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## **SUBJECTNESS DEVELOPMENT IN FUTURE FOREIGN LANGUAGES TEACHERS IN THE CONTEXT OF SCIENTIFIC-METHODOLOGICAL SUPPORT**

*The article presents theoretical substantiation and experimental verification of subjectness development in future foreign language teachers based on scientific and methodological support. The functions of scientific and methodological support contribute to the implementation of the chief aim of the development of professional personal and individual qualities of the future foreign language teacher. Therefore, one of the most important functions of professional development of future teachers was accomplishment and implementation of purposeful influence on their professional development. The technology of scientific and methodological support applying to subjectness development in future teachers was interactive, since all its participants actively interacted and were equal partners, which made it impossible for the teachers and methodologists to dominate the future teachers. Scientific and methodological support allowed to model one or another pedagogical system, which was a prerequisite for a cooperative solution of the pedagogical problem in the context of the very subjectness development in future teachers. The results of the experiment make it possible to compare the general dynamics of the indicators of subjectness development in future foreign language teachers before and after the experiment, to determine the efficiency of the experimental system of work at the university.*

**Keywords:** *subjectness, future foreign languages teachers, personal-individual qualities, scientific and methodological support, experiment.*

### **Introduction**

The principal condition to ensure the quality of an educational system is a person who is capable to show initiative and make an independent choice, to take an active life position, which leads to the establishment of a personally oriented paradigm of education, and subject-subjective interaction between all participants of the educational process.

Problems of subjectness development in the process of professional training have become subjects of study for philosophers, political analysts, sociologists, specialists in the field of humanities. The problem of developing theoretical background (Olkhova, 2011) of the process of subjectness development in pedagogical science have been scrutinised. The analytical studies (Abulkhanova-Slavskaya, 1991) are dedicated to the problems of the development of subjectness in future teachers, which will facilitate the combination of socio-cultural environment conditions with the subjectness potential of future teachers, and their inner world.

Ways of improving subjectness development in the context of professional training of future teachers of Higher Education in Ukraine in terms of using subject-subjective interaction have been presented in recent works (Linnik, 2014).

Methodological support and scientific background has been worked out and scientifically approved on theoretical and methodical levels (Sorochan, 2005).

As stated by the recent research (Kovalchuk, 2014) and (Yevdokimova, 2014), a scientific and methodological support is a tool that facilitates subjectness development in future teachers. It also provides psychological assistance to future teachers and the development of a culture of

teacher's professional thinking. However, N. Lupanova has claimed that pedagogical support complex method has been implemented without much research on its benefits, mostly because of the efficiency of such support depends on the level of developed skills of the future teacher to make practical decisions in various learning situations which integrate professional skills (Lupanova, 2013). Despite considerable number and rather broad thematic circle of works on the problem of subjectness development in future foreign language teachers, the issue of the theoretical background of subjectness development on the scientific and methodological support remains unexplored in pedagogical science.

### **Aim and Tasks**

The purpose of the article is to provide theoretical background and experimental substantiation of subjectness development in future foreign language teachers based on scientific and methodological support.

The tasks of the article are as follows: to identify the functions of scientific and methodological support in developing subjectness of future foreign language teachers; to test experimentally and to prove the efficiency of subjectness development of future foreign language teachers due to scientific and methodological support.

### **Research Methods**

An experimental verification of the designed system of subjectness formation of future foreign language teachers was carried out. It was performed taking into account the theoretically substantiated methodological approaches, as well as specially designed scientific and methodological support.

The interconnected set of criteria that reflect the integrity of the process of forming subjectness of future foreign languages teachers was determined, in particular: the value-motivational criterion, which refers to the motivational sphere of personality of a future teacher, reflects the motives and value orientations regarding the choice of the teaching profession; self-development of “I am a professional” image; criterion of cognition characterizes the activity of future foreign languages teachers regarding self-education in the professional pedagogical sphere; the psychological and pedagogical knowledge and the knowledge of subjects and methodology, which ensures the formation of professional subjectness; general pedagogical erudition; the prognostic and activity criterion includes the aptitude of future teachers for goal-setting in the context of mastering professional pedagogical activity; the ability to organize a systematic and purposeful activity of a person focused on the formation and improvement of positive professional qualities; the reflexive and regulatory criterion is manifested in the ability of future teachers to see the ultimate goal and independently find the best ways to achieve and implement it; to compare the result of one’s own subjectness with the standard of the professional pedagogical activity in the process of self-knowledge. Taking into account the essential characteristics of these criteria and indicators, the following levels of subjectness maturity of future teachers have been determined: low, average, and high.

The implementation of the system of the subjectness formation in the process of professional training also included the development of scientific and methodological support, the introduction of which ensured the effective interaction of the subjects (students, teachers, tutors of academic groups, supervisors of pedagogical practice, etc.) of the educational process both in the curricular and extra-curricular work by developing necessary recommendations for the inclusion of innovative technologies into the university educational process and monitoring the process of forming subjectness of future teachers. The effective introduction of scientific and methodological support was facilitated by the realization of its objective functions that reflect the content of pedagogical tasks and are performed by the subjects of scientific and methodological support, and instrumental functions (developmental, facilitative, corrective, diagnostic, and prognostic) that characterize its technological aspect.

In order to test the efficiency of the subjectness development in future foreign languages teachers we conducted the experiment in Luhansk Taras Shevchenko National University on the basis of Roman and Germanic Philology Department. The study involved 124 third-year and fourth-year students of the Foreign Language Department who were divided into two groups: experimental (62 students) and control (62 students).

The implementation of the process of forming subjectness was carried out in stages, taking into account the developed scientific and methodological support. At the first stage, adequate methods of self-education were selected according to the tasks of professional training; the

initial level of subjectness maturity in future teachers was evaluated, the value-motivational basis of the processes of self-knowledge, self-education, and self-development of the students in the process of doing compulsory and optional courses of professional training was provided.

At the second stage, the future specialists in cooperation with teachers, tutors and experts in teaching methodology performed such tasks as designing the personal model of educational activity, taking into account the conceptual positions of a student-centred paradigm and information and development resource of scientific and methodological support, which helped the students to revise the theory and practice on the issue, and to reach a subjective position in the process of curricular and extra-curricular work. At the same time, attention was focused on the educational and cognitive activity of the students, in the course of which certain pedagogical conditions were realized within the framework of optimization of fundamental general pedagogical, psycho-pedagogical, subject-methodological, as well as foreign language training of the future teachers based on information and communication technologies.

During the third stage, the students mastered forms, methods and means of organizing the subject-subject interaction in the process of curricular and extracurricular work, teaching internship, research work, which was aimed at ensuring the understanding of the essence of the pedagogical profession by the future teachers. The leading pedagogical condition at this stage was special interactive training based on the subject-subject pedagogical interaction to stimulate self-development of the future foreign languages teachers’ personalities. The implementation of this pedagogical condition was due to the introduction of a special course “The Subjectness Professional Formation of a Future Teacher” into the educational process. The aim of this course was to purposefully develop personal qualities and professional skills on the basis of subjectness of the future foreign languages teachers. At the same time, all types of activities combined motives and goals, internal intentions and external pedagogical influence, which contributed to the growth of self-determination and the students’ awareness of the need for self-regulation in various kinds of pedagogical activities.

Scientific and methodological support at this stage was systematically provided by teachers, tutors and experts in teaching methodology as supervisors of teaching internship throughout the period of studying at a university. Research methods were the key ones at this stage. Their implementation included participation of the future teachers in student scientific conferences, competitions, individual research, which contributed to the formation of subjectness, gaining new scientific and pedagogical experience by the future teachers, developing independent and creative activity.

The interpretation of the values of the pedagogical profession took place during participation in the work of scientific clubs, as well as trainings, interactive forms, methods and technologies (business games, modeling, designing, moderation, personal development trainings “Being the subject of one’s own life”, “Personal traits. Five

kind words” (G. Soldatov), “Types of self-improvement” (E. Golovakha, N. Panin), etc.). The widespread introduction of interactive forms and methods of organizing the educational process at the university provided an effective implementation of the system of future teachers’ subjectness formation through the introduction of scientific and methodological support.

We carried out scientific and methodological support with the help of various methods, for example, professional simulation technique. Its purpose was to determine the students’ attitudes to a certain problem, compare different approaches and try to use in a game form the possibilities and variants of their own activities, to observe other people’s reactions to circumstances or decisions.

One of the main methods of work with senior university students was counseling, which is a specially organized interaction between the consultant and the student, aimed at solving problems and making positive changes in the pedagogical activity of the future teacher. The purpose of counseling involved not only certain guidelines for teaching, but helping the students to understand what is happening in the educational space today, and to clearly define the purpose of their own pedagogical activity.

At the fourth stage, the students mastered practical skills of organizing various types of self-study in the context of gaining subjectness experience and realizing the potential of their own subjectness; conditions for the formation of the subjectness position in educational and professional activities were created, as well as conditions for the organization of educational cooperation with the students and the acquisition of primary reflexive experience. This stage involved reflexion and comparison of results with the help of the selected criteria and indicators. The process of mastering different ways and means of organizing the subject-subject interaction, the ability to perform reflexive activity was formed within the frames of the future teachers’ pedagogical practice. The wide introduction of interactive forms and methods of organizing the educational process at a university provided an effective implementation of the system of forming subjectness of the future foreign languages teachers through the introduction of certain pedagogical conditions and scientific and methodological support.

**Research Results**

In the course of the experiment, we obtained the data which made it possible to compare the general dynamics of

the indicators of the subjectness development in the future foreign languages teachers before and after the experiment, and to determine the efficiency of the experimental system of work at the university.

Before the experiment, more than 30% of future teachers of the experimental group (EG) clearly identified their motives and explained their need for pedagogical education. 64% of the experimental group participants considered their skills to determine the purposes of pedagogical activity to be mature. Aspiration for self-development was also considered as a priority direction of future professional-pedagogical activity by 41% of the experimental group respondents.

Concerning the cognitive criterion of professional pedagogical activity, the experimental group’s indicators were higher than those in the control group; therefore, steadily high dynamics of subjectness development in the future foreign language teachers could be observed. The indicator of the awareness of their own subjective position as to self-cognition and self-development is 44% in the EG, the indicator of self-study in professional-pedagogical field is 42% in the EG, general pedagogical erudition amounts 73% in the EG; and achievement of self-educational subjectness experience in the process of pedagogical practice is 68% in the EG. It is important that the participants of the experiment pointed out the efficiency of an optional distance course in a foreign language, since this course was non-compulsory for future foreign language teachers, while they were pleased to take a course in foreign language learning optimization.

According to the third prognostic-active criterion, 80% of the EG students were able to set goals in mastering professional and pedagogical activities, and only 8% of the EG respondents demonstrated a rather low level. This fact shows that prediction (planning) abilities were the most mature in the future teachers.

Regarding the fourth reflexive-regulatory criterion, the highest indicator in the EG is 75%. These students can adequately compare the result of their own subjectness in the process of self-knowledge with their ideal. According to the results, 66% of the EG respondents have a high level of the ability to independently offer insights into the strategy of personal achievements in their career.

The results of the control group are presented in table 1.

Table 1.

*Distribution of CG Students according to the Level of Their Subjectness Maturity for each Criterion after the Stage of Development*

CRITERIA	Levels number of people in%					
	Indefinite low		Unstable conventional		Stable high	
	before	after	before	after	before	after
Experimental Stage						
1. Value-motivational	26	19	41	44	33	37
2. Criterion of cognition	32	26	46	39	22	35
3. Prognostic-active	34	23	56	39	10	38
4. Reflexive and regulatory	29	19	44	30	27	51

According to the results of the final examination of the indicators and levels of subjectness in future teachers from control and experimental groups, the data indicating

the efficiency of the system of subjectness development in future teachers have been obtained.

The results of the EG students are presented in table 2.

Table 2.

*Distribution of EG Students according to the Level of their Subjectness Maturity for each Criterion after the Stage of Development*

CRITERIA	Levels number of people in %					
	Indefinite low		Unstable conventional		Stable high	
	before	after	before	after	before	after
Experimental Stage						
1. Value-motivational	25	11	43	33	32	56
2. Criterion of cognition	25	12	48	31	27	57
3. Prognostic-active	34	15	50	28	16	57
4. Reflexive and regulatory	29	6	46	29	26	65

Comparing the data from the tables it is clear that in all groups there is a tendency for predominant development of subjectness indicators of future teachers. However, comparing the results obtained in the control and experimental

groups, we confirm an obvious difference between them. So, the experimental group indicators are significantly higher than those of the control group (see Fig. 1).

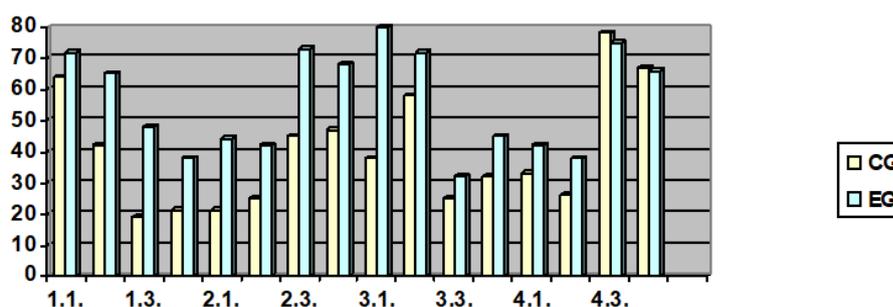


Fig. 1. Results of the Subjectivity Development according to a High Level in Control And Experimental Groups

The obtained results proved a significant increase in the number of the respondents who achieved high and average levels of professional subjectness. It was gained almost by all future teachers according to the indicators in the experimental group. As for the low level, those indicators remained low as well.

According to the average indicators presented in the table and after analyzing every of them we can state that, in particular, according to the value-motivational criterion, 19% of the CG participants have a low level, and there are 11% of the students in the EG having a low one. Concerning the high level, there are 56% of the students having it in the EG, and 37% - in the CG.

It should be noted that the indicators according to the high level of the reflexive and regulatory criterion in the control and the experimental groups are almost the same: 51% and 55% in the CG and in the EG respectively.

The empirical data make it possible to conclude about positive tendencies in changing the indicators of subjectness of future teachers in the process of their professional training and implementation of scientific and methodolog-

ical support, educational and optional programs for subjectness development in future teachers in the process of professional training.

**Discussion**

In the context of pedagogical science, the scientists believe (Sorochan, 2005) that pedagogical support involves professional interaction aimed at solving pedagogical tasks applying pedagogical methods. It should be noted that “psychological support” refers to the occupation of a practical psychologist, psychotherapist aimed at creating special conditions for the complete development of a person’s personality features, while the key task of a specialist in the process of psychological support is to recognize the importance of a person’s independent choice of his/her own way of life.

However, psychological and pedagogical support is also considered as the development of a culture of teacher’s professional thinking (Kovalchuk, 2014); such an organization of theoretical and practical training of students, which ensures the development of their ability to learn and transform the phenomena of pedagogical reality, pedagogical thinking, ability to operate concepts, correctly develop

the system of judgments and reasoning; contributes to the achievement of higher level of intelligence, professionalism, etc.

In pedagogical framework support (Lupanova, 2013) is a complex method whose efficiency depends on the level of developed skills of the future teacher to make practical decisions in various learning situations which integrate professional skills. In addition, as the scientist notes, pedagogical support contributes to the development of critical and creative thinking, activity, responsibility, while creating an information field of activity, and one of its functions is to prevent destructive development of a specialist, helping to overcome the barriers as well as enrichment of the educational process with pedagogical tasks of diverse complexity.

In the context of providing psychological assistance to future teachers, there is another point of view that the psychological service, undoubtedly, is connected with educational activities at the university and involves psychosocial support (Yevdokimova, 2014). Hence, the efficient psychosocial support in cooperation with efficient educational and professional activities gives a powerful developing effect on the personality of future teachers, contributes to the development of comprehensive contexts of professional education and professional genesis of a personality.

We believe that the participants of the scientific and methodological support should become equal partners in such a kind of interaction, despite the fact that they had some different level of scientific training and practical pedagogical experience. In our case, the participants of the partnership interaction were future foreign languages teachers.

### Conclusion

The use of scientific and methodological support in the context of subjective-activity approach brings a number of important features into its interpretation. Firstly, the

function of scientific and methodological support is focused primarily on the development of the professional individuality of the personality of future foreign languages teachers; secondly, on the facilitation of adaptation of future teachers to a new professional environment, in accordance with new professional situations; thirdly, such a form involves identifying the causes of the problems and difficulties which future foreign languages teachers face; fourthly, unlike the traditional attitude to the development of personal qualities of future teachers, the support is aimed at updating certain modern technologies which include interactive technologies outside the classroom activity; fifthly, from the standpoint of the subjective-activity approach, scientific and methodological support acquires features of forward-looking support, which allows the teacher to predict personal changes in future foreign languages teachers, to design a zone of their immediate development and to adjust personal experience.

Taking into account modern approaches to the definition of the concept of subjectness, we consider it as the qualitative state of the personality of the future teacher in the process of mastering various forms of professional pedagogical activity, which provides purposeful and self-regulating transformation of their own abilities into professionally important personal qualities that help to achieve professional self-improvement, self-realization and self-development.

Experimental research work on providing scientific and methodological support in the process of subjectness development in future foreign languages teachers, as well as the analysis of the results obtained with the help of the developed system of criteria, showed a fairly stable dynamics of certain indicators and the overall level of subjectness of future teachers involved into experimental pedagogical work.

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#### ФОРМУВАННЯ СУБ'ЄКТНОСТІ МАЙБУТНІХ УЧИТЕЛІВ ІНОЗЕМНИХ МОВ У КОНТЕКСТІ НАУКОВО-МЕТОДИЧНОГО СУПРОВОДУ

У статті представлено розв'язання проблеми формування суб'єктності майбутніх учителів іноземних мов на основі науково-методичного супроводу. Мета статті полягала у теоретичному обґрунтуванні та експериментальній перевірці формування суб'єктності майбутніх учителів іноземних мов на основі науково-методичного супроводу. У рамках педагогічного експерименту було визначено такі критерії та відповідні показники сформованості суб'єктності майбутніх учителів іноземних мов: ціннісно-мотиваційний, що стосується мотиваційної сфери особистості майбутнього вчителя, відображає мотиви й ціннісні орієнтації щодо вибору педагогічної професії; критерій когнітивності, який характеризує активність майбутніх учителів щодо самоосвіти в професійно-педагогічній сфері, загальну педагогічну ерудицію; прогностично-діяльнісний, що окреслює здатність майбутніх учителів до цілепокладання в контексті оволодіння професійно-педагогічною діяльністю; рефлексивно-регулятивний, що виявляється в умінні майбутніх учителів бачити кінцеву мету професійно-педагогічної діяльності й самостійно знаходити оптимальні шляхи її досягнення й реалізації. З урахуванням сучасних підходів поняття «суб'єктність майбутнього вчителя» розуміється як якісний стан особистості майбутнього вчителя в процесі оволодіння різноманітними видами й формами професійно-педагогічної діяльності, що дозволяє цілеспрямовано, самостійно й саморегульовано перетворювати власні здібності на професійно важливі особистісні якості, які допомагають у досягненні професійного самовдосконалення, самореалізації й саморозвитку. У результаті експериментальної роботи було доведено, що, по-перше, функції науково-методичного супроводу спрямовано переважно на розвиток професійної індивідуальності особистості майбутніх учителів іноземних мов; по-друге, на полегшення адаптації майбутніх учителів до нового професійно-педагогічного середовища, відповідно до нових професійних ситуацій; по-третє, така форма передбачає виявлення причин проблем і труднощів, які виникають у майбутнього учителя іноземних мов; по-четверте, на відміну від традиційної установки на розвиток особистісних якостей майбутніх учителів, супровід направлений на актуалізацію певних сучасних технологій, які передбачають інтерактивні технології поза межами аудиторного навчання; по-п'яте, з позицій суб'єктно-діялісного підходу науково-методичний супровід набуває рис випереджувального супроводу, що дозволяє викладачеві прогнозувати особистісні зміни майбутніх учителів іноземних мов, проектувати зону їх найближчого розвитку та скоригувати особистісний досвід.

**Ключові слова:** суб'єктність, майбутні учителі іноземних мов, особистісно-професійні якості, науково-методичний супровід, експеримент.

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