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FORMATION OF THE SUBJECTIVE-PROFESSIONAL POSITION OF FUTURE MUSIC TEACHERS IN THE PROCESS OF DIALOGIC INTERACTION

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Abstract. *The article considers the problem of formation of a subjective- professional position of future music teachers.*

It is noted that the subjective problematics occupies one of the central places in the field of theoretical-applied researches of the person today. It becomes the priority direction in study of psychological and pedagogical mechanisms of personal and professional development and self-development of professionals as far as subjectivity determines active and transformative function of the personality.

There has been carried out the brief overview of scientific works on the problem under consideration, in particular by such philosophers, psychologists as A. Gogoberidze, S. Godnik, N. Zlobin, V. Petrovsky, V. Slastyonin, V. Slobodchikov, M. Turovsky, T. Khaykin and others is realized.

Subjective and professional position is considered as the personal integral personal characteristic, defines value priorities of personal and professional self-determination and self-development of future professional in the field of art education. The specified phenomenon is characterized by possession of the students of the already formed abilities to "self-conversion", self-realization in the art and educational field, creative activity, etc. in the course of dialogic interaction.

Process of dialogic interaction is represented as art and pedagogical space of efficient formation of a subject and professional positions of future music teachers.

There have been displayed certain peculiarities of formation of the phenomenon under consideration. In particular, the author considers that efficiency of this process depends on: subjective actualization and joint choice together with a teacher of personal strategies of mastering the professional art and pedagogical and art and performing activity; awareness of the significance of art and pedagogical and art and performing activities for oneself and others; responsibility for the result of art and educational and art and performing activities; motives to a freedom of expression; actualization of "selfness" (self-determination, self-design, self-activity, self-assessment, self-correction in the course of educational and professional self-determination and self-development).

Keywords: *subjectivity, subjective position, professional position, goal-setting, dialogue interaction.*

Modernization of our national education system is focused on personal and professional identification and self-fulfilment potential future experts as subjects of their own activities, interaction with the world and people. This makes the sense of subject-oriented approach to the organization of the process of future specialists training where the personal factor dominates, the "self" in the formation of the subjective-professional

position as the basis for personal and professional self-determination and self-development of future professionals.

Subjective problematics today plays a dominant role in the theoretical and applied studies of the human sciences and is becoming a priority area in the study of psychological and pedagogical mechanisms of self professional development and self-development specialists, as subjectivity focuses on active-transforming function of personality.

Scientific literature has revealed philosophical, psychological and pedagogical aspects of the subjectivity of the individual. Philosophers N.Zlobin, A.Nikiforov, M.Turovsky and others consider the subjective position to determine goal-setting of a person in interaction with the object. In psychological researches of V. Slobodchikova, T. Khaykin, G. Zuckerman it is said that the phenomenon is treated as the main constituent element of personal activity and responsibility, initiative, satisfaction, self-expression, creativity, planning of the future live, cognitive interest, etc. are considered as the content of a subjective position. Separate issues of subjectivity problems considered in the works of G. Aksenova, R. Asadullina, S. Osipova, A. Tyrzyu and others: formation of a subjective position of the teacher in the process of professional training, formation a subjective position of students, establishment of subjective position among the students of musical college in musical education activity.

Analysis of artistic and educational literature and the study of teaching practice shows that the scientific understanding of the need to develop the concept of "subjective position of the future music teachers' understanding of the nature of this phenomenon in terms of artistic pedagogy is carried out without using the concept of "subjectivity" and derived term "subjective". Analysis of the scientific literature on the given item shows that the issues related to the development of the subjective-professional position of the future music teachers, in particular in the process of dialogic interaction, have not been the subject of an advanced study.

The purpose of this paper is to determine the nature of the subjective-professional position of the future music teachers, as well as the peculiarities of the mentioned phenomenon in the process of dialogic interaction.

Study of the personality subjectivity problem by Asmolov A., V.Davydov, V.Petrovsky, A.Osnitsky, D.Feldstein has shown that the scientists found this phenomenon as the qualitative peculiarity of the individual associated with goal setting, freedom, responsibility and development. Scientists note that subjectivity is closely connected with

motivation, needs, goals, attitudes, emotions of a person, as well as the process of improvement and transformation. According to E. Volkova, "subjectivity is a personal quality that reveals the essence of the human existence, which consists in a conscious efficient perception of the world and oneself in it" [2, p.12].

According to V.Slastionin, S.Godnik, the phenomenon of subjectivity shall be possible through the category of "personal subjective position" as subjective position reflects the personality of the future specialist, subjectivity of personal position, transcendence beyond the activities performed, framing of the prospects for further self-development, which makes the activity unique and individual. The researchers emphasize that subject position characterizes the student as a personality who consciously and efficiently relates to the educational process, intensifies the efforts for self-development.

A.Gogoberidze in his research lays an emphasis on the fact that the subjective position determines the productive nature of the individual, that is aimed at perception and transformation of the culture and the role of the individual in that culture. [3] Indeed, art education is the "translator" and "interpreter" of culture as the experience of artistic and educational activities necessary for the reproduction of the activity itself. It should be noted that arts education not only introduces students to the world of culture, but also creates the conditions for a "climb" to the culture through the acquisition of values, which is the axiological form of culture.

Analysis of the scientific literature indicates proximity of the scientific points of view regarding the determination of the subjective position of the individual. So, as a substantial components of a subjective position of human V. Khaikin considers responsibility, initiative, cognitive interest, creativity, future design essentially to open the substantive definition [6, p. 330]. From the point of view of A. Gogoberidze, along with initiative and responsibility, subjective content position consist of students' attitudes toward education [3]. It should be added that the attitudes, including the values also act as a backbone component of this phenomenon, as well as artistic and educational activity. In the mentioned attitudes there are manifested the qualities and properties of the student as the subject of artistic and educational activity. Among these personal traits of the future teacher of music in the context of the formation of his/her subjective position of special importance to acquire properties marked by V. Khaykin required to build relations, goal setting and goal formation.

Subjective relations are realized in the subjective position, the main element of which is efficiency. A.Gogoberidze confirms that fact by noting that determining efficiency medium is the subjective position and subjective relationship, in particular to oneself [3]. In our opinion, subjective relationship to the student is currently associated with the attitude to his profession. If the future music teacher treats himself as a subject of professional activity, the nature of each step of this activity takes the character of a solution of the problem on the search for the meaning of his activity in the individual as well as artistic and educational context. In the course of such meaning-searches the students as subjects of educational activity correct and build up a system of value relations, attitudes, personal and professional priorities that determine the content of individual artistic and pedagogical concepts and design strategies for their implementation. As noted in the literature, subjective component of the professional position of the teacher reflects the way of self-development and self-realization of the future specialist, which is manifested in the creation of their own system of professional ways of life, the development of personal criteria of professional activity, capacity for creative design of personal and professional strategies [4].

In the student's age a desire for professional and personal self-development is manifested rather vivid. Self-development of a future music teacher is the result of organized artistic and educational process in the dialogic interactions: student-teacher-student in which the student develops due to the generated subjective position. Stability of the subjective-professional position depends on the degree of subjective deliberate inclusion of future professional in the process of dialogic "coexistence" with other persons. Recognition and acceptance of not only themselves, but also of other subjective-art educational environment, the recognition of its uniqueness, the manifestations of activity, consciousness, associated with the ability to goal formation, goal-setting and reflection, freedom of choice and responsibility for it, is associated with the process of dialogic interaction based on subject -subjective educational paradigm.

Research and development of dialogue in art pedagogy has been related to the problem of aesthetic interaction with the world, the essence of dialogic nature of art (M.Bakhtin, V. Bibler, M. Buber), the provisions of the dialogic nature of human consciousness (M.Mamardashvili, M.Buber and others). According to M.Bakhtin, a dialogue manifests the dialogue of consciousness, each of which presents its own "point of view", "outlook".

In this regard, an important role for the teacher, as a subject-organizer of the dialogic interaction, its readiness to establish a comfortable artistic and communicative space based on respect, trust and cooperation. In this space, students carry out conscious search and personally motivated creation of value systems, attitudes, priorities in the educational and professional activity, which will determine the conscious process of goal formation and goal setting. The result of this dialogic interactions is a positive change of the attitude to oneself, to the world, art, the possibility of more complete disclosure of personal and creative potential of the individual self, the choice of effective educational strategies based on the architecture of the established subjective-professional position of his professional self-determination and self-development.

The specificity of the musical-pedagogical process is that the object of the dialogic interactions is the work of art (such as a literary text) in the verbal and artistic interpretation or performance of musical works, "comprehension" of authorial self- presentation and individual self (such as text) in different contexts. Teacher directs students' external dialogue with the music to the internal dialogue that reveals the unique creative position of the author, his personal and artistic world, and that is "assonant" to the inner world of the student as a performer and listener. Internal dialogue provides an opportunity to look at themselves as the others see them that in its turn develops the ability of sense cognition, the attitudes of other participants in the dialogue, and allows you not only to understand "the other person" but also to expand the boundaries of individual self. It is the internal dialogue that characterizes awakening of self-consciousness, becomes one of the most important factors of personal self-determination and self-development [1].

We believe that when it comes to dialogic interaction that determines the perspective of personal self-development of the future professional it is worth mentioning not only the efficiency but "suprasituational efficiency" (V.Petrovsky), which "captures the existence of such tendencies, in which the subject dominates the situation, overcoming situational boundaries during the motion activity" [3, p. 65]. In this context, the term "suprasituational efficiency" as well as possible discloses motion activity, yield beyond it, and consequently enrich subjective relations during the dialogic interaction.

Before subjective relations will be implemented in the process of dialogic interaction, the student must first perform them. This reproduction of relations, suggesting goal formation (goal setting), and subsequent to

this goal-setting determines the vector of its interaction with other subjects and objects of artistic and educational space. Exchange of goal-setting methods is learning by the future music teacher of goal-setting and the ways to achieve it. However, the future music teacher is able to play relationships that are not yet in the full sense of the word a link between him and the other members of the educational process. Possible relations (Attitudes-Results) may take place when they are relevant to the interacting parties. Professionally important for the student guidance in the process of setting a goal and the following goal-reaching, shows self-development perspective of the future music teachers.

It is important for the student while setting the aim to predict and evaluate the expected result from the subsequent correction of the goal on the basis of the system of values in which subjective position is implemented. This approach to the goal setting activity makes it an important objective of developing the student's ability to personal and professional reflection.

Thus, the formation of the subjective-position of the future professional music teacher is related not only to the development of the ability to set goals and reaching the aims that are characteristics of its subjectivity, the actualization of responsibility, initiative and satisfaction with the results of dialogic interaction. This process involves formation of self-development skills implemented in cooperation with the teacher selection of individual policies, adequate methods for implementing them, a reflection of the results obtained, and their correction on the basis of self-built system of value priorities.

We consider the future professional to be an active subject of artistic and educational activities in line with the student-centered development, which involves the active-transformative dialogic interaction between the teacher and the student in the process of which there are determined educational objectives, designed individual strategies, methods of implementation, followed by reflection and correction of result- attitude.

Thus, the subjective-professional position of future music teachers can be defined as an individual integral personal trait which makes the system of value priorities of personal and professional self-determination and self-development of the student in artistic, educational and artistic-performing activity, manifested in the deliberate choice of individual educational and developmental strategies for the implementation of professional goal-setting in the dialogic interaction with other subjects of art and educational process. Efficiency of formation of the subjective-professional position

depends on the conformity of coincidence, consistency with external influences intrapersonal potential of the future professionals in the process of dialogic interaction.

We believe that the peculiarities of the formation of the phenomenon of future music teachers at the pedagogic university are:

- subjective actualization and selection jointly with the teacher, and personal strategy of mastering professional art-pedagogical and art-performing activity;
- awareness of the importance of art-pedagogical and art-performing activity for yourself and the others;
- bringing up of responsibility for the outcome of art-pedagogical and art-performing activities;
- motivation to freedom of expression;
- commitment to "selfness": self-determination, self-design, self-activity, self-esteem and self-correction in the process of teaching and professional self-determination and self-development.

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MOBILIZATION AVAILABILITY OF FUTURE TEACHER PERSONALITY IN THE STRUCTURE OF PEDAGOGICAL PROFESSIONALISM

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Abstract. *The article exposes the essence of mobilization availability of the future teacher for professional self-development. Mobilization availability is understood as the fundamental ability successful performing any activity due to self-disposing to control one's actions and is characterized by a volitional activity is characterized as self-tuning to mobilization of volitional efforts, emotional tuning as self-adjustment to the mobilization of protective and administrative reserves of the organism, ergoafficity as self-determination to a successful performance. The given concise description of volitional activity, emotional tuning and ergoafficity of intending teachers, as well as the levels of its mobilization, which serve as an indicator of the state of mobilization availability to professional self-development, namely: passive level, which is characterized by volitional passivity, emotional enstrangement and ergo-inactivity; moderate – characterized by volitional instability, emotional enstrangement and ergo-endurance; optimal – characterized by volitional activity, emotional resonance, ergoafficity. The component structure of pedagogical professionalism of future teachers is proposed, which includes: social-pedagogical orientation, professional-pedagogical availability, individual-psychological availability, bioenergetic availability, mobilization availability.*

The analyzed structure is one of the possible options of interpretation of pedagogical professionalism of future teacher personality, the author does not pretend to the completeness and integrity of the study.

Keywords: *mobilization availability, volitional activity, emotional tuning, ergoafficity, pedagogical professionalism.*

Strategic directions of development of contemporary education cause outlining new challenges concerning formation of the professionalism of future teachers, in the context of which there appears the task of forming mobilization availability. Let's consider one of the alternatives of interpreting professional identity in general and pedagogical professionalism in domestic context, in particular. For example, the essence of professionalism lies in: