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**Dynamic features of the learning activity of the future teacher as a teacher
interaction subject**

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Abstract. This article deals with theoretical analysis and empirical investigation of educational activity dynamics of future teachers.

Activity, awareness, mutual commitment are peculiar to educational interactions by both sides – the students (student) – a teacher – who act as subjects where coordinated action is the result and amplifies by mental state of contact are grounded.

Methodological meaning of the notion activity in relation to psychological research, primarily in principle activity of the subject is highlighted Thus activity serves special quality of interaction between subject and objective reality, in such way of self-expression and self-realization of the individual for which either achieved or there is no quality as a complete, independent and self-intelligent subject.

Author understanding of the formation of future teachers as the subject interaction involves the interaction of a dynamic system, and its structural basis is formed in the context of educational activities and its contents – is followed by the formation of certain properties.

779 college students from the first to the fifth year of study take part in the investigation.

A set of such learning activities characteristics as potential activity, its regulation, the dynamics of implementation activity and self-esteem of learning activity results are the display of students' learning activities have studied.

The differences in students learning activity, namely the first-year and fifth-year students are disposed to training motivation, the second-year students – performing dynamic of implementation activity, the third and the fourth year – ability to learn

have been distinguished In general, students focused on learning, are motivated to learn and are active in it.

The variable rates of students learning activity are interdependent and vary according to the year of study, and the activity is an important factor of the educational interaction as a process and the formation of future teachers as a result have been proved.

Key words: *future teacher, subject, learning activity, educational process.*

Current educational system uses different forms, means, methods of active pedagogy which is called interactive. Considering the education as a process of involvement in social and social culture activity and the mastery of its content and tools, researchers predict the pedagogical process as combined productive activity of the teacher and students.

The nature of an activity one who teaches and learns in educational and extracurricular activities may vary, and have possible interactions.

Activity, awareness, mutual commitment are appropriate to of interaction of study by both sides the students (student), a teacher who acts as subjects, where the coordinated action has a result and reinforced by mental state of contact.

It should be added to subjective human figure its characteristic as a personality and as a subject. According to E. O. Klimov, it includes purposefulness, motivation, attitude towards others, self-activity, self-regulation, which is expressed as self-discipline, organization, patience, self-discipline, creativity, intellectual qualities of individuality, emotion [4, p. 89].

These characteristics are appropriate to the educational process subjects. According to P. F. Kaptereva collective subject of the educational process should be represented by one educational field i.e. field of learning and development as a student so a teacher [3].

Methodological significance of activity in relation to psychological research is disclosed primarily in principle activity of the subject. Thus activity serves special quality of interaction between subject and objective reality, due to individual's self-

expression and self-realization for whom either achieved or there isn't such quality as a complete, independent and self-educating subject [2; 5; 6].

The content of the training involves active participation in it, as it involves the creative processing of received information for its deeper learning. Thus, the modern social cultural situation, which is characterized by increasing interest in the development of school and the individual, intellectual freedoms, the display of creative potential, the formation of critical and self-criticism, activities and initiatives causes a new approach to training future teachers that is associated with the development pedagogically appropriate relationships in the system "teacher-student" [7].

The author understanding of the formation of future teachers as the subject of interaction provides his study as dynamic system, which forms the structural basis in the context of educational activities and contents which is accompanied by the formation of certain properties [5; 6].

The aim of our investigation is to examine the peculiarities of the learning activity of students – future teachers from the first year to the fifth year university students. The investigation involved students of Ukrainian universities, such as Rivne State Humanitarian University (Faculty of Physics and Technology), Vasyl Stefanyk Carpathian National University (Pedagogical Institute), Lesya Ukrainka Eastern European National University (Institute of Physical Culture and Health, Institute of Arts). Total sample – 779 people.

Empirical research was carried out thanks to A. A. Volochkova "Students' Active Learning" (EAQst) [1].

According to the investigation results of students' learning activity it was found that the first-year students are the best in learning activity (59 %) the fifth-year students (74 %) in academic motivation, the second-year students (43 %) in performing dynamic implementation activity, and the third-year (46 %) and fourth-year students (55 %) in ability to learn. For the first-year and for the fifth-year students' activity is in academic motivation as positive attitude towards specialty training in relevant subjects development of new disciplines is very important. For

the fifth-year students learning activities is to obtain knowledge about future careers. Students' attitude towards studying subjects is selective, they choose the most useful subjects for their future careers.

For the second-year students manifestation of activity is to study the dynamics of implementing acts performing activity. Students do productively control and final tasks as their marks depend on them. The second-year students attach importance to the immediate implementation of its training activities in the lectures while summarizing, training tasks and interaction with lectures.

The third-year and fourth-year students show their learning activity in ability to learn, i.e. students attach importance to the learning process and its results. Due to the high results they can improve their self-esteem, and due to the low ones and on the contrary they can reduce their results.

Index of the general level of educational activity is on the second place: the first-year students (87 %), the second-year students (90 %), the third-year (86 %), the fourth-years students (76 %) and the fifth-year students (57 %) the dynamics of implementation activity.

For this sample activity in the training of students performs a set of characteristics such learning activity as potential activity, its regulation, the dynamics of implementation activity and self-reported outcomes of learning activity. Potential activity expresses individual attitude manifestation in learning motivation and ability to study, invisible that is not observed, the potential commitment to inclusion and implementation of other structural components of an integrated learning activity. Activity regulation shows the individual characteristics of its control during the implementation of activities and failure. Dynamics of learning activity realization describes the implementation of educational activities, play activity, deployment and development in the educational area. The result indicates the activity of self-assessment of learning (level of learning, taking exams, academic success) and emotional satisfaction with activity in the education area.

For the fifth-year students learning activity means dynamic implementation, its reproduction, development and deployment in the educational area. Thus, there are

differences in the students' learning activity, namely the first-year and fifth-year students prevail training motivation, the second-year students – performing dynamic implementation activity, the third-year and fourth-year students show ability to learn. In general, students who focus on learning are motivated to learn and are active.

On the basis of the survey analysis results of students' activity the "Educational activity students" (EAQst) questionnaire found correlations (Pearson coefficient correlation).

Correlation analysis of students' learning activity shows that the first-year students option value "learning motivation" is correlated with indicators "ability to learn» ($r = 0,361$, $p \leq 0,01$), ($t = 3,6$, $p \leq 0,05$), "volitional control implementation of educational activities" ($r = 0,445$, $p \leq 0,05$), ($t = 4,3$, $p \leq 0,05$), "control actions in educational tasks situations" ($r = 0,322$, $p \leq 0,05$), ($t = 6,2$, $p \leq 0,05$), "the result of activity" ($r = 0,555$, $p \leq 0,05$), ($t = 4$, $p \leq 0,05$), "dynamic modification of training activities" ($r = 0,455$, $p \leq 0,05$), ($t = 3,4$, $p \leq 0,05$), "performing dynamic activity implementation" ($r = 0,388$, $p \leq 0,05$), ($t = 15$, $p \leq 0,05$). These data suggest the influence of internal learning motivation of students for learning, ease, speed learning.

The first-year students inherent emotional regulation, resistance to an educational situations, i.e the ability to maintain stability of learning activity in failure situation, self-learning ability, the creative dynamics of learning activity.

The option value of "learning motivation" of the second-year students correlates with the data "volitional control implementation of learning activities" ($r = 0,320$, $p \leq 0,01$), ($t = 4,6$, $p \leq 0,05$), "performing dynamic implementation activity" ($r = 0,398$, $p \leq 0,05$), ($t = 8,6$, $p \leq 0,05$). Students are able to concentrate for a long time at classroom practice, not proceeding the other things. They are characterized by the desire to bring the work to the end, despite some interference. Students are highly motivated to learn. The second-year students show desire intensely and quickly perform their tasks.

The option value "learning motivation" of the third-year student correlates such as "dynamic modification of learning activities" ($r = 0,325$, $p \leq 0,01$), ($t = 3,7$, $p \leq 0,05$),

"volitional control implementation of educational activities" ($r = 0,599$, $p \leq 0,05$), ($t = 2,9$, $p \leq 0,05$). Learning motivation of the third-year students is related to the dynamics of creative learning activity. Students inherent desire to find their own way to solve problems, tasks, to do the work themselves. The third-year students are able to concentrate for a long time at classroom practice, not proceeding the other things, try to bring the work to the end. The option value "learning motivation" of the fourth-year students correlates with "performing dynamic implementation activity" ($r = 0,299$, $p \leq 0,01$), ($r = 0,353$, $p \leq 0,01$), ($t = 2,7$, $p \leq 0,05$), "the result of activity" ($r = 0,376$, $p \leq 0,05$), ($t = 2,8$, $p \leq 0,05$).

These data witness the influence of students' learning motivation of the fourth-year students to implement activity during training. They are characterised by active approach to solving the problem. Students have a desire to do educational tasks quickly.

Indicator parameter "learning motivation" of the fifth-year students is correlated with "the result of activity" ($r = 0,442$, $p \leq 0,01$), ($t = 2,9$, $p \leq 0,05$), "performing dynamic implementation activity" ($r = 0,187$, $p \leq 0,01$), ($t = 2,9$, $p \leq 0,05$), "volitional control of the implementation of educational activities" ($r = -0,199$, $p \leq 0,01$), ($t = 2,8$, $p \leq 0,05$). Their academic motivation influences the level of learning, successful exam, general performance, doing tasks quickly, the ability to concentrate for a long time at classroom practice, not proceeding the other things, the desire to bring the work to the end.

Conclusions. Isolating activity as one of the main features of subjectivity has a significant impact on the effectiveness of students' learning activities – future teachers has been distinguished. Correlation between activity and potential activity as interaction has been highlighted According to "Active Learning students" (EAQst) set interdependence between such components of learning activity as an academic motivation, learning ability, the result of the activity of control actions in situations of educational objectives, volitional control implementation of educational activities, performance dynamics of implementation activity, dynamics modifications learning

activities and the formation of future teachers as teacher interaction subject. The variable rate of students in the learning activity are interdependent and vary depending on the year of study has been proved. It gives a reason to believe that activity is an important factor of educational interaction as the process and the formation of future teachers and as a result.

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