

DOI: <https://doi.org/10.34069/AI/2023.66.06.10>

How to Cite:

Stryzhakov, A., Khrolenko, M., Matsenko, L., Koycheva, T., & Moiseienko, N. (2023). Formation of the professional subject of future psychological and pedagogical specialists in higher education. *Amazonia Investiga*, 12(66), 95-104. <https://doi.org/10.34069/AI/2023.66.06.10>


Formation of the professional subject of future psychological and pedagogical specialists in higher education

Становлення професійної суб'єктності майбутніх фахівців психолого-педагогічного напрямку в середовищі вищої освіти

Received: May 14, 2023

Accepted: June 30, 2023

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Abstract


The article substantiates the peculiarities of the formation of professional subjectivity of future specialists in the field of psychology and pedagogy in the environment of higher education. The essence of the concepts "subjectivity", "subject", "professional subjectivity of a specialist" is revealed. The stages of the development of students' subjectivity in the process of professional training are distinguished: the objective-subjective stage of development; the objective stage of development; the subjective-objective stage of development and the actual subjective stage of development. The main functions of the student as a subject of activity are considered. When considering the possibilities of development of the individual's subjectivity, the mechanisms that determine the direction and dynamics of the progress of the personal and professional formation of the individual and its development are grouped. It is proved that the


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
У статті обґрунтовано особливості становлення професійної суб'єктності майбутніх фахівців психолого-педагогічного напрямку в середовищі вищої освіти. Розкрито сутність понять «суб'єктність», «суб'єкт», «професійна суб'єктність фахівця». Виокремлено етапи розвитку суб'єктності студентів у процесі фахової підготовки: об'єктивно-суб'єктивна стадія розвитку; об'єктивна стадія розвитку; суб'єктивно-об'єктивна стадія розвитку та власне суб'єктивна стадія розвитку. Розглянуто основні функції студента як суб'єкта діяльності. При розгляді можливостей розвитку суб'єктності особистості, згруповано механізми, що визначають спрямованість й динаміку прогресу особистісно-професійного становлення особистості та її розвитку. Доведено, що суб'єктність студента проявляється у процесі активації таких механізмів: самоактуалізації, саморозвитку, самопрезентації, самореалізації,

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student's subjectivity manifests itself in the process of activating the following mechanisms: self-actualization, self-development, self-presentation, self-realization, and self-determination. In the radius of the educational environment of the higher school, attention is paid to the conditions, and the possibilities of realization of the internal possibilities of the formation of subjectivity are determined.

Keywords: subject, subjectivity, professional subjectivity, future specialists, higher education.

Introduction

The educational sector occupies an integral part of the formation of the personality, its development, and the society in which a person is located. At the current stage of the development of society, there are changes in both the goals of education and the essence of the educational field, which in the process of professional training affect the development of students as "subjects".

In today's life, understanding the importance of education makes it possible to attach great importance to the development of students' subjectivity and see it as a leading factor for the development of society and its progress.

One of the main and significant indicators of students' professional development is the position of their attitude and readiness for the future profession. This formed position of coldness concerning and readiness for the future profession is its characteristic, which determines the limit of the education seeker's choice of professional path, and the limit of understanding responsibility for carrying out activities and his behavior during these activities. It is very important to emphasize that in the process of professional training, during the student's understanding of his main professional values and meanings, the question of the development of students' subjectivity becomes especially relevant (Navrotska & Malikhin, 2018).

In pedagogy and psychology, one of the key ones is the category of subjectivity, which is related to the concept of "subject", which includes the following main acmeological characteristics:

- achievement of the highest level of individual development, the need for its constant improvement, which is what the concept of "subject" means;

самовизначення. В радіусі освітнього середовища вищої школи приділено увагу умовам та визначено можливості реалізації внутрішніх можливостей становлення суб'єктності.

Ключові слова: суб'єкт, суб'єктність, професійна суб'єктність, майбутні фахівці, вища освіта.

- ability to self-realization, self-organization, self-activity, and self-regulation (Prymachok, 2019).

Therefore, the issues of comprehensive formation of a personality capable of self-development, self-education, self-realization, self-organization, self-activity, and self-regulation are relevant. There is a need to solve the given task: the formation of professional subjectivity of future specialists in the field of psychology and pedagogy in the environment of higher education, which is determined by pedagogical factors, social factors, and cultural factors. We see the need to find means of forming the personality itself so that they are effective and give the expected results. With this approach, great importance is attached to the professional subjectivity of the future specialist (Bida et al., 2019).

Literature Review

M. Navrotska & O. Malikhin (2018) defined the concepts of "subject" and "subjectivity". The stages of development of students' subjectivity were developed, which showed their effectiveness during the professional training of specialists. During the development of the stages of development of the subjectivity of students, difficulties arose, which scientists showed and outlined ways to eliminate them in the process of developing the subjectivity of future specialists.

N. Glebova (2018) showed possible approaches in the process of personal and professional development for the realization of the social competence of the individual and singled out the ways of modern sociology to study the specifics of the subject social; at the same time, the scientist showed the role of the social environment; in the structure of socialization of the individual, she named the main regulatory function of social competence; proposed

progressive ideas for the study of social competences of specialists in sociological science.

I. Onishchenko (2021), researching future primary school teachers, showed the peculiarities of the influence of subjectivity on motivation for professional activity and the importance of subjectivity as a factor in the formation of motivation for professional activity.

V. Vovk (2015) examined the educational environment of the higher school from a theoretical point of view, singled out the psychological and pedagogical factors of the development of the student's personality as a subject of educational and professional activity; showed the problems of becoming a subject of the future specialist.

T. Kolodko (2018), as an integral property of the specialist's professional competence, the professional subjectivity of the future foreign language teacher is substantiated.

R. Moroz (2018), during the formation of the professional and essential qualities of the future specialist, the theoretical and methodological principles were highlighted and the main indicators of professional subjectivity were revealed in the future specialist: professional initiative in the activity of the specialist; positive arrangement, self-attitude, structuredness of personal meanings of professional activity; interest in the profession; purposefulness, the activity of the individual in professional self-attitude; understanding the essence, significance, advantages of professional activity; qualified self-development of the individual in professional activity; clear independent thinking of a specialist when performing professional tasks; individualization of specialist activities, etc.

L. Prymachok (2019) considered the meaning of subjectivity in the professional training of a specialist and analyzed the positive aspects of the subjectivity of a specialist; the main objective characteristics of the specialist's subjectivity are singled out and revealed.

V. Yagupov (2016) analyzed the professional subjectivity of officers, and revealed an integrally important professional quality of specialists: the professional subjectivity of officers, which is based in the professional sphere on reflection, self-reflection, self-actualization, self-reflection, gives a way to self-

organization, self-determination, and self-regulation of professional activity.

The purpose of the study: to substantiate the peculiarities of the formation of professional subjectivity of future specialists in the field of psychology and pedagogy in the environment of higher education.

Methodology

The following theoretical research methods were used to solve the tasks set in the work: categorical, structural-functional, analysis, systematization, modeling, and generalization.

The study of the formation of the professional subjectivity of future specialists in the field of psychology and pedagogy in the environment of higher education is based on the premise that the professional training of specialists is an interactive educational phenomenon, holistic, systemic, aimed at the formation of a competent, competitive specialist in the modern world, capable of solving based on the generalization of interdisciplinary knowledge of professional tasks, the implementation of educational goals in the context of an integrated approach, the provision of intercultural communication, the cultural guiding function in the conditions of globalization.

The technologies of assembly and realization of the content of the formation of the professional subjectivity of future specialists in the field of psychology and pedagogy in the environment of higher education make it possible to form the personality of a specialist prepared for life, which synthesizes professional competence, the special professional subjectivity of the future specialist in the field of psychology and pedagogy in the environment of higher education, the substructure of the personality, the general erudition of a person, aimed at purposeful professional, innovative activity, constant professional growth. Professional self-realization, the formation of professional subjectivity of future specialists in the field of psychology and pedagogy in the environment of higher education is provided by a wide range of educational programs, their opportunities, and specializations based on the principles of multilevel, interdisciplinary, diversification, continuity, etc.

The methodological basis of the study is based on:

- the principles of objectivity, scientificity, systematic and complex approaches, integrity, interdisciplinary, and humanization of education;
- psychological-pedagogical, general provisions of higher school didactics, provisions for the formation of professional subjectivity of future specialists of the psychological-pedagogical field in the environment of higher education, continuous professional development of the specialist, his self-education;
- acmeological principles of formation of professional subjectivity of future specialists in the field of psychology and pedagogy in the environment of higher education, formation of specialist professionalism;
- andragogical principles, professional and personal development of specialists in the field of education;
- provisions of comparative pedagogy and anticipatory approach to the formation of professional subjectivity of future specialists in the field of psychology and pedagogy in the environment of higher education in the domestic territory with the application of elements of progressive experience of other countries in the formation of professional subjectivity of future specialists in the field of psychology and pedagogy in the environment of higher education.

Results and Discussion

The subjectivity of education acts as self-adjustment to solve tasks, as the idea of forming specialists' focus on professional and personal self-improvement. Complications occur in the process of self-improvement. For example, during the creative and professional activity at all stages of professional socialization and professional activity, which is constantly occurring, specialists act as subjects who can self-organize, i.e., can consciously choose independently and refer to the chosen profession as a life priority value, choose the most optimal practical ways of mastering the chosen profession from the point of view of their professional preferences.

We will reveal the content of the concepts "subject", "subjectivity", and "professional subjectivity of a specialist".

We consider a person to be a subject in the sense of a source of knowledge and the transformation of reality by him; a bearer of activity that purposefully changes the world, his life, and the lives of the people around him.

The subject is considered as:

- manager of physical and mental forces;
- a person who creates his own life;
- a person who can change life activities into a subject of transformation with practical application in later life;
- a person who can independently evaluate the methods of his activity, control the course and results of his behavior, and change the ways of life.

The subjectivity of students is the ability to make independent decisions, self-education to competitiveness when mastering the chosen profession of future specialists in the field of psychology and pedagogy in the environment of higher education in the process of professional training. While studying in institutions of higher education, future specialists must understand the need for quality training for further employment and for the ability to act competitively as subjects of training. The education of students in institutions of higher education differs from the usual education to which they were accustomed as schoolchildren (constant supervision is conducted, and there is an incentive to study). Here students understand the importance of the material given to them in the process of professional training (Navrotska & Malikhin, 2018).

V. O. Olefir (2016) presents the subject from the point of view of a quality that arises and develops throughout life; highlights the universal attributes of the subject: the ability to self-organize, freedom of choice, self-determination, integrity, independence, activity, creativity, integrativeness, reflexivity, autonomy, attitude towards both subjects and oneself and others.

The concept of subjectivity when choosing and carrying out one's life activities is presented as a personality quality, position, personal characteristic, property, state of personality development, ability, and various abilities that express the degree of manifestation of freedom and personal activity (Aristova, 2017).

With this approach, the subject with different personalities can reveal the ratio of the ideal of development and the achieved level, to find a different degree of integrability, activity, a different degree of self-determination; present opportunities, and real measures of its activity. This is how the concepts of personality, subject, and individuality are synthesized (Abulkhanova, 2006).

The professional subjectivity of a specialist is a professionally important quality that is integral, which sets a positive attitude towards the educational space and the students of education, causes a positive attitude towards oneself as a subject of the pedagogical activity, shows self-attitude towards the future profession, which is based on reflection, self-reflection, their results and on active and purposeful, active-transformative opportunities and abilities for self-actualization in the educational space of an educational institution, determines the integral ability in pedagogical activity for self-organization, self-determination, self-regulation according to the expediency of actions in pedagogical situations, with external and internal criteria efficiency (Bekirova, 2016).

Therefore, the "professional subjectivity of a specialist" is:

- 1) since subjectivity is a professionally important integrative quality and characterizes holistic activity in professional activity, it is one of the important characteristics of both the specialist and his activity;
- 2) the professional subjectivity of future specialists in the field of psychology and pedagogy in the environment of higher education is manifested in professional activity and has a professional character;
- 3) the formation of the professional subjectivity of future specialists in the field of psychology and pedagogy in the environment of higher education and its manifestations is based on positive systemic personal qualities;
- 4) the level of formation of the professional subjectivity of future specialists in the field of psychology and pedagogy in higher education is determined by various subject qualities (Yagupov, 2016).

The professional subjectivity of future specialists in the field of psychology and pedagogy in the environment of higher education is manifested in a conscious and active attitude to professional activity, to oneself, and people. This approach allows for successful self-actualization and self-realization in various spheres of future professional activity, to transform individual abilities into professionally important personal qualities. The motivation to achieve success is an important component of the professional subjectivity of future specialists and has a great influence on the choice of a profession, closely related to the level of individual aspirations and self-esteem. In the concept of professional

subjectivity, the main concepts are the concept of "motivation" – this is the systematic formation of internal and external motives, the interaction and hierarchy of which is created under the influence of certain factors (Onishchenko, 2021). And the concept of "motivation to achieve success", is a set of goals, needs, and motives that stimulate specialists to achieve positive results in educational and cognitive activities, as well as to be proactive, active, and purposeful in their achievement (Aristova, 2018).

Justifying the importance of not only the subject but also the subject of professional activity, we will bear in mind the correlation of the subject with mental and social phenomena, believing that they can be managed and influenced by taking into account mental processes and states, needs and interests, motives and values, psychophysiological, individual psychological features, neurodynamic properties of the psyche, developed qualities and formed abilities, worldview orientations, styles of professional activity, individual manifestations of personality, professional knowledge, abilities, skills inherent in a certain subject (Prymachok, 2019).

We will reveal the stages of the development of the professional subjectivity of future specialists in the field of psychology and pedagogy in the environment of higher education in the process of professional training:

- objective stage of development;
- objective-subjective stage of development;
- subjective-objective stage of development;
- a subjective stage of development.

The analysis of each stage shows that at all stages of the development of subjectivity, students have difficulties and the speed and quality of overcoming which depends on their desire to achieve professionalism when mastering the future profession, and self-motivation (Navrotska & Malikhin, 2018).

The formation of the professional subjectivity of future specialists in the field of psychology and pedagogy during their studies at a higher education institution occurs as an interaction of two processes:

- externally determined professional and personal development (implementation of motives, needs, goals, and tasks);
- internal (related to the student's personality). The idea of the formation of professional subjectivity of future specialists in the field of psychology and pedagogy in the

environment of higher education consists in considering the student as a bearer of activity, striving for the realization, disclosure, and deployment of his internal potentials (axiological, epistemological, creative, communicative). At the same time, the task of higher education is to help the student realize the need for self-creation, create appropriate pedagogical conditions, to initiate the desire for self-development of the individual (Radchuk, 2014).

Let us consider the functions of the student as a subject of activity, in the formation of the professional subjectivity of future specialists in the field of psychology and pedagogy in the environment of higher education, which consists of:

- self-realization (disclosure, objectification, discovery of one's essential strengths);
- self-knowledge (mental, reflective activity, awareness of the individual as a self-directed, independent individual);
- self-affirmation (attitude towards oneself and self-awareness through revealing one's "I" to other people);
- self-regulation (management of one's development);
- self-determination (formation of a semantic system of ideas about oneself as a person);
- self-actualization (realization of all possibilities and abilities);
- self-assessments (comparison of strategy, potential, result, the process of own and other educational and professional activities) (Vovk, 2015).

We will group the mechanisms of formation of professional subjectivity of future specialists in the field of psychology and pedagogy in the environment of higher education, which determine the direction and dynamics of personal and professional development and formation:

- 1) the mechanism of essential self-reliance creates the possibility for the subject to penetrate the very essence of his system of motives, and driving forces, to subordinate motivational tendencies to realize the unique and new not only in himself but also in the world space;
- 2) the self-building mechanism consists in the formation of the professional aspirations of the subject, which are connected not only with the idea of the significance, essence, and purpose of the professional activity of the object but also with life as a whole;

- 3) the mechanism of self-determination is necessary for the functional provision of optimal comparison of the finding of means and goal-setting processes, on the one hand, with the possible dynamics during constant monitoring of the conditions for their implementation, on the other;
- 4) the mechanism of self-realization ensures the constant development of the subject's creativity, the full realization of his capabilities, and the development of a flexible and adequate healthy "self-concept" (Volyanyuk, 2006).

The student's subjectivity is manifested in the process of activating the mechanisms of self-actualization, self-development, self-presentation, self-realization, and self-determination.

A student, as a subject of educational and professional activity, is characterized by: achieving a high level of creative independence, improving the ability and skills of self-education, creativity, inner freedom, the presence of personal meanings of the acquired knowledge, and inner motivation. At the same time, the educational environment of the higher school affects the formation of the professional subjectivity of future specialists in the field of psychology and pedagogy in the environment of higher education, setting and determining the conditions for realizing the internal possibilities of the formation of subjectivity.

The educational space under adequate conditions for the formation of the professional subjectivity of future specialists in the field of psychology and pedagogy in the environment of higher education forms and determines the features of the realization of the potential of future professionals (Vovk, 2015).

The formation of professional subjectivity of future specialists in the field of psychology and pedagogy in the environment of higher education is most clearly manifested in overcoming obstacles, risk situations, in activity, i.e. creative transformation of the surrounding reality and oneself. At the same time, activity is formed as a result of the individual's previous interactions with the outside world and himself and is not completely spontaneous. Then subjectivity is connected with dynamic characteristics of the activity and specific content – what activity is aimed at, how it is organized and regulated, initiated, and what is its result.

Students are the most cultured part of youth in all countries, which is the main unit in the environment of higher education, an important source of reproduction of the intelligentsia, that is, it is the subject that, first of all, acquires higher education. The object to which his subjective activity is directed is "education". The system of value orientations of the individual, the desire for new ideas, the intense search for the meaning of life, and the personal experience gained during the student period allow the student to reflect on the personal meaning of education, to show a subjective position about education, to make a subjective choice of educational programs. Teachers should help the student to become the subject of the activity. Just as subjectivity ensures the development of personality, its individuality, and the universality of every person, it is necessary for the process of self-improvement and self-development. The mechanism of professional self-development accommodates the understanding of one's professional activity, provides the ability to analyze the causes of failures and the conditions of their occurrence, their rethinking, and, at the same time, the skillful updating of goals and objectives. The self-development of a specialist is related to the choice of a professional development strategy and takes place in the conditions of adaptation to the profession and based on the individual's understanding of the role of the profession and himself in the profession.

The concretization of the formation of the professional subjectivity of future specialists in the field of psychology and pedagogy in the environment of higher education is connected with the ratio of "general" and "specific". Thus, "general" is determined by the specific training of a future competitive specialist and the conditions of education in higher education. Hence, the subject position allows the student to: subjectively use educational conditions; determine the personal attitude of the received education; design and implement an individual educational position. "Specific" in the institution of higher education makes the subject position of the student the subject of future professional activity.

To increase the effectiveness of training future specialists, now students, it is necessary to develop subjectivity in them, the ability to be the creator of oneself, the subject of activity, and the ability to study independently. But it is impossible to become a creative subject of professional activity if one is not a subject of educational activity in the process of acquiring

higher education. In this regard, it is necessary to guide the student to move from one level of culture of the educational activity to a higher one – creativity.

The manifestation of the professional subjectivity of future specialists in the field of psychology and pedagogy in the environment of higher education develops and reflects individuality, the subjectivity of a personal position, authorship, and the development of prospects for further self-development; gives the activity a creative, unique originality, acts as the antipode of the normative and role position of the subject. With such an approach, the subjectivity of the future specialist appears as a special form of organization, manifestation, active attitude to oneself as a subject of relations with the environment, attitude to students as unique subjects, to professional activity as creative and innovative, in which his self-development takes place own existence in the space of professional activity (Kolodko, 2018).

Let us single out the leading characteristics of the formation of the professional subjectivity of future specialists in the field of psychology and pedagogy in the environment of higher education:

- 1) valuable motivation of activity, actions, and behavior, which demonstrates the causality of the personality and its activity;
- 2) activity, which characterizes the individual's ability to professional activity to achieve its goals, as a subject of activity to conscious purposeful actions;
- 3) the ability to self-reflection, reflection, which makes it possible to understand one's motives, actions, one's behavior, and the behavior of other people, which contributes to self-control, self-evaluation, self-regulation, self-determination of one's actions, deeds, and activities;
- 4) perceived modality – understanding by the individual, as a subject of activity, of his own professional, personal, subject features;
- 5) variability, which gives an individual the ability to purposefully determine and regulate his behavior and independently and consciously choose means of activity depending on their modality (Yagupov et al., 2012).

We will describe the main indicators of professional subjectivity.

1. Awareness of the essence of professional activity. The indicator assumes the

- specialist's attitude to the specifics of professional activity, and the study of its possibilities. Here, the main role is played by the qualitative acquisition of professional competencies, and assimilation of theoretical knowledge.
2. Enthusiasm for the profession. This is a conscious belief in the correctness of choosing a profession. This is the perception of the essence of professional activity, its harmonization with goals, needs, attitudes, and dreams.
 3. Positive self-attitude. The attitude towards oneself is formed based on the idea of the essence and one's value. There is a projecting of oneself in the professional future through awareness of the present (Radchuk, 1992).
 4. Orderliness and structure of personal meanings of professional activity. This professional position of the future specialist is built on the acceptance of the importance of leading professional tasks. This indicator assumes a professional interest to direct the specialist to perform meaningful actions and develop their norms related to professional activity.
 5. Purposeful activity of the individual in professional formation. The indicator is expressed in conscious self-regulation of actions, and productive performance of professional actions aimed at accumulating experience. It is necessary to realize the role of professional activity in increasing the level of activity efficiency (Novitska, 2011).
 6. Initiative in professional activity. It manifests itself in creativity, personal freedom, and creativity. This is the ability for creative development, and self-design, which ensures the successful formation of professional self-awareness (Ostapchuk, 2007).
 7. The individual's ability to self-develop in activities to improve the specialist's potential, and develop individuality.
 8. The independence of a specialist in the performance of professional tasks implies the autonomy of the individual in professional activity, independence, reflects the level of autonomy of the individual in professional activity.
 9. The individualization of activity is based on the awareness of weak and strong individual characteristics, it is manifested in the individual style of activity, in giving the individual features of originality and uniqueness.
 10. The responsibility of the employee, the internal position of a person in which he

takes responsibility for his actions, and professional development and proves everything by his personal behavior.

11. Readiness to face the pressure of adverse factors, the specialist feels the pressure of adverse factors, which, in the absence of readiness to face, threaten to reduce the level of professional success and effectiveness, while there is a need to develop psychological readiness for adequate actions.
12. Reflexivity, analysis of one's self, personal evaluation of one's professional qualities, and professional actions about mastering the position of a professional, which allows the specialist to mentally "go" beyond the limits to understand his actions (Moroz, 2018).

It is possible to single out the following aspects that characterize the formation of the professional subjectivity of future specialists in the field of psychology and pedagogy in the environment of higher education:

- 1) social, related to the manifestations of the subject from the point of view of the bearer of social norms, attitudes and features of interactions, social identity;
- 2) acmeological, associated with characteristics aimed at the development of professional competence of a specialist, manifested purely in professional activity;
- 3) the axiological aspect aimed at the formation of specialists (Prymachok, 2019).

Conclusions

The peculiarities of the formation of professional subjectivity of future specialists in the field of psychology and pedagogy in the environment of higher education are substantiated. The essence of the concepts "subject", "subjectivity", "professional subjectivity of a specialist" is revealed.

The stages of development of the professional subjectivity of future specialists in the field of psychology and pedagogy in the environment of higher education are presented: the objective stage of development; the objective-subjective stage of development; the subjective-objective stage of development and the actual subjective stage of development. During studies at a higher education institution, the formation of a student's subjectivity takes place as an interaction of two processes unfolding over time: externally determined professional and personal development and internal, related to the student's personality.

The main functions of the student as a subject of activity are highlighted. Mechanisms of the development of subjectivity are grouped. Emphasis is placed on the conditions represented by the educational environment of a higher school.

The main characteristics of professional subjectivity are highlighted and the main indicators of professional subjectivity are described; three aspects characterizing the subjectivity of a specialist are listed: social, acmeological, and axiological aspects.

Further research will be aimed at revealing the main functions of the student as a subject of activity.

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