

The Significance of Professional Subjectivity of a Specialist in Taking into Account Educational and Civilizational Changes in the Information Society

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Summary

A forecast foresight of the conditions for the development of educational affairs in the Information Society of Ukraine is presented, taking into account changes in the technique, technologies, and the socio-social sphere. Unresolved problems in Ukraine regarding the modernization and improvement of the education system by means of informatization are highlighted. The need for further improvement of Ukrainian education by means of informatization is noted. Formulated the main goal of future education. The necessary conditions for the successful development of future education are highlighted. The role and place of the key figure of the teacher in the education of the future is determined. The article highlights the theoretical and philosophical foundations of professional subjectivity of the future specialist. Recently, the world's pedagogical thought has increasingly focused on how to build an educational process so that it brings a sense of happiness to all its participants. It is believed that this is a new management philosophy in general, although its origins are in ancient Greek sources, which claim that only a happy life has meaning and value. It is found out that the professional subjectivity of a specialist is an important professionally significant quality of the individual, which provides a purposeful and optimal implementation of their mental, personal resources for solving professional and life problems, which is manifested in the desire for self-definition, self-determination, self-regulation and self-improvement in professional activities taking into account the information society. The structure of this phenomenon is shown.

Keywords:

elaboration of promising directions for the development of education in Ukraine, Information Society, civilizational changes,

education.

1. Introduction

Without exaggeration, the problems of education are among the most complex and controversial not only in pedagogical philosophical science, but in science as a whole.

In the intellectual history of humankind, the close interaction of philosophy and pedagogy is known. Any pedagogical system has always been based on a certain philosophical system, and any philosophical system as an applied embodiment was realized through pedagogical principles and ideas. It is obvious that these segments of science, culture, and the spiritual life of society as such are connected with each other. Both pedagogy and philosophy deal with a person, the formation of his spiritual world, general culture, preparation for life in the broadest sense of the word [20].

Integration of Ukraine into the pan-European educational space, drastic changes in the labor market require a revision of traditional approaches to training specialists in higher education and monitoring the effectiveness of measures implemented [8].

One of the strategic directions of the state-building process in Ukraine at the present stage is the reform of the higher education system. The development of the education system, its radical reform, should become the basis for the reproduction of the intellectual and spiritual potential of the

people, the release of domestic science, technology, and culture to the world level, national revival, and the formation of statehood and democratization of society in Ukraine [16].

According to scientists V. Bykov and M. Leshchenko, the problems of methodology and technique of pedagogical research of classical pedagogy can be solved by theoretical and methodological justification of a new branch of pedagogical knowledge – digital humanistic pedagogy, which integrates bio and techno and explains how to organize the educational process in the conditions of its implementation in the real-virtual space [3].

Purpose of the article. To find out the significance of professional subjectivity of a specialist when taking into account educational civilizational changes in the information society.

2. Analysis of recent research and publications

The problem of the subject and subjectivity of a person has been studied by philosophers, teachers and psychologists.

N. Aristova devotes her research to the scientific and theoretical analysis of the concept of "subjectivity". The scientist considers "subjectivity as a quality of personality, personal characteristics and ability, which should be expressed by the level of ownership of activity and freedom in the process of life" [2].

O. Ovcharenko defines various approaches to the formation of subjectivity and shows the pedagogical influence of the formation of professional subjectivity of a specialist aimed at the value-motivational, content, activity-based, communicative and reflexive components of the individual [19].

V. Olefir understands the subject "as a quality that arises and develops during life" [18].

Kuchai, O., Skyba, K., Demchenko, A., Savchenko, N., Necheporuk, Y., & Rezvan, O. study the role of multimedia education in the evolution of the information society [9].

V. Yagupov, when training specialists, considers the main thing – subjectivity for both students and teachers, on whose creative initiative the success of their formation as specialists depends. It offers such a form of training as blending learning, which combines traditional approaches and new opportunities for distance learning in the professional training of future specialists [25].

Kotiash, I., Shevchuk, I., Borysonok, M., Matviienko, I., Popov, M., Terekhov, V., Kuchai O. expresses the possibilities of Using Multimedia Technologies in Education. The practice of multimedia technologies in the educational process of higher education institutions allows to move from a passive to an active way of implementing educational activities, in which the student becomes the main participant in the learning process. [7].

Shunkov, V., Shevtsova, O., Koval, V., Grygorenko, T., Yefymenko, L., Smolianko, Y., Kuchai, O. study the success of the usage of network and multimedia technologies in the training of future teachers depends on the level of conceptual development of pedagogical tools used in the organization of educational and cognitive activities of students; from the degree of adaptability of the educational and information environment of training a modern specialist to his professional environment; from the level of readiness of students to perform professionally-oriented tasks with the help of network and multimedia technologies [23].

S. Shekhavtsova defines subjectivity as "the qualitative state of the future teacher's personality in the process of mastering various types and forms of professional and pedagogical activity" [22].

S. Kuzikova characterizes subjectivity as a personal property that "plays the role of functional education, providing solutions to the main life tasks that are constantly updated" [10].

M. Navrotskaya and O. Malykhin define the subjectivity of students as their ability to self-educate and make independent decisions concerning their future profession in the process of professional training [17].

3. Research methods

To achieve this goal, methods of theoretical generalization, qualitative analysis and synthesis were used to clarify the content of the concept of "subjectivity", to find out the significance of professional subjectivity of a specialist when taking into account educational civilizational changes in the information society.

4. Results

When developing projects for the development of domestic education of the future in the modern information society, it is necessary to proceed from its current positive aspects and achievements, take into account global general civilizational and educational trends, and take into account the need to solve certain urgent problems. The need to assimilate rapidly growing arrays of knowledge and information and the impossibility of their assimilation by traditional methods in the modern information society dictates the need to create innovative educational technologies that would allow us to achieve our goals with minimal time and with the least effort and money.

It is necessary to widely and thoroughly study the experience of education development in the modern Information Society in developed, democratic countries and extrapolate it to the domestic educational system, taking into account national characteristics and traditions, thus integrating into the global educational space.

Organic needs for the development of education are the processes of further humanization, humanitarization, democratization and decentralization of its management.

It is impossible not to take into account in the modern information society those centrifugal, localization processes that, along with globalization processes, occur both in the world and in Ukraine, which also affects changes in education to a certain extent.

When planning the education of the future in the information society, it should be borne in mind that the current educational system of many countries, including developed ones, is in a state of general crisis, which is cyclically escalating.

The key term in today's information society in predicting future education is "innovation". Further civilizational progress depends on the success of the formation of a new person, an innovative, human-oriented person who is fully aware of the need for noospheric, environmentally respected, critical thinking, worldview and outlook. The product of the educational system of the future should be able to perceive the world innovatively, think, see and understand innovatively, have an innovative consciousness and, most importantly, act innovatively.

Therefore, the education of the future in the modern information society is an innovative education, the essence of which is that it is carried out by constantly introducing new things. The main goal of innovative education is to preserve and develop a person's creative potential.

The need to introduce innovative processes in the entire educational information space of Ukraine is determined by the challenges of the time, civilizational changes of a planetary nature, which consist in rapid, with increasing acceleration of changes in all spheres of human life, in the expansion and deepening of globalization and localization processes, in the dangerous orientation of humanity to self-destruction.

The current stage of development of society is characterized by the acceleration of scientific and technological progress, the creation of new highly effective technologies, the widespread use of information and communication technologies, and these trends will increase in both qualitative and quantitative dimensions in the near future. The computer sphere is undergoing major changes. Due to the replacement of silicon in the electronics industry with water-carbon materials, the latest processors will be widely used – extremely fast processors with a huge amount of memory. Powerful teraflop computers are also the future. In the educational process, various gadgets such as the "Google Glass" device will be used more and more, which provide access to educational content anywhere and at any time. The scope of using cloud technologies will be expanded both in the professional activities of teachers and in the educational activities of pupils and students. Cloud technologies are easy to distribute and update, reliable and

cost-effective, and provide the ability to create virtual classrooms [11].

Recently, the world's pedagogical thought has increasingly focused on how to build an educational process in the modern information society so that it brings a sense of happiness to all its participants. In particular, the concept of happiness management has become widely used in China, which consists in the fact that the education process should be carried out in such a way as to meet the needs of all its subjects as fully as possible. The goal and result of training and education is to make a person happy.

It is believed that this is a new management philosophy in general, although its origins are in ancient Greek sources, which claim that only a happy life has meaning and value. Chinese scientist Pu Desiang believes that the theory of happiness management is a mechanism and process by which the human mind coordinates resources and contributes to the maximum approach to happiness.

Basic ideas of happiness management theory:

- mutual respect between all participants in the educational process;
- the humanized principle of initiative in the educational sphere;
- promoting human potential development;
- ensuring high quality of personal realization;
- combining the individual goals of each participant in the educational process with the goals of the institution in which this process takes place;
- optimal use of resources for creating social values for all subjects of the educational process.

The implementation of the concept of happiness management requires the education of a high culture among all participants in the educational process, compliance with the principles of human-centricity, and complete rejection of the authoritarian educational model. The new learning model is based on respect for students, concern for their psychosomatic health and enriching their spiritual life, especially those who study in an exam-oriented mode. Building relationships between learning subjects is based on mutual respect, trust, and care.

A professional specialist in the modern information society should be a competent, highly ethical person, and an enthusiast in their field. Only a competent and happy teacher can raise a competent and happy pupil, student or specialist.

The modern concept of happiness management in the educational sphere is consistent with the opinion of the outstanding Ukrainian philosopher I. Franko: "... the school, although as an important and sacred thing, is still for people and not people for school [15].

The analysis of the concept of subjectivity in the psychological and pedagogical literature shows that it is not identical to the general philosophical concept of the subject.

What unites approaches to the interpretation of subjectivity is that its system-forming feature is the creative

activity of the individual, manifested on the subject's own initiative.

Professional subjectivity in the pedagogical dimension is understood as a qualitative state of the individual in the process of mastering various types and forms of professional activity, which allows you purposefully, independently and self-regulate transform your own abilities into professionally important personal qualities that contribute to the achievement of professional self-improvement, self-realization and self-development. The main task of the teacher is to initiate the transition of potential opportunities and abilities of the educational applicant to self-improvement and their implementation in professionally significant qualities

The main idea of various approaches to the formation of subjectivity is to include the educational activities of educational applicants in the process of their life-creation.

The formation of professional subjectivity of a specialist provides for a consistent directed pedagogical influence on the value-motivational, content, activity-based, communicative and reflexive components of the personality of educational applicants. Starting from the period of professional self-determination of applicants, taking into account the characteristics of the specialty associated with the novelty of experience, different cultures and a high threshold for entering the profession [19].

S. Shekhavtsova defines subjectivity as "the qualitative state of the future teacher's personality in the process of mastering various types and forms of professional and pedagogical activity, which allows you purposefully, independently and self-regulate transform your own abilities into professionally important personal qualities that contribute to the achievement of professional self-improvement, self-realization and self-development" [21].

According to S. Kuzikova, subjectivity is a personal property that "plays the role of functional education, providing solutions to three main life tasks that are constantly updated" [10].

N. Aristova, the professional subjectivity of the future specialist defines as "a professionally integrative quality of the individual, manifested in the formation of a belief about their own readiness and ability to actively, independently, creatively and autonomously organize and solve professional tasks, make creative decisions in non-standard situations, anticipate positive and negative consequences in accordance with the decisions made to obtain new experience in producing an important functional result necessary for the successful performance of professional activities" [2].

Students' subjectivity is their ability to self-educate and make independent decisions about their future profession in the process of professional training. Future specialists, entering higher education institutions, should understand the full responsibility for their words and actions as subjects of training. Students should move away from their usual

state, to which they were accustomed as schoolchildren, when they were constantly monitored and encouraged to study certain subjects. They should understand the importance of the material that is provided to them in the process of professional training, because this will help them express themselves as subjects of educational activities. The development of students' subjectivity in the process of professional training has four stages: the objective stage of development; the objective-subjective stage of development; the subjective-objective stage of development and the subjective stage of development itself. Having analyzed each stage, we can say that at all stages of the development of subjectivity, students face various difficulties, overcoming which depends on self-motivation and their own desire to achieve professionalism in the mastered future profession [17].

N. Aristova suggests considering "subjectivity as a quality of personality, personal characteristic and ability, which should be expressed by the level of possession of activity and freedom in the process of life" [2].

A. Derkach rightly emphasizes, "a high level of development of a person as a subject requires socio-economic professions [4], to which the teaching profession belongs.

I. Galyan suggests the following prerequisites for the emergence of the problem of subjectivity:

- "the development of scientific and ideological, philosophical and pedagogical knowledge, in which the semantic context of the concept of "subject" was gradually enriched, socio-cultural processes that influenced the understanding of the role of a person in life";
- socio-political perspective of personality consideration;
- a request to prepare the younger generation for life in specific historical conditions" [5].

According to K. Abulkhanova-Slavskaya, "the subject allows us to find in different individuals a different degree of their activity, a different degree of interactivity, a different degree of self-determination; to reveal the relationship between the ideal of development and the really achieved level, the capabilities of the individual and the real measure of its activity. This is how the concepts of subject, personality, individuality are synthesized" [1].

R. Harre in the theory of subjectivity identifies the model of the subject: "the most general requirement for any being is that it can be considered a subject, that it has a certain degree of autonomy. It is understood that its behavior (actions and acts) is not fully determined by the conditions of the immediate environment" [6].

A subject is "...a being that self-integrates "ascending" around its essence, independently, freely and creatively carries out its life activity and develops in this capacity throughout life in the form of a person, an individual as specifically human entities" [24].

V. Olefir understands the subject "as a quality that arises and develops during life. However, generalizing different points of view, it is possible to distinguish some universal attributes of the subject, such as activity, integrity, integrativity, creativity, reflexivity, freedom of choice, autonomy and independence, self-determination, the ability to self-organize, the attitude to oneself and others as subjects" [18].

Professional development of a specialist as a subject is crucial. This applies primarily to young professionals and students who are beginning to move on to their own, including professional life.

Professional subjectivity is an integral professionally important quality specialist, the content aspects of the formation, actualization and manifestation of which are determined by the typology and specifics of professionally predetermined tasks, the nature of professional interaction and the conditions of the professional environment; it can be presented as a subjectivity that is realized and develops under the influence of intra-deterministic activity in the space of the Information Society, professional activity, the interests of solving official tasks, professional formation, improvement, development and self-development.

Professional subjectivity of a specialist is a professionally significant quality of the individual, which provides purposeful and optimal implementation of their mental, personal resources for solving professional and life problems, which is manifested in the desire for self-definition, self-determination, self-regulation and self-improvement in professional activities. The structure of this phenomenon contains the subject's professional position, scientific activity, subject experience, ability to reflect, anticipation, and attraction to subject self-realization. The analysis of special scientific and pedagogical literature allows us to identify a number of methodological approaches that contribute not only to understanding the essence of the concept of subjectivity, but also to the formation of subjectivity of future specialists in the process of professional training [22].

A. Linnik highlighted the methodological and theoretical-methodological foundations of preparing the future teacher for the organization of subject-subject interaction with students, which is translated through the following approaches: "cultural, axiological, systemic, synergetic, subject-activity, environmental, competence, hermeneutical and dialogic, concretized in the principles: self-development, cultural correspondence, subject orientation, value-semantic attitude to interaction, orientation of training to the values of the professional environment, text centrism, cooperation of subjects in all spheres of activity, freedom to choose the trajectory of development, dialogization of the educational environment" [14].

One of the necessary conditions for the successful development of future education in the information society

is the mobility of educational subjects – those who study and those who teach. This means that pupils, students, professors of higher educational institutions and teachers should be able to visit developed countries of the world and, above all, Europe to enrich their academic and professional thesaurus, gain experience, and general cultural development. This can only be possible if the subject of the Ukrainian educational system is fluent in the language of the country chosen to visit, that this country recognizes his status and agrees to his admission, and Ukraine is interested in such a business trip, appreciates his participation in the educational process and supports this project financially.

The implementation of expanding the mobility of educational entities will greatly contribute to the further introduction of the European credit-transfer system, which is the basis for creating favorable conditions for the free movement of students, teachers, researchers, education managers in Europe, enhancing cooperation between educational institutions in different countries, expanding the range of students' choice of educational institutions.

It should be borne in mind that the central actors of society in the first third of the XXI century will be the current generation of "Y" according to the theory of generations by V. Strauss and N. Howe, or as it is also called "network generation", "generation-next", "web-generation", and it will gradually be replaced by the generation "Z", that is, those who were born already in the current period. It is already clear that representatives of the "Y" generation, and even more so the "Z" generation, who still use various gadgets in the cradle, will not be able to be satisfied with the current forms, methods and means of Education. Researchers of educology should study, promote and implement the latest technologies for teaching and educating future generations, consonant with the projected challenges of the time [11].

In the conditions of the modern Information Society, the average person is constantly in the context of the main events of the globalized world. Technological means of communication make it possible to receive information from different sources and from different users living in different parts of the world. What they see as the advantages of developing the Information Society: firstly, it is access to knowledge that makes it possible to solve various life problems and find the most optimal ways to solve them, and secondly, to carry out versatile communication with other people. Mutual coexistence of the community is impossible without the exchange of thoughts, ideas, subjective impressions, facts and hypotheses, which is why the key sign of socialization of the individual is the formation of needs to take and give information, provided at the psychological level by the processes of communication, thinking, feeling (perception) etc. The need for informational interaction with other members of social education sometimes exceeds the urgent, objective needs of a person for knowledge to solve current problems. In such

cases, the content of information is leveled and the process of consuming or transmitting information itself comes to the fore. The emergence of the Information Society initiated a rapid increase and renewal of knowledge, at the same time, scientific and technological progress made it possible to expand the everyday capabilities of the average person and access to them.

The digital information environment, today, is one of the main factors of socialization of the individual. The accumulation of experience in information activity forms a special style of interaction with the information environment, which takes into account the specifics of socio-role behavior of the individual, features of work activity: the speed of updating knowledge in the industry, changes in working conditions, psychophysiological properties of the individual. The style of information activity includes well-established ways and algorithms for solving life problems that require the search for knowledge. "Trust-distrust" to individual media, cultural and ideological formations (for example, to Christianity, as a way to explain the phenomena of objective reality), checking the accuracy of information and including it in an individual life context: how important and relevant knowledge is for the individual [13].

The possibilities of using informatization tools and technologies, in particular, distance learning, in the educational process of higher educational institutions are not limited. The main thing is the subjectivity of both students and teachers, whose creative initiative determines the success of their application. Today, they can be used in almost every lesson. However, an essential aspect is the presence of active intersubjective interaction between teachers and students, since otherwise the effect of their application will be low and unjustified. The form of their use in full-time training of future specialists is called blending learning, which combines traditional approaches and new opportunities for distance learning in the professional training of future specialists. Blending learning, which creatively combines traditional and distance learning through the integrated use of ICT tools, was initially due to the lack of powerful computer networks with extensive information capabilities, and still finds quite wide application in many leading countries of the world, including the EU and the USA, where powerful internet technologies are contained. With such training, it is not the fact of using distance learning tools in itself that is important, but the achievement of educational and developmental goals of professional training of future specialists. Accordingly, the choice of certain ICT tools should be determined solely by the content and methodology of studying the educational material, and not only by the technical and technological capabilities of ICTs. This means that the choice of distance learning tools and technologies should be based on specific tasks, the content of educational material and the specifics of the discipline,

the nature and necessity of interaction between teachers and students. Of course, it requires a lot of informational and methodological work of teachers, high-quality study of educational material, educational, methodological, organizational and technological support for the educational process in general and the educational activities of each individual student, in particular. It is necessary to create information and educational environments, adapt certain ICT tools to them, and attract network technologies-Internet technologies, web technologies, mail technologies, interactive and other modern technologies that are operated using local and global electronic networks. For example, one of them is case technologies that are implemented using a structured set of electronic educational materials. The next option is when the computer network serves only as a communication environment that is used to post information about training programs, plans, seminars, as well as consultations, tests, exams etc. Therefore, the range of application of distance learning tools and technologies in the professional training of future specialists is not limited. However, there is a significant prerequisite for their effective and pedagogically appropriate application. This is the subjectivity, first, of students as subjects of educational activity [25].

The difference between distance learning and traditional learning is understandable if we consider them from the point of view of forms of interaction between the teacher and the student. The traditional model of training is based on giving lectures, conducting seminars, laboratory and various game types of classes, organizing independent work of students, and so on. The training base is a book and a teacher as an interpreter of knowledge. Distance learning is focused on introducing fundamentally different learning models into the educational process, involving conferences, project work, trainings and other activities with computer and non-traditional technologies.

The role of the teacher also changes significantly in this educational process. It is assigned such functions as coordinating the cognitive process, adjusting the course under study, advising students when organizing an individual curriculum, managing their educational projects etc. It helps students in their professional self-determination. Based on this, distance learning has a number of advantages over traditional learning: advanced educational technologies, availability of information sources, individualization of training, a convenient consulting system, democratic relations between students and teachers, a convenient schedule and place of work.

The introduction of distance technologies in the educational process is aimed at a deeper understanding of the educational material; the formation of such competencies as communicative (direct communication using the network), informational (search for information from various sources and the possibility of its critical understanding), self-education (the ability to learn

independently). As practice shows, if a student does not learn to make decisions independently, determine the content of their educational activities and find ways to implement them, they will not be able to master a particular discipline qualitatively. In addition, distance learning also performs an educational function – it contributes to the formation of leading personality traits: activity, independence, self-improvement and creativity.

The effectiveness of pedagogical support in the process of distance learning is achieved by the following conditions: the presence of students' computer literacy, taking into account the psychological patterns of perception, memory, attention and age characteristics of students, their individual and personal characteristics, the creation of psychological comfort, which includes the ability of the teacher to dialogue means of information technologies, to find an individual approach to students, the implementation of a specially organized self-control of students and systematic control of the teacher over the generalization of knowledge provided for in the development of relevant training programs, students' possession of skills of independent work, ensuring effective interaction of all components of the distance learning system [12].

5. Conclusions

The future educational system of any country should be designed in such a way as to promote the speedy liberation of the educational community from the old dogmatic educational thinking and the formation of new, critical, legal, economic, political and environmental thinking in the information society.

When developing prospects for the development of the education system in the information society, it is necessary to anticipate and take into account global civilizational changes, world and, in particular, European experience, as well as changes in technique, technology, economy, science and other spheres of human life.

In our time, the issues of comprehensive formation of a person capable of self-education, self-development and creative self-realization are relevant. There is a need to solve this problem, which is due to social, cultural, and pedagogical factors. This makes it necessary to find effective means of personality formation in the information society. In this matter, great importance is attached to the professional subjectivity of the future specialist.

It is found out that the professional subjectivity of a specialist in the information society is a professionally significant quality of the individual, which provides a purposeful and optimal implementation of their mental, personal resources for solving professional and life problems, which is manifested in the desire for self-definition, self-determination, self-regulation and self-

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