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## **The formation of subjectivity of a future specialist in the educational environment**

The particular relevance of the problem of the formation of subjectivity of a future specialist is acute in the situation of current social transformations. Educational and professional activities are defined as self-development that is achieved in learning of a person whose subjective experience is of great interest.

The representatives of various scientific fields and schools studied the problem of the formation of future specialists and provided diverse but informative researches. Thus the following researchers such as K.O. Abulkhanova-Slavskaya, G.A. Ball, A.V. Brushlinskyi, O.N. Volkova, M.S. Khan, A.K. Osnitskyi, G.K. Radchuk, V.A. Tatenko etc address the active principle which integrates and shows a potential of a person. Actually, it is the principle that formed the basis of our research. However, many problems of the formation of students' subjectivity remain not known.

The purpose of the article is to provide a theoretical study of the problem of the formation of subjectivity of a future specialist and to define the psychological and pedagogical conditions and factors of implementing the internal capacity of the formation of subjectivity during the period of studying at the university.

In accordance with the relevant provisions subjective theory the formation of future specialists is perceived as a continuous process of self-development. Primarily, the subjective qualities without which the professional execution of functional duties is impossible are considered. The subjectivity is discovered in the mechanisms of self-development, self-actualization, self-realization, self-determination.

O.V.Biloshytskyi and I.F.Berezhna confirm that students' subjectivity is realized in their educational and professional activities. The main functions of the

student as a subject of activity they called self-knowledge (reflective intellectual activity), self-actualization (realization of their abilities and opportunities), self-esteem (comparing potential, strategy, process and its results), self-regulation (management of their own development) and self-determination (forming semantic representations of the system itself).

The impact on the development and on the educational and professional activities of the educational environment is the index of their attitudes to the environment. By this it is meant that if students realize the value of the educational process, find possible forms of self-expression, analyze the progress and prospects of their development, feel psychologically comfortable in higher education, they are open to educational influences, interaction, expression of their own activity in the performance requirements, overcoming the difficulties.

In turn, the educational space of higher education specifies and defines the conditions of implementing the internal capacity of the formation of subjectivity. If appropriate conditions are created, universities shape and define the features of potential future professionals.

**Keywords:** *the subjectivity, the formation of subjectivity of a future specialist, the factors of formation of subjectivity of a student, the educational environment, the students age.*