

2. Викладання ряду із форм Нумікону від одного до п'яти.

– Подивіться на дошку, я буду ставити форми Нумікону по порядку від найменшої до найбільшої. (Вчитель закріплює магнітні форми Нумікону на дошці від одного до п'яти). Викладіть на партах, так само як на дошці. (Діти викладають ряд із форм Нумікону за зразком. Деяким дітям важко зорієнтуватися на дошку, тому для них зразок викладають на парті).

3. Графічне завдання. Підбір чисел до множин (1, 2, 3, 4, 5).

– У мене на дошці розміщені аркуші з квітами та числами. Подивіться, скільки квітів на цій картинці? (Діти впізнають без перерахунку, або перераховують квіти, відповідають: «На картинці дві квітки» або «Два» можуть показати два пальчика). Я шукаю число 2, тепер крейдою з'єдную дві квітки і число два.

– Хотите так само з'єднати? (Вчитель роздає дітям заготовлені аркуші А-4, вчитель виконує завдання на дошці, а діти на аркушах).

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ON THE DEVELOPMENT OF PRODUCTIVE INTERACTION OF PARTICIPANTS IN THE EDUCATIONAL PROCESS OF HIGHER EDUCATIONAL INSTITUTIONS

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At the stage of radical socio-political transformations, the role of personal activity, responsibility and professionalism is growing. After all, professionalism is characterized by the specialist having knowledge, skills and abilities that allow him to carry out activities at the level of modern requirements of science and technology. In addition, professionalism is manifested in the ability to see and formulate tasks, to choose the most acceptable methods for solving them. That is why professionalism, along with knowledge, abilities and skills acquired in the process of professional training, necessarily includes certain aspects of personality, general culture, general development, a certain system of life values and moral and psychological readiness for work. Graduation from a higher educational institution does not

mean that this specialist has sufficient professional suitability. After all, in order to achieve it, a stage of acquiring professional skills is required, during which the skills and abilities acquired in the process of professional training are consolidated and the ability to independently and quickly enough create an algorithm for solving professional tasks in accordance with certain conditions is developed.

The theoretical analysis of pedagogical experience confirms that without a certain level of human activity, which is expressed at least in elementary acts of attention, even the simplest process of cognition cannot take place. Therefore, it is necessary to determine the level and content of the student's activity, which is determined by one or another method of learning: activity at the level of perception and concept, imagination and creative thinking, reproduction or creation of new, social activity. The main tactics of the teacher are cooperation and partnership, which gives the student the opportunity to show activity, creativity, independence, and ingenuity. At the same time, the mentor is focused on increasing the subjective role of the student, on involving everyone in solving common problems. The most productive is communication based on enthusiasm for joint creative activity, which is a special style of pedagogical communication, based on the unity of the teacher's high professionalism and his attitude to professional activity as a whole. Thus, pedagogical interaction is a process that occurs in conditions of joint activity and direct communication between a teacher and a student. The result of such process is a product, the content of which depends on the goal set by the participants of the interaction. The specificity of pedagogical interaction is due to the fact that not only the individual and psychological characteristics of the teacher are involved in its process, but also the characteristics of the students, without which the activity of the teacher loses its meaning. Pedagogical interaction is manifested in the synchronous activity of the teacher and the student, when they are interested in educational and cognitive activities, jointly eliminate miscalculations. The student becomes subject, and the teacher acquires his active ally. Therefore, it can be argued that communication skills are the most important for a teacher, because in the process of dialogue, which reflects the life space, the formation of a person takes place. That is why representatives of the personal approach believe that in order to perform all the necessary functions of effective pedagogical interaction, it is necessary to adhere to the principles of dialogization, problematization, personalization and individualization.

It should be noted that the qualitative characteristics of pedagogical interaction are its productivity and personal orientation, and personally-oriented interaction will always be productive in nature. In modern studies, productive interaction is defined as the type of interaction that activates the student's own

productive creative activity [1, p.78]. It is characterized by the fact that the situation of student cooperation with the teacher and other students ensures the realization of all the wealth of interpersonal relations as the student acquires new knowledge. There is a change in the structure of cooperation and interactions in the learning process: from joint action with the teacher, to supported action, then to imitation and to self-learning. Each student is included in solving productive tasks not at the end, but at the beginning of the process of learning new content, based on specially organized active interaction and cooperation with the teacher and other students. In addition, the changes that occur in the situation of interaction and cooperation during the learning process ensure the formation of self-regulation mechanisms of behavior and personality of students. As we can see, the productivity in the field of interaction of the participants of the educational process is connected with the creative nature of the activities of both sides of the interaction. A possible product of such interaction will be the students' independent determination of new learning goals and goals related to the content of the learned activity, as well as the regulation of personal positions in the partnership.

It is also appropriate to note that the condition and consequence of personal-oriented productive interaction, according to scientists, is the contact of its subjects. «Psychological contact determines the possibility of natural, unhindered communication between the teacher and students in the process of interaction, since its presence is important for the productive cooperation of its subjects. Psychological contact arises as a result of the common mental state of people, caused by their mutual understanding and associated with mutual interest and trust in each other of the interacting parties. Contact is a positive factor that reinforces interaction» [3, p. 34].

That is why the main factor in the system of interaction is the system of forms of cooperation between the teacher and students, which ensures the creation of common values, goals, methods of achieving results and the formation of self-regulation of individual activity. Personal communication, based on the teacher's understanding of the students' inner world, aimed at forming a general evaluation of the achieved results, striving to understand each other's attitudes and views, creating the best possible conditions for the development of student motivation, the creative nature of educational activities, stands out as a form of organization of personal-oriented interaction on the formation of students' personality. Joint creative activity is defined as a way of implementing personal-oriented interaction, where the student realizes his capabilities in a jointly achieved product. The main mechanism for the organization of personal-oriented interaction is the strengthening of cooperation between the teacher and students at the main level of activity organization – the level of meaning-making and goal-setting, where each student is included in the

solution of productive tasks. We should also note that pedagogical interaction will ensure the effectiveness of the process of forming the student's professional competence, if it is organized in the form of personal communication, which is characterized by the following features: the subjective and meaningful nature of communication between the participants of the interaction; actualization of motivational learning resources and personal motivations for activity; cooperation in decision-making between all participants of the interaction, achievement of unity of meaning and whole formation; the focus of communication on the development of students' goal-setting and self-analysis in the course of pedagogical interaction; having the ability to «empathically understand» the interaction partner.

In turn, in the process of personally-oriented pedagogical interaction, certain psychological neoplasm of a personal and interpersonal nature arises and become actualized. In particular, the psychological status of a person, which characterizes the student's real place in the system of interpersonal relations and the phenomenon of mutual understanding as a system of feelings and relationships, which allows to achieve the goals of joint activities and communication, maximally contributing to the observance of trust and interests of everyone and providing an opportunity for self-disclosure of everyone [4, p. 197]. That is, the situation of personal-oriented interaction is not only educational-professional, but also personal-developmental in nature. In turn, the personal development situation is a special pedagogical mechanism that puts the student in new conditions that require a new style of behavior, understanding, rethinking of the previous situation.

Thus, the theoretical model of the process of planning, implementation and correction of training and one's own independent activity contributes to the self-assertion of the student as an independent, self-directed, self-realized individual, the development of his creative principles, the ability to combine personal responsibility and public interests, the growth of educational and spiritual needs of the individual, the development of humanistic values orientations of the student.

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**DIALOGICAL INTERACTION AS AN INTEGRAL COMPONENT
PROFESSIONAL AND PERSONAL GROWTH
OF THE FUTURE EDUCATOR**

**ДІАЛОГІЧНА ВЗАЄМОДІЯ ЯК НЕВІД'ЄМНА СКЛАДОВА
ПРОФЕСІЙНОГО ТА ОСОБИСТІСНОГО ЗРОСТАННЯ
МАЙБУТНЬОГО ВИХОВАТЕЛЯ**

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Сучасна дошкільна освіта покликана забезпечити різнобічний розвиток дитини з урахуванням її пізнавальних інтересів, потреб та можливостей. В цьому аспекті особливої актуальності набуває підготовка вихователів до побудови освітнього процесу на засадах дитиноцентризму та організації суб'єкт-суб'єктної взаємодії у закладах дошкільної освіти. Майбутній педагог має стати співтворцем індивідуальної освітньої траєкторії кожного вихованця, стати фасилітатором, який підтримує дитину на кожному етапі її взаємодії з навколишнім світом та допомагає пізнати його.