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SOME FORMS OF ORGANIZATION OF THE PRODUCTIVE INTERACTION OF TEACHERS AND PUPILS IN EDUCATIONAL ACTIVITY

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The article describes the main forms of productive interaction between teacher and pupils in training activities, among which are: the agreement, the cooperation and the partnership. Different forms of group work in a school and the main types of study groups such as: pseudo group, training (traditional) and productive (effective) group are described as well. Main features of interaction in each of the groups are highlighted. The basic principles of group work in a school, which are built on the basis of a productive interaction between the subjects of the pedagogical process, are also highlighted in the article.

Keywords: agreement, cooperation, partnership, productive interaction, pseudo group study group, productive group subject – subject interaction, reflection, dialogue, training activities.

INTRODUCTION

At the present time the world is rapidly entering to the information age and the interaction which must be built on the platform of the positive models, such as: cooperation and partnership, are increasingly beginning to define a new vector of development of modern society. Intention to effective interaction with other people becomes an integral, essential need of preparation for the future life. Modern school must be adapted to this social demand, and training of the techniques of productive interaction must occupy a fitting place among the compulsory elements of the content of general education.

Analysis of the current research and publications. Last time the problems of the productive interaction and of its basic forms became the subject of many studies of the researchers — educators. Pedagogical interaction as the basis of the educational process in the modern school is studied in works of Kan - Kalik V.A., Kutjev V.O., Kirichuk O.V. Pisareva T.A.; pedagogical support issues are devoted to Batyushenkova N. Yu., Gazman O.S., Parinova G.K.; the role of pedagogy of cooperation in building of the productive pedagogical interaction was considered in the works of Amonashvili Sh. A., Zhuravlev V.I., Karakovsky V.A., Soloveitchik S.L., Shatalov V.F.

The purpose of this paper is the study and definition of basic forms of organization of productive interaction between teacher and students.

The narration of the main material. The productive cooperation demands of special forms, methods and types of school cooperation which can ensure the choose of the models of behaviour, activities and communication, teacher's assistance in overcoming problems -

obstacles encountered by the pupils, establishing a relationship of mutual understanding, partnership and cooperation.

1. THE MAIN DIRECTIONS OF DEVELOPMENT OF PRODUCTIVE INTERACTION AT SCHOOL

The organization of the productive interaction within the framework of procedural component has two components (or vectors) which are including the specific content of the subject (1) and the content of the system of valuable installations of this interaction (2). Herewith two types of relations in the process of educational interaction are developing: the subject — object, affecting the nature and content of students' attitudes to the subject contents and activities subject — subject, describing the content of the interaction between the participants.

Let us present each of the vectors separately.

1. Education as a process of interaction between the teacher and the students is performed on the basis of specific learning content. The interpretation of this content as didactically exonerated «clot» of culture and science as it is now recognized as a component and does not cause much controversy of any educational theory or practice. That is why the selection of the criteria of such content, such as: scientific objectivity, validity, intersubject and several others should be guided by the teacher and seems rather natural.

However, the actual content of education cannot be reduced to fragments of science, which are reflected in the curriculum, programs, and other benefits, it is necessary to takeover generalized knowledge which are projected onto existing personal and substantive experience of the child.

According to S. Rubinstein: «Any attempt of the tutor - teacher «to contribute» to a child's consciousness and moral norms, bypassing child's own activity on the mastery of them, ... undermines the very foundations of a healthy mental and moral development of the child and raise his personal properties and qualities» [7, p.192-193].

At the same time the process of mastering of the pupils (students) and the teacher is joint with the construction of the training content. The teacher introduces the content of educational interaction concepts, facts, laws, practices, values, ways of thinking, the seating in the signs, symbols, and rules of the language of science, the content of which is presented in a particular tutorial.

According to Mikhailov I.F. [3, p.14] this bivalent, expressed in terms of «value» and «meaning» is a fundamental characteristic of any social - cultural activities and is seen as propensity to engage in dialogue, active interpersonal interaction.

In our case bivalent is that here the word - is the objective content of the training material, and meaning - normative, value and other relations, which are generated by the interaction of «teaching - teaching» This manifests itself in the same divalent and that teacher and student master not only contained in the text of the «values» and enter the «communicative intentions» [5, p.19] author of the text, but the text and endow their meanings become his co-authors.

It is as though as the level of their contributions, attitudes on frontier of educational material. The first vector is associated with the object as a product of educational

interaction, expressed in concrete projects, models, writings, etc., and with the spiritual — in the form of generalized system of educational knowledge.

Hence the first level involves the interaction of the vector on the coordinate system training material the student.

2. The paradigm of modern education is changing and related to the change of its ideals from «educated person» to «man of culture» [1, p.98]. I agree completely with SenkoU.V. [5, p.40], that in contrast to the «educated person», assimilated and uses achieving society, «man of culture» matches in his mind different cultures, focused on the other, disposed to dialogue with them. So the education is as a way of human reproduction in culture and it involves not only the development of didactic knowledge, skills and personal development on this basis, but also the creation of the world image, the scope of the values of this world and its image in the world.

Organization of the interaction is always associated with emotional value which is the understanding and the rapport, which can be seen as a way to share «accommodation» and experiences of teaching and teacher and student.

And here the values are not particularly substantive and general cultural sense. Relationship teachers and students create the emotional background that determines everything that happens in the course of educational activities. They can enhance or may relieve mental stress students painted it in different tones: from empathy to dislike.

The leveling of the second vector and anonymity of the knowledge system which teacher teachers, installation of the elimination of his own doubts, experiences and reflections leads to the closed position of the teacher's violates productive educational interaction, resulting in a loss, depletion of emotional - valuable subtext educational process / interaction.

2. THE MAIN FORMS OF ORGANIZATION OF PRODUCTIVE INTERACTION

The main forms of organization of productive interaction are conventional forms of learning activities of students: frontal, individual, group (dyads, triads, micro groups).

Frontal activity involves the interaction of one-line front teacher and students in the conditions of the dominant class - learning lesson system is predominantly subject - object in nature, so genuine productive interaction is very limited.

Individual activity involves independent performance of a particular academic work and entry into short-term, episodic interactions mainly with the teacher. This form, from our point of view, is the most realistic and supposes the individual pedagogical support, skills training and self — reflection.

But the effectiveness of educational interaction is extremely low, for many reasons, primarily due to the lack of real partners in this interaction.

Group work as a form of educational interaction has been caught in the national education system, and has many advantages over the others. To date, the theory and practice has created the following types of educational groups [s.234-235].

If group work is carried out on an extemporaneous basis, interactions (positive and negative) are not always clearly defined and are consistently positive, then it often takes the form of the pseudo — group.

- *Pseudogroup* is an association of the students who are required to work together, but that there is no inner need and interest. Their interaction is «flashy» nature, so they no longer pretend that they are working together. Their actions are poorly coordinated and the relationships within the group with respect to separated, with some students try to solve their problems at the expense of others. Educational work in the group is difficult, and the results are lower than individual success. Educational work in the group is difficult, and the results are lower than individual success. Communication within the group is not always constructive, distracting, and does not set up the mutual activity. Teacher occupies an isolated position, dominates the dominant type of relationship.
- *Traditional (conventional) training group* form the students who take the job to work together, but are not particularly motivated to do so and accordingly there is low interdependence. Group members exchange information on training stage to clarify the job, and then work individually, and therefore achieve always valued more individually than collectively. Exactly the same character has and creative activity of the students. The teacher tries to organize educational interaction effectively, but not following many of the principles of its productive organizations (voluntary, personal freedom, subject — subject relations, cooperation efforts ...) did not allow him to achieve a high level of effectiveness and cohesion of the group work.
- *Training activities of the productive (efficient) groups* constructed in accordance with the principles of productive interaction and all their members not only work together, but also feel this urgent need, therefore, consciously and actively enter into cooperation together. Sense of trust, responsibility, understanding, empathy and action for the success of their comrades and the group as a whole shows the high level of cohesion. Each member of the group and at the same time ready to take the necessary assistance. Relationships between teachers and students are in the nature of cooperation and co-creation at constant pedagogical support of the teacher.

Interaction is also different by the number of group. It may be common group and include 7 -12 people. Such groups tend to be heterogeneous, so collective forming advantages of such a group is difficult to overestimate.

Dyads or pairs, as evidenced by the theory and practice, have obvious advantages - students in the stable or in pairs of interchangeable enter into the process of educational interaction, protecting your topic, analyzing the question, eliminating gaps.

The advantages of the tirades include greater collegiality triad, most validity (due to larger than a dyad, the amount arising thoughts), and liability of the big contact group. Essentially, that the emergence of third party communication system gives it a new quality - a reflection.

Consequently, in terms of direct interaction, else being equal, teamwork seems to be a work in undifferentiated class into groups, work in small / micro groups preferably work in large groups, and the optimum is to work in dyads (pairs).

The total academic work unites the students and the impossibility of exclusion from it any of the participants makes them to look for some new ways to create the productive

interaction.

Various forms of group interaction can be distinguished by:

- the problem — the extent of its adoption by all members of the group interaction. The task must be set so that students will not be able solve it without each other; there is co — operation in the intra- individual tasks;
- the resource — as subjective personal and collective, the presence of individual educational objective briefcase filled with individual programs, texts, instructions;
- the success — and self — evaluation, i.e. evaluation of the group consists of the contribution of each student;
- the result — the products of the group work as projects, reports, models, ideas etc.

3. THE MAIN WAYS OF THE PRODUCTIVE INTERACTION

Today the following main ways of the productive interaction exist: the partnership, the agreement, the cooperation and the dialogue / polylogue.

Agreement and cooperation are the kinds of regalementators of the interaction at all levels - communication, activity, behavior, and attitude.

Partnership is the way of the interaction and relationships which is organized on the principles of equality, voluntariness, and additional members of the educational processes. Educational interaction which is based on partnerships, as an adult, and a child, let them choose their own solutions to emerging problems.

Partnership is not a formal equality of rights and responsibilities of the student and the teacher which is based on the cooperation. It constitutes all of their joint activities, communication and behavior, i.e. such cooperation is based on the voluntary responsibility and equality in achieving common goals and results.

Real, not formal, partnership is possible only in the case of installation of the special relationships between people (teachers and students) which is based on the principles of mutual understanding. The relationship between partners is the form of the subject — subject interaction as equal partners which are equal in their activity and independent participants in joint activities, interested in each other, and together to achieve one aim.

Implementation of educational interaction is possible through co-operation as a way to organize learning activities, in which all students and learning together and by mutual agreement, participate in the same or different, unrelated types of learning activity.

The main principles of cooperation in training today are: positive interdependence of all members of the group to solve the problem; direct interaction, built on the open communication, dialogue; individual evaluation; skills training group interaction; reflection.

Agreement can be considered as well as a very positive way in which the subject is organized - subject space interaction between teacher and students, designed to organize joint activities and based on joint respect, mutual responsibility and assistance to each other in the implementation of the jointly agreed values and norms. The main structural components of contractual relations: constant display and correlation of interests and situational meanings partners; finding and achieving the object interaction, which contains

the interests of the partners; implementation and enforcement responsibilities of each partner in the collaboration builds.

CONCLUSION

Thus, a teacher seeking to improve the effectiveness of teaching, improve the ratio of students to the studied material, encourage students to comprehend the deeper something with which they work, seeking to change the system of educational interaction, looking for new, alternative ways of organizing of it.

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Якса Н.В. Деякі форми організації продуктивної взаємодії між вчителем та учнями у навчальній діяльності / Н. В. Якса// Вчені записки Таврійського національного університету імені В.І. Вернадського. Серія: Проблеми педагогіки середньої і вищої школи. – 2014. – Т. 27(66), № 3. – С. 115 - 120.

У статті розглядаються основні форми продуктивної взаємодії між вчителем і учнями в навчальних заходах, серед яких: угода, співпраця та партнерство. Різні форми групової роботи в школі та основні види навчальних груп, такі як: псевдо групи, традиційні навчальні групи та продуктивні (ефективні) групи також проаналізовані автором. Виділені основні можливості взаємодії в кожній з груп. У статті також підкреслюється основні принципи групової роботи в школі, які побудовані на основі продуктивної взаємодії між суб'єктами педагогічного процесу.

Ключові слова: угода, співпраця, партнерство, продуктивна взаємодія, дослідницька група, псевдо група, продуктивна група, суб'єкт — суб'єктна взаємодія, відображення, спілкування, навчальна діяльність.

Якса Н.В. Некоторые формы организации продуктивного взаимодействия между учителем и учащимися в учебной деятельности / Н. В. Якса // Ученые записки Таврического национального университета имени В.И. Вернадского. Серия : Проблемы педагогической средней и высшей школы . – 2014. – Т.27(66), № 3. – С. 115 - 120.

В статье рассматриваются основные формы продуктивного взаимодействия между учителем и учащимися в учебной деятельности, среди которых: договор, сотрудничество и партнерство. Различные формы групповой работы в школе и основные виды учебных групп, такие как: псевдо группы, традиционные учебные группы и продуктивные (эффективные) группы также проанализированы автором. Выделены возможности взаимодействия в каждой из групп. В статье также подчеркиваются основные принципы групповой работы в школе, построенные на основе продуктивного взаимодействия между субъектами педагогического процесса

Ключевые слова: договор, сотрудничество, партнерство, продуктивное взаимодействие, исследовательская группа, псевдо группа, продуктивная группа, субъект — субъектное взаимодействие, отражение, общение, учебная деятельность.

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