MULTIDISCIPLINARY APPROACH TO THE PROFESSIONAL DEVELOPMENT OF A TEACHER IN THE EDUCATIONAL ENVIRONMENT

Sergey I. Kurgansky\textsuperscript{a}  
Viktor I. Kovalenko\textsuperscript{b}  
Olga A. Sokolova\textsuperscript{c}  
Irina V. Gubarenko\textsuperscript{d}  
Elena V. Kovalenko\textsuperscript{e}  
Larisa S. Steblovskaya\textsuperscript{f}

ABSTRACT
The article investigates the concept, motivation, and mechanisms of the professional development of a teacher. It outlines principles of the teacher's multi-subject interaction: system-wide and private (creative self-fulfilment; development of subjectivity; multi-logical interaction of subjects of the educational process; integration of subject fields; fluctuation autonomy of subjects). Experimental work to create conditions for optimizing professional development was carried out within the framework of the development and implementation of a program for the strategic development of an educational organization. The process of its joint development and implementation, technological and methodological support has become a mechanism for the integration of educational subjects. The results showed a positive trend in educational outcomes, the transformation of the educational environment, and the professional development of teachers. The authors conclude about the developmental influence of multi-subject interaction on the professionalism of the teacher.

Keywords: Teacher. Professional development. Multi-subject interaction. Multi-subject approach. Educational environment.

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Professor. Desenvolvimento profissional. Interação multi-assunto. Abordagem multissubjetiva. Ambiente educacional.

RESUMEN
El artículo investiga el concepto, la motivación y los mecanismos del desarrollo profesional de un docente. En él se describen los principios de la interacción multi-asignatura del profesor: sistémica y privada (autorealización creativa; desarrollo de la subjetividad; interacción multilógica de las asignaturas del proceso educativo; integración de las asignaturas; autonomía de la fluctuación de las asignaturas). En el marco del desarrollo e implementación de un programa para el desarrollo estratégico de una organización educativa se llevó a cabo un trabajo experimental para generar las condiciones para optimizar el desarrollo profesional. El proceso de su desarrollo e implementación conjunta, de apoyo tecnológico y metodológico se ha convertido en un mecanismo de integración de las asignaturas educativas. Los resultados mostraron una tendencia positiva en los resultados educativos, la transformación del entorno educativo y el desarrollo profesional de los docentes. Los autores concluyen sobre la influencia en el desarrollo de la interacción de múltiples materias en la profesionalidad del maestro.

Referencias
Maestro. Desarrollo profesional. Interacción de múltiples sujetos. Enfoque de múltiples temas. Entorno educativo.
Introduction

Modern society is going through a severe crisis of socio-cultural forms and methods of interaction of both large and small systems. The global division of national economies into "developed" and "developing" led to the dependence of the latter on the will of the stronger players in the world market and their political ambitions (ALEKSEEEv et al., 2018; DORAN et al., 2018; WANG et al., 2018). To the full extent, the tendencies of division are inherent in the emerging world education system, in which its stratification into "elite education" and education "for everyone else" becomes more and more obvious. The integration processes of national educational systems, launched by the Bologna reform to create a common European space and increase the mobility of labour market participants, caused an ambiguous reaction in Russian education, ranging from unconditional support for these innovations to their misunderstanding and rejection (CORBETT, 2006; DE WIT, 2007; ETA, 2015; HEINEZE & KNILL, 2008; VERGER & HEMO, 2010; WOLDEGIORGIS et al., 2015). The growth of Western sanctions pressure on Russia in the economic and socio-cultural spheres naturally increases the proportion of teachers who don’t see the use of continuing an educational policy focused more on declarative integration into the world educational space than on their own national interests in education and cultural development.

In the context of the growing socio-economic and socio-cultural split of Russian society, the mission of the national education system is to consolidate all educational subjects on the way to overcome the intellectual and spiritual degradation of Russian society and education (GLAZYEV & LOKOSOV, 2012; KOROBKOV et al., 2017; MAREEEVA, 2020). Only the integration of the cultural, scientific, and educational potential of the professional-pedagogical community can reverse the negative trends in education and work out a strategy for its further development. It will not be possible to build a knowledge economy without restructuring the process of generating new knowledge based on the development of productive forms of interaction between subjects of educational activity. The key subject in the implementation of this mission is the teacher, whose growth of professionalism, unfortunately, significantly lags behind the pace of changes in the socio-cultural environment. The multi-subjective approach, which provides not only the development of students' subjectivity in the pedagogical process but also the professional development of teachers, plays a special role in addressing the issues of social interaction (DAUROV et al., 2018; KOTLYAREVSKAIA & YAZOVSKIKH, 2014; TREGUBOVA et al., 2018). The problem of the research is to develop and substantiate the optimal conditions for the professional development of a teacher in a multi-subject educational environment of an educational institution.

Materials and Methods

In education policy agendas globally, school leadership has become a focus. It plays a key role in enhancing school outcomes by shaping teachers' motivations and skills, as well as the atmosphere and environment of schools. In order to increase the effectiveness and fairness of education, effective school leadership is necessary. As nations strive to adapt their educational systems to the needs of contemporary society, standards are shifting for schools and school leaders. Many nations have pushed towards decentralization, making schools more independent of their decision-making processes and making them more responsible for outcomes. Around the same time, while representing more diverse student demographics, the need to boost overall student success places schools under pressure to use more evidence-based instructional strategies (BAYAR, 2016; KATRANCI et al., 2015).

The methodology for studying the process of professional development of a teacher in the educational environment of an educational institution was built on a systemic basis, suggesting its consideration as a result of the multi-subject interaction of many participants in the educational process within their common system - the educational environment. The methodological basis was the theory of the multi-subject approach. Research methods: theoretical analysis of scientific sources, the generalization of pedagogical experience, modelling, formative experiment, included observation, analysis of the results of activity, Badina’s methodology (2004) "Diagnostics of the psychological conditions of the school educational environment" (BAEVA & BORDOVSKAIA, 2015; KE et al., 2017; KISLYAKOV et al., 2014; RERKE et al., 2018), Morozova (2004) "Methodology for assessing the level of innovative potential of the teaching staff" (MOROZOVA & SVINAR, 2019; ZARMASOV, 2019), and statistical methods of data processing.

Literature Review

The origins of the multi-subject approach in pedagogy can be considered the emergence of ideas of an inextricable connection between a teacher and a student, which provides in joint cognitive activity not only the transfer of the teacher's experience but also the search for new knowledge. This was facilitated by the essential
activity and independence of the students, their interest in learning, their self-compulsion. In the relationship between a teacher and a student, there was sincere love and deep mutual understanding not only in the times of Socrates and Plato but also, as practice shows, even during the Middle Ages and Asian despotism (BARTLETT, 2005; HOLLIDAY & MACDONALD, 2020; ROBBIE & WARREN, 2020). Mutual understanding has always been a prerequisite for education and training. High efficiency was shown by the "Girard schools", widespread in the early XIX century throughout Europe, built on the ideas of Jean-Baptiste Girard on promoting the intellect of children in their active cognitive and objective, independent activity, teaching a language that carries moral values (GRACE, 2007; HERBERMANN, 1913).

Representatives of humanistic psychology, and in Russia, representatives of various psychological and pedagogical schools began an active study of the problem of subjectivity and multi-subjective interaction in the second half of the last century. The main ideas of humanistic psychology about the self of man, his freedom in choosing a life path and ways of self-actualization, the primacy of the motive for the development of the creative principle of the human Self, the integrity and uniqueness of each person, moral discrimination in the means of achieving goals, etc. are in many respects consonant with the ideas of personality subjectivity developed by Russian psychologists and educators.

The problem of subjectivity and poly-subjectivity in the pedagogical process began to be more actively studied in Russia at the turn of the XXI century. Most researchers agreed on a close connection between the teacher's professionalism and his subjectivity, which allows him/her, as a full-fledged subject of professional activity, to develop subjectivity in students. At this time, the methodological foundations of the multi-subjective approach to the study and organization of the educational process are being formed, first of all, in general education, and then in higher education. As the results of pedagogical research show, the development of a teacher's subjectivity as "a value-based internal determination of a professional's life relations with himself, the world and other people develop professionalism" (ABDURAZAKOV et al., 2016).

I.V. Vachkov reveals the essence of multi-subject interaction as a form of interaction between participants in educational relations, which generates, based on their mutual conditionality and a special degree of closeness of relations, a qualitatively new community - a multi-subject. As the main characteristics of a multi-subject, the author singles out "creative activity, awareness of the system of relations between subjects, a common semantic space, the ability to transform the surrounding world and oneself, the ability to act as a single, holistic subject, the ability to develop subject-subject relationships with other communities" (BOGDANOV, 1989). Along with the multi-subject interaction, the joint development of its subjects occurs.

The multi-subject approach reveals the conditions, principles, patterns, and psychological mechanisms of multi-subject interaction. It implements the ideas of helping the student in becoming the subject of his/her own self-development, the development of subject-developing pedagogical technologies based on joint and interrelated activities of students, the explanations of the nature and mechanisms of transition to the subject-subject relationship in pedagogical interaction, and a unified system of "teacher-students" self-developing community. The psychological and pedagogical literature considers multi-subjectivity not only in the context of the personal and professional development of its subjects but also as a characteristic of the cultural and educational environment (BELOZERTSEV, 2003, 2016; ZAGVIAZINSKAIA, 2007; STOIANOVSKAIA, 2006; UKOLOVA, 2013) and processes of managing the development of educational systems (LEPSKII, 2014).

In recent years, the educational environment has increasingly become the subject of research by teachers and psychologists in overcoming problems of education reform. It is viewed both as a social sphere and as a factor in education. The study of the educational environment was carried out by psychologists and teachers Bandura (1969), Gipson (1988), Levin (1940), Manuilov (2000), Reed, Hopkins (1987), Rogers (1961), Rubtsov (1997), Slobodchikov (1997,2000), Yasvin (1997, 2001) and others. K. Reid and D. Hopkins consider the educational environment as a social system, highlighting the emotional climate, personal well-being of the student, micro-cultural characteristics, the quality of the upbringing, and the educational process. The basic concepts that reflect the systemic properties of the educational environment are "influence", "factor", "condition", representing the process of active influence of the environment on the student. The development of a child is based on an adaptive type of his activity, which manifests itself in an emotional-behavioural response to the conditions of the educational environment, in the process of changing which, he changes (REID et al., 1987).

J. Gibson, studying the possibilities of the educational environment in the unity of its and the subject's properties accepts the environment and the child as equal interacting subjects of development. According to his "theory of possibilities", the educational environment provides all educational subjects with systemic conditions (opportunities) for effective self-development. In the theory of possibilities, the role of a developing factor is
played by the environment itself, in which the interaction of subjects takes place. However, the author of the theory also highlights the activity of the subject in its development (GIßON, 2014). Russian researchers provide more comprehensive insights into the essence of the “educational environment”. For example, G.A. Kovalev describes the educational environment as a set of conditions and influences that create opportunities for the development and self-realization of an individual (KOVALEV, 1993). A.V. Khutorskoi presents it as a socio-cultural environment, where he distinguishes between funds and content of education, ensuring the productive activity of the student (FEDORENKO ET AL., 2019; KHUTORSKII, 2006; MIKHNO, 2018).

V.I. Slobodchikov considers the educational environment as “the subject and resource of the joint activity of the teacher and the student, the dynamic education of the objectivity of culture and the inner world of a person, setting the boundaries of the content of the educational environment and its composition” (SLOBODCHIKOV, 2000). Professional development of teachers is interdisciplinary and is an urgent problem of research in pedagogy, the psychology of work and personal development, acmeology, philosophy, and sociology of education. The professional development of a representative of any specialty occurs not only in gaining experience in professional activity but also in the personal, spiritual, social spheres, which determines a multi-paradigmatic approach to the study of this problem. The problem of the teacher’s professional development manifests his/her characteristics of interaction with the profession. Either the profession carries the requirements for the professional suitability of the teacher and, in the event of professional incompetence, displaces him/her from this sphere of work, or the teacher, being an active subject of his/her own life, consciously chooses the professional activity and changes and develops when mastering it.

In the theory of professional development, J. Super defines the professional growth of a teacher as a process of a professional path, presenting it as five stages (growth, research, consolidation, strengthening-management, decline), starting from his birth to retirement, which forms his professional Self-concept through professional motivation, professional knowledge, and skills in the course of mastering the elements of pedagogical activity (SHEEHY et al., 2002). The theoretical analysis of scientific sources on the problem of research and the generalization of educational practice made it possible, as a working hypothesis, to assume the possibility and effectiveness of the teacher’s professional development during multi-subject interaction in the intra-organizational educational environment.

RESULTS AND DISCUSSION

The teacher’s professional activity proceeds in continuous interaction with other educational subjects (students, their parents, employers, administration staff, etc.), which forms a complex system of positions, communications, information exchanges, influences, elections. In this dynamic organizational system, all its elements change. Changes in educational subjects have different directions and dynamics, but at the same time, they are influenced by systemic factors and patterns of the external environment (systems of a higher order) and internal patterns of development of the educational system in which the teacher’s professional activity is carried out. This research viewpoint allows overcoming the fragmentation and sometimes contradictory theoretical ideas about the changes taking place in the teacher’s professional development.

The development of a comprehensive program for the professional development of a teacher in a multi-subject educational environment required the criteria for evaluating this process, its mechanisms and principles, and the direction of optimizing the developmental interaction of educational subjects. The need to refer to the category of “optimization” is due to the presence of a significant contradiction and dependence between the modes of functioning and development of the system. A.A. Bogdanov pointed it, noting that “the actual preservation of forms is possible only through their progressive development, without which” preservation “inevitably reduces to destruction” (BOGDANOV, 1989). The systemic pattern that the system functions optimally only under conditions of optimal development” (Bogdanov, 1989) is fully applicable to the professional activity of the teacher. When creating optimal conditions for multi-subject interaction in the educational environment, one should take into account their contradictory impact on the forms of the dynamics of the system. Effective functioning requires relative stability of the system, and the mode of development requires variability, complication, increased uncertainty of choice, and risks (ASHBY, 1991).

The professional development of a teacher is nothing more than optimal self-organization following the increasing complexity and problematic nature of the professional activity, social interactions, and environmental factors in which the activity is carried out. The dynamics and direction of self-organization of the subject of activity are spontaneous and are determined by the degree of contradictions, contrasts, contact lines that generate exchange flows. This process is based on a system-wide integral quality - “organization”, which
determines "the effectiveness of the system for resolving actual contradictions in the given environmental conditions" (EG, 2014). Vinogrol, E.G. identifies two most important principles of the essential core of organizational phenomena: the principle of focused action and the principle of functional complementarity.

The principle of focused action is based on the idea and mechanisms of focusing the available resources and the potential of the system on a result. This effect resolves actual contradictions and leads to the functional result. The growth of the teacher's professionalism is largely determined by the increase in focusing ability, which provides him with concentration and optimal use of experience, knowledge, personal and time resources, resources of the external environment (including the resources of subjects interacting with him) to resolve urgent contradictions (problems). This principle implies some requirements for the organization of multi-subject interaction in the educational system, concerning the distribution and consistency of the functions of the system elements following their professional creative potential and their focus on resolving contradictions common to pedagogical subjects.

In educational practice, the distribution and redistribution of the role positions of the subjects more often occur following the administratively assigned functions and tasks. The relevance of the tasks the resource of the organization and teachers focuses on is determined by externally set criteria for assessing the effectiveness of the work of an educational institution. At the same time, the stability of the functioning of the educational system is preserved, its risks in the external environment are reduced, at the same time, the potential for the development of both the system itself and its subjects decreases. This organizational effect leads to the bureaucratization of the educational system, fixedness, a decrease in the channels and forms of communication, creative initiatives, innovations, and the pace of development. It is important to note that in such an environment, the teachers' relevant problems and contradictions take a backseat and are solved mainly by administrative measures.

The principle of functional complementarity is closely related to the principle of focused action, which lies in the differences in the components of the system that complement each other and ensure the stability of the system in their integration unity. According to A. Bogdanov, in organizing joint activities of subjects, it not only combines project teams, considering the strengths and weaknesses of their participants but, more importantly for management, allows training and preparing them for joint, interrelated activities, enhancing their functional differences, eventually providing additional connections. In the practice of organizing the professional development of teachers in the system of additional education, the principle is dominated not by functional complementarity, but by the principle of uniformity, alignment, and "pulling up" to an outwardly specified level of their professional competence. The characteristics of the organization, considered as a measure of the effectiveness of the system, allows us not only to distinguish three basic assessment criteria for the effectiveness of the professional self-organization of a teacher (effectiveness, efficiency, and reliability) but also to define them as directions for optimizing the organization of interaction between educational subjects.

In addition to the above general-system principles of organizing multi-subjective interaction of teachers, it is necessary to determine other particular principles of this process based on the patterns and trends inherent in management relations in social interaction and development. Any educational system is characterized by goals, activities of subjects, development of subjects, relationships between them, features of interaction with the external environment, management, integrating all components of the system into integrity. Observing the methodological requirement for the completeness of coverage of all components of the system by the developed principles, the principles of organizing multi-subject interaction was supplemented by the following principles: "creative self-fulfilment of the subjects of management; development of subjectivity; multi-logical interaction of subjects of the educational process; integration of subject fields; and fluctuating autonomy of subjects" (KUNTER et al., 2007; LIU et al., 2008). In this regard, A.G. Asmolov notes that "while education works as a mechanism to support variability, it prepares the system for life in an uncertain situation. While preparing the system for life in an uncertain situation strengthens the stability of and reduces the risk in the system" (ASMOLOV, 2001).

These principles together allow, when creating conditions for the professional development of a teacher in a multi-subject educational environment, addressing some contradictions existing in it, such as overcoming the inconsistency of the subject worlds of the interaction participants; expanding the variability of communicative choice; saturating the educational environment with channels of communicative and interpersonal exchange; expanding the environmental field of objectification and implementation of the teacher's creative potential in joint activities; overcoming the functional disunity of educational subjects; making a shift in the centre of teachers from their functional responsibilities to the value attitude towards themselves and others, the interests of the
team, etc. As the results of the study have shown, multi-subject interaction removes many barriers in the joint activity, which is not possible without a mutual understanding of the subjects, when there are different ideas about the ways and means of achieving a common goal and no expediency and common sense in the division of labour. The study revealed the dependence of the efficiency of jointly related activities on the conditions providing value-semantic and technological integration of the subjects’ activities.

An important result of multi-subject interaction was the formation of a multi-subject, as noted earlier, a developing community in which joint creative activity and communication with other subjects mediate the development of each participant. A psychologically integral community of subjects arises, capable of acting jointly as a single subject, transforming both the world around us and ourselves in the creative joint activity, moving from “Self” to “We”. In its development, the interacting community goes through several phases from the pre-subject stage (when most of the participants have the only experience of object-subject relations) to the multi-subject (participants have experience of subject-subject and multi-subject interaction). This staging is clearly manifested in team building.

Experimental work for optimizing the professional development of teachers in a multi-subject educational environment was carried out in general education organizations (lyceums) with the participation of an expert group of university teachers (6 people, some of whom are co-authors of the article). The experiment involved 166 teachers and 780 lyceum students. The organization of multi-subject interaction was carried out through the cooperation of several working groups of teachers, the purpose of which was to develop a program for the strategic development of an educational institution. The terms of reference of the project contained general target guidelines, such as ensuring the availability of high-quality education, comprehensive development of the personality of students, and the readiness of lyceum students to successfully adapt to the changing conditions of modern society. The leading idea of the project is the achievement of targets through the creation and effective use of the multi-activity space of the educational organization, in which, during joint interrelated activities of the subjects, they train and develop based on new experience of interaction and relations.

The working groups were formed voluntarily, according to professional orientation and personal preferences; each of them worked according to their chosen direction and subprogram. The teachers chose seven directions for the development of a general program of strategic development: “Education and socialization of students”, “Education and health”, “Psychological safety and comfort”, “Gifted children”, “Teaching staff”, “Informatization of the educational environment”, “Development of the education quality scoring system”. As a result of the consensus, the program was named “7 Steps to Success”. Each subprogram contained a strategic goal of its implementation, contradictions identified in the process of its development in the relevant area of the organization’s activities, targets, and tasks, indicators for evaluating results, resource, technological and methodological support, a map of functional interaction.

The strategic goal of “Teaching staff” was the formation of a modern professional culture of teachers that meets the requirements of the professional standard and ensures the construction and effective use of the cultural and educational environment of the organization. Its tasks are aimed at resolving the existing contradictions between high educational demands of students and their parents and insufficient professional level of the teacher for their full satisfaction; low dynamics of teacher professional development and high rates of socio-cultural changes in society; the desire of teachers to achieve high-quality education and the lack of grounded individual trajectories of development; the urgent need to ensure the development of subjects of educational activity and the lack of experience and knowledge of teachers about the mechanisms and conditions of their formation in the educational process of the Lyceum.

The milestones are the creation of a multi-activity educational environment that provides the necessary organizational, resource, psychological, and pedagogical conditions for professional and personal growth and creative self-fulfilment of the teacher; creation of an in-school system for improving the psychological and pedagogical competence of teachers; creation of a system of incentives and mechanisms of internal motivation for self-development and self-realization of teachers; and development of the multi-subjectivity of teachers and the educational environment. Assessment indicators are the satisfaction with the quality and conditions of education of students and their parents; the results of the professional activities of teachers; orientation and dynamics of indicators of professional and personal growth of teachers; indicators of the creative activity of students and teachers; expansion of forms of interaction between students and teachers; and subjectivity of teachers and organization in the external environment. The program has been already implemented for five years. The technological component of this process is represented by a set of traditional and innovative educational technologies, the total number of which has more than doubled over the years due to the expansion
of the range of information and interactive technologies in the work of teachers and students. The greatest efficiency in the mass application was shown by the technology of interdisciplinary educational integration in the form of various model versions of “immersion”: one-subject; interdisciplinary; spatial; into character; heuristic (meta subject); and into a culture.

Interdisciplinary educational integration in the form of immersion performs vital educational functions: expansion of socio-cultural, knowledge and emotional contexts; variability, flexibility, and modularity of individual and group educational routes; progress towards the integrity of the worldview; productive, creative interaction in teams of teachers and students; mastering knowledge and gaining experience of personally and socially significant coexistence of an educational event. This, in turn, forms the teacher’s acmeological position, the indicators of which are a positive attitude towards their professional activities and innovations, the motivation for achievement, the desire for self-development, self-fulfilment, and success in professional activities.

A lyceum-based engineering centre for natural science has been created and developing, which solves the problem of creating an effective model of network interaction between an educational organization and social partners in the field of scientific and technical creativity, natural science, and engineering education; the use of innovative forms of organizing education, intellectual leisure and recreation of children, as well as additional education of students (intellectual games, tournaments, conferences, symposia, interdisciplinary immersion); approbation of a model for revealing giftedness in natural sciences and engineering; and inclusion of students in research and design activities based on the integration of internal and external conditions provided by social partners. The technologies of dialogue interaction, individual and group reflection of social, professional, and personal experience, development of systemic and critical thinking have proved its high efficiency in methodological work with teachers.

New forms of interaction are the subject of a continuous search. The attention of teachers was attracted by the experience of foreign colleagues in extracurricular interaction: the relationship between teacher and student, class leadership (Scherzinger & Wettstein, 2019), the problem of the impact of extracurricular interaction on the moral development of students (Parker, 2017), getting to know their students and educational ethics (HAWK, 2017), the relationship between teachers and students (HOFFMAN, 2014). The result of the study and implementation of this experience was a separate direction of extracurricular educational work "Communicating at home". Meetings of teachers with children and parents have become a school tradition that promotes rapprochement and in-depth study of each other by subjects of education, as well as expanding the boundaries of the cultural and educational environment.

The dynamics of the results of experimental work shows that practically all indicators of the observed variables of the professional development of teachers have undergone significant positive changes: the level of basic competencies of teachers, as well as readiness to master innovations, have increased; focus on obstacles has otherwise decreased, while the internal motivation for self-development has grown, the scope of teachers’ subjectivity in setting goals, making decisions and regulating joint activities has expanded; the quality of organizational conditions has increased, the emotional and psychological climate in the team has improved. The results obtained indicate significant positive changes both in the educational environment of the organizations participating in the experiment and the professional development of teachers based on their experience of multi-subject interaction.

**Conclusion**

The growing social disintegration of Russian society goes hand in hand with the increase in the role of education as a social institution capable of reproducing cultural and historical forms and methods of consolidating the nation in the younger generations, which in turn places higher professional demands on the teacher. The multi-subjective approach to the professional development of a teacher has a high methodological and technological potential for optimizing this process. Multi-subjective interaction of participants in the educational process is considered as a subject and source of the formation and development of the subjectivity of the teacher and the student.

The professional development of a teacher is more productive if the general system principles of self-organization and particular principles of multi-subject interaction are observed. An effective form of multi-subject interaction between teachers and other participants in educational relations is an open, collective development of a strategy for the development of an educational organization, in the process of which each teacher participates in making decisions that are important for both the organization and him while sharing
responsibility with others in the course of their implementation. As practice has shown, this is an effective means of developing the teacher’s subjective functions. As the subjectivity of the participants in the educational process grows, and the forms and methods of their joint activity expand, the poly-subjectivity of the educational environment also increases.

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