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PROBLEMS OF ORGANIZATION OF FACILITATION INTERACTION BETWEEN TEACHER AND STUDENT

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Abstract

The article is devoted to defining the essence of the concepts "interaction", "facilitation interaction", "facilitation interaction of a teacher with students" and the problem of organizing the facilitation interaction of a teacher with students. The basic ideas of facilitation interaction are due to a set of factors of the educational environment. Facilitation interaction in its structure has socio-cultural foundations that determine the methodological, theoretical and practical possibilities of facilitation as a humanistically oriented process that implements the principles of democracy and freedom in productive activities and communication, the variability of schooling.

Based on the scientific analysis of foreign works of scientists, the factors contributing to the facilitation interaction are identified: actualization of the facilitation potential of the educational environment, involvement of the facilitation potential of the environment, manifestation of facilitation in a certain sphere of life, influence of the sphere its various angles. Facilitation interaction in our study, based on the scientific work of foreign scientists, is defined as subject-subject interaction, which includes emotional contact, creating an

educational environment for positive motivation, joint personal growth and self-improvement of teacher and student.

Keywords: pedagogical university; problems; future teacher; student; facilitation interaction; facilitation qualities; organization; educational process.

Introduction

Currently, in the organization of the educational process there is a need to resolve a number of objective contradictions, in particular between: the objective need of society in the organization of education of students of general secondary education on the basis of facilitation interaction and insufficient level of professional training of teachers for this type of activity; declaring the ideas of facilitation interaction in the modern educational space and the lack of development of a holistic system of training future teachers for its implementation; the presence of a solid theoretical basis for the preparation of future teachers to organize facilitation interaction with students and insufficient technological development of its implementation; modern requirements of pedagogical practice to the organization of facilitation interaction with students of general secondary education and the unwillingness of the teacher to the role of the subject of cooperation.

Therefore, the priority is to define the essence of "facilitation interaction" and to identify problems in the organization of facilitation interaction between teacher and student.

Analysis of scientific research

Researchers' research allows to state that the pedagogical context of teacher facilitation as a specific type of professional pedagogical activity is revealed in the scientific achievements of modern scientists-teachers in the following areas: principles of facilitation (I. Avdeeva, O. Shakhmatova), facilitative skills (I. Lytvyn, P. Lushin), facilitative approach (G. Voloshko), facilitative communication (V. Vrublevskaya, S. Kolomyichenko), teacher training (R. Dimukhametov, S. Stepanov), pedagogical technology (O. Levchenko, A. Martynova, O. Romanyshyna, O. Fisun and others). An important place is given to facilitation in foreign psychological and pedagogical research (R. Bostrom, B. Broome, D. Keever, S. Ghais, L. Hart, D. Hunter, B. Taylor, J. Jenkins, A. Kiser, K. Winterburn).

The purpose of the article is to characterize the essence of the concept of "facilitation interaction" and to identify problems in the organization of facilitation interaction between teacher and student.

Presenting main material

Interaction is one of the basic philosophical ontological categories and a traditional object of knowledge. It is a phenomenon of connection, influence, transition, development of different objects under the influence of mutual action on each other, on other objects. Interaction - initial, generic, initial category. Any phenomenon, object, state can be recognized only in relation to others, because everything in the world is interdependent and interdependent [21, p. 126].

Thus, in the dictionary of the Ukrainian language the essence of the concept of "interaction" is defined as "the relationship between objects in any process, as well as the coordinated result of which is the mutual manifestation of different features" [2, p. 57]. This characteristic explains the details of the educational process itself, but can also be applied to certain disciplines, because it is uncertain.

From the point of view of the specifics of the application of this concept, the following definition, given in the dictionary-reference book on pedagogy and psychology of higher education, is, in our opinion, accurate. Here, pedagogical interaction is characterized as "a special form of communication between participants in the educational process. Provides for mutual enrichment of intellectual, emotional, active spheres of participants in the educational process; their coordination and harmonization. Pedagogical interaction means a clear division of functions, mutual delegation, respect for the rights and responsibilities of the interacting parties "[2, p. 44].

However, here, along with highlighting the nature of interaction and effectiveness of this process, the gradation of the interaction of participants in the learning process on each other is ignored, which is limited only by competition and cooperation.

It should be noted that the essence of the concept of "pedagogical interaction" is interdisciplinary. And this, in our opinion, does not provide an opportunity to specifically state and characterize this phenomenon.

Within the theory of personality development, conflict is considered as a psychological phenomenon that accompanies the process of personality development through overcoming age crises [8].

Analysis of psychological literature [8; 12; 18] allowed us to conclude that any activity encourages the evaluation of other people's actions, analysis of themselves and their actions, ie reflection. Thus, reflection (from the Latin reflexio - turning back) is a process of self-knowledge by the subject of the inner psychological state and actions. Reflection is characterized by the collective reflection of the subjects: the subject itself, which he really is

in real life; the subject he sees himself as; the subject by whom the other person sees him; as well as three positions, but from the point of view of another subject [2]. Thus, reflection is a process of double, mirror mutual reflection by the subjects of each other, the content of which is the reproduction of the features of each of them.

On the part of the teacher, reflex activity becomes basic, ie one that guarantees his adequate decision to resolve the conflict without the use of elements of coercion embedded in the positional-role relationship of teacher and students [22].

And given that the educational process is reduced mainly to the process of logical and mental spheres of the teacher and students and is manifested in the process of communicative interaction [23], reflective information will serve as a basis for choosing a means of activity. Thus, the teacher in the process of communicating with students evaluates their capabilities, critically analyzes the manifestations of their emotions, imagines (with a certain degree of probability) what is happening "in the head and soul" of each student. As a result, he gets the opportunity to consciously regulate the interaction with students (and often his emotional mood) [19, p. 120], as well as to form their pedagogical imagination.

Reflection is an important component of the processes of pedagogical communication", which in the methodology leads to a reassessment of outdated provisions.

At the same time, emphasis should be placed on the existence of conflict-free management. This variant of interaction occurs if the teacher does not correlate "their values, meanings, goals with the values, meanings, goals of the student, ignores them or simply does not suspect them (has" cavities "in the student's perception)" [18, p. 166]. On the one hand, the teacher does not allow conflict, preventing its occurrence by his leadership, and on the other hand, he puts the student in a position of passive object of his one-sided influence. Researcher Yu. Menzherytska defines empathy as a complex, multilevel phenomenon, which includes a set of emotional, cognitive and behavioral variables, the manifestation of which is mediated by the experience of social interaction of the subject with other people.

However, among these properties, one of the most important places is tolerance for another, namely the personal value of the individual with its attributes of freedom, creativity and responsibility. Thus, the study of reference sources shows that the origin of this word is from Latin. "Tolerantia" - "patience" determines the dominant meaning of this concept in many cultures of European countries, namely the ability to resist various harmful influences, their own irritation by the behavior of another person. Referring to the purely pedagogical context, it should be noted that the term "tolerance" is considered by many scholars mostly as

a personality trait that can be to some extent formed by appropriate pedagogical interaction [10].

The depth and completeness of the analysis of such a multidimensional phenomenon as "pedagogical interaction" can be achieved only if a clearly defined coordinate system of its existence. A comparative analysis of definitions and encyclopedic articles shows the ambiguity of approaches to determining the essence of this phenomenon, which is the basis for the existence of different classifications and typologies. In modern psychological and pedagogical research, the problem of pedagogical interaction is given much attention to the definition of "interpersonal interaction". Some researchers agree that interpersonal interaction is a special case of interaction, a certain aspect of joint activities [5].

In this context, it is clear to classify the types of interaction according to its objectives, namely: cooperation, ie joint gain; individualization, personal gain; competition, relative gain; altruism, the gain of another; aggression, loss of another; equality (differences are minimized) [13]. Thus, interaction by type of competition - rivalry involves dominance, which provokes the distance of relations between the participants of pedagogical interaction and can form an authoritarian basis for their relations.

Interaction from a purely psychological point of view is usually interpreted with the help of such lexical units as support, cooperation, cooperation, and so on. In the socio-psychological aspect, the interpretation of this concept is presented through the prism of the individual's interaction with society, which involves taking into account the processes of communication, coordination, influence and so on. According to the researcher, the first form, guardianship, is typical of the preschool period, where the main role in defining goals and supporting the child belongs to adults, with "lower awareness of goals and minimal role of children in helping adults." Early school age is marked by a mentoring relationship, with "the crucial role of adults in the growing role of children in helping teachers." Partnership is inherent in the younger adolescence, where the role of the adult is dominant, but there is "insufficient equality in the understanding of goals. The success of the activity is ensured under the condition of relative equality of joint efforts." Older adolescence is characterized by a sufficient awareness of the common goal of maintaining the leading role of the teacher. Here, success is achieved through equal efforts and a willingness to help each other, namely through cooperation. Commonwealth as the highest form of cooperation is correlated with the period of older childhood, when both sides of the interaction "merge together business, personal relationships based on co-creation" [6; 14].

It is expedient to consider pedagogical interaction as purposeful mutual exchange and mutual enrichment with meanings of activity, experience, emotions and instructions. The main characteristics of pedagogical interaction can be considered: mutual knowledge; mutual understanding; relationship; mutual actions; interplay. Each of these characteristics has its own meaning, but only their comprehensive implementation in the educational process ensures its effectiveness.

Scientists distinguish two groups of methods of pedagogical interaction, the first of which is personal-inhibitory, based on the one-sided influential monologue of the teacher, which occurs regardless of the reactions of perceivers, and the passive position of the student, and the other group consists of dialogical methods. is a personal development. It is clear that methods with a monologue structure do not deny the teacher's use of dialogic methods, but the latter will play a supporting role. In addition, the monologue to some extent tends to dialogue, so any monologue can have the means of dialogue.

Thus, interaction as a scientific category has a democratic character, based on the parity of both sides of the pedagogical process. Between two participants (parties) of pedagogical interaction alternately asymmetric relations develop, depending on which of the parties acts as a subject or object in a particular frame.

The effectiveness of the educational process is largely determined by the nature of teacher-student interaction, which involves a set of different connections and relationships, the characteristics of each individual, his emotional manifestations and beliefs. "Pedagogical interaction" is always mediated by many factors. The study of this phenomenon in the dynamics will take into account not only a number of changes that occur as a result of a certain interaction of the subjects of the educational process, but, most importantly, the features of the chain "subject - information - object - society". The thesis of the outstanding philosopher, psychologist and pedagogue M. Rubinstein that "taking into account the place, time, labor activity of the population of a certain region speaks in purely clear language about the individual ways of the whole educational process" [17, p. 11], gives grounds to state that the problem of substantiation of the relationship between pedagogy and communication is a fruitful source for the development of modern pedagogical technologies.

Interaction is an integrating factor that contributes to the formation of structures. For example, when organizing the interaction between the members of the newly created group, there are signs that characterize this group as an interdependent stable structure of a certain level of development. The structure of the group is manifested in status relations, the

functioning of the norms of behavior and interaction recognized by all members of the group, group goals and values. The peculiarity of the interaction is its causal conditionality.

The main features of interpersonal interaction include (Z. Kovalchuk):

1) the presence of an external goal in relation to interacting individuals, the implementation of which is due to the need for joint efforts;

2) explicitness - accessibility to observation and registration;

3) situationality - rather strict regulation by specific conditions of interpersonal interaction of duration, intensity, norms and rules of integration, where the latter is a relatively unstable phenomenon, which varies depending on the case;

4) reflexive ambiguity - the possibility of interpersonal interaction as a manifestation of conscious subjective intentions, unconscious or partially conscious, which are the result of joint participation in complex social activities [7, p. 12].

There are basic types of interpersonal interaction:

1) cooperation (cooperation), which is characterized by combining the efforts of participants to achieve a common goal while dividing between their functions, roles and responsibilities;

2) rivalry (competition), which is characterized by the achievement of individual or group goals, interests in the face of confrontation with other individuals or groups seeking to achieve the same goals [7, p. 13].

Therefore, one of the effective factors in the organization of interaction is pedagogical facilitation.

Pedagogical facilitation is an increase in the productivity of education (training, education) and the development of subjects of activity on the basis of subject-oriented style of communication [3]. Since the concept of "facilitation" is new to the pedagogy and psychology of higher education, we note that its components should be such processes of interpersonal interaction that promote self-development and self-improvement of future teachers, based on the principles of human-centered approach [9]. According to the main tenets of K. Rogers' theory, it is "belief in the original, constructive and creative wisdom of man; belief in the socio-personal nature of the means that actualize the constructive personal potential of man in the process of facilitation interaction" [15].

Facilitating interaction of the subjects of the educational process contributes to the fact that future teachers, learning, should be aware of the factor that is aware of this process ensures their personal development and provides constructive personal change, promotes the formation of empathy skills [4].

However, in pedagogy there is no clear definition of the essence of the concept of "facilitation" in the theory and practice of higher education. Based on the analysis of European Union documents related to the system of continuing education, we consider the essence of the concepts: "coach", "mentor", "tutor", "facilitator", "advisor", which are most often used as synonyms [1]. It should be noted that the most common concept in this terminological series is - "tutor", which means (from the Latin. Tutorem - mentor, guardian), designed to take care of a junior student in the classroom (as recorded in sources from 1580).

The basic ideas of facilitation interaction are due to a set of factors of the educational environment. Facilitation interaction in its structure has socio-cultural foundations that determine the methodological, theoretical and practical possibilities of facilitation as a humanistically oriented process that implements the principles of democracy and freedom in productive activities and communication, variability of schooling [11; 16; 20].

We agree with other scholars who have studied the problem in the context of facilitation interaction in various areas of training. But it should be noted that students of all specialties at the Pedagogical University should be prepared for facilitation interaction. Confirmation of our hypothesis is that the organization of the educational process in the New Ukrainian School should be based on the principles of cooperation, mutual respect and mutual understanding of subjects in a specially created environment of higher education, both in and out of school.

We will add that facilitation interaction should be:

- humanely oriented;
- to promote the formation of professionally important qualities of the future teacher.

The basic ideas of facilitation interaction are due to a set of factors of the educational environment. Facilitation interaction in its structure has socio-cultural foundations that determine the methodological, theoretical and practical possibilities of facilitation as a humanistically oriented process that implements the principles of democracy and freedom in productive activities and communication, the variability of schooling.

Conclusions

Based on the scientific analysis of foreign works of scientists, the factors contributing to the facilitation interaction are identified: actualization of the facilitation potential of the educational environment, involvement of the facilitation potential of the environment, manifestation of facilitation in a certain sphere of life, influence of the sphere its various angles. Facilitation interaction in our study, based on the scientific work of foreign scientists, is defined as subject-subject interaction, which includes emotional contact, creating an

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