



INNOVATIVE TECHNOLOGIES FOR DEVELOPING THE PROFESSIONAL-SUBJECTIVE POSITION OF PRIMARY CLASS TEACHERS

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ABOUT ARTICLE

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Abstract: In this article, the content and essence of innovative technologies for the development of the professional and subjective position of primary school teachers is detailed. The concepts of teacher's position, subjectivity, and professionalism are explained. It is based on innovative technologies of professional-subjective position development.

INTRODUCTION

It is known that teacher training is currently one of the most pressing and important issues at both regional and national levels. The continuous system of training, retraining, and certification of primary school teachers demands the continuous development of the professional-subjective position of the educator. All of these are undoubtedly organizational mechanisms aimed at the teacher's self-awareness and self-improvement in their professional activity. Many scholars highlight the teacher's professional-subjective position as a key indicator of professional development. O.V. Pushkina explains that a teacher's professional development is characterized by a conscious need to delve deeper into the process of personal formation and development as one of its most important aspects.

The self-awareness of the teacher-subject, or their attitude toward themselves as the subject of their pedagogical activity, as well as the "self-concept" that characterizes a flexible personality as an open system, depends on constant change, improvement, and active interaction with the external environment. For professional activity to be fulfilled, the teacher must perceive themselves as the subject of this activity. A teacher's subjectivity is reflected in a special relationship with students, within their motivational and semantic relations, which involves perceiving the student as a unique, internally resilient individual, who values themselves and acts as an equal partner in pedagogical cooperation. A teacher's subjectivity is manifested in a specific pedagogical position, the essence of which emerges in dialogic communication with students, where the principle of subjectivity in students is activated.

The content of subjectivity is revealed in the unique characteristics of the interactions between teachers and students.

The formation of a teacher's subjective position is one of the most urgent issues in the educational system, and the theoretical foundations for forming a teacher's subjective position within a pedagogical community have been explained in the studies of N.A. Androshchuk, A.I. Arslanova, E.A. Zorina, V.A. Polyakova, and I.V. Serebryakova.

The issue of the essence of a teacher's professional-subjective position and the ways to develop it play a decisive role in determining the approach to the problem of developing their professional-subjective position. Subjectivity is significant in the system of a teacher's relations and attitudes towards general life, particularly in their professional activity.

In our opinion, the subjectivity of a teacher's professional position defines the nature of relationships with students, as well as their values and perceptions. Life activity, attitude towards one's professional activity, and self-perception as the subject of one's profession are reflected in the professional position. According to V.N. Volkova, subjectivity is understood, first of all, as "a property of a person that brings about interdependent changes in the world and in others." This is based on a person's relationship to themselves as an active agent. A professional-subjective position is a relatively stable structure within a teacher, but one that still allows for variability and potential for development.

Teacher subjectivity is both stable and adaptable. The stability characteristic preserves the pedagogical orientation when the need to reorganize educational activity arises, and at the same time, allows for additions or adjustments when new personal formations appear.

The initial characteristic of subjectivity is activity. Primarily, activity represents the ability of a person to consciously and purposefully transform surrounding realities. Activity is the desire of the subject to transcend their limits, expand the scope of their activity, and take action. The subject's consciousness is associated with fulfilling the needs to adapt to situations appropriately. The activity of the subject in the pedagogical process is based on the integrative characteristic of the personality, which allows for goal setting in activity, advancing new tasks that go beyond the given situation, taking an active and critical approach, and creatively and adaptively predicting the results of the activity, driven by self-directed motivation.

The next characteristic of subjectivity is goal-setting, which involves the process of modeling an as-yet-unrealized result, often presented in the psyche as an image or mental model of a future product, along with its qualitative and quantitative characteristics. Goal-setting is a cognitive process that encompasses the functions of stimulation and control. It includes diagnosing, forecasting, and designing, as well as ensuring the understanding and clarification of shared goals in collective activities and analyzing objective opportunities for realizing planned goals.

In the process of pedagogical development, the choice of goals, methods, and ways to implement them constitutes the next characteristic of subjectivity—freedom. Freedom is, first and foremost, the ability of the subject to overcome obstacles, take action, step outside existing stereotypes and norms, while also recognizing their responsibility to themselves and others. Consequently, the teacher adapts the situation and themselves according to their goals. A free individual is sovereign in choosing motives, goals, styles of behavior, and means of activity and is responsible for the decisions made.

Another characteristic of a teacher's subjectivity is responsibility. Responsibility arises from the individual's position and is defined by personal motives, needs, and goals. Responsibility expresses the form in which the teacher's subjectivity is manifested.

The primary characteristic of a teacher's subjectivity is the need for self-improvement and self-construction as a personality. Self-development is an active, consistent, progressive, and ultimately irreversible process that reflects qualitative changes in a person's psychological state.

The professional success of a primary school teacher is the subjective and personal state of the teacher, ensuring dynamism, flexibility, readiness for innovation, achievement of success in professional activity; maximizing the use of their resources for self-development and self-improvement; and developing the integrative social-cultural, intellectual, and moral qualities of the personality.

An innovative educational environment is a life activity area that is pedagogically and purposefully organized to support the development of a person's innovative resource; it is a holistic means for accumulating and realizing the innovative potential of an educational institution.

Firstly, pedagogical activity in society is based on principles that embody unity in traditions, interests, and values. This provides pedagogical activity with its unique meanings, and, as a result, it unites the values and goals of its subjects.

Secondly, favorable conditions are necessary for teacher professional development. In pedagogy, improving the professional skills and competencies of teachers is considered important for enhancing their subjective position.

The formation of a teacher's subjective-professional position is seen as a holistic and systematic process aimed at developing their personal and professional qualities. We attempt to theoretically substantiate the structural-functional model of a teacher's subjective position, with its formation being the creation of the teacher's subjective-professional position.

Innovative technologies for developing a teacher's professional-subjective position include effective diagnostic, operational, and assessment blocks, principles and pedagogical conditions for its implementation, as well as criteria and indicators that allow for assessing the level of subjectivity in the teacher's professional activity.

The teacher's professional-subjective position consists of the principles of wholeness, integrativity, subjectivity, and facilitation.

The principle of wholeness characterizes the unity of the teacher's subjective position components, allowing for consideration of the object in the unity of its interacting parts.

The principle of integrativity allows for the unification of efforts among subjects in the educational process and the diversification and prediction of changes occurring within it.

The principle of subjectivity is associated with active transformative characteristics, needs, and abilities, allowing for consideration of the teacher and their personal characteristics.

The principle of facilitation characterizes the humanistic orientation of the process, including ideas of personal freedom, individuality, pedagogical support, assistance in personal growth, and equality among participants in the educational process.

Pedagogical tools play a special role in shaping the teacher's subjective position in professional activity. To achieve this, it is necessary to first identify the significant characteristics of the teacher's subjective-professional position, develop a model for the process of forming the subject position, theoretically substantiate it, and highlight its effectiveness criteria and indicators.

Analyzing the conceptual foundations of various educational models in pedagogical activity reveals their characteristic features through principles, goals, methods, and technologies. The specificity of innovative technologies for developing teachers' professional-subjective positions lies in the construction of an operational block expressed by interconnected and complementary components.

The main focus is on organizational forms and work methods that help the teacher adopt a subject-professional position, in turn, identifying and addressing the semantic load of the formation process. The effectiveness of developing the professional success of primary school teachers in an innovative educational environment is connected with organizational-pedagogical conditions, such as forming a motivational-value attitude based on the principle of "lifelong learning," ensuring the continuity and systematic nature of professional self-improvement; and creating an innovative environment aimed at integrating the personal and professional qualities of primary school teachers.

The criteria for developing primary school teachers' professional success in an innovative educational environment include motivational-acmeological, professional-personal, competence-content, and reflective-activity, all of which aim to improve the teacher's subjective position.

Achieving success in the teacher's professional activity is one of the current trends in our time. Personal and professional success today is considered by people as an inseparable attribute and component of their lives, which serves as one of the conditions for increasing researchers' interest in the issue of professional success. The teacher's subjective position is a complex internal formation based on a balanced system of relationships with the student, oneself, one's activities, other participants in the educational process, and various pedagogical objects, allowing for an active, responsible, conscious, and emotionally stable presence.

The innovative activity of a teacher includes aspects such as conducting research, projectiveness, organization, communication, and evaluation. The innovative activity of a teacher is characterized by the natural relationship and interconnection between the objective (professional-functional) and subjective (individual-personal) aspects of their professional activity. The innovative activity of a primary school teacher is an integral part of the school's holistic innovation system aimed at improving the quality of education through changes in the goals, conditions, content, methods, and forms of teaching, contributing to the realization of developmental potential.

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