

# Modern Understanding of Elementary School Teacher Subjectivity

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**Abstract:** The article highlights modern understanding of subjectivity in primary school teachers and pupils in the theoretical and methodological discourse of the post-Soviet space. It proves that school education functions and develops, on the one hand, according to its traditional laws and regularities, and on the other hand, it represents the pedagogical system, in the centre of which there are people, namely, teachers and pupils. The article refutes an assumption that the personality of the teacher is at the centre of the educational system, and their professional self-realization as a subject of pedagogical activity is aimed at their social, intellectual and activity development. It's proved that the synergy of self-motivation and subjectivity development is inseparable from the development of a similar mental phenomenon in pupils and is the main content characteristic of teacher's activity. The essential feature by which the teacher distinguishes and affirms themselves in the space of individual, professional and historical being is their professional subjectivity, that is, self-determination and self-regulation of themselves as a subject of behavior, not only within the framework of pedagogical communication and interaction. The article summarizes innovative ideas about the tasks, roles, indicators of readiness of future teachers, which synergistically develop both their and pupils' subjectivity. Also, it outlines the prospects for further research, which lie in the theoretical and methodological development of new educational conditions for initiating the subjectivity of the actors in the educational process.

**Keywords:** *Neuroscience, teacher's role, pedagogical system, pupil development, professional education, Ego-concept, educational conditions, subjectivity of junior schoolchild, educational activity.*

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## Introduction

The main subject of the school has been a teacher who directly implements the main goal of education - to educate a citizen as a subject of the cultural and historical process. This subject needs to reflect the historical mind and culture and be a representative of a certain social community and professional groups. In the “The Concept of General Secondary Education (12-year school)” it is noted that education of the XXI century - this is education for a person, and its core is a developing, culturally dominant, education of a responsible person, capable of self-education and self-development, is able to think critically, process a variety of information, use the acquired knowledge and skills to solve problems creatively, strives to change their life for the better and the life of their country.

School education functions and develops, on the one hand, according to its traditional laws and regularities. On the other hand, it represents a pedagogical system, at the center of which are individuals - teachers and pupils. The teacher's personality, of course, is at the center of this system, and their professional self-actualization and self-realization as a subject of pedagogical activity, aimed at social, intellectual and activity development of the pupil, is the main content of their activity. These requirements primarily apply to primary school teachers, who fully implement in miniature all the functions of secondary school - educational, educational, developmental, cultural, health, and so on. "Primary school, maintaining continuity with the preschool period of childhood, ensures the further development of the child's personality, its intellectual, physical, social development (Behas et al., 2019; Bezliudnyi, Kravchenko, Maksymchuk, Mishchenko, & Maksymchuk, 2019; Gerasymova et al., 2019; Halaidiuk et al., 2018; Maksymchuk et al., 2018; Melnyk et al., 2019; Nerubasska, & Maksymchuk, 2020; Sheremet, Leniv, Loboda, & Maksymchuk 2019).

The modern educational paradigm sees the pupil an equivalent subject of activity. At the same time, educators in the former USSR failed to do so, especially when it comes to primary school pupils. The development of primary school pupils' physical and socio-psychological characteristics is so dynamic that it is necessary to distinguish micro-stages – first and second grades (6 and 7 years old) and third and fourth grades (8 and 9 years old). Besides, child's subjectivity starts developing from the age of three with the emergence of “self-concept”. Primary school pupils already have sufficiently developed thinking, imagination, memory, sensory skills, capacity for creative self-expression, personal values-based attitude towards labour, art,

health. All it makes them a full-fledged, though not independent and not sufficiently developed subjects of educational activity.

In modern conditions, according to the humanistic philosophy of education, the functions of primary school teachers change, as pedagogical activities are aimed at creating conditions for the formation, development and self-development of pupils as subjects of learning, the formation of a culture of educational activities of primary school children. The result of their activity is *the subjectivity of the pupil in educational activities* (i.e. he must become the subject of this activity, be able to learn), *education* as a citizen of the state (i.e. the formation of social subjectivity, which ensure successful adaptation in senior forms and society).

In the context of primary school pupils' basic competencies, the results of this school level are well-developed speech, reading, computer, physical and motor skills, as well as general knowledge about the real world in its connections and dependencies. Therefore, there is a tradition to call primary school teachers "class supervisors". This definition points out to the guiding function and shows that, first of all, primary school pupils lack socialization for the full realization of subjectivity. Teachers must compensate for this shortcoming. On the other hand, children aged between 6 and 9 are still prone to imitation, "mirroring" emotions, behaviour and other non-verbal manifestations of reaction to the world. This fact should be used to develop subjectivity already enshrined in the form of "Ego-concept".

In this regard, there are increased demands on civic and professional position, professionalism and competence, professionally important and subjective qualities of primary school teachers, as their role is not only to ensure the transfer of knowledge from one generation to another, but also to be the bearer of culture and universal values, the leader of the ideas of state formation and democratic change in Ukrainian society, the best representative of their people.

A new impetus to the study of the subjectivity of all participants in the educational process was the achievements of neuroscience, which confirmed the natural immanent nature of human subjectivity, which was previously considered a social asset.

Modern neuroscience has penetrated into pedagogy and has become an area of combining diagnostics, technologies and practices from the cognition and improvement of the main biosocial function of a person - his subjectivity: "As it expanded, the area split into primary areas of cognitive, social, and affective neuroscience, with numerous smaller (and frequently applied) sub-disciplines crossing these disciplines", Cromby, Newton &

Williams (2011). Neuroscience has created a scientific and cultural "climate" on the verge of intersecting the humanities and natural sciences, conducive to taking into account ideas about the brain in the social, pedagogical and even political spheres.

The main question in the field of neuropsychology is "What are the connections between neurology and personality?" Pickersgill, Cunningham-Burley & Martin (2011). And scientists are interested in both the subjectivity (personality) and subjectivity (individual picture of the world). Scientists claim that human psychology can be understood by considering the correlation of corporeality (soma), psyche and society.

E. Schechter (2015), based on experimental studies, argues that human duality, its problems, internal conflicts and contradictions can be explained by the presence of "two minds" (split brain). According to this theory, the hemispheres of the brain work autonomously, but interact through sensation and behavior (transduction effect). Taking into account this fact allows a radical revision of educational principles.

The neurophysiological mechanisms of human conscious activity were first studied in pathology, as damage to individual subzones in the frontal areas of the human brain caused dissociative behavior and the inability to make adequate decisions or choices. The main neuropsychological markers of healthy subjectivity are the presence of motivation for a positive stimulus, which is responsible for the ventromedial frontal lobe (proven by neurophysiological experiments), Vaidya, Fellows (2017).

For primary school children, neuropedagogues (in diagnosing and testing lateral profile and personal intention) propose to determine a performance profile that expresses the activity and quality of response to positive or negative social stimuli, Witt, Comblain, Thibaut (2020). Numerous studies have shown that the productivity profile increases significantly in a situation of collective interactive interaction to solve game or educational problems.

The neuropsychological basis of the subject of the younger student is manifested in the fact that within the phenotypic lateral profile, the child is more or less naturally inclined to make non-standard decisions in uncertain conditions of activity: whether games or learning activities. Particularly relevant in this case are behaviors and patterns that are stimulated internally or are reflexive to an external stimulus, Kahneman, & Tversky (2000). These patterns make subject-oriented didactics an interdisciplinary subject of study. Introverted sources of subjectivity can be observed in the student's self-regulation: control of time, resources, biorhythmological increase or

decrease in activity intensity, responsibility, subconscious selection criteria, etc.

Therefore, it is relevant to generalize the phenomenon of future primary school teachers' professional subjectivity, areas of its development and determine synergistic (mutually reinforcing) correlations with pupils' subjectivity, which is rapidly developing in early school age.

The purpose of the article is a scientific and theoretical substantiation of the functions of a primary school teacher as a subject of specific pedagogical activities in terms of neuroscience, psychology and pedagogy, in which it is possible to initiate the subjectivity of the position of a primary school pupil.

### **The problem of the subject and subjectivity of elementary school teachers in pedagogical research**

Within this research, it is essential to analyze the main theoretical approaches to developing subjectivity of people in general and primary school pupils and professional subjectivity of future teachers since these phenomena act as different manifestations of a person's subjectivity as a transformer of the world.

Thus, Super (1975) combined the views of both psychological and non-psychological theories in their theory. He put forward an assumption that job satisfaction depends on the extent to which the individual finds opportunities to realize their abilities, interests and properties in professional situations, which is largely determined by the ability to play a role that seemed appropriate at the stages of professional development, which Super (1957) called the stages of awakening and research.

These data were formulated in 1952, and already in 1957 he supplemented their theory with a number of new provisions: professional choice, as a process that includes a series of events, has a number of predictable models; professional choice involves a compromise between the synthesis of personal and social factors, self-concept and reality, recently acquired reactions and existing models of reactions; the variability of reality factors as a determinant of professional choice increases as the individual becomes older.

Such categories as "role-playing", "awakening", "stages", "development" can be applied to all subjects of primary education and fit into the postmodernist concept of playing and spontaneous activity (performance) as ways of learning the world. This concept is best suited for

primary school pupils since playing is the main activity for them alongside learning.

In this case, the fundamental difference between subjects of educational activity lies in maturity (teacher) and immaturity (pupil). However, general mechanisms and goals of mutual development of their subjectivity are common. The main characteristics of professional maturity are interest in choosing a profession, using all the resources and information that currently exists; the desire to obtain new information and plan the place of work that a person wants to take. At the same time, information and planning are “tried on” by a person to himself; homogeneity of professional preferences over a long period of time in one professional field; “Crystallization” of such traits as maturity of interests, independence from other people and circumstances in choosing a profession and advancing in it, the realism of professional positions, the compliance of the values of the chosen profession with human interests; matching the preferences and abilities, interests and activities of the subject of professional maturity, Adamiec (1992); Crites (1969); Jagupow (2010); Super (1957). Similar “trying on” may occur in schoolchildren, even though in an unsocialized form and the learning- playing mode.

The analysis of relevant scientific and methodological sources and numerous observations over trainee pupils shows another difference between the subjectivity of primary school teachers and pupils. It is as follows: teacher’s subjectivity is not only conscious but professional (at the level of supervised competency), whereas subjectivity of pupils aged between 6 and 9 unconscious but natural. It produces instinctive types of activities (playing and cognitive), which require guidance and correction. However, according to Khomych (1999), “an analysis of the practical professional activity of primary school teachers shows that they are not always prepared for the creative solution of educational problems; still adhere to an authoritarian style of leadership in the educational process, contribute little to the development of the individuality of each pupil. This is largely due to the fact that the professional and pedagogical knowledge acquired by future teachers does not represent a single system that functions in the real practical work of the teacher, they often exist as foundational”. It proves the dissonance between modern life practice and outdated didactic traditions which are still based on the subject-object approach to the educational process.

Also, schools and teachers are facing new difficulties, in particular, the lack of respect and attention to the work of teachers, since the prestige of the teaching profession in Ukrainian society is falling, and a certain part

of young people go to teacher training universities not by vocation, but only for higher education: “the loss of professional appointment of institutions with low prestige of the pedagogical profession by mass higher schools caused another problem - a decrease in the level and motivation of applicants. Negative selection occurs: first, pupils with insufficient academic training fall into the institution of the pedagogical profile, then the pupil environment, which is not always focused on pedagogy, reorients the few who really wanted to become a teacher. Thus, academically weak and professionally not ambitious graduates from among those who could not quickly take up “decent” vacancies after graduation often get to school. Therefore, it is necessary to revive the real selection of future teachers to work in school” (Ushinskiy, 1954).

Primary school is a favourable environment for subjectivity of motivated teachers since they still remain a significant authority for pupils. Besides, they find themselves in an environment of primary socialization, where partnership and playing are effective tools on the path to self-cognition.

At the same time, the pedagogical activity of the elementary school teacher provides for a complete immersion in this activity and giving oneself fully. “Pedagogical activity of a teacher” is a derivative concept from the concept of “professional activity”, the content of which is cognitive, communicative, educational, educational, developing and organizational and methodological types of work. This is a creative process of conscious, focused, self-regulating their activity, which is aimed at the analytical allocation and effective solution of professional and pedagogical tasks in the educational process of elementary school, the identification, formation and development of the reflective position of the pupil as a subject of learning and educational activities. Its effective implementation is impossible without the teacher's proper knowledge of the content, methods and technologies of the main types of pedagogical activity in elementary school, which necessitates their comprehensive psychological and pedagogical training and the formation of professional, professional, personal and psychological types of readiness for educational work with younger pupils.

A personality is formed from childhood, in addition, according to teachers and psychologists, in activity, and especially in the leading type of activity. For an elementary school teacher, this is a pedagogical activity, the acquisition of which occurs during the period of professional education, and its full development and creative development - in the process of creative practical activity in primary school. In general, according to Leontyev (1975), the real pedagogical activity “generates” the necessary for the teacher, as the

subject of professional activity, professionally important qualities, and we add the subjective qualities that ensure the success of their professional work. Here a logical chain is created - "from activity to personality", "from personality to subject of activity" and "from subject to activity of creative pedagogical activity", emphasizes, on the one hand, the relevance and necessity of the subject-activity approach to professional training of a future primary school teacher and, on the other hand, the need for a subject-activity approach to organizing and implementing pedagogical activity.

The problem of vocational training and pedagogical activity of primary school teachers is constantly in the field of view of scientists. For example, in a doctoral dissertation by Gusak (1999), a study was made of the theoretical and technological factors of differentiating their studies at a university, the relevance of the functioning of differentiated processes within the framework of integration characteristics, which are manifested in the construction of a didactic training system and the integrity of the logical structure of the content of educational material, is proved. The methodological foundations of the model of differentiated learning in the process of their didactic preparation are also determined by the pedagogue scientist and the effectiveness of its functioning in the university has been experimentally verified. The practical embodiment of the theoretical model of differentiated learning is carried out, according to the researcher, by variably providing motivational-targeted, substantive, procedural and control-regulatory components of training.

Mytnyk (2010) in their doctoral dissertation pays particular attention to the theoretical and methodological foundations of preparing a future teacher for the formation of a younger schoolchild's thinking culture, which is understood as the discipline of "the mind, which is based on a holistic and flexible system of knowledge, skills and skills suitable for cognition of the objective world, of oneself and for the organization of constructive interaction with other people."

In the monograph by Mytnyk (2009), the system of preparing a future teacher for the formation of a culture of thinking of younger schoolchildren as an integral part of their professional training is substantiated, the organizational and methodological support of the process of preparing a future teacher for the formation of this culture is revealed. The relevance of scientific research lies in the fact that the researcher draws attention to the leading component of the educational function of primary school teachers - this is the formation of a younger schoolchild's thinking culture in line with the personality-activity approach. The main components of this type of culture demonstrate the main directions of the teacher. This is



a motivational and cognitive sphere, a substantial component (knowledge). In order for the pupil's knowledge to be not a mechanical collection of disparate parts, but a clear system of interconnected components, that is, a tool for cognition of the objective world, it is necessary to form conceptual thinking, focused on reproduction in the cognitive image of objective reality, from early school age. In order for a child to go "beyond" the outlined task and create their own "products", namely fairy tales, verses, using knowledge of mathematics, language, and natural science, it is necessary, in addition to conceptual, to develop pupils' creative and divergent thinking. For the implementation of cognitive activity it is necessary that the child's thinking is characterized by the following properties: flexibility, activity, determination, breadth, depth, criticality.

The monograph of Matviyenko (2009) defines the structure of pedagogical interaction of the future primary school teacher, which is crucial for the success of their pedagogical activity. It is presented in the form of a number of areas - communication, activities, relationships and attitudes, cognitive-value. The researcher analyzed theoretical concepts and approaches to professional and pedagogical training of future teachers, to pedagogical interaction in the educational environment of the first grade school with the selection of philosophical, psychological and pedagogical aspects. Criteria, indicators and indicators of readiness of future teachers for pedagogical interaction in the educational environment of the school of the first degree are substantiated.

The researcher considered the category of "interaction" in the system of philosophical and psychological-pedagogical concepts, which allowed to substantiate its basic characteristics (simultaneous existence of subjects, two-way relationships, mutual transition of the subject to the object and vice versa, interdependence of changes in the parties, internal activity of subjects), Matviyenko (2010).

The doctoral dissertation by Petukhova (2009) substantiates the conceptual and theoretical and methodological foundations of the formation of informative competencies of a future primary school teacher, the essence and structure of the phenomenon of "informative competence of a future primary school teacher". She determined organizational and pedagogical conditions, criteria for evaluating their informative competencies and the level of their formation, as well as varieties of informative competencies. A new didactic model for the formation of informative competencies on the basis of the course "History of Pedagogy" based on the integration of traditional and information-communication forms and teaching methods is proposed. For the first time, the software product Web-Multimedia

Encyclopedia “History of Pedagogy” is submitted, which was tested during a cycle of lectures, seminars and pupils' independent work with the support of Wi-Fi technology, which provides free access to the Internet.

Interestingly, most pupils today use gadgets as often as their teachers. This is especially true of educational and entertaining games and social networks.

The monograph by Khomych (1998) contains a study of the methodological, historical, theoretical and methodological aspects of vocational training of primary school teachers. It examined the formation and development of teacher education abroad, modern foreign technologies for training primary school teachers, a comparative analysis of teacher education in Ukraine in the global context. Based on this, the historical stages of vocational education of primary school teachers and the trends of their psychological and pedagogical training are determined, a conceptual model of the system of their psychological and pedagogical training is developed, the basis of which is a targeted comprehensive program implemented in the Higher School of Education III and IV accreditation levels. Its development is based on the general principles of the organization of the pedagogical process and the main directions of constructing the content of psychological and pedagogical training, which ensure the formation of a teacher-researcher, is in a constant search for effective and rational methods of teaching and upbringing. The pedagogical conditions of implementation were tested at the five stages of psychological and pedagogical training of primary school teachers.

The doctoral dissertation by Lytvynenko (2005) substantiates the theoretical and methodological foundations of preparing elementary school teachers for social and educational activities. To this end, scientists systematized and generalized modern scientific approaches to their professional pedagogical and socio-pedagogical activities, substantiated theoretical and methodological and methodological foundations and developed a structural-procedural model of their preparation, as well as a diagnostic technique for readiness for socio-pedagogical activity. The pedagogical conditions for the effective formation of this readiness of pupils were also determined, and professional monitoring was developed.

In the candidate's dissertation of Parfenova (2006), theoretical and practical aspects of preparing future elementary school teachers for pedagogical guidance of pupils' independent work, which is an important area of their pedagogical activity are considered. Based on the organic combination and professional direction of all types of pupils' independent work, pedagogical conditions, content, specifics and characteristics, factors

of effective influence on motivation and development of future teachers of primary grades of interest in fulfilling important pedagogical functions: planning, organizing, adjusting and stimulating independent work are determined pupils. The readiness for the pedagogical guidance of this work of pupils was considered as professional quality, a conceptual model and directions for the reorganization and individualization of pupils' independent work, mechanisms for its professional orientation were proposed.

Kotelyanets (1998) in her candidate's dissertation substantiated the preparation of future primary school teachers for the implementation of developmental labor training of primary school children, Krasnyuk (2008) – the formation of the foundations of professionalism of future primary school teachers in the process of modeling pedagogical situations.

The identity of the primary school teacher is also of interest to Russian scientists, as their research interest in improving various aspects of their professional training in the system of higher pedagogical education is growing. In doctoral dissertations of Arnautov (2002), Belovolov (2000), Vavilov (2003) and others are substantiated: methodical system of preparation of future teachers of initial classes, pedagogical conditions and means of optimization of their professional training in the Russian system of pedagogical education, formation readiness for self-education and a number of other problems.

In many candidate's dissertations the following pedagogical problematic aspects concerning future primary school teachers are investigated: pedagogical conditions of formation of the personality-oriented position, Alekseyeva (1998); preparation for the conscious choice of variable systems and models of teaching junior schoolchildren, Shagina (2004); preparation for the implementation of developmental learning, Budayeva (2003); didactic and methodical training, Markushevskaya (2003); formation of didactic and methodological competence, Rudenko (1999); formation of professional and personal readiness for the development of personal freedom in junior schoolchildren in creative artistic activity, Berezina (2006); preparation of primary school teachers for creative pedagogical activity, Seydnyazova (2006) and others.

The psychological aspects of the problem of the formation of the subject and subjectivity of the teacher in the process of professional training are considered in such dissertations by Russian scientists: Bardynina (2008), Bolshunova (2007), etc. In particular, according to Volkova (1998), subjectivity is psychological education, the basis of which is the relationship of a person to himself as an actor. Subjectivity is a condition for a person to exercise the human way of being and is associated with the backbone

attitude to professional activity. For the teacher, this attitude is the value attitude to the pupil.

Vankov (2006) explores the pedagogical conditions for the development of the subjectivity of the future teacher, the structure of which includes the following blocks of subjective competence: motivational and value; intentional-activity; reflexive-regulatory; creative and operational.

Thus, the dissertations analyzed by us convince us that the subject of research on primary school teachers is expanding. But at the same time, it can be stated that the range of their activities and professional training is much wider, systemic and comprehensive, there is no in-depth study on the problems of the formation of the professional subjectivity of a teacher in the Higher School of Education. In particular, domestic pedagogical science is not a meaningful phenomenon of the subjectivity of the pedagogue in general, since the problem of its formation and development with respect to their personality was not the subject of a special pedagogical study. It is necessary to clarify the pedagogical aspect of the phenomenon of subjectivity of primary school teachers and its formation in the process of training. In particular, such problematic issues are of significant interest: patterns of formation and development of the leading qualities of a primary school teacher at the stage of acquiring professional education and pedagogical activity, among which the leading, in our opinion, professional subjectivity; pedagogical aspect of the formation of professional subjectivity; methods and technologies of the formation of professional subjectivity in the process of vocational training in general and the study of psychological and pedagogical disciplines.

At the same time, the problem of the subject and subjectivity of primary school teachers in pedagogical dissertations is covered, in our opinion, insufficiently.

Most scholars consider only certain aspects of developing subjectivity in teachers. The development of primary school pupils' subjectivity and its links with teachers' subjectivity has not been properly studied yet. It leads to an epistemological and methodological gap in the holistic picture of professional training for primary school teachers in the former USSR. Thus, this particular issue requires specialized research.

The basic thesis of the article is the following: the initiation of primary school pupils' subjectivity is determined by the presence of teachers' professional subjectivity, which must be developed during professional training at university, rather than by pupils' psychological and age characteristics. The main argument in support of the thesis about "mirroring" (interdependence) of primary school teachers' and pupils'

subjectivity is several facts united by somewhat different roles in joint activities with common goals. Based on the above, the main indicators of primary school teachers' professional subjectivity, which can initiate pupils' subjectivity, include motivation to choose the profession of primary school teacher; awareness of the world of professions and the ability to relate this information to their characteristics, professional prospects, potential and real opportunities; ability to make decisions on acquiring the profession of primary school teacher; ability to implement decisions on acquiring the profession of primary school teacher; ability to plan their professional life as a subject of pedagogical activity in primary school; emotional involvement in the decision situation; autonomy in professional activity.

### **Awareness of vocation to the profession as the main condition for the formation of the subjectivity of the future teacher**

It is vital to clarify age and psychological characteristics of pupils' subjectivity and determine requirements for teachers' subjectivity and competencies for initiating and developing subjectivity in pupils to understand and perceive teachers and pupils as the subjects of educational activity.

The specifics of teachers' activities stem from the purpose and specifics of the functioning of the primary school: it is four years old, which includes children who are 6 years old before September 1 and, according to the results of medical and psychological examinations, have no contraindications for systematic school education. Every child, even before school, must enter the appropriate training according to the requirements of the Basic component of preschool education in preschool educational institutions, at school or in the family.

However, there is a crisis of 7 years during the period of primary school age, which is connected with the child's awareness of their place in the world of public relations. It reveals the importance of a new social position - the position of the pupil associated with the performance of highly valued adult learning work. The crisis of 7 years is the period of birth of the social "Ego" of the child. A change in self-awareness leads to a reassessment of values. Old interests and motives lose their power, they are replaced by new ones. Everything related to learning (in particular, assessment) is valuable, what is related to the game - less important. The main innovations of this period, as shown by the results of many studies, are: the arbitrariness of mental functions (attention, memory), the ability to consciously set a goal, to seek means to achieve it, to overcome difficulties;

development of an internal action plan (in the process of learning the ability to perform actions about oneself is formed, the child plans, outlines prospects); formation of reflection: the ability to consider oneself from the side, to evaluate the results of actions.

Thus, when a child comes to school, there is a significant psychological adjustment. Like any transition period, this age is rich in hidden developmental opportunities that the primary school teacher must be able to notice, capture and support in a timely manner.

All this indicates that the main effective manifestation of the professional subjectivity of the primary school teacher is the subjectivity of the junior pupil. In this regard, it can be emphasized that younger pupils should be taught simple techniques of reflection, management of their behavior and learning activities in primary school. Only in this way can they initiate processes of self-knowledge, self-regulation, self-determination of their educational activities, which, under the conditions of proper organization of pedagogical activity of a teacher, should lead to educational and social self-identification, formation of unique and unique "Ego" of junior schoolchildren. To do this, younger pupils should be taught the following techniques and methods, i.e. the ability to: (of course, at the most elementary level) consciously define and set goals for learning activities; plan their educational activities; apply appropriate techniques, methods and means of educational activities to solve educational problems; record the results of their bulk activities and set new tasks of a higher and more complex level, etc.

All this should be taught to younger pupils from the first lesson, from the first day of school, because all these are elements of reflection and self-reflection of the pupil, the main stages of acquiring a culture of learning, important steps to acquire subjectivity in learning. Thus, with the help of the teacher there is a gradual transition of the pupil from the subject of involuntary activity to the subject of their own educational activity.

Thus, one of the main features of the pedagogical activity of a primary school teacher is the initiation of the subjective position of the junior pupil in educational activities. To do this, he must create the subject of reflection of the pupil the following components of their educational activities: goals, meaning and values of educational activities in primary school in general and lifelong learning in particular; the main components of key competencies as the basis and prerequisites for success in educational activities and vice versa; identification of external conditions for successful solution of educational problems and their perception; basic learning

activities, operations and abilities that underlie the success of educational activities; basics of self-management in educational activities, etc.

The youngest pupil of the third or fourth year of study should understand, and ideally be aware of their own goals and motives for learning activities; to have a set of educational activities that form the basis of their successful educational activities; gradually develop an individual style of learning and learning; understand the personal meaning of the acquired knowledge; to have a positive "Ego" -concept of a modern primary school pupil.

The main specificity of the teacher's pedagogical activity is related to children who in primary school, on the one hand are under the direct care of adults, and in school under the teachers, and on the other - from birth they are the subjects of their involuntary activity.

*The main task of the primary school teacher* is to direct this activity to the formation of the pupil's educational subjectivity by gaining educational autonomy in the process of mastering the culture of educational activity. The subjectivity of the pupil develops through various mental transformations that affect different structures of their individual life and learning experience. This gives him the opportunity to be independent, to acquire the main activities - play, study and work, to achieve the goals of which he begins to consciously direct their efforts, that is, he is gradually the subject of their activity. The teacher's task is to help the pupil to experience a new external experience, analyze it and translate it into the internal plan, to understand its impact on different systems of attitudes of both social and educational subject, comparing the results of transformations in different situations. That is, to help the pupil become a subject of their own development and life. Of course, this new experience in the first school years is too much, involuntary activity is also enough, and life, activity and learning experience is too little.

*The next leading task of a primary school teacher* is to teach the pupil to consciously and purposefully manage and organize their learning activities, i.e. to first guide the pupil to consciously and purposefully manage and regulate their learning activities, and then to promote their transformation into a subject of learning. So now in primary school the teacher, according to the humanistic philosophy of education, must teach the pupil not only to read, write and count - these tasks were the main goals of the knowledge paradigm of primary education, but first to form three groups of universal abilities - a positive attitude to learning, learning motivation and learning activities that form the basis of their learning competence. Thus, such educational requirements to the pupil which have super subject and general

educational features come to the fore. The teacher, in addition to the traditional question "What to teach pupils?" should ask himself other natural problems for today's primary education: "How to teach so that younger pupils have a question" "Why do I need to learn?" and "And how to learn it?"

In this regard, *the main role* of the teacher in modern primary school is to coordinate the interests of primary school pupils that is: he becomes a tutor, expert, assistant, senior friend, leader in the formation of general learning activities, skills and abilities or acquisition of key competencies. There is a change in their role: from an informant and repeater of general knowledge, he becomes an organizer, consultant and assistant in the educational activities of primary school children.

The main counterarguments to the thesis of the article involve destructive traditions of the post-Soviet education and some provisions of pedagogical theory. With regard to the latter, the subjectivity of participants in the process is recognized and, yet, applies only to teacher's personality. Therefore, it is briefly analyzed as an element, rather than the core of professional personality. It is important to note that official documents outline the main and organizational role of primary school teachers which recognizes pupils as objects. Traditionally, primary school teachers are seen as class supervisors. According to the "Regulations on the class teacher of the general secondary education system", they are pedagogical workers who carry out pedagogical activities with the class of pupils, their parents, organize and conduct extracurricular and cultural activities, promote interaction between participants in the educational process, create appropriate conditions for the tasks of teaching and education, self-realization and development of pupils (pupils), their social protection. However, the document does not mention subjectivity and synergistic interaction in this context.

Although a number of researchers sometimes consciously and sometimes unconsciously use the concepts of "subject", "subjectivity", "subject-subject relations", "subject of pedagogical activity", etc., in their studies regarding the personality of primary school teachers, but an exhaustive pedagogical study in terms of subjectivity, primary school teachers are absent. Teacher's subjectivity is often seen as their focus on the development of their personality since "the environment (society, state, technology, educational settings, etc.) is the active subject of the realization of the potential possibilities of the individual, in particular the teacher of primary school", Petukhova (2009).



The counterarguments also include the following contradictions: between the new functions of primary school teachers, caused by the humanistic philosophy of education, and the traditional paradigm of knowledge in the context of vocational training in the Higher School of Education; between the multidisciplinary and multifaceted nature of pedagogical concepts, theories, systems and models of education in elementary school but not the development of the subject-active pedagogical system of professional training of a future primary school teacher for the implementation of pedagogical functions in the educational process as a creative subject of pedagogical activity; between the objective increased requirements of pedagogical practice in the leading qualities of a primary school teacher as a social subject in the educational environment and the lack of subject-active methods and technologies for their formation in the vocational training system of a future primary school teacher. So, in the “White Book of the National Education of Ukraine” it is noted that “The neglect of professional education of pedagogical educational institutions of Ukraine is noticeable. Designed to train teachers and other teachers ... institutions sometimes lose their profile ... in schools, according to expert estimates, a minority of graduates are left to work. The reasons for this are understandable: the shortage of humanitarian institutions in the 90s of the twentieth century, against the “massification” of higher education, led to the re-profiling of pedagogical higher educational institutions: they turned from training centers for schools into general humanitarian educational institutions”, Ushinskiy (1954).

The above-mentioned counterarguments can be dismantled by objectifying the functions of primary school teachers today.

Indeed, the functions of their pedagogical activity are wide and reflect their general purpose in school, but they also reflect the specifics of their pedagogical activity, due to the purpose and requirements for primary school in modern conditions. Until the twentieth century, the role of the first teacher of children was perceived narrowly - it is teaching pupils the basics of subject knowledge and basic learning skills and abilities, the XXI century, its functions have expanded significantly and, on the one hand, miniature reflect all the functions of high school teachers is : “ The preservation of mental and physical health of the child, the development of cognitive motivation, the formation of strong knowledge in the form of flexible systems suitable for use in various educational and life situations”, Mytnyk (2010), and on the other hand, should prepare junior high school the subject of educational activity to high school and future life as a social subject.

To do this, a teacher of the XXI century, who works in the primary school, must also be an educator (ie to implement the educational function by forming the social subjectivity of the pupil), teacher (i.e. to implement the educational function by teaching pupils to learn and form a culture of learning), organizer educational process in the classroom and the activities of pupils (i.e. to implement the organizational function by organizing as their own educational activities and coordinating the efforts of other teachers in the classroom), an active subject of interpersonal interaction and communication with pupils, their parents and colleagues (i.e. to implement communicative function in the process of active interpersonal interaction), researcher of the educational process (i.e. to implement the scientific function through active participation in scientific work and constant conduct of various mini-scientific research on the organization and conduct of educational process in the classroom), educator and civic activist to analyze the socio-pedagogical function through active interaction with the public, promoting the basics of primary school pedagogy, providing assistance with age, pedagogical and general psychology).

Thus, the specifics of their pedagogical activity is that their functions are wider than the functions of a subject teacher, because he primarily implements the functions of a class teacher, introduces the younger pupil to the educational environment, teaches various subjects, forms the meaning and motivation of the pupil, their positive attitude to school, educational activities.

The main condition for the formation of the subjectivity of the future primary school teacher is their awareness of the vocation of this profession. To our opinion, this is the most humane, creative and extremely necessary, for the society and the education system profession, which is the foundation for all other professions. The teacher forms the personality of each pupil and the culture of their educational activities, as well as lays down life, educational and professional prospects. That is why each of us usually remembers their first teacher - a teacher, educator, psychologist, musician and just a senior friend, friend and mentor in one person. The teacher is the first who meet a first-grader at school, helps him to adapt to a new educational environment and find their adequate place in it, to become a subject of educational activities in the ideal. The Concept of General Secondary Education emphasizes that realizing the humanitarian nature of their profession, the teacher as an educator and organizer of the educational process is not limited to assessing the learning of pupils, but stimulates their personal achievements. At the same time, he does not control, but shares responsibility for the results of cooperation with them. Given the new

situation in the educational space of Ukraine, the teacher must be able to work in the choice of pedagogical position, technology, textbooks, content, teaching methods. Thus, the main direction of professional reorientation of teachers - from education to the implementation of life-creating and cultural mission, from manipulative and authoritarian pedagogy to pedagogy of personality-oriented, pedagogy of cooperation.

## Conclusions

The scientific value of the obtained results lies in the fact that, for the first time, the concept of “future primary school teachers’ professional subjectivity” has been improved. It implies its justification as an integral and professionally important quality and specification of the main manifestations of professional subjectivity. These manifestations include the following: realizing the essence, requirements and specifics of pedagogical activities in primary school; understanding the role of professional self-concept in pedagogical activity; clarifying subjective position at all stages of teacher education and professionalization; recognizing the profession of primary school teachers as the main way of self-actualization. Besides, it means specifying its essential characteristics (activity, productivity, integrity and systematization of subjective properties, qualities and manifestations of primary school teachers in pedagogical activity; awareness and perception of their social and professional subjectivity and, most importantly, primary school pupils’ subjectivity).

Thus, the essential feature by which the teacher distinguishes and asserts himself in the space of individual, professional and historical existence is their professional subjectivity, i.e. self-determination and self-regulation of himself as a subject of behavior, communication and pedagogical activity. However, their formation begins at the stage of acquiring professional education, i.e. the formation of social and educational subjectivity of the junior school pupil. In this regard, one of the main manifestations of the professional subjectivity of the teacher is the formation of the personality of the junior pupil, where the main tool is the purposeful formation of their subjectivity. To do this, the teacher must form in pupils the ability to design their own lives and learning activities through knowledge of the world and themselves.

The foregoing makes it possible to draw methodological conclusions that will directly determine the theoretical and methodological foundations of our further research activities. 1. The subjectivity of the primary school teacher is its most important quality as a social being. 2. The professional

subjectivity of a primary school teacher is its most important quality as a professional in pedagogical activity. 3. The professional subjectivity of the elementary school teacher is acquired in the process of mastering professional education, and is not immanent in its essence, and at the same time actualized in the process of creative pedagogical activity in elementary school. 4. The concept of “professional subject” according to primary school teachers is an integral personal and professional quality, is directly associated with its activity in various types of behavior, communication and activity in the educational environment of primary schools. 5. The main psychological mechanisms for managing the professional subjectivity of a primary school teacher is their ability to self-reflection, self-determination and self-regulation of their own pedagogical activity in a specific educational and professional environment - primary school. 6. The system-forming quality of primary school teachers as a subject of pedagogical activity is the ability to realize and consciously take responsibility for the results of their pedagogical activity and for the formation of the educational and social competence of younger pupils as subjects of educational activity.

The prospects of further research, which will allow creating a relatively complete scientific picture of developing subjectivity in future primary school teachers who can develop appropriate qualities in their pupils, are as follows:

1. To substantiate the pedagogical conditions for the formation of professional subjectivity of pupils of higher educational institutions as future subjects of pedagogical activity in the system of primary education in the process of acquiring professional pedagogical education.

2. To develop a method of forming the professional subjectivity of pupils of higher educational institutions as future subjects of pedagogical activity through the purposeful application of subject-activity and problem methods, methods and technologies of professional training and individually-differentiated forms of education.

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