society and its perception through the acquisition of social subjectivity; awareness of the requirements of the future profession and their presentation to themselves with the acquisition of professional subjectivity; formation of professional "Ego" - concept, professional thinking; becoming a student as a subject of educational activity by mastering the culture of this activity, as the leading professionally important qualities of the future specialist are formed and developed only in creative activity; acquisition by the student of the basic kinds of competence in creative educational activity by the decision of the quasi-professional problems and problem situations necessary for successful future professional and professional activity; involvement of the student in self-education and self-development of leading professionally important qualities of the future specialist, among which the integral professionally important quality - professional subjectivity is of crucial importance for professional self-determination; ensuring creative learning activities of students and mastering its main types.

These stages of formation of the future specialist in the university are the methodological, theoretical and methodological basis of the pedagogical conditions for the formation of professional subjectivity of students as future subjects of pedagogical activity in primary school. The internal content of these stages is aimed at forming the main types of subjectivity of students, the quintessence of which is an integral result - professional

subjectivity and the subject of professional - pedagogical activity.

Thus, the main tasks of higher education institutions as a component of the system of higher professional education of Ukraine and the main stages of formation of higher education students as creative subjects of pedagogical activity in primary school are aimed, in our opinion, **at achieving a hierarchy of such aims:**

1) awareness of aims, meaning, values, methods, technologies and results of their own future pedagogical activity in primary school and their perception as a reference point, meaning and values of professional self-determination and self-actualization as a subject of pedagogical activity; The negative fact of recent years shows that "a significant number of the most talented and best-trained teachers left Ukrainian schools for other fields in order to receive higher salaries. Instead, the number of retired teachers in secondary schools increased to 15% in 2008 "White Book of National Education of Ukraine (2010);

2) awareness that to achieve the above aim it is necessary to achieve the second aim - is the acquisition by students of basic competencies necessary for successful teaching in primary school, its perception as a guide for further practical action, because "In modern Ukrainian school high percentage of teachers who are not prepared for the proper performance of their professional duties, this is due, on the one hand, to the random choice of profession, and on the other - the low level of professional training in higher pedagogical education »White Book of National Education of Ukraine (2010);

3) students' awareness that in order to achieve the first two goals it is necessary to realize the following - to learn to learn and become a subject of educational activity, which involves mastering these types of educational subjects:

a) value-motivational subjectivity: awareness of the goals, meaning and results of their own educational activities as a student of higher education and as a future primary school teacher; as one of the most important problems, because "Modern higher education does not implement in systemic integrity the problem of formation, development of value orientations of the future teacher in the process of his professional and pedagogical training. A. Disterweg also emphasized that enabling the quality of educational tasks set before the teacher depends on a set of professional values "White Book of National Education of Ukraine (2010);

b) educational and activity subjectivity: awareness of tasks, content, methods, technologies and means of own educational activity and their perception as the main activity reference point during acquisition of

professional and pedagogical education in higher educational institutions;

c) educational and social subjectivity: awareness of the need for active joint activities with teachers and other students, who are also subjects of activity: "A future teacher in the context of education modernization is considered as a subject of pedagogical influence, as a bearer of initiative, capable of self-knowledge and self-development" White Book of National Education of Ukraine (2010);

d) educational and personal subjectivity: self-awareness as a subject of educational activity and purposeful formation of the culture of educational activity.

A separate aspect of subjectivity is the need for civic self-determination of the student as a social subject.

The hierarchy of these goals shows that the main actor (figure) in the university is the figure of a student, without the conscious active participation of which it is impossible to solve virtually any of the tasks of the institution, so the educational process must be laid all necessary organizational and pedagogical conditions for professional and social self-determination of each student in the broadest sense of the word and as a primary school teacher in the narrow sense. It is social self-determination that regulates not only professional and professional, but also, first of all, personal self-determination. It characterizes the personality of the student as a social entity, which first in educational activities, and in the future - in pedagogical activities self-actualizes and self-realizes its potential, abilities and capabilities, L. Vygotsky (1984).

The need for civic self-determination of the student as a social subject is related to the age at which he is. Age, according to L. Vygotsky (1984), is a qualitatively special stage of mental development, which is characterized by a set of changes that determine the uniqueness of the personality structure at a particular stage of development of a particular person. Important is his opinion on the dialectical understanding of personality development as "... a continuous process of self-development, characterized primarily by the constant emergence and formation of a new, such as was not in the previous stages" L. Vygotsky (1984).

It is during the student years that not only the formation, but also the realization of one's own self - the core of social subjectivity, which has a direct impact on the professional self-determination of high school students as primary school teachers. At the same time, in the educational process it is necessary to take into account that in student age the main manifestations of the human psyche, the functioning of its mental processes and phenomena reach their maximum, which positively affects the content, methodology and

effectiveness of their educational activities. The most mature formation of the student as a person and its development, professional and personal self-determination are also characteristic of 18-22 years of age. In the biological aspect, the main processes of stabilization of physical and psychophysiological development take place. Thus, the age opportunities of students create the most optimal conditions for their effective educational activities in the process of obtaining pedagogical education, L. Vygotsky (1984).

Exploring the problem of social subjectivity of the student, it is necessary to take into account that, first, the transitions of the individual to new stages of development, according to A. Petrovsky (1987), "... determined from the outside by the inclusion of the individual in a particular institution of socialization due to objective changes within this institution, on which the individual depends in its formation. Only because society creates schools, there is a concept of "school age" as a stage of personal development "A. Petrovsky (1987).

Secondly, in certain age periods there is a formation of leading age neoplasms, which determine the nature of behavior, communication and activity at this age. "Age-related neoplasms should be understood as a new type of personality and its activities, those mental and social changes that first occur at this age and which most importantly determine the child's consciousness, his attitude to the environment, his inner and outer life, the whole course of its development in this period "Vygotsky L.S. (1984). During the student age, the main such neoplasm is professional subjectivity.

It is also leading for the personality as a whole: both in the biological, and in the mental, and social and professional aspects: "Around the main or central, neoplasms of a given age are located and grouped all the other partial neoplasms belonging to certain aspects of the child's personality, and development processes, associated with neoplasms of previous periods, " noted L. Vygotsky (1984). Of course, the values, the meaning of future pedagogical activity are interconnected with the formation of the teacher's professional subjectivity.

Thus, a comprehensive analysis of the manifestations of subjectivity of student age is possible only on the basis of age-specific human development, the most important point in the dynamics of age development is, according to L. Vygotsky (1984), the relationship between the child and the social environment. At each age stage there is a unique, unique, unique relationship between the child and others, especially with other people - the social situation of development at this age, which "... is the starting point for all the dynamic changes in development during this period. It fully defines

the forms and the way in which the child acquires new and new properties, drawing them from social reality as the main source of development, the way in which the social becomes individual. Thus, the first question we have to answer when studying the dynamics of any age is to clarify the social situation of development " by L. Vygotsky (1984).

Thus, the "social situation of development" for university students is specific, given that the students we studied were aged 15 to 21 years. A. Petrovsky noted that the adolescent, as a subject of educational activity (from 11 to 17 years), there is an active formation of self-awareness, and the transition from childhood to adulthood is usually acute, sometimes dramatic, because he has numerous somatic, mental and social changes associated, on the one hand, with its purposeful individualization in the social environment, ie the acquisition of social subjectivity, and on the other - with the maximum desire to integrate into society. This age, according to the scientist, "is characterized by the search for means and ways to determine their individuality ... maximally realizing in this regard the ability to be perfectly represented in their friends, the teenager mobilizes their internal resources for active translation of their individuality (literacy, sports successes, relationships with the opposite sex, courage bordering on bravado, a special manner of dancing, etc.), intensifies the search for ... a reference social group that can ensure its optimal personalization "L. Vygotsky (1984).

Within the senior school age - from 14-15 to 17 years, it is mostly high school students, students of colleges, lyceums and schools, who found themselves between childhood and adulthood. They are concerned about certain problems: trying to get answers to the following questions: "Who am I?", "What am I?", "What do I want?". This category of young people begins "... to look at the present from the standpoint of the future, to seek the meaning of their lives" Age and educational psychology (2009). In fact, during this period they face the most important problem - the choice of future profession, which is associated with the need for professional self-determination, the content of which begins to determine not only the specifics of a particular university (e.g., pedagogical, technical, etc.), but also to determine future life, professional and career prospects. Undoubtedly, such a choice is significantly influenced by success in educational activities, in which, according to D. Feldstein (1996), the leading mental neoplasm of the student is formed - the ability to design life plans and seek directions and means of their implementation.

Already in senior school age, students think about their future activities. Rubinstein (2000), paying much attention to human activity, wrote: "In human activity, in his deeds - both practical and theoretical - the mental,

spiritual development of a person is not only manifested, but also carried out ...“ cells ”, or“ cells ”, in this sense is any act of vital activity in an animal, activity in a person. " So, the educational activity of the student, and then already at the student age stage, becomes the leading means of realizing future life and professional plans, "... since the personal mental properties of the child, his abilities, character traits, etc. ... not only appear, but are also formed in the course of the child's own activity "S. Rubinstein (1973).

The choice of educational institution, and in our case - higher education institution, creates positive preconditions for students to receive pedagogical education, the main means to achieve it is **educational activity**. According to V. Yagupov (2005), it is understood in pedagogy and psychology in three ways: first, as a leading type of activity in primary school age, which is a special form of social activity that occurs through objective and cognitive actions...; secondly, as one of the activities of schoolchildren and students, which is aimed at the acquisition of theoretical knowledge and related skills and abilities in such areas of public consciousness as science, art, morality, religion...; thirdly, as a synonym for the concepts of "learning", "learning", "learning".

Therefore, when organizing the educational activities of students in higher education, teachers should take into account the main manifestations of student subjectivity in educational activities and behavior, as well as optimally model in this activity by applying quasi-professional situations the main substructures of professional activity of pedagogical specialists. When determining the method of conducting classes, teachers must take into account, first, the main manifestations of the student's subjectivity as a subject of educational activity, which according to S. Pelipchuk (2007) are as follows: independence and straightforwardness, maximalism and criticism in judgments, communication and thinking; ability to make responsible decisions; optimism, criticism and self-criticism, not always adequate self-assessment of their behavior and activities; rejection of lies, tactlessness and brutality; belief in one's own actions, deeds and thoughts; ability to effectively engage in all types and forms of educational activities in higher education; conscious employment and conscience.

Secondly, the peculiarities of their manifestation in different courses. The above manifestations, of course, are generalized and are manifested differently in students in different courses, especially - in junior and senior. In this regard, the manifestations of subjectivity of students, for example, first, third and final courses differ significantly. Thus, the main activities of teachers to form the subjectivity of students, its maintenance and creative development will be different in areas, content, methods and results.

For example, in the first year they must form in students the value-motivational sphere of future pedagogical activity in primary school, demonstrate the crucial importance of educational activity in the process of acquiring the profession of teacher, students must be taught to learn and form creative methods, develop motives, actively defend their subjectivity, and to do this teach them to express their own "Ego" and argue to defend it in creative learning activities.

In senior courses, the main attention should be paid to the following aspects in the pedagogical activities of teachers; as the organization and maintenance of subject-subject relations between them and students; to help students determine their social and professional "Ego", the leading subjective qualities, their awareness and perception; to stimulate subjective behavior and communication in the process of solving quasi-professional tasks and behavior in the educational environment; on the formation of students' culture of future pedagogical activity in primary school and the acquisition of primary professional skills and abilities, readiness for this activity; to teach the content of educational material in the personal and professional dimensions and the application of subject-activity methods and technologies for its solution; on the formation of subjective readiness for professional activity as a primary school teacher.

At this age stage, the need for professional self-determination is the main one, because it subordinates to itself all the other needs of students. This is the need to merge into a single semantic system of the student's generalized ideas about the world and things, about himself and his future professional activity, highlighting and defining the personal meaning of his future professional life. So, the life plan turns into a meaningful future, and professional self-determination - into professional meaning-making.

As noted by O. Orlov (1995), acquiring its own essence, the individual in many roles and social functions, a set of connections and relationships with others, distinguishes his own "Ego" and makes it absolutely valuable content of his true "Ego". It is the authorship of one's own life and oneself. Individuality is realized as the subjectivity (acting subjective) of a person. The disclosure of the center of subjective activity, ie the essence or self, which is manifested in the form of self-determination, is a constant change in the relationship between the "external and internal self" of the real person; from the predominant orientation of "external through internal" to the growing dominance of the tendency "internal through external", ie with the development of subjectivity, the person gradually frees himself from external determination and rises to his own essence O. Orlov (1995). An important point is that the student in the process of educational

activities and the implementation of its functions as a subject of the pedagogical process of higher education acts as a social entity, i.e. as a member of the study group, which has a direct impact on the formation of its professional subjectivity. In this sense, the concept of "subject" reflects the initiative, self-sufficiency and independence of the student in the social - student - group, the authorship of each of them in specific actions, ie in the creative and unique nature of educational activities of each. Thus, the social subject in relation to the student's personality is not just a student (group) who is active, but his activity is characterized by an independent, self-determining and self-regulated beginning. Only social subjectivity is able to promote creative personal self-determination of the student in the future profession in the process of obtaining higher pedagogical education.

Thus, the main manifestation of the social subjectivity of the student is his conscious educational activity, active social behavior in the educational environment of higher education. Criteria and indicators of human social subjectivity are characterized at the cognitive and behavioral levels. According to L. Sokuryanska (2001), subjectivity has several levels (subjective disposition; actualized social subjectivity), in which lies his professional potential and potential as a primary school teacher. For this student, as a mature subject of mental activity, teachers should be helped in the process of acquiring professional education, which occurs through his active learning, to understand the psychological nature of their own subjectivity, consciously directing its development in a socially useful direction - professional education. At the same time, the lack of the student's current perspective of professional self-determination and experiencing student "being" as a decisive event in the process of acquiring professional education in all its fullness and uniqueness leads to the fact that he does not form and realize the meaning of educational activities. Accordingly, the educational activity of such a student has a sporadic nature, which formally takes place for exams and tests, obtaining a diploma.

The results of numerous studies and our observations show that a student acts as a subject of educational activity only if he has a clear value-motivational position aimed at their own activity V. Slobodchikov (1995), V. Yagupov (1999) and etc.: "Motives determine that the student in a situation of possible choice of goals of his activity prefers educational goals, rather than some other (playful, entertaining), as well as with what energy and perseverance he performs educational tasks and how he cares for their results, overcomes difficulties. Peculiarities of learning motivation significantly affect the quality of its educational and upbringing results " G. Kostyuk (1989). However, the real activity is manifested not only (and not

so much) in the student's adaptation to environmental influences, but in the independent creative transformation of the content and methods of educational activities based on subjective experience, which is unique, unique and individual. "Individual learning style is defined by us as a system of student activities due to typological features, which ensures the achievement of optimal results for him. Individual learning style of a student is practically manifested as his own learning trajectory," - emphasizes P. Gusak (1999).

At the same time, it should be borne in mind that the personality itself decides: to be or not to be a subject in different spheres of life and specific life circumstances? Thus, at first, subjectivity determines the transition from individual properties of a person to personality, and then personality determines the subsequent development and realization of subjectivity.

In this regard, the formation of personality is not possible without the development of human subjectivity, - emphasizes A. Plygin (2009). At the same time, this property has a different degree of development and manifestation in man at each stage of development of his life A. Plygin.

In addition, "The difficulty of reforming the learning process in higher education is to replace - according to L. Kondrashova (1987) - an informative and descriptive approach to the content-procedural, in which the student becomes the subject of their own education and professional development . It is when the student is in the role of the subject of their own education, even in higher education, he develops a willingness to form students as subjects of creative activity, to develop their personality, to create conditions for them in which they would not be those who teach and those who learn ». The process of learning in higher education (2000).

O. Bondarevskaya (1997) and V. Yagupov (1999) see the essence of modern pedagogical activity of a teacher in the growth of a student's subjective properties; subjective properties they consider as a determining measure of individual freedom, its humanity, spirituality and creativity, as the core of personality.

According to V. Davydov (1992), V. Yagupov (2005), to be a subject of learning means, first of all, the ability to learn, to be a subject of educational activity on the basis of the acquired culture of this activity. In the broadest sense of the word, the ability to teach oneself means the ability to overcome one's limitations not only in terms of specific knowledge, skills and abilities, but also in any field of activity and human relations, partly in relationships with oneself - incompetent or lazy, inattentive or illiterate. but able to change, to become (make oneself) different. To teach, to change

oneself, a person “must, first of all, know about his limitations; second, to be able to go beyond their capabilities. Both components of the ability to learn are reflexive in nature” V. Davydov (1992). So, here we see one of the main psychological mechanisms of awareness of one's own educational subjectivity - it is self-reflection of goals, meaning, motives, content, methods, means and results of one's own educational activity.

Thus, it is in the process of conscious and motivated educational activity of a student in higher education to master the profession of primary school teacher is his ontogenetic development, the main manifestations of which are social and professional subjectivity. This is the result of the actual formation and development of its subjectivity in the following areas: the subject of educational activity; the subject of educational quasi-professional activity; the subject of his own mental activity; the subject of pedagogical activity in primary school.

Conclusions

It is found out that for formation of professional subjectivity of the student in high school as the expert - the teacher of initial classes it is necessary to realize hierarchy of such purposes:

1) students' awareness of aims, content, values, methods, technologies and results of their own future pedagogical activity in primary school and their perception as a reference point, meaning and values of professional self-determination and self-actualization as a subject of pedagogical activity;

2) students' awareness that in order to achieve the first goal it is necessary to realize the second - the acquisition by students of the basic types of competence necessary for successful pedagogical activity in primary school, for its perception as a reference point for further practical actions;

3) students' awareness that to achieve the first two goals it is necessary to implement the following - to learn to learn and become a subject of educational activity, which involves the acquisition of the following types of educational subjectivity: value-motivational subjectivity: awareness of aims, meaning and results of their own learning activities as a student of higher educational institutions and a future primary school teacher; educational-subjectivity: awareness of tasks, content, methods, technologies and means of own educational activity and their perception as the main activity reference point during the acquisition of professional-pedagogical education; educational and social subjectivity: awareness of the need for active joint activities with teachers and other students, who also

become subjects of activity; educational and personal subjectivity: awareness of oneself as a subject of educational activity and its perception, purposeful formation of the culture of educational activity for this purpose. The main characteristics of the professional subjectivity of a primary school teacher are clarified.

The main stages of formation of a student in a higher educational institution as a specialist - a primary school teacher are substantiated: awareness of the social role of a teacher in Ukrainian society and its perception through the acquisition of social subjectivity; perception of the requirements of the future profession of a teacher and conscious presentation of these requirements to oneself and acquisition of professional subjectivity; perception of the requirements of the future profession - primary school teacher and the formation of a professional "Ego" -concept; acquisition by the student of the basic kinds of competence in creative educational activity by the decision of the quasi-professional tasks and the problem situations necessary for successful future pedagogical activity; becoming a student a subject of educational activity by mastering the culture of this activity, as the leading professionally important qualities of the future teacher are formed and developed only in creative activity; ensuring creative learning activities of students and mastering its main types; student involvement in self-education, self-education and self-development of leading professionally important qualities of the future teacher, among which the integral professionally important quality - professional subjectivity is of crucial importance for professional self-determination.

It is proved that it is in the process of conscious and motivated educational activity of a student in higher education to master the profession of primary school teacher that his ontogenetic development takes place, the main manifestations of which are social, educational and professional subjectivity. This is the result of the actual formation of its subjectivity in such areas:

- the subject of his own mental activity;
- subject of educational activity;
- the subject of quasi-pedagogical activity;
- the subject of pedagogical activity in primary school.

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