

Theoretical Basics of Preparation of Teachers to Pedagogical Interaction with Children of Various Age

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Abstract

In this article it is developed and scientifically grounded system of preparation of future teachers to pedagogical co-operation. The model of preparation of future teachers is worked out to pedagogical co-operation in an educational-educates progress.

Key words: children, teacher, pedagogical interaction, pedagogical process.

Transition from authoritarian and directive pedagogics to person-oriented teaching and education greatly depends upon development of subject-subject relations between a teacher and a child, their interpersonal interaction on the basis of dialogue, cooperation, and partnership. The problem of subject relations has always been pressing. Solving of this problem directly impacts efficiency of implementation of new educational technologies in pedagogical practice, and the level of a person's moral development.

Interaction between subjects of pedagogical process in terms of educational philosophy is considered an objective universal category, a methodological principle of cognition of nature and people, a phenomenon of relation, effect and development of various subjects in the course of mutual effect upon each other. In terms of our research, considering peculiarities of children of various age, the problem of study of preparation of teachers to pedagogical interaction becomes particularly important.

Preparation of teachers to various types of interaction of educational process subjects is reflected in the works of such scientists as A.Avramenko, A.Verbytskyi (group interaction), Yu.Akaimov (intercultural communication), O.Ivanov (language preparation), S.Gorbachev, M.Dygun, L.Yepryntseva, S.Yefremov (pedagogical interaction), V.Sazanska (cooperation in education), V.Semychenko (mutual understanding issues), T.Ustymenko (intercultural interaction), G.Khairulin (interaction methods). Interactions as subject-subject relations were deeply studied by such scientists as V.Andrieev, Ye.Korotaieva, S.Kondratieva etc. Psychological basics as forms of

communication have been developed by I.Bekh, O.Leontiev, B.Domov, V.Moliako, R.Niemov, A.Petrovskyi, T.Yatsenko etc.

In terms of our research, philosophic and methodological basics of teacher's preparation to teaching and educational activities become all the more important (V.Andruschenko, I.Ziaziun, N.Nichkalo, S.Sisoieva, O.Sukhomlynska etc.); basic provisions of psychology on peculiarities of teacher's activities (G.Ball, V.Lazariev etc.); peculiarities of professional preparation of teachers (O.Abdulina, N.Moiseiuk, O.Piekhota, M.Smetanskyi etc.).

The analysis of works of the above authors indicates that all of these works contain large theoretical and empirical materials forming the ground of resource research base. At the same time, variety of approaches to the issues of interaction from the one side indicates that the phenomena is widely applied in practice, and from the other side, it indicates its complex nature.

Objective preconditions of research are based on the conflicts between:

- current demand of teaching and teaching-educational field in teachers with professional preparation to pedagogical interaction, and insufficient studying of this issue in pedagogical theory and practice;

- development of separate aspects of pedagogical interaction in science and lack of its systematic theoretical and methodological substantiation in terms of peculiarities of functioning in teaching and educational field;

- theoretical approaches of scientists to determination of philosophical and pedagogical essence of the notion of pedagogical interaction in teaching and educational field and lack of its conceptual generalization in relation to determination of conceptual framework of the given field;

- understanding by future teachers of necessity to increase the level of readiness to pedagogical interaction in teaching and educational field, and insufficient development of content, forms and methods of preparation for ensuring of the above.

In accordance with the set objective, we have determined the following **research tasks:**

1. To analyze the condition of operation of pedagogical interaction in teaching and educational field and based on the analysis of philosophic, psychological and pedagogical and scientific and methodological literature, to substantiate peculiarities of preparation of teachers to pedagogical interaction in the teaching and educational field.

2. In the result of retrospective analysis of domestic and foreign experience of professional preparation of teachers to pedagogical interaction and the analysis of current scientific achievements with the problems of research, to elaborate and theoretically substantiate the essence and structure of pedagogical interaction in teaching and educational field.

3. To determine the components, criteria, parameters and indicators of readiness of teachers to pedagogical interaction in teaching and educational field.

4. To elaborate and substantiate the model of preparation of teachers to pedagogical interaction in teaching and educational field.

The subject of our research was the pedagogical interaction in teaching and educational field as the basis of preparation and professional activities of teachers.

The concept of the research has determined theoretical and methodological basics of the system for preparation of teachers to pedagogical interaction in teaching and educational field, and contains the following provisions:

- preparation of teachers to pedagogical interaction in teaching and educational field forms the system, which at the same time is the component of the general system of pedagogical education of a higher pedagogical educational establishment graduate. Such preparation is based on the best achievements of the world educational strategy, innovation approaches to its reformation and preservation of national traditions, which also should consider innovation policies of the country in the field of education aimed at its integration in the world educational field;

- methodological basics of studying of the above problem are determined based on the interrelation and interaction of system, competence, person-oriented, technological and activity approaches. Development of pedagogical interaction of a teacher in teaching and educational field and creation of a relevant model of preparation

to pedagogical interaction is based on the unity, mutual determination and succession of objective, content, technological and diagnostic functions of all structural components of preparation system. The pre-requisite of extension and improvement of professional preparation lies in its continuity, which is determined by constant development of pedagogical science and ensuring the opportunity for a teacher to step on a new, higher level of readiness, variability and opportunity of intensification of such steps;

- theoretical component of the system preparation determines the set of notions, objectives, tasks, rules, functions, components, which characterize the essence of the studied phenomena, is based on the structural elements of teacher's activities (motivation, content, competence and reflex) and gains multi-aspect and integrative nature of readiness of teachers to pedagogical interaction in teaching and educational field;

- methodological component is implemented at the background of pedagogical conditions of ensuring readiness to pedagogical interaction in teaching and educational field and is characterized by structural and functional interaction of main components of preparation (purpose, content, process, result), stages (preparation and main), criteria and parameters of determination of the levels of readiness to pedagogical interaction in teaching and educational field, considering the opportunities of development and improvement of these levels, engagement of teachers in quasi-professional activities based on project and simulation teaching methods. This component takes into consideration determination of criteria and parameters of readiness of teachers to pedagogical interaction in teaching and educational field, integrated in the method of arrangement of educational activities, and is based on the following components of preparation content: gnoseological and axiological preparation, operation and technological activities, assessment and reflexive activities, which effect the development of professional and conceptual potential of a teacher;

- assessment of efficiency of preparation of a teacher to pedagogical interaction in teaching and educational field is characterized by systemic nature, purposefulness, the extent of goal achievement and task salvation, performed based on the use of diagnostic

means and expressed by the level of a teacher's readiness to pedagogical interaction in teaching and educational field;

— implementation of conceptual provisions enables the characterization of preparation of teachers to pedagogical interaction in teaching and educational field as systemic, continuous, multi-component phenomena, integral, specially organized process formed taking into consideration peculiarities of arrangement of pedagogical interaction in teaching and educational field.

The leading idea of the research, main provisions of the concept are concentrated in **the general hypothesis** that the professional system of preparation of teachers to pedagogical interaction in teaching and educational field as the synthesis of theoretical and methodological provisions and methodological complexes able to ensure readiness of teachers to efficient pedagogical interaction under certain conditions of teaching and educational field.

The general hypothesis is made specific in the set of **partial hypotheses** stating that the achievement of high level of readiness of a teacher to pedagogical interaction in teaching and educational field is possible, if:

— achievement of readiness is performed considering methodological approaches (systemic, person-oriented, activity) to solving the problem of the research and specially developed concept of preparation of teachers to interaction in teaching and educational field;

— ensuring the integrity of theoretical, practical, methodological and technological components of the system of preparation and design hereof taking into consideration the model of a teacher ready for pedagogical interaction in teaching and educational field.

The methodological basis of the research are the leading provisions of cognitive theory and its main principles (historical principle, systemic and dialect nature, objectivity, inter-determination); the ideas of leading moral and ethical theories, conceptual psychological and pedagogical ideas as to interaction as the peculiar system of purposeful, non-conflict communication, behavior and activities; theoretical

perceptions of arrangement of educational process; the ideas of efficient teaching in the works of foreign and domestic scientists; the ideas of culturological, personal and activity, and subjective approaches in education; the concept of the integral systemic analysis of operation of pedagogical system; scientific research on the issue of pedagogical support of subjects of educational process.

Retrospective analysis of the condition of developed issue of pedagogical interaction in domestic and foreign science has demonstrated that the scientists were considering only separate components of this phenomenon. Particularly, the educators of the Renaissance (I.Herbert, F. F.Disterverg, Ya.Komenskyi, J.Locke, J.Pestalozzi, J.-J. Rousseau etc.) emphasized the humanistic relations between a teacher and a student based on subject-subject communication. The representatives of the humanistic approach (M.Fontin, A.Combs, J.Halt, D.Mayers, K.Rogers, A.Maslow etc.) were supporting the enhancement of the trend to maximal attention to a human being, his/her intellectual and emotional world. In domestic pedagogical science, the issue of pedagogical interaction in teaching and educational field is studied in the pedagogic works of O.Dukhnovych, A.Makarenko, I.Ogiienko, C.Rusova, V.Sukhomlynskyi, K.Ushynskyi, Ya.Chepiga etc. The works of these scientists predominantly deal with pedagogic profession as the mission, which requires love and humane attitude towards children. Pedagogical ideas and views on a teacher's personality became the basis for contemporary domestic and foreign scientific concepts on issues of preparation of teachers to pedagogical interaction in teaching and educational field.

The analysis of scientific notions signifies that pedagogical interrelation is inadequately identified with pedagogical communication, as both of these categories have certain functional independence, and we consider pedagogical communication as the form of pedagogical interaction. The definition of the notion as a reasonable contact of a teacher and a student is more compliant with the definition of personal interrelation and does not consider peculiarities in pedagogical interaction itself. In definitions of pedagogical interaction as a set of pedagogical situations, to our opinion, only the activity component of pedagogical interaction is considered. Considering pedagogical

interaction as mutual activity of teachers and students, it is identified with pedagogical cooperation, pedagogical partnership, and is limited only to mutual activities of teachers and students. Limitation of pedagogical interaction only to relations between parties denies the objective and activity aspect, and hence, to our opinion, is one-sided. In the completed comparative and notional analysis of pedagogical interaction phenomena, its meaning became clearer: it always takes either leading or important position, but never the subordinate one in the categorical row of pedagogics. It is correlated with the thesis that the category of pedagogical interaction is the basic one for pedagogical science and practice. Hence, considering pedagogical interaction as generalized basic category of pedagogics, it may be defined as a defined educational situation determined by social and psychological processes and relation of subjects (and objects) of education, which results in quantitative and/or qualitative changes of properties and conditions of these subjects and objects. The essence of pedagogical interaction is that the one-sided effect is changed under the interrelation based on mutual activity of a teacher and a student. Its main parameters are relations, mutual comprehension, support and trust.

Pedagogical interaction as the phenomenon of relation and mutual effects provides for actualization of subject-subject relations, which requires substantiation of theoretical grounds of professional and pedagogical preparation of teachers to pedagogical interaction in teaching and educational field.

The new way of theoretical conceptualization and practical arrangement of pedagogical process based on the values of peer-to-peer dialogue enabled the development of structure of interaction with a teacher that consists of four fields: business communication, activity, relations field, cognitive and value.

The analysis of psychological and pedagogical literature demonstrates the activation of interest of domestic scientists to the issue of preparation of teachers to pedagogical interaction in teaching and educational field. However, so far, no unified approach has been developed to definition of the notion of readiness to pedagogical interaction. The scientists substantiate the notion of readiness to pedagogical interaction

as fundamental, integral, and integrative feature of personality, which manifests motivation and process components of regulation of activities and behavior of a teacher and educator in uniformity (M.Vievska); as a complex integral formation, multi-dimensional system, which comprises motivation, orientation, cognitive and operation, emotional and will, psycho-physiological, and assessment components (L.Kondrashova etc.).

Considering the available approaches to interpretation of the above phenomena, we have substantiated the notion of readiness of a teacher to pedagogical interaction. The readiness is the integrative personalized formation created based on theoretical knowledge, practical skills, significant personal features and life experience. Studying of the essence and content of readiness of a teacher to pedagogical interaction in teaching and educational field enabled us to distinguish between structural components of readiness of a teacher to pedagogical interaction: *value and motivation component* defines the maturity of value orientations of teachers to implementation of pedagogical interaction; motivation attitude towards the relevance of mastering the basics of pedagogical interaction in teaching and educational field; motivation orientation at ensuring pedagogical interaction in teaching and educational field; *content and process component* defines the level of mastering by teachers of systemic knowledge on the content, specific features and functions of pedagogical interaction in teaching and educational field, the level of mastering by teachers of systemic knowledge on psycho-physiological and age peculiarities of a personality, psychological rules of teaching, education and development of a personality, theoretical basics of pedagogics and psychology; the level of development of professional and pedagogical thinking, awareness; *activity and operational component* defines the readiness of teachers to implementation of value and orientation, and social and education functions; orientation at ensuring pedagogical interaction in teaching and educational field; the level of development of pedagogical expertise, the level of development of pedagogical creativity.

Therefore, the readiness of a teacher to pedagogical interaction in teaching and educational field is the set of personal, psychological, professional peculiarities of a teacher, which covers value and motivation, content and process, and activity and operation fields of pedagogical activities, which enables the successful implementation of pedagogical interaction in teaching and educational field.

Professional preparation of a teacher to pedagogical interaction is determined by interrelation and interdependence of common, specific and individual aspects. As the common one, it is the component of continuous pedagogical education, and provides for consideration the world globalization trends. As the specific one, it manifests the specific features of pedagogical interaction; and as the individual one, it studies pedagogical interaction in teaching and educational field.

The performed research enabled us to determine the essence of professional preparation of teachers to pedagogical interaction, and to define its trends in Ukrainian and foreign pedagogical theory and practice.

The scientific and practical achievements of Ukrainian and foreign scientists, retrospective analysis of professional preparation of teachers made it possible to restrict the field of our search and provided the ground to conclude that the preparation of a teacher to pedagogical interaction should be de aimed at systematization of professionally relevant knowledge on the essence and content of pedagogical interaction; formation of required professional knowledge and skills to ensure pedagogical interaction in teaching and educational field; development of professional skills; modification, formation, enhancement of professional attitudes in a teacher's personality (purpose, content, operational); stimulation of creativity, innovation activity, motivation of further professional improvement.

Study of achievements available in pedagogical theory and practice enabled us to create a model of preparation of teachers to pedagogical interaction. The objective of creation of such model is the formation of readiness of teachers to pedagogical interaction in teaching and educational field. The developed model is based on dialectics of the balance between the common, specific and individual aspects.

The model of preparation of teachers to pedagogical interaction consists of three blocks: purpose, process and result-oriented block. Interaction between these blocks in common teaching and education process of pedagogical higher educational establishment will ensure constant, purposeful and successive effect upon the students of various interrelated, complementary forms, methods and approaches to work. Stage-by-stage preparation of teachers to pedagogical interaction is the integral pedagogical process, which provides for gradual complication of types of activities with paying most attention to formation of a certain component, ensures intensification of methods and ways of preparation.

The important components of the system of preparation of teachers to pedagogical interaction are as follows: the objectives and tasks of this process; methodological grounds (approaches) of development of education process in higher pedagogical educational establishment that ensure its orientation to formation of readiness of teachers to pedagogical interaction (system, activity-oriented, person-oriented); structural components of preparation: value and motivation, content and process, activity and operational; the content of preparation: gnoseological and axiological preparation, professionally-oriented creative activity, operational and technological activity, assessment and reflexive activity, development of professional and notional potential of a teacher; method of preparation (person-oriented), based on innovation methods and forms of education; pedagogical conditions and stages of preparation (motivation and cognitive, operational and technological, reflexive, value and corrective); criteria of readiness to pedagogical interaction (the level of development of motivation to ensuring pedagogical interaction; the level of development of humanistic orientation; the level of development of professional and pedagogical awareness, thinking; the level of pedagogical knowledge; the level of development creativity; the level of development of pedagogical expertise); the level of development: low, medium, sufficient, high; the result of preparation: readiness to pedagogical interaction in teaching and educational field (professional and personal features, knowledge, abilities, skills, experience).

The program of preparation of a teacher to pedagogical interaction in teaching and educational field included four stages: stage I contains motivation and cognitive activities. The task of this stage was to initiate the aspirations of students to master new knowledge and skills for the purpose of successful performance of pedagogical interaction. The teachers were obtaining knowledge of humanistic essence of pedagogical activity, its functions, types and motivation. In order to enhance interest to educational information, the best pedagogical experience and the ideas of cooperation pedagogics were applied. The teachers diversified the reading of lectures using composite structure of lectures (or fragments hereof) in the form of pedagogical tasks to be solved.

Stage II included operational and technological activities. The main purpose of this stage was to enrich pedagogical knowledge and skills of students to form activity and operational readiness of teachers for ensuring pedagogical interaction in teaching and educational field. Formation of value and motivation, and content and process readiness of teachers for ensuring pedagogical interaction at this stage was performed in the course of educational and cognitive (lectures, seminars, practical exercises) and educational and practical activities (pedagogical practice). Here, an important role was the solving of pedagogical tasks, which prevented occurrence of difficulties and possible loss of interest to pedagogical interaction in practice due to this.

Stage III is the reflexive stage. The students master the basics of pedagogical expertise. At this stage, the cognitive and practical experience obtained at previous stages of professional preparation is analyzed, pedagogical interaction in teaching and educational field is ensured. At this stage, as at the previous stage, in order to ensure readiness to pedagogical interaction in teaching and educational field, efficient methods were context methods of work in small groups, modeling of situations stimulating reflexive activity, brainstorm, where the ideas for discussions were selected.

Role plays were equally efficient. Such plays were characterized by availability of various roles and many ways to determine pedagogical tasks, independence in playing behavior, and creation of a certain playing field. Actualization of reflexive abilities of a

student was determined by unconstrained organization of partnership, emotionally attractive role positions, development of event progression options, discussion of results. The switch between playing and non-playing behavior fortified the ability to reflect.

Stage IV was the value and corrective stage. At this stage of preparation to pedagogical interaction, an important role was played by pedagogical practice, as the students deeply studied natural conditions of functioning of an educational establishment in general. Preparation of students to pedagogical interaction in teaching and educational field provided for creative application of knowledge obtained by them in practice, solving of specific pedagogical tasks. Performance of tasks of research nature in practice was aimed at mastering by students of new knowledge and skills to form scientific and practical problem, substantiate its urgency, determine the purpose, tasks and ways of its studying; collect required information, apply the complex of methods of scientific and pedagogical research; analyze the obtained data, compare them with theoretical provisions, make conclusions; lay down and finalize the results of research in writing.

The method of students' assessment of scientific achievements of students and teachers was efficient, as well as participation in operation of scientific and research laboratories, improvement of performance practices in front of the auditorium. For the purpose of further development of communication abilities of students, we widely used discussions. For the purpose to stimulate cognitive activity of students and actualize pedagogical reflexivity, we applied the method of development of critical thinking. For the purpose of development of critical thinking, we ensured the activity of participants; awareness of value of each personality; arrangement of work in groups; development of skills of communication culture; application of various tools of self-education of a personality; approximation of content of educational process to actual life situations. Having applied the method of development of critical thinking, we created special conditions for stimulation of cognitive interest of participants, their aspiration to express their views, to communicate.

Summary of results of scientific research made it possible to substantiate scientific grounds of operation of pedagogical interaction in teaching and educational field, to

develop conceptual provisions of professional and pedagogical preparation of teachers to pedagogical interaction in teaching and educational field in terms of current scientific approaches: the main purpose of education (preparation of a competitive teacher able to ensure pedagogical interaction in teaching and educational field), the scientific basis of educational activity (structural and system, person-oriented, profession-oriented), innovation technologies (productive, efficient, information), the nature of relations (subject-subject relations), final result (the level of readiness to pedagogical interaction).

Implementation of professional and pedagogical preparation of teachers to pedagogical interaction in teaching and educational field is achieved through compliance with the following pedagogical conditions: optimization of teaching of psychological and pedagogical, methodological disciplines on the basis of subject-subject interaction; value and content orientation of students at ensuring pedagogical interaction in teaching and educational field; activation of scientific and research activity of students; engagement of teachers to pedagogical interaction during various types of pedagogical practice; harmonization of external effects with internal activity of students; specific nature of formation effects upon various components of readiness; arrangement of personal and professional oriented education and self-education of students in the course of their engagement to extra-auditorium activities; stage-by-stage formation of readiness to pedagogical interaction in teaching and educational field.