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THE ESSENCE AND WAYS OF DEVELOPING THE TEACHER'S PROFESSIONAL-SUBJECTIVE POSITION

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ABSTRACT

This article covers the essence of the professional-subjective position of the teacher and the ways of its development. The literature review on the professional-subjectivity of the teacher, the analysis of the researchers' opinions are presented. It has been mentioned that the professional-subjective position is a developmental opportunity that has a relatively rigid structure of the teacher, but does not exclude its variability.

KEYWORDS

Subjectivity, subjectivity, teacher position, teacher's activity, teacher goal.

INTRODUCTION

The essence of the professional-subjective position of a teacher and the ways to develop it play a crucial role in determining the approach to the issue of enhancing their professional-subjective position. Subjectivity is significant in the teacher's system of relations and attitudes towards general life and, in particular, their professional activity.

In our view, the subjectivity of the teacher's professional position determines the nature of relationships with students, their values, and

perceptions. Life activity, relationship to one's professional activity, and to oneself as a subject of one's profession are reflected in the professional position. According to V.N. Volkova, subjectivity is primarily understood as "the property of a person that brings about interconnected changes in the world and others." This is based on a person's relationship to themselves as an active agent. A professional-subjective position is a relatively stable structure in a teacher, though it does not preclude its variability and potential for development.

The subjectivity of a teacher is simultaneously quite stable and adaptable. The stability characteristic preserves the pedagogical direction when the need to reorganize learning activity arises and, at the same time, allows for the addition or correction of new personal formations when they emerge.

The initial characteristic of subjectivity is activity. Firstly, activity represents the ability of a person to consciously and purposefully transform surrounding realities. Activity is the desire of a subject to go beyond their limits, expand the scope of activity, and act. The subject's consciousness is associated with satisfying needs to adapt appropriately to situations. The activity of a subject in the pedagogical process is based on the integrative characteristic of the personality, which allows for goal setting in activity, proactive and critical approaches, and the ability to creatively and adaptively predict the outcomes of the activity, driven by self-directed motivation.

The next characteristic of subjectivity is goal-setting, through which the process of modeling a result not yet achieved is implied, often presented in the psyche as an image or mental model of a future product, along with its qualitative and quantitative characteristics. Goal-setting is a cognitive process that encompasses the functions of stimulation and control. It includes diagnosing, forecasting, and designing, as well as ensuring the understanding and clarification of shared goals in collective activities and analyzing objective opportunities to realize planned goals.

In the process of pedagogical development, the choice of goals, means, and methods for achieving them constitutes the next characteristic of subjectivity—freedom. Freedom, first and foremost, is the ability of the subject to overcome obstacles, take action, go

beyond existing stereotypes and norms, while also recognizing responsibility to oneself and others. Consequently, the teacher adapts the situation and themselves according to their goal. A free individual is sovereign in choosing motives, goals, styles of behavior, and means of activity and is responsible for the decisions made.

Another characteristic of a teacher's subjectivity is responsibility. Responsibility arises from the individual's position and is defined by personal motives, needs, and goals. Responsibility expresses the form in which the teacher's subjectivity is manifested.

The primary characteristic of a teacher's subjectivity is the need for self-improvement and self-construction as a personality. Self-development is an active, consistent, progressive, and ultimately irreversible process that reflects qualitative changes in a person's psychological state. L.M. Mitsina interprets professional self-development of a teacher as "a holistic image of self-awareness aligned with a general system of value orientations related to understanding one's goals and the tools needed to achieve them constructively in professional activity."

L.I. Bojovich considers the teacher's position as a necessity to find one's place in life and work based on a certain orientation of attitudes, interests, and aspirations. V.N. Myasishev defines the teacher's position as an integration, while B.F. Lomov examines the teacher's status in the context of an individual's relationship with the surrounding objective reality.

Therefore, the teacher's position can be interpreted as a worldview image, a system of relations, and a strategy of behavior of an individual based on social

relationships. Subjectivity and position are closely interrelated phenomena. They define relationships, achievements, and personal relations based on a specific system of worldview and values.

I.Y. Kuznetsova explains that the subjective position of a teacher includes motivational-value, regulatory-activity, and reflective-evaluative components.

Thus, the subjective position of a teacher is the process of focusing on a specific outcome of active, independent, and initiative-driven activity capable of assimilating and transforming reality.

The subjective position of a teacher is a complex internal formation based on a balanced system of relationships with the student, oneself, one's activities, other participants in the educational process, and various pedagogical objects, allowing for an active, responsible, conscious, and emotionally stable presence.

CONCLUSION

In conclusion, it can be stated that the subjective position of a teacher is a complex process that includes many components and develops according to certain social and psychological laws. The subjective position of a teacher is not innate; it is acquired and developed throughout one's life.

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