

# PEDAGOGICAL INTERACTION IN THE CONTEXT OF HUMANIZATION OF EDUCATION

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**Streszczenie:** W artykule została przedstawiona współpraca nauczyciela i ucznia mająca za zadanie humanizację w ich relacjach.

Badania analityczne Podsumujemy: nauka pedagogiczna wykorzystuje oddziaływanie pedagogiczne, uważana za jedną z głównych kategorii pedagogicznych.

Podkreślamy, że określenie "oddziaływanie" w ogólnym sensie odpowiada uniwersalne ogólnej postaci ruchu wpływu przedmiotów między sobą. Dla człowieka charakteryzuje się dążeniem do interakcji z różnymi obiektami otaczającego świata. Przez interakcje człowiek poznaje przyrodne i społeczne zjawiska, zorientowane w otaczającej rzeczywistości, określa ich sposoby myślenia i zachowania. Ta koncepcja jest potrzebna dla komunikacji międzyludzkiej, nauki, edukacji i rozwoju osobistego. Artykuł dotyczy pojęcia "interakcji", jako jednej z kategorii filozoficznych, odzwierciedlając wpływ procesów różnych obiektów na siebie, ich wzajemne zależności i stan zmiany lub integrację i generację z jednego obiektu drugiego. Interakcja jest rodzajem relacji bezpośrednich lub pośrednich, zewnętrznych lub wewnętrznych. Znaki obiektu może być znany tylko w interakcji z innymi obiektami.

Objawy obiektu mogą być znane tylko w interakcji z innymi obiektami.

**Słowa kluczowe:** pedagogiczne współdziałanie, współpraca, humanizacja w relacjach

**Summary:** The article deals with the problem of pedagogical interaction, its potential in educational and upbringing processes directed to humanization of relations between teacher and pupils.

On the basis of analysis of the research it can be concluded that pedagogical science operates with a conception of pedagogical interaction, that is considered to be one of the principal categories of pedagogics. It has to be emphasized that the conception "interaction" in general understanding reflects the universal general form of movement and influence of objects at each other. For man it is their characteristic aspiration in the interaction with different objects of the surrounding world. Through the interaction men learns about natural and social phenomena, conform to law, processes and determine the methods of their thinking

and behaviour. Men's need in communication, studying, education and his own development are connected with this concept.

**Key words:** pedagogical interaction, collaboration, humanization of relations in schools.

The re-orientation of modern pedagogics towards a man and his development, the revival of humanistic tradition are important tasks of life. Humanistically orientative philosophy of education is a strategic program of the qualitative renewal of educational process at all of its levels. For humanistic pedagogics the axiological approach is characterised as one where a man is regarded to be the best value of society and the result of social development. So axiology is the main new philosophy of education and correspondingly a methodology of modern pedagogics.

The change of the paradigm of modern education; that is a humanization of all spheres of man's vital activity, makes the problem of personal vital development. The effective person's development is possible only in the process of mastering the surrounding world, experience of the past generations, culture and positive social relations. It is possible only through a great activity. S.L.Rubinshtain (1975), O.M.Leontyev (1975), D.B.Elkonin (1975).

Activity is a specific human form of active attitude to the surrounding world; the sense of which is formed by the purposeful changes and transformations of the whole world on the basis of mastered and developed present cultural forms. The founders of the activity theory (S.L.Rubinshtain (1975), O.M.Leontyev (1975) consider that activity is a process of realization of human's relations with surrounding reality, as an interaction of man with nature. (Rubinshtain S. L. (1975), p.27; Leontyev O.M. (1975), p.19).

The concept "interaction" in general understanding reflects the universal general form of movement and influence of objects on each other. For a man, it is his characteristic aspiration to interact with different objects of the surrounding world. Through the interaction a man learns about natural and social phenomena, conforms law, processes, gets to know how to orientate in the surrounding reality, determines the methods of his thinking and behaviour. Man's need in communication, studying, education and his own development are connected with this concept. (Albukhanova-Slavskaja 1996, p.101). Thus, it may be said that interaction is a consequent activity in achieving common purposes, results, in deciding about essential problems or tasks by the participants. One of the psychological laws stresses the connection between any man and activity.

This connection lies at the heart of understanding the pedagogical importance of interaction, in which and through which the whole compound system of abilities is created. (Albukhanova-Slavskaja 1996, p.15). Those may be subjective, practical and moral ones.

Interaction is one of the principal methods of activating, self-development and actualization of a teenager. Its additional effect is an interindividual influence, which is based on the mutual understanding and self-appraisal.

Pedagogical science operates with a concept of pedagogical interaction, which is considered to be one of the principal categories of pedagogics. This concept can be encountered in various research works devoted to the explanation of the peculiarities of pedagogical process, the peculiarities of pedagogical communication, etc.

In numerous psychological-pedagogical works it is stressed that interaction of one man with another is a special kind of connection and relations, which foresees mutual influence of sides and changes. Among these interactions, a special place belongs to communication (specific form of subject-subjective interaction) and combined activity (specific form of subject-objective interaction).

Pedagogical interaction is a systematic constant realization of communicative teacher's operations, the aims of which are to call a correspondent pupil's reaction. At the same time it is an action upon the pupil as well, which in its turn promotes the reaction of the partner. (Kolominskiy(1976)p.36, Mudryk(1985), p.45).

It is known that in an authoritative paradigm the interaction was regarded as a pedagogical influence of a teacher on a pupil and, as a result, child's behaviour under the influence of adult's actions .

The previous pedagogics were based on the principles of active and one-sided influence. On the contrary, modern pedagogics is built on the principle of common variable activity, that foresees a mastering creation of pedagogical situations of development. The interaction is always democratic and it is based on the reception of the individual partner's interests. Pedagogical potential of such interaction opens wide perspectives for the improvement of the whole educational system, the deepening of professionalism and the formation of a new concept of interaction between ' teacher and pupil' in general.

Definite relation appears between two sides of such pedagogical activity inside this interaction. It can be in the form of co-operation, attention, collaboration, but it can also rely on orders and demands, the so-called authoritative relation. From pedagogical point of view 'inter-action' defines the existence of educational upbringing processes, the purposes and maintenance, methods and forms of pedagogical activity, motives of behaviour and the moving forces of pedagogical process are connected with it (Kan-Kalyk 1987, p.180).

According to O.I.Kilichenko's determination "pedagogical interaction" (a kind of social interaction) is a principal method of realisation the pedagogical process, which reflects mutual activity, inter-conditionality of teacher's and pupils' actions, with obligatory appearance of

reverse connection and independent their influence of subjects, that exists in self - bringing and self-education. (Kilichenko, 1996, p.10). It seems logical to the author's thought, that interaction is effective and its internal sides are pedagogical influence and co-operation of the teacher and pupils. Thus, pedagogical interaction is characterized by pedagogical communication.

The form of "teacher's and pupils" activity in educational and out-of-class activity can be different, that is why there are various kinds of interaction.

In the context of the problem of "pedagogical interaction", there appears a problem what is the leading thing in the interaction: external or internal conditions. It concerns three positions: according to the first position the leading role belongs to the external influences. In the second one the author stresses the importance of inside and outside influences. The third position affirms the activity of a person that undergoes develops. (Kilichenko, 1996, p.16).

The practice shows that the primary school's teachers mostly use the method of how he can organize educational-upbringing process, but not the method of interaction with pupils though they understand the necessity to change to the method of introducing a more modern pedagogical process. (Kilichenko, 1996, p.9).

According to the conception of personal orientative approach a pupil is the main person of the whole educational process. It effectively changes the form of interaction where the teacher transfers his "I" into the conscious, feelings and will of a child, involving it to his interests and values, to achieve successes in this process. The effective activity in the one in which a pupil transfers his individuality to other people. It must be built on one of the communicative forms which bases on participation, co-operation, mutual respect and emotional experience of teacher and pupils.

Kilichenko's statement concerning the functioning of the pedagogical interaction (Kilichenko's, 1996, p.24) is a rightful one. Needs support her idea about inside and outside functions, which are regulated by the factors, connected with educational-upbringing process, communicative peculiarities, relations between a teacher and pupils, moral and rightful standards, teacher's and pupils' features.(Kilichenko's, 1996, p.24).

The effectiveness of pedagogical interaction indicates that the universal teacher's peculiarity gives an opportunity to influence on other people in their common activity and to provide the achievement of desirable results, the comfort of pedagogical process.

Thus, it can be said that the process of "interaction" is a purposeful interchange and inter-enrichment with the essence of activity, experience, emotions, directions and various positions (Kan-Kalyk 1987, p. 48). The maintenance of educational activity foresees active

pupils' participation in this activity as it involves a creative rebuilding of the received information with the purpose of its deeper mastering.

Considering education as a process of its involvement in socio-cultural activity, mastering its maintenance and methods, researchers agree with the idea that pedagogical process is a common productive activity of "teacher and pupil". Pedagogics includes such concept as "pedagogical interaction" and "didactic interaction", the principal ideas to be stressed to conclude, that the process of education and upbringing is not a mechanical summary of influence on the pupils' activity. Pedagogical interaction includes a proper correlation of pedagogical influence and its active mastering, pupils' activity, that is shown in a correspondent influence upon oneself and the teacher-master.

In pedagogics there are new approaches concerning the projects of pedagogical interaction with pupils which focus on valuable personal lines, communication in common activity, the methods of pupils' participation in common activity, where they project involves searching of realization in creative tasks. There are also those involving the reports in groups about personal contribution into common achievements, communication on the base of personal search of maintenance activity in various educational-bringing situations (Kilichenko, 1996, p.45).

The generalization of different approaches towards research of pedagogical interaction gives an opportunity to choose two main directions of the project in the individual activity of every teacher: the first – "subject-teacher-subject-pupil", the other – "subject-teacher-object-pupil". In the first direction it implies only interaction, but in the other one – influence on a pupil in pedagogical process. The first direction is connected with the peculiarities, purposes, motives, partners' interests, interaction and communication, which are changed during the common activity, and at the same time the majority of situations projected in the educational process. According to the other direction, teachers take into consideration individual children's peculiarities, their interests and motivation, stimulate them for development. They do it themselves without involving pupils into the project of their interaction with teachers and other participants of education, educational surrounding , etc.

For the creation of interaction situation it is necessary to create the conditions that promote:

- active inclusion of all participants of the educational processes into discussions and realization of actions while receiving decisions on different periods of interaction;
- research position of all educational subjects;
- active behaviour, that foresees the receiving of constant return tie-up;

- partners' communication, that means acknowledges and accepts of each person's value, his thoughts, interests peculiarities of personal growth.

In short: representatives of different schools and directions are united in their efforts to involve positive pupils' vision, aspiration for interaction, directed to collaboration, well-wishing, supporting of the development pupils' internal forces and opportunities of choosing and accepting of responsibilities for his actions.

For years the scientists' interest in the conception of interaction has been actively increasing. More effectively it has been researched in the connection of the task of analysis the structure of breeding interactions. However, the process of mastering knowledge still remains in the system of interaction "subject-object" and does not open to move a modern one: a process of mutual personal interaction. Thus, the issue of teaching as one of the intercommunicated activity "pupil-teacher-other pupils" remains undecided problem, although it is the none which propogates building and changing the forms of collaboration and communication. Interaction of this type foresees the highest activity of both a teacher and a pupil, the variety of interaction and relations, that are composed into the process of achieving the purposes of common educational activity. Among numerous types of interaction there is one presented to occupy a particular place.

The process of introducing interaction in the educational process is often characterised by internal disagreements and varions points of view. There are contradictions in different motives of people's behaviour, their wishes and values, in inability to define their actions or regulate their activity according to another person's activity. However, it has to be introduced in connection with another modern trends, with information of pupils' abilities and qualities, necessary for educational activity and in the connection with reasons of personal character as well.

One of the main reasons of failure and uneffectiveness teacher's work, sometimes even disapointment in the pedagogical profession is inability to build pedagogical purposeful relations with pupils. (Ilyin, Kolominskiy, 1996, p.95). Satisfactory relations with teachers, on the contrary, call for courageous pupils' attitudes, cheerfulness and promotion of the development of creative activity and productivity in activities. The result of such an attitude has should been stressed by U.P.Azarov, L.I.Bozhovich, M.B.Boguslavskiy, O.I.Kilichenko (1984), O.V.Kirichuk, I.M.Malkovska (1984), etc.

The transfermation of educational process into the one which involves personal interaction means conversion into cooperation between teacher and pupils. A special importance of co-operational relations of teacher and pupils in the educational activity was

stressed by V.O.Sukhomlinskiy, S.O.Amonashvili, E.M.Ilyin (1984), L.O.Leontyev (1975), A.V.Mudryk, V.F.Shatalov, O.I.Savchenko (2004), O.I.Kilichenko (1996).

The analysis of psychologic-pedagogical literature shows, that the direction of co-operational relations effectively promotes pupils' development as subjects of activities and the formation of pupils' activity in general, as a concept "cooperation" is a compound unit, counting of mainly:

- forms of perspective interconnection, based on mutual understanding and inter-feeling;
- methods promoting organization of common activity, the so-called "on equal", that foresees manifestation of independence, activeness, self-discipline;
- forms of interaction "teacher-pupils", where labour is based upon intersupporting, that is pupils' activity to work together as between themselves as with a teacher under combining efforts and consequences of actions.

To conclude, practice shows, that principal factors of changes, which take place in pupil's emotional sphere are the growth of ability to mutual understanding, emotional perception, readiness to help, the ability to respond is the phenomena of the surrounding world, the ability to possess their emotional behaviour, to perceive situation correctly, to give an adequate rating. The main teacher's credo should have be "I am with you!", which absolutely corresponds to the conceptual bases of innovative optimistic pedagogics, which is directed towards individual development of studying the pedagogics of cooperation.

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