

PEDAGOGICAL INTERACTION IN THE CONTEXT OF HUMANIZATION OF EDUCATION

INTERAKCJA W PROCESIE DYDAKTYCZNYM JAKO PODSTAWA HUMANIZACJI DYDAKTYKI

Rozprawy Społeczne, nr 4 (VIII), 2014

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Kudryk V., Melnyk I. (2014), *Pedagogical interaction in the context of humanization of education*. Rozprawy Społeczne, 4 (VIII), s. 25-28

Streszczenie: Artykuł przedstawia taką formę współpracy nauczyciela i ucznia, którą cechuje humanizacja ich wzajemnych relacji. Badania analityczne wykazują, iż dział pedagogiki propagujący oddziaływanie pedagogiczne uważany jest za jedną z głównych orientacji pedagogicznych. Należy podkreślić, że określenie „oddziaływanie” w ogólnym sensie odpowiada uniwersalnym postaciom ruchu i wzajemnego oddziaływania. W kontekście relacji ludzkich oddziaływanie charakteryzuje się dążeniem do interakcji z różnymi obiektami otaczającego świata. Poprzez interakcje człowiek poznaje przyrodę i społeczne zjawiska, zapoznaje się z otaczającą rzeczywistością, określa sposoby jej funkcjonowania. Koncepcja ta wydaje się zatem nieodzowna w komunikacji międzyludzkiej, nauce, edukacji i rozwoju osobistym. Artykuł przedstawia pojęcie „interakcji”, jako jednej z kategorii filozoficznych, która odzwierciedla wpływ procesów różnych obiektów na siebie, ich wzajemne zależności, stan zmian czy integrację i generację jednego obiektu z drugiego. Interakcja jest rodzajem relacji bezpośrednich lub pośrednich, zewnętrznych lub wewnętrznych. Znaczenie obiektu może poznać tylko w interakcji z innymi obiektami, a potrzeby jednostki po interakcji z innymi osobami.

Słowa kluczowe: pedagogiczne współdziałanie, współpraca, humanizacja relacji międzyludzkich

Summary: The article deals with the problem of pedagogical interaction, its potential in educational and upbringing processes directed towards humanization of the relations between the teacher and pupils. On the basis of the conducted research, it can be said that pedagogical science relying on the concept of pedagogical interaction is considered to be one of the principal categories of pedagogics. It has to be emphasized that the concept “interaction” in general understanding reflects a universal form of mutual movement and influence of objects. For man, it is their characteristic aspirations in the interaction with different objects of the surrounding world. Through interaction man learns about natural and social phenomena, conforms to law, processes and determines the methods of his/her thinking and behaviour. Mans needs in communication, studying, education and his/her own development are connected with this concept.

Keywords: pedagogical interaction, collaboration, humanization of relations in education

Introduction

The re-orientation of modern pedagogics towards a man and his/her development and the revival of humanistic tradition seem to be of great importance. Humanistically orientative philosophy of education is a strategic program of a qualitative renewal of the educational process at all of its levels. For humanistic pedagogics, the axiological approach is characterised as one where man is regarded to be the best value of society, a creation of social development. Thus, axiology is the main new philosophy in education and, correspondingly, a methodology of modern pedagogics.

The change of the paradigm in modern education; that is the humanization of all spheres of man's vital activity, makes the problem of personal development vital. The effective person's development is possible only in the process of mastering the surrounding world, experiencing the past generations legacy their culture and positive social relations. However, it is possible only through an active social participation and one's own development (Rubinshtain 1969; Leontyev 1975).

The concept of interaction

Activity is a specific human form of an 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 cultural forms. The founders of the activity theory, i.e. S.L. Rubinshtain (1969) and O.M.

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Leontyev (1975), consider that activity is a process of realization of humans relations with the surrounding reality; man's interaction with nature (Rubinshtain, p. 27; Leontyev, p. 19).

The concept "interaction" in general understanding reflects a general form of movement and influence of objects on each other. For man, it is the characteristic aspiration to interact with different objects of the surrounding world. Through the interaction man learns about natural and social phenomena, conforms to law, processes, gets to know how to function in the surrounding reality, determines the methods of his thinking and behaviour. Man's need to communicate, study, educate and shape own development are connected with this concept (Albukhanova-Slavskaya 1980, p.101). Thus, it may be said that interaction is an indispensable activity for its participants to achieve common purposes, in deciding about essential problems or tasks.

One of the psychological laws stresses the connection between man and activity. This connection lies at the heart of understanding the importance of interaction in pedagogy, in which and through which the whole compound system of abilities is created (Albukhanova-Slavskaya 1980, p. 15). Those may be subjective, practical and moral ones. Furthermore, interaction is one of the principal methods of activating teenager's potential, self-development and self-actualization. Its additional effect is an inter-individual influence, which is based on one's own understanding and self-appraisal.

Pedagogical science includes the 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 the pedagogical process, the peculiarities of pedagogical communication, etc.

Numerous psychological and pedagogical works emphasize that interaction of one man with another is a special kind of connection and relations, which foresee mutual influence of sides and changes. Among these interactions, a special attention should be drawn to communication (a specific form of subject-subjective interaction) and a combined activity (a specific form of subject-objective interaction). Besides, pedagogical interaction is a systematic constant form of realization of communicative teacher's operations, the aims of which are to elicit a correspondent pupil's reaction. At the same time, it is an action directed towards the pupil as well, which in its turn promotes the reaction of the partner (Mudryk 1984, p. 45).

It is known that in an authoritative paradigm the interaction was regarded as a pedagogical influence of the teacher on a pupil and, as a result, a child's behaviour under the influence of active actions. The former pedagogics was based on the principles of an active and one-sided influence. On the contrary, modern pedagogics is built on the principle of a common variable activity that foresees a mastering cre-

ation of pedagogical situations in the process of development. The interaction is supposed to be always democratic and based on the reception of the individual partner's interests. The pedagogical potential in such interaction opens prospects for the improvement of the whole educational system in order to deepen its professionalism and form a new concept of interaction between teacher and pupil in general.

Such pedagogical philosophy may lead to some well-defined relations between the two sides of the implemented pedagogical activity. The activity itself can be in the form of co-operation, attention, collaboration, but it can also rely on orders and demands; the so-called authoritative relations. From the 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 (Kan-Kalyk 1987, p. 180).

According to O.I. Kilichenko (1996, p. 10), "pedagogical interaction" (a kind of social interaction) is a principal method in the pedagogical process which reflects mutual activity, inter-conditionality of teacher's and pupils' actions, with an obligatory appearance of reverse processes on the part of the persons who become more independent, which is visible in self-bringing and self-education. It seems logical to support the author's idea that such interaction is effective and its main features are pedagogical influence and co-operation of the teacher and pupils. Thus, pedagogical interaction is characterized by pedagogical communication.

However, the form of "teacher and pupils" activity in the educational system and out-of-class activity can be different from each other and result in various kinds of interaction. In the context of the problem of pedagogical interaction it is important what is the main: external or internal conditions.

This in turn leads to distinguishing three types of relations. According to the first one, the leading role in the interaction belongs to the external influences.

The second position stresses the importance of inside and outside influences. The third one affirms a person's own activity (Kilichenko 1996, p. 16).

Practice shows that the primary school teachers mostly rely on their own methods which organize the educational-upbringing process. Although they understand the necessity to introduce a more modern pedagogical methods, still they do not accept the method of interaction with pupils (Kilichenko 1996, p. 9).

According to the concept of personal orientative approach, a pupil is the most important person in the whole educational process. Such an approach effectively changes the form of interaction where the teacher transfers "I" into the one that involves the feelings and will of a child. The child's interests and values become of prime importance if successes are to be achieved in the educational process. Thus, the effective activity is the one in which a teacher transfers his individuality to other people in the process of interaction. It must be built on one of the commu-

nicative forms which base on participation, co-operation, mutual respect and emotional experience of the teacher and pupils (Kilichenko 1996, p. 12).

Kilichenko's statement (1996, p.24) concerning the functioning of the pedagogical interaction seems rightful and thus worth supporting. Her idea stresses interconnectivity of the inside and outside functions which are regulated by factors connected with the educational-upbringing process, communicative peculiarities, relations between the teacher and pupils, their moral and rightful standards and characteristics. The effectiveness of pedagogical interaction relies on the teachers activity that functions as an opportunity to influence other people in their common cooperation and enables an achievement of desirable results. Thus, it can be said that the process of "interaction" is a purposeful interchange and inter-enrichment whose essence are: activity, experience, emotions, directions and various positions (Kankalyk 1987 p. 48). The maintenance of educational activity foresees an active pupils participation as it involves a creative retransforming of the received information with the purpose of its deeper mastering.

If education is considered as a process of involvement in socio-cultural activity, where methods are mastered and maintained, one has to agree with the idea that pedagogical process is a common productive activity of "teacher and pupil". Pedagogics refers to such a concept as "pedagogical interaction" and "didactic interaction"; the principal ideas that help 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, i.e. pupils activity that is shown in a correspondent influence upon oneself and the teacher-master (Savchenko 1995, p. 5).

Approaches in interactive education

There are several new approaches concerning the projects of pedagogical interaction of pupils in pedagogics which focus on valuable personal features as well as pupils participation and communication in common activities, where they are encouraged to become involved in creative projects and tasks. There are also those involving creating reports in groups that would specify personal contribution in common achievements and communication on the basis of personal research and observations into the maintenance of activities in various educational -upbringing situations (Kilichenko 1996, p.45).

The generalization of different approaches towards research of pedagogical interaction gives every teacher an opportunity to choose from two main directions in the project of individual activity: the first - "subject-teacher-subject-pupil" and the other one - "subject-teacher-object-pupil". The first direction implies only interaction, but the other one - exerting an influence on a pupil in the pedagogical process. The first direction is connected with the pe-

culiarities, purposes, motives, 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 childrens' peculiarities, their interests and motivation, stimulate them for their own development. They do it to involve pupils into the project of their interaction and other participants in the educational surroundings, etc. (Mudryk 1984, p. 67).

For the creation of interaction situations, it is necessary to project the conditions that promote:

- active inclusion of all participants of the educational processes into discussions and realization of activities in different periods of interaction;
- research position of all educational subjects;
- active behaviour that foresees receiving constant feedback;
- partners communication, which acknowledges and accepts each person's value, his/her thoughts, interests and peculiarities of the personal growth.

In short, representatives of different schools and directions are united in their efforts to involve positive pupil's visions and aspirations for interaction directed towards collaboration, well-wishing support of pupil's internal development and opportunities of choosing and accepting responsibilities for their actions.

For years the scientists interest in the concept of interaction has been actively increasing. More effectively, it has been researched in the connection of the task of analysing the structure of interactions in upbringing. However, the process of mastering knowledge still remains to a great extent in the system of "subject-object" interaction and does not open to more modern one: a process of mutual personal interaction. Thus, the issue of teaching as one of the intercommunicated activity "pupil-teacher - other pupils" remains an unsolved problem, although it is the one which propagates building and changing of the forms of collaboration and communication. Interaction of this type foresees the highest activity of both the teacher and pupil, a variety of interaction and relations that are composed into the process of achieving the purposes of common educational process. Among numerous types of interaction, the one presented above takes a particular place.

The process of introducing interaction in the educational process is often characterised by internal disagreements and various points of view. There are contradictions in different motives of peoples' behaviour; their wishes and values, in inability to define their actions or regulate their activity according to another persons' activity. However, it has to be introduced as modern trends advocate relying on pupil's abilities and qualities, which are necessary for educational purposes as well as pupil's personal development.

One of the main reasons for failure and ineffectiveness of the teacher's work, sometimes even disappointment in the pedagogical profession, is his/

her inability to build pedagogical purposeful relations with pupils (Kolominskiy 1996, p. 95). Satisfactory relations with teachers, on the other hand, enhance courageous pupils' attitudes and cheerfulness. They promote development of creative activities and their productivity. The result of such an attitude has been stressed by U.P. Azarov (1982); L.I. Bozhovich (1968); O.I. Kilichenko (1996), O.V. Kirichuk (1984), etc.

The transformation of the educational process into the one which involves personal interaction means conversion into a cooperation between the teacher and pupils. A special importance of co-operational relations of the teacher and pupils in the educational activities was emphasised by V.O. Sukhomlinskiy (1979); S.O. Amonashvili (1991); L.O. Leontyev (1975); A.V. Mudryk (1984); O.I. Savchenko (1995) and O.I. Kilichenko (1996).

The analysis of psychological and pedagogical literature shows that the direction of co-operational relations effectively promotes pupils' development as subjects of activities and the formation of their activity in general. The concept "cooperation" is a complex idea consisting mainly of:

- forms of perspective interconnection, based on mutual understanding and inter-feeling;
- kinds promoting organization of common activities; the so-called "on equal terms" that foresees manifestation of independence, activeness and self-discipline;
- forms of interaction "teacher-pupils", where work is based upon mutual support, i.e. pupils' ability to work together as well as with the teacher in pursuing common efforts and taking consequences of their actions (Mudryk 1984, p. 89).

Conclusions

All in all, practice shows that principal factors of changes which take place in pupil's emotional sphere are the result of mutual understanding, emotional

perception, readiness to help and the ability to respond to the phenomena of the surrounding world. They also concern the ability to control their emotional behaviour; to perceive situations correctly and to give adequate evaluations. Thus, the main teacher's credo in the modern educational process should be "I am with you!", which absolutely corresponds to the conceptual bases of innovative optimistic pedagogics; the one which is directed towards individual development of studying within the pedagogics of cooperation.

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