

Studying of the level of independence and subjectivity of teachers in the conditions of modern educational process

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Abstract. This article reveals one of the urgent problems of modern education - the problem of the development of subjectivity and independence of school teachers. The authors analyzed the concepts of “subjectivity”, “independence”, given their characteristics. Under the “subjectivity of the teacher” can be considered as an accessible and effective principle of “self -building”, associated primarily with the initiative for independent life-creation, high motivation for achievements in the chosen profession or activity. However, as the authors note, the development of teacher subjectivity is hindered by such factors as the imperfection of the educational system of the school, taking into account the needs and requirements of young people, and this is also conditioned by such a factor as the personal qualities of teachers. To solve this problem, experimental work was organized and carried out, the main methods of research were the following: Questionnaire of self-actualization of personality; Methodology “Level of subjective control”. The authors determine the pedagogical conditions that affect the development of subjectivity and independence of school teachers, where the primary condition is the ability of teachers to choose cognitive alternatives and, as a result, encourage teachers to self-realization.



Key words: subjectivity, independence, teacher, educational process, self-realization.



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Introduction

Modern society needs professionally competent specialists with self-esteem and insight into the merits of other people, capable of dialogue, mobility, criticality, creativity, striving to apply one’s knowledge and experience in the field of the chosen profession. The shift of emphasis in the scale of social values towards human individuality orients higher education towards affirming the priority of the subject-creator, the subject of the dialogue of cultures, the arbiter of his/her life path with a subject-transformative

attitude to the world. To the greatest extent, the orientation of the activity de-objectification of the content of social values by a future specialist can be implemented within the framework of a purposeful educational process of a school, which is based on the ideas of developing the teacher’s subjectivity, his/her self-organization based on active involvement in personal-environmental interaction and socializing activity.

The subjectivity of the teacher is considered as the most accessible and effective principle of “ self -building” of the teacher in his/

her own active position, associated with the initiative, the ability to independent lifbuilding and life-creation, the realization of one's uniqueness and originality, high motivation for achievements in the chosen profession and social activity [1].

However, as is known, the state of the educational system in the space of real characteristics does not always meet the regulatory requirements [2]. This difference is determined by two groups of factors:

- The first group is associated with the imperfection of the educational system of the school, with the backlog of the conditions of education implemented in it from changing requests and requirements. That's why it is necessary to periodically adjust the processes at all levels of the specified school system, including the clarification of the goals of its functioning [3].

- The second group of factors is determined by the personal qualities of teachers, the discrepancy between what teachers have and what is necessary for the formation of their subjectivity in the educational process.

These factors are undoubtedly important, because at the end "the quality of education can be considered as a combination of many components, of which the most significant are the properties that determine the level of knowledge, skills, abilities, competencies of trainees, the level of development of their personal properties" [4], their cognitive and creative abilities, personal responsibility, experience of their independent activity [5].

As the analysis of educational practice of schools shows, the professional and personal development of teachers is most often chaotic rather than purposeful. As a result, teachers are not always able to make responsible decisions independently, predict results and assess the risks of negative consequences of their actions. Many future teachers are not ready to effectively engage in real activities, they are not able in practice (not in the conditions of the educational environment) to creatively solve professional and life problems that confront them. "They imagine their future only in general

terms, blurred, non-linear, which makes life and professional planning difficult" [6]. "It is alarming that young people prefer executive, minimizing the responsibility for independent decisions. Only every tenth future teachers of pedagogical universities value independence in their future work, the absence of petty tutelage and regulation ... " [7].

Based on the above, the *purpose of our work* is to determine the impact of education, in particular the educational process, on the development of "Subjectivity" and "Independence" of school teachers.

Based on this goal, we have defined the following *tasks*:

- Analyze the concepts of "Subjectivity" and "Independence" in the psychological and pedagogical literature;

- Determine approaches to the formation of independence from the point of view of psychology;

- Determine pedagogical conditions influencing the development of school teachers' subjectivity;

- To substantiate and experimentally verify the peculiarities of the dynamics of independence and subjectivity of teachers.

Literature review

This problem is considered in the works of researchers from Far and Near abroad. Thus, Xiaoyan Wu's research pays attention to the fact that we must recognize and respect the dominant position of teachers in pedagogical interaction, which is fundamentally determined by the law on education, since the purpose of education is to enable teachers to achieve the requirements of educational goals and become useful talents for society and the country [8]. In the study, Xiao Han notes that more attention should be paid to understanding why people "consider the truth, traditionally understood as the highest value" and put themselves "absolutely dependent on it." The author believes that it

is when finding the truth in a dispute that a teacher shows self-reflection [9]. Also in the study, Bunn G., Langer S., Fellows N.K. They want to return teacher self-government as a multifaceted intersubjective function that is supported or suppressed by power networks and, therefore, cannot be implemented in terms of the presence/absence deficit model [10].

Based on the foregoing, it is possible to define the concept of "independence" as a component of the concept of "subjectivity", then we are faced with the need to solve the third problem, in particular, what pedagogical conditions can influence the development of a teacher's subjectivity?

The problem of improving the quality of education can be solved at least in two ways. The first one consists of studying and summarizing the best pedagogical practice and pointing out the most effective options, as well as certain negative properties that hinder the full assimilation of knowledge and personal professional growth of teachers. The second method consists of a systematic analysis of the process of learning and self-education, their elements and the allocation of pedagogical conditions that ensure the quality of education.

Pedagogical conditions are an integrative environment that not only enables the teacher to effectively manage the process of education and upbringing, using the achievements of psychological and pedagogical science, but also helps to increase reflection and develop the subjectivity of teachers.

The subjectivity of a teacher is an integrative characteristic of a person and is expressed in one's ability to transform his/her life activity, his/her educational process, in adapting to the changes that have occurred, as well as in diagnosing and evaluating these changes.

The essential characteristics of the teacher's subjectivity are his/her readiness and ability to control his/her actions; to model, plan ways of their activity, interaction; to implement the planned programs; control the course and adequately evaluate the results

of the actions and interactions; reflect on one's own activity, the activity of others and interaction. Proceeding from this, subjectivity must be considered as a unity of intellectual, evaluative-emotional and practical activity.

In this regard, the vector of didactic impact on the development of the subjective component in the aggregate of the following conditions:

- 1) creating a comfortable atmosphere in the classroom that allows stimulating the interests of teachers, developing their need to learn;
- 2) the impact on the personality of teachers as a whole, the correlation in the educational process of the emotions and feelings of teachers with their real needs, stimulating their cognitive abilities, developing their potential;
- 3) activation of teachers by increasing the importance of "active learning" and their positioning as the main subjects of the educational process;
- 4) the focus of pedagogical interaction not only on the organization of educational and cognitive activity of teachers, but also on the consideration of individual strategies for mastering educational material, depending on the current level of development;
- 5) expanding the range of individual characteristics of teachers;
- 6) the possibility of teachers choosing cognitive alternatives and, as a result, encouraging teachers to self-realization.

The most effective development of subjectivity can be carried out in the implementation of a set of conditions. A set of conditions contributes to the development of all components of the pedagogical process and should reflect the logic of the deployment of the learning process; features of the functioning of the goal, subject and content of the process, the nature of the activities of teachers, teachers, the level of integrity

and the result of the process; features of the training of future specialists [11].

To solve the fourth problem, incl. determination of the characteristics of the dynamics of independence, subjectivity of teachers in the process of studying at a school, it is necessary to take into account the specification of teachers as a special age and socio-psychological category. Teacher age is a period of a person's life, which is associated with the formation of independence, leaving the parental home and the formation of one's own family [12].

Research by K. A. Abul Khanova determine that teacher age is a kind of "sensitive period" for the formation of reflection [13].

Materials and Methods

The study involved 100 teachers from various educational institutions located in Almaty, Astana, Semey, and Karaganda in Kazakhstan. The participants comprised 28 male teachers and 72 female teachers, with an average age of 38.2 years. Purposive sampling was utilized to ensure representation from different geographical regions and genders.

To determine the level of formation of independence and subjectivity, we used the following diagnostic methods:

1. Personality Self-Actualization Questionnaire: This questionnaire, developed by A.V. Lazukin and N.F. Kalina, was used to assess the level of autonomy among teachers. The questionnaire consists of items designed to measure self-perception, self-awareness, and self-acceptance.
2. Rotter's Locus of Control Scale: This scale was employed to evaluate teachers' perceived control over their professional lives. The scale assesses individuals' beliefs regarding the extent to which they can influence events in their lives.

Quantitative data were collected through online surveys administered via Google Forms. Participants were provided with a link to the survey, which included the Per-

sonality Self-Actualization Questionnaire and Rotter's Locus of Control Scale. The surveys were designed to be completed within a specified time frame to ensure consistency and minimize response bias.

Quantitative data analysis involved descriptive statistics to summarize the responses to the Personality Self-Actualization Questionnaire and Rotter's Locus of Control Scale. Inferential statistics, such as correlation analysis, were conducted to examine the relationships between variables.

Ethical Considerations: the study adhered to ethical guidelines, and informed consent was obtained from all participants. Measures were taken to ensure the confidentiality and anonymity of participants' responses. Ethical approval was obtained from the relevant institutional review board prior to data collection.

Results and Discussion

Diagnostics of self-actualization of the personality A.V. Lazukin adapted by N.F. Kalina (SAMOAL).

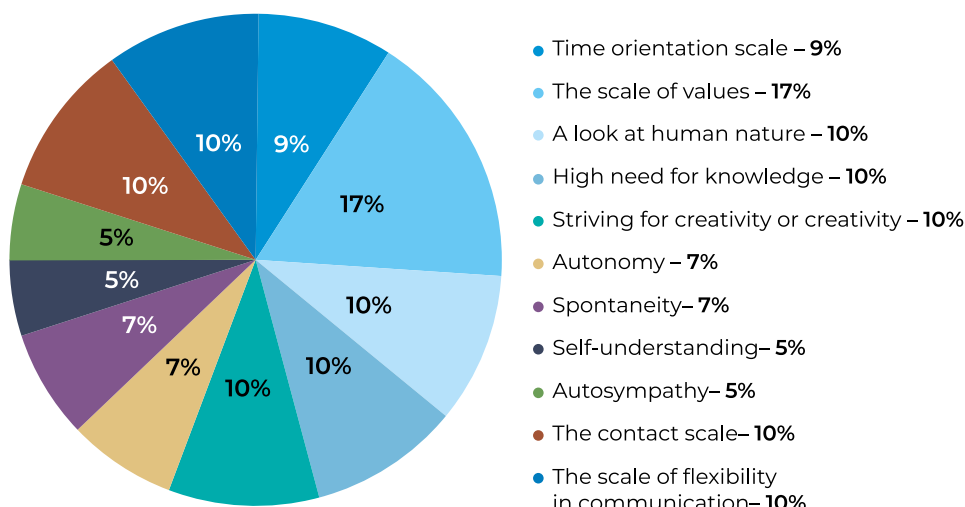
The very concept of "self-actualization" is interpreted as a person's desire for the most complete disclosure and realization of his personal potential.

Instruction. of the two options for statements, choose the one that you like best or best agrees with your ideas, more accurately reflects your opinions. There are no good or bad, right or wrong answers, the best will be the one that is given on the first impulse.

Questionnaire (example):

- a) The time will come when I will live for real, not like now.
- b) I am sure that I am truly living right now.

The questionnaire consisted of 100 similar expressions, where teachers had to choose one of the more suitable for their positions. The questionnaire also includes 11 scales, each of which has its own characteristics. According to the results of the survey, the following results were obtained:



Picture 1 - The results of the diagnosis of personality self-actualization
A.V. Lazukin adapted by N.F. Kalina (SAMOAL)

According to the data obtained, out of 100 teachers surveyed, a high percentage was the “Values” scale of 17%, where a high percentage on this scale indicates that a person shares the values of a self-actualizing personality, among which A. Maslow included such as truth, goodness, beauty, integrity, lack of duality, vitality, uniqueness, perfection, accomplishments, justice, order, simplicity, lightness without effort, play, self-sufficiency. The preference for these values indicates the desire for a harmonious existence and healthy relationships with people, far from the desire to manipulate them in their own interests. Further, in percentage terms, 10% each were the Scale of Orientation in Time, A Look at Human Nature, High Need for Knowledge, Striving for Creativity or Creativity. These results show that not all participants live in the present, put off their lives “for later”, are often immersed in experiences, suspicious and unsure of themselves, do not always trust others; the scale of the need for knowledge is open to new impressions, but today’s youth do not always appreciate what they see; scale Striving for creativity or creativity - teachers strive to show creativity, originality, however, due to self-doubt, they

cannot always realize it. The following scales Autonomy, Spontaneity make up 7%, due to the fact that young people strive for autonomy, to be free, they want to trust the world around them, but because of the obstacles set in front of them in the form of “uncertainty, restrictions that were once set” show low level. The lowest scores on the scales Self-understanding, Autosympathy, which is only 5% of the total. This indicator indicates that a low score on the scale of self-understanding is characteristic of people who are insecure, guided by the opinions of others. D. Risman called such people “oriented from the outside” in contrast to “oriented from the inside”; on the Autosympathy scale (characterizes the natural basis of mental health), shows that neurotic, anxious, insecure people have low scores.

Thus, after analyzing the data obtained, we can conclude that low self-esteem, self-doubt, living in the “past” or leaving it “for later” shows that the diagnosis of self-actualization of a person is a necessary condition for determining the level of subjectivity, in particular, in the realization of personal potential.

Next, we carried out the technique “*Level of subjective control*” (J. Rotter). The technique is a modified version of the questionnaire of the American Psychologist J. Rotter. With its help, one can assess the level of subjective control over various situations, in other words, determine the degree of responsibility of a person for his actions and his life [14].

Instructions: After reading each statement, decide for yourself whether you agree with it or not. If you agree, put a “+” sign next to the serial number of the proposal (you can do this on a separate sheet of paper). If you do not agree with this statement, then put a “-” sign next to the serial number. Be careful in doing this work and at the same time try not to linger for a long time and not think about a single statement.

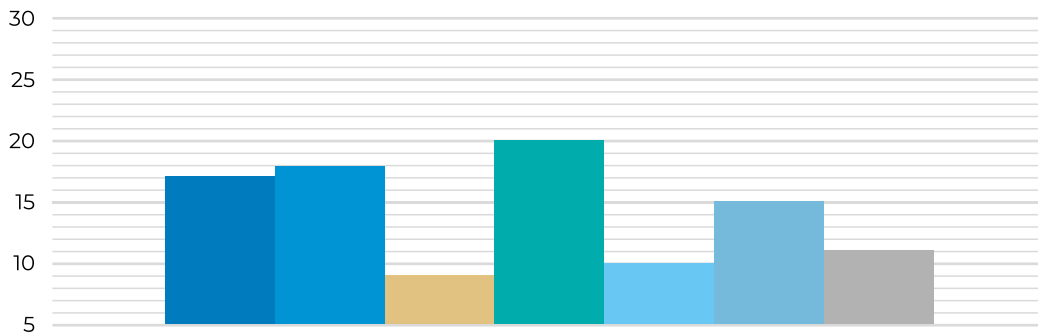
Example:

LSC Questionnaire

1. Promotion depends more on luck than on the ability and effort of a person.
2. Most divorces come from the fact that people did not want to adapt to each other.
3. Illness is a matter of chance: if you are destined to get sick, then nothing can be done.

According to the results of the survey, the following results were obtained:

- The scale of general internality – **17%**
- The scale of internality in the field of achievements – **18%**
- The scale of internality in the field of failures – **9%**
- The scale of internality in family relations – **20%**
- The scale of internality in the field of industrial relations – **10%**
- The scale of internality in the field of interpersonal relations – **15%**
- The scale of internality in relation to health and illness – **11%**



Picture 2 - Diagnostic results “Level of subjective control” (J. Rotter)

According to the results obtained, out of 100 teachers surveyed, a high percentage was the scale of internality in family relations (Is) - 20%, due to the fact that the teacher feels responsible for the events taking place in his

family; The scale of internality in the field of achievements (ID) - 18%, shows that most teachers believe that they have achieved all the best things in their lives and that they are able to successfully go towards the in-

tended goal in the future; General Internality Scale (Io) - 17% As with the above ID scale, teachers note that important events in their lives were the result of their own actions, that they can manage them and, therefore, take responsibility for their life as a whole; The scale of internality in relation to health and illness (From) - 15% shows that only 15% believe that the responsibility for their health is in "his hands", some still believe that health and illness are the result of an accident and hope that recovery will come as a result of the actions of other people, primarily doctors; The scale of internality in the field of industrial relations (Ip) - 10%, which indicates a tendency to attach more importance to external circumstances - management, work colleagues, luck - bad luck; The lowest indicator on the scale of internality in the field of failures (In) is only 9% of the total, due to the fact that a person tends to attribute responsibility for troubles, unsuccessful events to other people or consider them the results of bad luck.

Thus, after analyzing the data obtained, we can conclude that people (in our case, teachers) are divided into two types: The first type manifests itself when a person believes that what is happening to him does not depend on him, but is the result of external causes (for example, accidents or interference of other people or phenomena). In the second case, a person interprets significant events as the result of his own efforts. Considering the two polar types of localization, it should be remembered that each person has his own level of subjective control over significant situations. The locus of control of a particular individual is more or less universal in relation to the different types of events that he has to face, both in case of success and in case of failure. In most cases, as practice shows, in the case of positive results in any activity (field), people are accustomed to attributing all achievements to themselves, however, as soon as failures occur or something goes wrong, only self-confident people who are able to soberly assess their opportunities, will be able to accept their mistakes without blaming others for it.

Conclusions

Thus, the study of the issue of subjectivity and independence of teachers allows us to conclude that teacher subjectivity can be considered as an accessible and effective principle of "self-building", associated primarily with the initiative for independent life-creation, high motivation for achievements in the chosen profession or activity. However, as practice and experimental work have shown, the level of the subjective position is more at the average level. In order to increase the level of the subjective position and independence of teachers, it is necessary to improve the educational system of the school, take into account the needs and requirements of today's youth, it is also necessary to pay special attention to the development of teachers' personal qualities (development of independence, the ability to make decisions, be open and creative).

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Заманауи білім беру үдерісі жағдайында педагогтердің дербестік және субъективтілік деңгейін зерттеу

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Аннотация. Бұл мақалада заманауи білім берудің өзекті мәселелерінің бірі – мектеп педагогтерінің субъективтілігі мен дербестігін дамыту мәселесі қарастырылады. Авторлар «субъективтілік», «тәуелсіздік» ұғымдарын талдап, олардың сипаттамаларын берді. «Педагогтердің субъективтілігі» деп, ең алдымен, тәуелсіз өмір сүру бастамасына, таңдалған мамандықтағы немесе қызметтегі жетістіктерге жоғары уәждемеге байланысты «өзін-өзі құрудың» қолжетімді және тиімді қағидасы ретінде қарастыруға болады. Алайда, педагогтің субъективтілігінің дамуына мектеп білім беру жүйесінің жетілмегендігі, педагогтердің сұраныстары мен талаптарын ескермеу сияқты факторлар кедергі келтіреді. Бұл педагогтердің жеке қасиеттері сияқты фактормен де байланысты. Қойылған мәселені шешу үшін эксперименттік жұмыс ұйымдастырылып жүргізілді. Эксперименттік жұмыс негізінде «тұлғаның өзін-өзі тану» сауалнамасы және «субъективті бақылау деңгейі» анықталды. Авторлар мектеп педагогтерінің субъективтілігі мен дербестігін дамытуға әсер ететін педагогикалық жағдайларды анықтады. Бірінші кезектегі шарт болып педагогтердің танымдық баламаларды таңдау мүмкіндігі және нәтижесінде білім алушыларды өзін-өзі жүзеге асыруға ынталандыру болып табылады.



Түйінді сөздер: субъективтілік, тәуелсіздік, педагог, оқу процесі, өзін-өзі тану.

Изучение уровня самостоятельности и субъектности педагогов в условиях современного образовательного процесса

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Аннотация. В данной статье рассматривается одна из актуальных проблем современного образования – проблема развития субъектности и самостоятельности педагогов школ. Авторами проанализированы понятия «субъектность», «самостоятельность», даны их характеристики. Под «субъектностью педагога» можно рассматривать как доступный и эффективный принцип «самостроительства», связанного прежде всего с инициативой к самостоятельному жизнетворчеству, высокой мотивацией достижений в выбранной профессии или деятельности. Однако, как отмечают авторы, на развитие субъектности педагога препятствуют такие факторы как несовершенство образовательной системы школ, нет учёта запросов и требований педагогов, также это обуславливается таким фактором как личностные качества педагогов. Для решения поставленной проблемы, организована и проведена экспериментальная работа, основными методами исследования стали ме-

тодики: опросник самоактуализации личности; методика «Уровень субъективного контроля». Авторами определены педагогические условия, влияющие на развитие субъектности и самостоятельности педагогов школ, где первостепенным условием является, возможность выбора педагогами познавательных альтернатив и, как следствие, поощрение обучающихся к самореализации.



Ключевые слова: субъектность, самостоятельность, педагог, образовательный процесс, самореализация.

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