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Subjectivity, as an important component of educational process in higher educational institutions

Actuality of the problem. When conducting research in many scientific fields, scientists try to eliminate the subjectivity of its methodology, theory and results, and now it accounts for a significant part of the process of research in these areas. These trends have not passed the sphere of pedagogics. As a result there is an increasing tendency in teaching science to eliminate the subjectivity as a factor in the educational process. The scientific community has responded appropriately by means of introduction of various techniques, which limit the subjective component of the educational process.

However, we have to consider that subjectivity is referred to a specific, different from other interpretations of any aspect of the experience. Based on the assumption that the experience is always unique to humans, i.e. by a psychophysiological apparatus surrounding a human perceives reality and gives it its complexion.

It should be emphasized that according to the dictionaries, subjectivity is defined as an individual feature in the view of things; particular to any person; the lack of objectivity; subjectivity [Subjectivity…].

In terms of technologizing of education the use of various communication technologies the proportion of direct communication between teacher and student is reduced. The purpose of this paper is to determine the place of subjectivity in the modern educational process in higher educational establishment.

The presentation of material. The role of subjectivity in the development of active individual style of learning activities of students as a prerequisite for the formation of professional competence of teachers was emphasized by V. Vishkivska [Vishkivska 2008: 2–5]. Considering ergonomic foundations of educational process in higher education S. Skydan also emphasizes on subjectivism as an important constituent factor in the educational system and teaching process in particular [Skydan 1999].

T. Shcherbakova has an interesting view which states that the concept of student-centered learning provides the level of psychological mechanisms underlying change in functional – role interaction on subjective, personal, providing not just new technology, but another philosophy of understanding of the educational process. If the traditional paradigm allows equalizing the professional knowledge and skills of teachers, ideological loyalty of his personality and level

of educational excellence which is reflected in the classic work on the psychology of the teacher, then the new paradigm perspective requires consideration of level of subjectivity of the teacher in the educational process. This allows considering the nature of the essential success of educational activities of teachers as operating of his subjectivity through the inclusion of subjective individual professional supervision. Freedom of pedagogical choice and pedagogical responsibility for your choice are two sides of the manifestation of subjectivity of teacher in real work [Shcherbakova, *Subjective*…].

This theme acquires the special actuality in connection with that requirement of humanizing and democratization of education generates the problem of psychological readiness of teacher to pedagogical activity of new type. Personal -oriented approach in education allows the teacher to become true subject of activity, expanding the scope of educational work, allows to use a wide variety of educational programs and methods, a variety of educational technologies and methodological working out. All of the above requires the personality of teacher to develop intrinsic order and structure, values and needs, to build their own figurative conceptual schemes; it creates special demands on subjective control of professional conduct of teacher.

In this context the special value is acquired by such psychological descriptions of personality of teacher that comes forward as a subject of pedagogical activity, as pedagogical responsibility, developed system of mechanisms of subjective control, degree of formed of reflective, evaluative and analytical capabilities, the presence of that allows the teacher to become the active subject of professional activity, capable to determine strategy independently, tactics and character of particular pedagogical acts, and also to take responsibility for their pedagogical result.

Training students for professional work is accomplished during the teaching of focused, interrelated impact on the individual student and staff in areas such as: strengthening professional reasons by means of educational work; creation of knowledge and understanding of the subject and content of professional tasks by visual and verbal review, the terms of future activities; accumulation of skills and abilities by organizing training activities, exercises and training; self-education and self-hypnosis for a successful professional career.

The source of human experience is objective; experience itself is only available to the subject. Subjectivity is the only way by which a person perceives the world around, regardless of the apparatus used: using mathematical modeling, logical reasoning, using various scientific methods or other methods.

Assuming that in the system of interaction of “human – human” there is no subjective component; the information provider (the teacher) does so without emotional complexion without the use of facial expressions, gestures, tone changes, and other components that accompanies the dialogue. Consumer of information flow (student) learns it by establishing logical links with previously

obtained information. This system is not able to exist because of factors like presentation of information and its assimilation abundance and their interaction cannot be clearly defined in advance.

The educational process is built on the interaction between "human – human" so to put forward the issue of eliminating the subjectivity of the system is illogical. From one side the presentation of information comes true through the prism of the subjectively formed experience, from other receipt of information takes place with complexion of subjective attitude toward its source.

As noted by D. Kennedy in the realm of education, the new model of subjectivity leads to curriculum and pedagogy based on dialogue, and results in a greater rather than a lesser attribution of reason to the child [Kennedy, *The Politics*…].

Introducing technological approach to the educational process should reduce the subjective component in it. Breakdown of the learning process into separate stages with predictable results allows monitoring and management, and provides the job in a predefined time.

In a production environment, this system really works well as performing elements are machines with a small number of degrees of freedom (people usually serves as the operator) and the result of their interaction can be defined beforehand with great probability. Even if the language of the news of professionals who interact in a production environment (within a certain process), the result of formation of a certain well-defined groups of skills they provide the results of each other. Because subjectivity in such circumstances really decreases but does not disappear completely, is the so-called "human factor".

The word "technology" is of Greek origin and means "knowledge of the skill". The notion of "educational technology" ("technology education", "educational technology", "technology in education", "technology in education") has recently extended in science and education.

First, the concept of educational technology correlated with the idea of mechanization of the learning process, supporters of it saw the extensive use of teaching aids as the main way to improve the learning process.

However, already from the second half of XX of century in pedagogics the idea of complete dirigibility purchased wide distribution of total control of educational process, which envisages educational process control with the exactly set aims the achievement of which must yield to a clear description and determination.

It must be emphasized that native researchers as opposed to foreign associate the educational technology not only with training but also with education.

For today the only understanding of maintenance of pedagogical technology is lacked pedagogical science – from the maximal use in the teaching of possibilities of different technical equipments to the idea of process control of studies (id est the purposeful constructing of aims of studies, verification and estimation

of efficiency of select forms, methods, facilities, estimation of current results, use of different measures is on the correction of results of studies).

Traditionally, educational technology consists of three components: a conceptual framework; the content of the training (learning objective – general and specific, the content of teaching material); procedural part – the production process (organization of educational process, methods and forms of student learning activities, methods and forms of teachers, teacher activities of process of control of mastering academic material, diagnosis and correction of the results of the educational process).

Traditionally, the question of the introduction of pedagogical techniques is associated with: consolidation of didactic units; planning learning outcomes; differentiation of education; psychologization of the educational process; computerization.

Thus, the specificity of educational technology is built on the basis of its teaching process should guarantee the achievement of the goals. Also, a feature of the technology is a structured (algorithmic) process of interaction between teacher and students.

The technological approach should not be used widely in the educational process, because it is aimed at forming a specialist without the individual characteristics of students and teachers (subjective factors) as a result the effectiveness of such activities is low enough.

Controls on training specialists also require objectivity. The “objective” systems of evaluation, which is built on the use of different tests, are widely entered as a result.

In the checking of professional preparation of future specialists system the teachers of higher educational establishments use the criteria of objective type mostly. At verification a teacher aims on the basis of “objective” approaches to estimate his own efficiency and students learning and educational activity, in the same time student who is being checked tries to show the certain level of the mastered knowledge and formed abilities. Evaluation of control results (answers, various material objects) are generally not carried out as a coordination of views on some issues (a common search for truth) improving the educational process and the level of comparative analysis “satisfied – not satisfied”, “done – not done”, “alike – not alike” in accordance with the established standard of assessment. As a result for a student the freedom of the creative approach is repressed in studies, the search of effective ways of organization of independent work and perfection of itself as a future professional is ceased. Introduction of the subjectivity to the checking system extends the creative constituent of preparation of future specialist in the system of higher education.

In the works of Khuram Rafique Babar updated classification problems from the standpoint of exams “objectivity – subjectivity” is actualized. As the researcher in education gained widespread use of tests “objective type” and “subjective type”. It is believed that examination of subjective type consists of

this type of questions the answers to which should be presented in narrative form. The survey of "objective type", usually in a format that requires: filling the missing information; multiple choice questions; choice of true and false statements; short answer, etc. [*Khuram Rafique*…].

Thus, an examination of the "subjective type" is the control that provides descriptive and exams "objective type" involves the use of different templates in the control system.

If we proceed from the standpoint of subjectivity, such a classification is not entirely appropriate. Since the answer reveals the subjective nature of the student perspective on a particular issue and especially its course. The answer of the objective nature based on real facts and figures, regardless of statements (verbal response or use different writing) is always the same.

Id est the system of verification of readiness of student to life and labour activity comes true on the basis of variant choice from the offered variants. But no vital or productive situation will "offer" the variants of decision, a man must form them independently coming from present often subjective experience. Thus, the state of subjective preparation of specialist valuably can estimate only to other the specialist on positions of own subjectivism.

Conclusion. Subjectivity in an educational process cannot be considered as a defect, it is an inalienable constituent of this type of human activity. All previous experience of development of humanity accumulates comprehended summarized and passed to the next generations with the corresponding subjective complexion, that allows to carry out forming of MAN, but not biological creature with understanding essences of certain processes.

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Abstract

The analysis of the content of subjectivity as a philosophical and pedagogical problems of modern science. Discloses the nature and role of subjectivity in the modern educational process of higher educational establishment.

Key words: subjectivity, educational technology, testing, educational process.