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ПСИХОЛОГО-ПЕДАГОГІЧНІ АСПЕКТИ РЕАЛІЗАЦІЇ СУЧАСНИХ МЕТОДІВ НАВЧАННЯ У ЗАКЛАДАХ ОСВІТИ

**ЗБІРНИК МАТЕРІАЛІВ
ВСЕУКРАЇНСЬКОЇ НАУКОВО-МЕТОДИЧНОЇ КОНФЕРЕНЦІЇ
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ОРГАНІЗАЦІЙНИЙ КОМІТЕТ КОНФЕРЕНЦІЇ:

Черненко Наталія Миколаївна - доктор педагогічних наук, професор.

Соловейчук Олена Максимівна – фахівець Південноукраїнського центру професійного розвитку керівників та фахівців соціономічної сфери.

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(протокол №7 від 26 грудня 2024 р.)*

Рецензенти:

Фурман Анатолій Анатолійович - доктор психологічних наук, професор, директор Навчально-наукового інституту гуманітарних наук Національного університету "Одеська політехніка"

Пєнов Вадим Васильович - кандидат педагогічних наук, доцент, доцент кафедри фізіології здоров'я і безпеки людини та природничої освіти Одеського національного університету імені І.І.Мечникова

Психолого-педагогічні аспекти реалізації сучасних методів навчання у закладах освіти: збірник матеріалів всеукраїнської науково-методичної конференції. Одеса : Університет Ушинського, 2024. 208 с.

До збірника ввійшли матеріали всеукраїнської науково-методичної конференції, присвяченої різним аспектам організації освітнього процесу в умовах цифрової трансформації, сучасним методам та формам організації освітнього процесу у закладах освіти різного рівня, підготовці фахівців соціономічної сфери у закладах освіти.

Науковці висвітлюють питання щодо сучасних форм і методів організації освітнього процесу в умовах цифрової трансформації.

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БУЛГАКОВА Олена Юрївна

SOCIAL INTERACTION IN A HIGHER EDUCATION INSTITUTION AS A FACT OF STUDENTS' SUBJECTIVE REALITY

The main thesis of our study is the statement about social interaction within a social institution as a determinant of psychological readiness for it. In sociology, social interaction is usually interpreted as consisting of individual social actions. It is characterized by reference to such concepts as status (a range of rights and responsibilities), roles, social relations, symbols, and meanings [6]. The concept of social status indicates a certain position in the social structure related to other positions and contains a sign of rights and obligations. It is emphasized that each member of society in his or her life acts as a carrier of a certain “status set”, which includes the leading status (determines the style and way of life, circle of acquaintances, manner of behavior). There are such concepts as social status (the position of a person in society), personal status (the position of an individual in a small group), ascribed status (status by birth), and achieved status (obtained as a result of free choice and personal effort) [6].

Interaction, which is usually interpreted as an “exchange of actions,” includes such important features as: a) inducement (primary stimulus-responses to communication), clarification of the situation (perception of the other person, situation and information), direct action, completion; b) subjective meaning of actions, attitude to the actions of others and actions in response; c) a complex system of exchanges of actions, consisting of ways to balance rewards and costs; d) interpersonal interactions formed by single actions, in which such components as the actor, the object of action, norms of interaction organization, values of participants, and the situation of action are distinguished; e) contacts - spatial, mental (mutual

interest), social (joint activity), the desire to receive a response from the partner, the realization of social relations through a system of interdependent actions; f) phenomena related to the sphere of emotions (solidarity, tension relief, agreement/demonstration of antagonism, creation of tension, disagreement), the sphere of problem formulation/solving (request for information, expression of opinion, etc; g) social situation (official events, formal contacts at work and in the service sector, asymmetric situations of teaching and leadership, conflicts, negotiations, discussions, interaction with close people and occasional episodic meetings with acquaintances), which includes such features as people, place, time, nature of action [7; 8].

If we adhere to the thesis that students' participation in the processes of social interaction at the university is the main determinant of their psychological readiness for it, then it (psychological readiness) should be, according to the above, readiness for consent, conflict, exchange, impression management, etc. Since social interaction has many more features that stem from the content of the concepts denoting its components, psychological readiness for it reproduces all the features that were the object of the actor's orientation.

Social interaction in its interpretation by P. Sorokin [8] has such components as: a) the presence of at least two individuals; b) the performance of certain actions by them; c) the presence of certain channels of influence.

In the exchange theory of J. Homans, social interaction has such components as: action, behavior, reward (remuneration), success, punishment, value, stimulus-response, deprivation, costs, result of action, income, approval, aggression, rationality. According to J. Homans, social relations, which are determined by the desire of their participants for certain rewards, are carried out precisely as a process of exchanging them by obtaining the greatest benefit at the lowest cost [6].

Using the concepts of social approval, mutual reward, mutual expectation, and aggression as a sanction for unfulfilled expectations, J. Homans depicts the main space of social interaction.

This idea was further developed in the theory of exchange by P. M. Blau [5; 6], in which social interaction, although considered in terms of market transactions, also has a psychological component regarding the expectations of participants regarding the return of services provided.

The psychological component in the interpretation of the concept of social interaction is very noticeable in the so-called "understanding sociology" of M. Weber, which takes into account the subjectivity of participants in social activity in terms of their personality [5; 6].

The psychological component in the interpretation of the concept of social interaction is also present in the theory of rational choice [5; 6], which emphasizes the importance of the processes of coordination of actions necessary to achieve a certain goal.

A similar judgment regarding the consideration of the psychological component in social interaction is also possible in the theories of justice by J. Rawls [5; 6], J. S. Adams [5; 6].

The general theoretical description of social interaction would be incomplete if we ignore its understanding in symbolic interactionism, in which attention was focused primarily on the symbolic content of the language of dialogue between the participants of interaction as the main symbolic means in interaction [5; 6]. According to G. Bloomer, the meaning of actions towards objects is determined by their significance for the subject, which are formed in social interaction, and the possibility of mutual adaptation of lines of individual behavior.

Social interaction is a self-organizing process whenever a situation arises that requires interaction. When we consider social interaction as a self-regulating system, we additionally “equip” our main concept with new attributes - complex, purposeful, self-regulated, interactive, etc. - that begin to reflect exactly those aspects of social interaction that are indicated by one or another attribute we have chosen.

If we take into account the fact that self-regulation has a complex structure, which includes: a) the goal of activity adopted by the subject; b) a model of significant conditions of activity; c) a program of executive actions; d) criteria for assessing success; e) information about the result; f) evaluation of results by the success criterion; g) a decision on the need and nature of correction, then when considering issues related to the problem of social interaction, it is clearly not enough to point out its emergence and appeal to the phenomena of bifurcation, the subordination of subsystems to a single system according to their order parameters [1; 2; 5; 6].

In the context of the systemic approach, it is important to determine: a) the ways of generating mental formations; b) the patterns of their transformations and partial restructuring; c) the ratio of actual and potential in mental development. It is the idea of generation, emergence that performs a methodological function and requires recourse to the genetic logic of psychological cognition [5].

According to our theoretical position, which goes back to the preliminary study of the relevant literature, it is fundamentally important to make a generalized judgment about social interaction as the interaction of I-subjects and their transformation into a We-subject within the framework of a task regulated by the social and role relations of a social institution and relations between social institutions.

Thus, psychological readiness for social interaction is, in fact, the readiness to move to the position of the We-subject, based on the formed or emerging personal qualities.

The most significant features of social interaction are that it is a subject-subject interaction, the content aspect of which is regulated by social and status-role

relations, and the procedural and dynamic aspect - by the level of their competence, influence, strategies and tactics, ideas about the proper and desirable.

The essence of social interaction lies in the procedural and substantive features of its primary structure “subject1 - subject2”. The concept of “subject” as a component of this structure and, therefore, as a psychological formation, serves as an indication of the source of any activity, provided that circumstances prompt it to this activity.

The “subject1-subject2” structure is described in various versions of the so-called dyadic interaction theory [5; 6]. For example, the doctrine of the “economic man” emphasizes the dependence of human behavior in interaction on the reward he receives from the result of interaction. According to D. Thibault and G. Kelly, the participants of interaction depend on each other for the possibility of obtaining positive results. Interactions are determined by the possibilities of mutual control, the ability to influence the results of another with the help of such levers as rewards, payments, reinforcement, and utility. The products of interdependent relationships are norms, roles, and power [5; 7].

The psychological analysis of social interaction should be preceded by the definition of the initial thesis about its procedural and substantive features of the primary structure. According to the procedural feature, such a unit should be the system “subject1 - subject2” as the basic psychological space in which the interaction actually takes place. The substantive features of social interaction are reflected in the feature of reciprocity, the absence of which turns interaction into an alternating “exchange of actions” behind which lie individual goals that both participants in interactive relationships and relations strive for. In this aspect, it is important to identify the features that serve the purpose of combining and transforming individual I-subjects into a We-subject. The connections between subjects within a situational task arise spontaneously, obeying its logic, but this obedience is a certain reflection of the psychological characteristics of each of the subjects.

When we consider the problem of social interaction from this perspective, we necessarily come to the conclusion that in every situation there is something stable, constant, typical, on the one hand, and on the other hand, something that emerges as something unique, one-time, situational.

Social interaction can be interpreted not only as the interaction of at least two people (bearers of certain roles, generalized patterns of behavior) who use a certain system of symbols in their communication, but also as the construction of social order or management of impressions during social meetings [2].

Social interaction, which takes place in a certain social context, is a condition for the formation of the “social character” inherent in a particular society [7].

As we can see, the concept of social interaction, which by its feature of “being an element of the social context” belongs to the conceptual apparatus of sociology and social psychology, also has the feature of subjectivity of its participants, which,

in turn, is associated with the concept of subjective reality, within which there is a construction of own tactics of interactive relationships with others based on their own experience, enshrined in the relevant structures of individual consciousness, which as established schemes indicate strategic features in the organization of their own.

It should be noted that, first, an interactive act is accompanied by a mental categorization of the situation and its individual elements in terms of its logical subject (“what is it about?”) and logical predicate (“what is happening?”) in accordance with its objective meaning and intended result. Understanding (awareness) and its corresponding categorization depends on the degree of competence of the person interacting in a particular issue related to the interaction situation.

Secondly, an interactive act is usually a speech act with the manifestation by each of the participants of their “speech personality” (Y.M. Karaulov), the course of which indicates the process of creating a common speech thesaurus as a prerequisite for mutual understanding regarding the assessment of the situation.

Thirdly, the interactive act in its most general features indicates its belonging to a certain set of similar acts, which each participant interprets within the individual system of situational concepts with access to his own conceptual system, which is the basis for understanding the subject-predicative structure of the “logic of the situation”.

Fourthly, the interactive act as part of a certain life continuum is connected by the actor with the idea of its significance for his or her own system of values and meanings.

Since interaction as such is a functional property of a subject-subject system, it should reproduce the essential features of the system of which it is a function. In this case, it will be enough for us to describe with the help of special literature everything that concerns the content (curricula and programs) and functional issues (teaching methods) of a particular system (e.g., pedagogical system, educational system, etc.) in the form of instructions for status-role relations in order to get a reflection of the existing official views on the essence of interaction in terms of its structure, patterns, dependencies, etc.

Considering, however, social interaction as the interaction of specific individuals - bearers of “individual consciousness”, we necessarily come to the conclusion that social interaction is “social interpersonal interaction” (the social-role subordinates the interpersonal) or “interpersonal social interaction” (the interpersonal subordinates the social-role). Depending on the respective emphasis in interactive relations on the social and role or on the interpersonal, the “interactive text” is constructed accordingly. In the first case, it is a “socio-role text” with a certain “interpersonal subtext”, and in the second case, it turns into an “interpersonal text”, to which a “socio-role subtext” is added.

Data on the internal “conscious” connotation can be obtained by referring to the established (textbook) views on its functions: cognitive, distinguishing between subject and object, goal-setting and attitude functions. In this way, we get a functional model of consciousness, in the light of which the “program” and “control” blocks of interaction appear as the following functional blocks a) competence and cognitive (the levels of development of the cognitive and competence spheres of the participants are located from min to max); b) subject-object, which is expressed not so much in the “literal” distinction between subject and object, “I” and “Not-I”, but rather in the person's experience of his or her subjectivity (effectiveness, influence) in relation to the objective conditions of life (levels from min to max of self-esteem) c) target, which indicates a system of long-term (strategic) and short-term (tactical) goals as a reflection of the person's value-semantic preferences and orientation as a person (levels from min to max); d) manifestation and expression of attitude, which indicates the person's idea of the proper and desirable as an indirect implicit value-semantic characteristic of the person (levels from min to max) (“attitudinal” block).

Thus, conceptually, the idea of social interaction is reproduced in sociological theories with the help of such concepts as culture, social context, action, influence, reward, provision of services and expectation of reward for them, use of a certain system of symbols by participants of interaction, adaptation of lines of individual behavior, etc.

By virtue of procedural nature, the unit of social interaction should be the system “subject1-subject2” as the corresponding basic psychological space. On the basis of reciprocity, social interaction appears as a combination and transformation of individual I-subjects into a We-subject. Therefore, psychological readiness for social interaction ensures the individual's transition from his or her own (individual) to collective (joint) subjectivity on the basis of psychological mechanisms and personal properties formed in previous experience.

In characterizing social interaction, signs of systematic performance of actions, their focus on the partner in order to elicit the desired response are indicated [1]. The signs of social interaction include the presence of other actors and the social situation. The notion of social interaction also emphasizes the sign of influence, due to which participants in the interaction influence other participants through their behavior, which causes certain reactions in response.

In any interaction, each participant pursues his or her own goals. Thus, social interaction, in which each participant acts as a carrier of a particular activity, is mediated by their personal goals [5].

In different concepts, the leading features of social interaction are: a) consent; b) conflict; c) exchange; d) impression management; e) typification in creating one's own world; f) reality construction; g) social communication; h) social practices; i) understanding of the partner; and j) typical cognitive structures [3].

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КОВИЛІНА Вероніка Геннадіївна

ІННОВАЦІЙНІ ТЕХНОЛОГІЇ ЯК ІНСТРУМЕНТ ОСОБИСТІСНОГО РОЗВИТКУ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ ЗА СПЕЦІАЛЬНІСТЮ 012 «ДОШКІЛЬНА ОСВІТА»

Актуальність теми. Запит на зміни в сучасному освітньому процесі пов'язаний із впровадженням інноваційних технологій. Глобальні зміни в освіті та суспільстві зумовлюють потребу у перегляді традиційних підходів до навчання та виховання [1]. Цифровізація та розширення комунікаційних технологій вимагають від майбутніх дошкільних педагогів не лише знання технічних засобів, а й гнучких методичних підходів, що стимулюють розвиток дитини в сучасних умовах [3]. Володіння інноваційними методами є необхідною умовою для формування конкурентоспроможної особистості на ринку праці. Такі методи сприяють створенню інклюзивного середовища, розвитку творчих здібностей, емоційного інтелекту та адаптації освітнього процесу до індивідуальних потреб кожної дитини. Впровадження інноваційних

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