DESIGNING A QUASI-PROFESSIONAL INTERACTIVE ENVIRONMENT FOR PARTNERSHIP INTERACTION BETWEEN TEACHERS AND STUDENTS

КОНСТРУЮВАННЯ КВАЗІПРОФЕСІЙНОГО ІНТЕРАКТИВНОГО СЕРЕДОВИЩА ПАРТНЕРСЬКОЇ ВЗАЄМОДІЇ МІЖ ВИКЛАДАЧЕМ ТА СТУДЕНТАМИ

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Preparing future teachers for effective partnership interaction is impossible without involving students in the learning process. The task of interaction of subjects in the learning process is to form: positive motivation to build effective professional interaction, professional orientation; a set of knowledge on the organisation of interaction within teaching activities; skills to build positive and partnerships in professional activities; communication and organisational skills; the need for professional development and self-development. Creating such an environment requires establishing it on the foundation of partnership values and utilizing pedagogical tools that are pertinent to fostering effective teaching and professional interaction. This necessitates filling the content of future teachers' training with special tasks, situations-interactions as an integral component of future professional activity, models of organising the educational process based on humanistic values; ensuring variability, individualisation and differentiation, freedom of choice and contextualisation of educational and professional activities.

In designing a quasi-professional interactive environment for peer interaction, it is essential to consider that teaching any skill is most effectively achieved through the actual performance of that skill. Future teachers can be taught to interact effectively by actively participating in the process of educational and cognitive activities [2]. During the stage of professional training, the use of interactive learning technologies becomes crucial for achieving this goal. These technologies ensure the maximum efficiency of the educational process, guaranteeing a system of knowledge presentation that

involves not just the transfer of pre-packaged information, but also its exploration, analysis, processing, synthesis, and practical application. Simultaneously, the role of the teacher undergoes a radical transformation: from being a knowledge transmitter, they evolve into a coordinator of knowledge acquisition or a «facilitator» (derived from the English word «facilitate») [1, c. 151]. In the process of designing a quasi-professional interactive environment for partnership interaction, the following interactive technologies will be effective: case method, modelling situations of professional interaction, modelling problem-communication situations, business games, trainings, etc. The method of analysing specific situations (the case method) involves studying, analysing and making decisions in a situation that has arisen as a result of events that have occurred or may occur under certain circumstances in the course of professional interaction. This method develops students' analytical thinking, promotes the use of a systematic approach to problem solving, allows them to distinguish between correct and incorrect solutions, select criteria for finding the best way to complete tasks, and make collective decisions. Modelling situations of professional interaction is a game-based way of analysing a specific situation based on the problems of relationships and human behaviour. This method is aimed at developing social and professional behavioural skills. In the process of creating a model of a particular situation, students are able to analyse it holistically, identify opportunities to achieve specific goals of professional interaction, and flexibly plan their own activities. Modelling of problem-communicative (conflict) situations is a situation of interaction between a teacher and another subject of the educational process, which is based on a contradiction in the norms of behaviour, values, interests. The problematic situation is accompanied by emotional manifestations and is aimed at restructuring the existing relationships [4, p. 336].

Successful solving of problem-communication situations by students allows them to develop the following skills: to see a problem in a professional situation and to formulate it in the form of professional tasks; to study and transform the situation of professional interaction; to make the best professional decision in conditions of uncertainty; to flexibly rebuild the goal and tasks depending on the change in the situation of professional interaction; to predict the short-term and long-term results of the tasks of professional interaction.

The main stages of working with pedagogical situations are as follows:

– discussion by future teachers of the experienced conflict situations with the analysis of possible construction of situations of success and failure;

– analysis of given conflict situations of partnership interaction with possible solutions;

– independent analysis of conflict situations of partnership interaction;

– modelling (designing and constructing) the solution of conflict situations of professional interaction;

– reflection. The modelling of problematic communication situations involves a number of tasks: overcoming students' fear of conflict and negative attitudes towards it; developing basic skills in analysing situations of partnership interaction; developing skills in constructive conflict resolution; developing skills in designing and constructing situations of partnership interaction. The use of business games aimed at teaching partnership communication and interaction has a number of features. The business game is grounded in authentic material, providing insight into a specific scenario of communication and partnership within the professional realm. It emphasizes self-directed learning over traditional instructional methods [3, c. 102–107]. A business game is based on real material that reflects a specific situation of communication and partnership in the professional sphere, as well as the prevalence of self-learning over learning [3, p. 102-107]. Conducting business games involves the interaction of its participants. Based on the classification of forms of human interaction, we distinguish the following types of business games that should be used in the preparation of future teachers of pedagogical disciplines for professional interaction: cooperation games (for example, reaching an agreement between Ukrainian and foreign higher education institutions to hold a joint conference), competition games (for example, preparing and discussing projects of scientific seminars), conflict games (for example, a conversation between the university management and representatives of the department regarding the "disruption" of classes or Olympiads by students), etc. Each type of game is distinguished by the specification of goals that the participants' efforts are aimed at achieving. When studying the problems of future teachers' training, it is necessary to take into account that this process is continuous and focused on the formation of communicative and professionally important qualities of a personality.

Another effective means of constructing a quasi-professional interactive environment of partnership is training technologies that involve group work in the style of self-analysis groups, as well as communicative and pedagogical games. The advantage of group forms of work is that they create new conditions for master students to analyse pedagogical situations of partnership interaction, provide an opportunity to train the learned cognitive means of professional interaction and initial correction of their own professional and communicative behaviour. Within the training group, participants can take on («try on») the following positions:

– an agitator who has a high ability to persuade (without experiencing difficulties, outlines the goals and objectives of the group, achieves their acceptance);

– problematiser – characterises the problems within the discussion and clearly identifies the stages and conditions of effective professional interaction;

– generator of ideas – produces ideas previously unknown to the group; enthusiasm for new ideas can also cause complications in interpersonal relationships;

– communicator – facilitates the transfer of information between participants, organiser of communication networks;

– critic – identifies increased requirements for the quality of ideas and logical conclusions.

At the final stage of group work, the following positions become the most important: performer – brings the idea to its logical conclusion, works out inconspicuous but essential details; semanticist – summarises the group's work with a clear formulation, is sensitive to the requirements for results.

In addition, students also have the opportunity to trace unconstructive positions that impede the work of the group: consumer – does not actively participate in the discussion, uses the ideas of others, is passive and indifferent to the search; independent – focused on individual decisions, indifferent to group work; sceptic – focused on unconstructive criticism; demagogue – resorts to unnecessary reasoning, takes the group away from a clearly defined task [5, p. 148]. The key role in the development of training to prepare future teachers of pedagogical disciplines for professional interaction is played by the full involvement of all students. The main requirement is the transformation of the student's own self on the basis of obtaining information about how he or she is perceived in different situations of group modelled professional interaction.

Thus, an important aspect of partnership interaction is the availability of knowledge, skills, abilities, tact, professional tolerance, communication experience for future teachers to successfully perform the tasks of optimising and personifying partnership interaction with colleagues and students (the specifics of development and training are the subject of andragogy).

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