

Essential Characteristics of a Primary School Teacher as a Subject of Creative Pedagogical Activity

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Abstract: The article describes and analyzes three key aspects of the personality of a primary school teacher as a subject of creative pedagogical activity - Requirements for the personality of a modern primary school teacher, subjectivity of a primary school teacher in scientific discourse and activity components as a basis of professional subjectivity of a primary school teacher. The purpose of the article is to summarize the experience of Western and Eastern European scholars on the modern view of the components and activities of the subjectivity of the teacher of this profession in order to increase its didactic and educational effectiveness. It's proved that the subjectivity of the primary school teacher is defined as a complex functional autonomy of the system, which is formed, developed, built and transformed by him in the process of life, acquisition of pedagogical education and experience of pedagogical activity. Such subject-oriented manifestations of the teacher's personality as activity (ability to conscious self-determination of creative pedagogical activity) are described; productivity (its complex ability, on the one hand, to transform the educational reality in the classroom into a humane educational environment and the student in the subject of creative learning, and on the other - to constant subjective, professional and professional self-development and self-improvement in teaching, improving the results of their activities and themselves as a subject of pedagogical activity).

Keywords: *activity, productivity, awareness and perception, integrity, integrity and systematization, subjective properties.*

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Introduction

The teacher implements his functions in pedagogical activity, which is a kind of professional activity of specialists. At the same time, these functions reflect the structure of this activity - educational, training, organizational, communicative, scientific, cultural and socio-pedagogical, which allow the teacher to self-disclose and self-realize as a real subject of pedagogical activity. This structure must be dynamic, complete, holistic, systematic and comprehensive. At the same time, some scholars distinguish different numbers of substructures in the teacher's activity. For example, Markova (1996), who studies the psychology of teacher activity, distinguishes three components - motivational-orientational, executive and control-evaluation. In order to give a reasonable answer to this problem, it is necessary to comprehensively analyze and understand the pedagogical activities of primary school teachers as a specific area of professional activity of a modern specialist in sociology.

On the other hand, pedagogical tasks are characterized by their stereotypes and stereotypeness and at the same time non-standard, creative. The means of solving them are the content of primary education, taking into account the student's personality and its individual mental characteristics, a wide range of methods, techniques, technologies and forms of teaching and education, which, on the one hand, are standard, and on the other - their application is directly due to individual the style of pedagogical activity of the primary school teacher, the moral and psychological climate and the readiness of a particular class to master the educational material.

Undoubtedly, the sphere of professional activity of a teacher and its specifics make increased demands on his leading qualities as a specialist in the field of "man" - "man" (according to the classification of Klimov (1988)). To implement his job competencies, he must have developed professionally important qualities, the list of which includes intellectual, emotional, volitional, communicative, universal, personal and other specific qualities. At the same time, he has no secondary qualities, because each quality is always in the foreground, ensuring the effectiveness of pedagogical activities. For example, he must have developed intellectual abilities, a high concentration of attention and the ability to distribute and switch attention, have a large volume of operational and long-term memory, emotional and volitional stability, have developed communication qualities - pedagogical tact, patience, developed endurance and attention to details, empathy, responsiveness, good diction, clear speech, energy, high general culture, high

methodological culture - methodology, consistency and predictability of pedagogical activity.

However, for primary school teachers, this list should be clarified and specified. These must include: the presence of a focus on pedagogical work with younger students; ability to teach educational material in a form accessible to younger students; bright figurative and at the same time practical thinking; empathy and pedagogical intuition; pedagogical observation and pedagogically expedient immediacy and emotionality; special warmth and kindness, parental kindness and care in relation to students, etc.

Thus, the purpose of the article is to describe three lateral pictures - the personality of the primary school teacher, its subjective dimension and design for activity.

The international significance of the article lies in the integrated use of Western and Eastern European experience to solve the above problems, which may form the basis for the development of a modern model of teacher subjectivity.

The practical significance of the article is to summarize the subjectively significant aspects of the formation of primary school teachers, which can be used in pedagogical high education institutes in planning the content of education and its framework goals.

Special requirements for the personality of a primary school teacher

There is a number of studies on the implementation of updated training programs for primary school teachers, taking into account current educational achievements and the specifics of the region. Thus, an analysis of the competence of primary school teachers to implement the 2013 curriculum in Indonesia revealed that "primary school teachers do not have sufficient competence to implement the 2013 curriculum, especially when developing lesson plans, implementing lesson plans and assessment practices" (Maba, & Mantra, 2018). In such countries, mass discussions and focus groups are organized to improve teacher competence.

Similar problems and processes are observed mainly in the post-Soviet countries, which are poorly assimilated by best practices in subject-centric training of primary school teachers (Mukhamadovna, Sharipovna, & Supkhonovna, 2020).

Numerous reports of studies of the dynamics of the effectiveness of primary school teachers in Western Europe show that the most valid indicators of such effectiveness are: "(1) work with groups; (2) classroom management; (3) allocation of time; (4) survey methods; (5) teacher

reactions; (6) behavioral problems; (7) teaching methods; (8) work with individual students ” (Medley, 1977). In addition, a study of the readiness of primary school teachers to progress as far as possible revealed that the most of teachers considered themselves to be quite competent, however, “the opinion of teachers belonging to different age groups in their perception of a lifelong learning approach differs significantly” (Bozat, Bozat, & Hursen, 2014).

The *subject* of a teacher's professional activity is the teaching of academic disciplines that reflect the *content* of his activities. Younger students have one teacher, so he plays a major role in their lives within the school, their acquisition of the status of the subject of educational activities. The range of content of primary school teachers is extremely wide, which includes the following psychological and pedagogical aspects: acquaintance with each student and his parents, the organization of friendly relations with them and real cooperation; diagnosing learning skills and abilities, personal and psychological readiness for learning activities of each individual student; designing and modeling student learning prospects; formation and development of students' interest in knowledge, culture of mental activity as the basis of educational activities; acts for students as a good teacher, educator, senior friend; forms in them a culture of interpersonal interaction in the school environment; teaches students to learn, etc.

To do this, he must have the following **abilities**: to teach their subjects well; plan educational material; ensure the implementation of the curriculum; to improve methodical work; use the most effective methods, techniques, technologies, tools and forms of education that are characteristic of primary school; to analyze the success of students in educational activities; ensure compliance with academic discipline; to form skills and abilities of independent work; stimulate students' learning activities and form their learning motivation; to conduct additional optional classes; manage subject groups; to design the premises of the classroom; to conduct individual educational work with students; to work with parents of students and provide them with appropriate advice, etc.

The teacher has the following **skills**: designing and modeling of his pedagogical activity on the basis of its reflection and self-reflection, goal-setting and diagnostics of students' educational activity; organization of educational and cognitive activities of students in accordance with their age and individual mental characteristics; use and application of personality-oriented methods, techniques, technologies of teaching and education, which are specific to primary school: the formation of key competencies and the formation of a culture of educational activities of students, etc.

They are based on the following system **knowledge**: methodological, theoretical and methodological foundations of general pedagogy and primary school pedagogy; age features of the junior schoolboy and psychological laws of his formation and development as a social subject and a subject of educational activity; features of age anatomical and physiological development of junior schoolchildren; theory and practice of monitoring a child's readiness for school; structure and content of standards of primary education, curricula, textbooks and subjects; theory and methods of education in primary school, etc.

Thus, the teacher must be **competent** in all the above aspects, in addition, to know psychology - general, social, pedagogical, age, theory and methods of educational work at school, the basics of hygiene and pediatrics, ethics and aesthetics and more.

Note that the conditions of his work are not easy, because: pedagogical activity takes place in conditions of great neuro-psychological and communicative load, and communication is intense.

The specificity of this activity is also that it is evaluated and regulated according to the received evaluations, the teacher uses various methods that are subjective. These are self-analysis, self-reflection, self-assessment, self-correction and self-determination of one's pedagogical activity. Their individual character gradually determines the individual style of pedagogical activity, which is a direct manifestation of the professional subjectivity of the teacher. And the experience of pedagogical activity shows that, first, the main factor and an important prerequisite for its effectiveness is his personality; secondly, pedagogical activity in primary school makes special demands on its organization and implementation, due to the purpose of primary school and the age of students in which they are; third, by entrusting them with additional specific tasks that are not typical of subject teachers.

Most importantly, all these circumstances make special demands on the personality of the primary school teacher. In particular, the following: self-reflection, self-determination and self-regulation of one's own behavior, communication as a condition of pedagogical activity; autonomy in pedagogical activity; high general cultural, general scientific, general professional and professional competence; adequate self-esteem; mental stability and endurance; high general and professional intelligence; development of both theoretical and practical thinking; ability to development, self-development and self-improvement in pedagogical activity; high activity in pedagogical activity; positive professional "Ego" - concept; ability and ability to purposefully prove and defend one's subjectivity, to realize and perceive the subjectivity of another person - a

junior student who has such a leading need to defend his own "Ego", etc.

Subjectivity of primary school teachers in scientific discourse

As for the subjectivity of teachers, the neuropsychological nature of this substructure of personality, which, although it has ontogenetic, gender and age characteristics, is based on innate structures capable of making a person an active transformer of the world (Della Sala, & Anderson, 2012). In this regard, the nature of the subject is the subject of study of the humanities and natural sciences, and the factors of its formation are divided into external (socio-pedagogical) and internal (self-improvement and self-education) (Randolph, McCrea, & Barr, 2005).

The realization of the subjectivity of primary school teachers is currently seen by scholars only in an open performative educational environment, in which the student forms his own self-identity based on the natural inclinations of subjectivity, and the teacher realizes personal professional intention (Troman, 2008). According to Troman (2008), unfortunately, the educational space of primary school is "cramped" for the realization of the creative potential of the individual: it is limited by the age capabilities of the subjects of interaction - students: "Teachers in the modern context much more skilled and natural both in gaining recognition and in managing the range of responsibilities of their personality. They have become more strategic and conscious in defending their self-identity. Some evidence suggests that their priorities were to adhere to their humanistic values and self-esteem while adjusting their commitments" (Troman, 2008).

Correspondence, reflection and identification are currently defined by the main structuring and forming mechanisms of teacher subjectivity (Englund, & Gerdin, 2019). Although they can be diagnosed and implemented by neurodidactic means, they are still largely under the control of the teacher's personality. They are based on the mechanism of reflection, which the teacher acquires clear professional forms.

Based on the above, we can assume that the **subjectivity of the primary school teacher** can be defined as a complex functional autonomous system that is formed, developed, built and transformed by him in the process of life, pedagogical education and teaching experience. Subjectivity as self-development, self-determination and self-organization of the teacher's personality is realized by him, in our opinion, through an active conscious attitude to himself, to various objects, to other people, to pedagogical activity and most importantly - to younger schoolchildren.

We will analyze the last thesis in more detail, which is related to the

understanding and perception of the subjectivity of another person, in our case - the teacher of a junior high school student. As you know, the inner intention of a person's self-determination is related to the presence of "another". This is the way of internalization by a person of external experience. Its further extrapolation to another environment is to master the pole of "Ego" and create new internal conditions for mastering a new external experience. In fact, the junior student is at the beginning of this stage of internalization of external experience, because the main purpose of the school is the transfer of general scientific knowledge from one generation to another. In this case, the person is focused not only on the result but also on the process. Fixation on the pole "Another" means the loss of self, the denial of the subject in himself. Fixation only at the pole of the "Ego" leads to the denial of subjectivity in the "another" and ultimately in itself, because such a variant leads to a self-closure and the process of formation of subjectivity is not complete, but rather - that did not happen.

Kharash (1986) identifies three variants of the system of relations "Ego" - "Another", which differ significantly in their ability to develop subjectivity, in our case, as a primary school teacher and a junior high school student:

– the first: "Another" appears in the mind in an abstract typified form in order to "shade the relief" of the "Ego". Obviously, the "Ego" seeks to transform the "Another" in its own image and likeness (this type of activity is typical of authoritarian teachers);

– second: we face the other extreme when the "absorption" of the "Ego" by the "Another" occurs: the "Another" fatally transforms the "Ego", leaving no space for self-change of the "Ego". In both the first and second versions, the "Another", existing in ideal but objective characteristics, does not provide an opportunity for the development of the "Ego";

– the third presupposes the possibility of subject-subject relations and is expressed as the dialectical unity of the "Another": real and ideal, real and imaginary, etc. In this case, the "Another" does not absorb "Me" and "Ego" does not capture the "Another". The function of the "Another" in this case is to confirm the reality of the existence of "Ego". This option is ideal for pedagogical activities of primary school teachers.

Volkova (1998) emphasizes the validity of the third option: the specificity of the subjectivity of the teacher is that he treats not only himself as a subject of his own activity, but also the student as a subject of activity.

Since there are many areas of development of "Ego" in primary school, to confirm the "being" of various aspects of "Ego" of junior high

school requires a wide range of reference groups, where "significant others" is not one person (primary school teacher), but many people (teaching staff of the school). The parameters and structure of this reference circle for the student at school are created together with the student by the teacher, i.e. he constructs the space for the student within himself according to his laws and capabilities, but according to the leading values of humanistic philosophy of education. Confirmation of the "being" of the "Ego" of a junior school student, coming from the only "significant other" (primary school teacher), is limited because it does not allow comparison and thus disorients. The only "significant another" has another significant limitation in the development of subjectivity: it does not allow to refute, express, mark everything that surrounds the younger student, and everything that happens to him, and thus depersonalizes his "Ego". Such an unfavorable scenario occurs especially when the primary school teacher adheres to the values, rules and principles of authoritarian pedagogy.

As is well known, a person deprived of the opportunity to express and self-express himself as a social subject loses the opportunity to realize and comprehend what is happening to him and around him. This state inherent in modern man, according to Frankl (1990), is an "existential vacuum", which has its cause and background: "First, man, unlike the animal, no motivations and instincts tell him what to do. Secondly, in contrast to the past, no conventions, traditions and values say what he should do. And often he doesn't even know what he wants to do. Instead, he wants to do what others do, or do what others want him to do." As a result of the totalitarianism of the "significant other" man ceases to act and ceases to want to act. This situation can be called the paradox of losing subjectivity.

Thus, we can agree with the opinion of Kagan (1988) about the initial characteristic, the main feature of the subject, which is its activity as opposed to the passivity of the object. The next important feature of the subject is the conscious and self-conscious nature of his activity, which promotes creative purposeful activity. The final feature of the subject is its uniqueness and non-standard or, in our opinion, individuality and subjectivity. Unequivocally, each teacher is a potential subject of pedagogical activity, and its transformation into a subject is nothing but "the formation of personal qualities, the attachment of man to other people and his separation from others, his socialization and self-affirmation" (Losev, 1994).

These circumstances, of course, should significantly affect the goals, objectives, principles, content, methods, techniques and technologies of pedagogical activities of primary school teachers, as well as their training in

higher education. In this regard, there is an urgent need for comprehensively competent teachers of a new type with high spiritual, civic, personal, professional, professionally important and subjective qualities that meet the specific requirements of pedagogical activities in primary school!

Activity components as a basis of professional subjectivity of a primary school teacher

The above indicates that for the analysis of pedagogical activity of primary school teachers should follow a more detailed theory of activity, in particular the theory of systemogenesis of professional activity, which is substantiated by Shadrikov (1982).

According to this theory, the structure of his pedagogical activity includes personal-motivational, component-target, program, information, decision-making subsystem and subsystem of professionally important qualities. Modernizing and adapting this structure to the pedagogical activity of the primary school teacher, we determine the following components of his activity: value-motivational; software; informative or meaningful; operational-activity or praxeological; control-evaluation or diagnostic; subjective, the main content of which is professionally important and subjective qualities.

The main pedagogical problem of this sex is the structure of the personality of a primary school teacher as a subject of pedagogical activity. The psychological, pedagogical and philosophical literature contains the following definitions of the concept of "subject": it is a conscious social being, whose practical and cognitive activity is aimed at the object of influence and its transformation, etc .; a being who has consciousness and will and is able to act consciously and purposefully; a source of personality activity aimed at a specific object of activity; bearer of conscious object-oriented practical activity, cognition, communication and interpersonal interaction; a certain person or social group as a source of knowledge and transformation of reality, a carrier of activity, conscious activity; representative of a certain kind of activity.

The main manifestation of a primary school teacher as a subject of activity is his *subjective activity* - an integral manifestation of his personality, the core of professional subjectivity. It is a creative activity that he actualizes as the initiator and subject of his cognitive, emotional, value, emotional, professional, professional and personal efforts. It provides the teacher, as a subject, relative independence from the forces of nature, conflicting social requirements for the figure of the teacher, and from the standard requirements for teaching. Mature age, which is mainly teachers, is an

extremely important stage of manifestation and approval of their subjective structures and, above all, the subjective position, because it marks the transition from the egocentric position of the growing personality (cognitive, moral, communicative) to reflexive about yourself and other people. At this age there are qualitative changes in various mental spheres - cognitive, volitional, emotional and there are a number of new growths which testify to intensive development of reflexive processes in the field of consciousness (Slastenin, 2000).

Thus, the essential characteristics of a primary school teacher as a subject of creative pedagogical activity are the following:

1. Activity - the ability to conscious self-determination of creative pedagogical activity. "For a person as a subject, consciousness is especially important, because in the process of reflection, it forms and develops its goals, ie the purpose of activity, communication, behavior, contemplation and other activities.

At the same time, a person will remain a subject - to one degree or another - also at the level of the mental process and the unconscious in general, - stressed the role of conscious and unconscious in the behavior of the subject (Brushlinsky, 2010). The latter is not an activity that is completely separate from the subject and does not need to him. Even when a person is asleep, he (to a certain extent) - potentially and actually - exists as a subject whose mental activity at that time is manifested very vigorously at the level of the unconscious, but without goals, reflection and free self-regulation in their usual sense. This specific kind of activity exists only because, before it began (ie before falling asleep), man was a "full" subject of activity, communication and contemplation, and only because he continues in a dream his mental life in the form of very peculiar experiences ".

These provisions are extremely important for the teacher, because his pedagogical activity is full of unique and unexpected moments and moments when he has to show ingenuity, initiative, intelligence, patience and love for children, and sometimes just emotional and volitional resilience. In this regard, the principle of activity is one of the main principles of creative pedagogical activity of primary school teachers, which determines its active subject, which is in the process of constant dynamic interpersonal interaction with the whole environment, especially with younger schoolchildren who have a leading need - recognition of their social subjectivity and perception by others.

2. Productivity - its complex ability, on the one hand, to transform the educational reality in the classroom into a humane educational environment and the student into a subject of creative learning, and on the

other - to constant subjective, professional and professional self-development and self-improvement in teaching, improving the results of their activities and themselves as a subject of pedagogical activity. It should be noted that indecisive teachers who do not have professional intuition, pedagogical observation, creative immersion in teaching, the ability to get used to the image of a student who does not understand and does not perceive the student as a subject of life and learning.

3. Integrity, integrity and systematization of subjective properties, qualities and manifestations of a primary school teacher in pedagogical activity. Our study has already mentioned that the integrity of the subject means the unity and integrativeness not only of the activity, but also of all its activities. This is due to the fact that pedagogical activity in primary school is romantic, creative, diverse, multifaceted and non-stereotypical, and therefore requires from the teacher humanity, creativity, empathy, patience, tolerance, significant emotional and volitional tension and dedication to the cause. The teacher often finds himself in unusual situations, which can be successfully overcome only through high intelligence, practical thinking, ingenuity, professionalism, the ability to take responsibility for student success in learning and for its formation as a social entity.

This indicates that the personality of a primary school teacher is a complex systemic socio-psychological and professional formation in which the leading (subjective and professionally important) qualities are interconnected, interdependent, directly and sometimes indirectly affect each other. In general, pedagogical activity in primary school is a wide intellect, diligence and ingenuity, sociability and ability to self-limit the teacher, the speed of his thought and a tendency to analysis, synthesis. It is impossible to list all the qualities he needs. Is it even possible to find their complete set in one person? Probably quite difficult, because in addition to intellectual qualities, he needs high moral, spiritual, professional and universal qualities. The first requirement for it is full devotion to pedagogical work. The highest level of development of the subject of the teacher is his conscious creation as a subject of his own mental world and its constant improvement, introduction of professionally important meaning and values, disclosure of hidden reserves and potential abilities, individualization of internal - subjective world, inclusion in professional activity of new growths, maintenance of integrity of mentality in various conditions of its functioning and development, in particular directly in pedagogical activity.

4. The next important subjective manifestation for a primary school teacher is the awareness and perception not only of their social and professional subjectivity, but first of all of the subjectivity of another person

- a junior school child. This manifestation is extremely important, and very often decisive in the success of his pedagogical activity, because he is constantly in the dynamics of subjectivity, which is associated with establishing a measure of the ratio of poles "Ego" (i.e. teacher) - "Another" (i.e. junior school child) in the process of solving various pedagogical tasks and tasks, the organization of life of the team of junior schoolchildren. Thus, it is possible to formulate a number of basic rules for primary school teachers to preserve their own "Ego" and the perception of "Another" - a junior high school student: each pupil wants to see in his teacher an outstanding person, specialist and professional; the teacher in all respects must stand high above the students in the process of organizing the educational process, and at the same time in the process of its implementation must stand with them - to be their friend and mentor; to be an authority and ideal of behavior, communication and professional activity for students, a real teacher with a capital letter; to form the personality of the student and his social subjectivity and subjectivity in educational activities is, on the one hand, the basic principle of subject pedagogy, and on the other - the main task of the modern school.

Conclusions

Thus, the subject is not the psyche of the primary school teacher as a person, but the teacher as a subject of professional activity who possesses the psyche, not its individual mental properties and activities, but the teacher as a whole as a subject of being, interpersonal subject-subjectively interaction and creative pedagogical activity. The subject is a systematically and qualitatively defined way of self-determination, self-organization and self-regulation by his own pedagogically expedient subject behavior, communication and pedagogical activity. All this is connected with the features and purpose of pedagogical activity in primary school, which is a special kind of professional activity, the qualitative originality of which is manifested in the specifics of such components as humanistic, humane and personality-oriented goals, principles, forms, methods and means of its implementation, special significance of the results of pedagogical activity for the intellectual, cultural, social and activity formation of junior schoolchildren.

The subject in our article is understood as a core manifestation of the teacher's personality, because in modern pedagogy and psychology the subject is considered as the author and initiator of his own existence, life and professional activity, as a conscious beginning, ability to reflect and self-

reflection, self-determination and self-regulation. pedagogical activity, experience and awareness of both one's own being and "Ego", and another person and his "Ego".

This is manifested in such important subjective manifestations of it as consciousness and self-awareness, reflection and self-reflection, activity and initiative, sufficient creative autonomy in pedagogical activity, self-education, self-regulation and self-determination of this activity, self-development and self-improvement in it.

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