

- Ukrainian sociology]. *Naukovi pratsi. Sotsiologiya. – Research Papers. Sociology*, 13, (Vol. 225), 83–86 [in Ukrainian].
9. Morris T., & March, J. (2004). *Anxiety Disorders in Children and Adolescents*. New York: Guilford Press [in English].
10. Rikroft, CH. (2010). *Trevoga i nevrozy [Anxiety and neurosis]*. (Astapov, V.M., & Kuznêtova, Yu.M., Trans.). Moscow: PER SE [in Russian].
11. *Statistical data from the National Institute of Mental Health of the US government (NIMH)*. (n.d.). Retrieved from <http://www.nimh.nih.gov/statistics/index.shtml> [in English].
12. Vagin, I. (2003). *Pobedi svoi strakhi [Conquer your fears]*. Saint Petersburg: Piter [in Russian].
13. Yastochkina, I. A. (2011). *Psykhologichni chynnyky vynyknennia ta korektsiia osobystoi tryvozhnosti u rannomu yunatskomu vitsi [Psychological factors of personal anxiety and adjustment in early adolescence] Extended abstract of candidate's thesis*. Kyiv: NPU [in Ukrainian].

*Kots Mykhailo*

## **PEDAGOGICAL INTERACTION AS A PROCESS AND AS A FUNCTIONAL SYSTEM**

*Lesia Ukrainka Eastern European National University  
Lutsk, Ukraine*

**Abstract.** *This article is a theoretical analysis of the phenomenon of pedagogical interaction as a process and as a functional system.*

*It is proved that the necessary conditions of pedagogical interaction are: creation of the education developing space in school; availability of personal readiness of all educational activities for the implementation of educational impact and its realization in educational practice.*

*It was proved that pedagogical interaction is a necessary functional system of educational process that occurs in the form of subject-subject interaction in which information is exchanged, also mental images of each other and form of interference, including the right balance of pedagogical impact, and its active perception.*

**Keywords:** *pedagogical interaction, pedagogical communication, education, upbringing.*

In modern psychological science a concept of "interaction" used in the study of many social phenomena, including education and upbringing, and their impact on the personality. The educational process appears as a multifaceted

and multidimensional interpersonal interaction of the teacher with his pupils, students themselves and students with their groupmates. The concept of "pedagogical interaction" is quite common and the essence of its understanding is interpreted differently depending on the context of subjects' various life problems.

*The aim* is to make a theoretical analysis of scientific approaches to define the essence of pedagogical interaction as a process and as a functional system.

Within interactionism approach interaction itself is seen as the interaction of ideas (ideas of individuals, imaginary figures) people for one another (Charles Cooley), the system of direct communications (J. Mead, Deutsch and Kraus). A joint activity is considered as a type of interaction (E. Bjorn, V. Satyr, William Schutz, Gerad, Jones, Schelling). However, these researchers do not split up such concepts as cooperation, collaboration, interaction.

The content of any interaction is communication, interplays and exchange of activities, items and information. Interpersonal interaction appears as an effective, really functioning connection between individuals appearing as participants of purposeful activity (V. A. Horianina, T.V.Senko, V. N. Kunitsyna, N. V. Kazarynova, V. M. Poholsha) as a specific form of interaction and interpersonal communication (M. M. Obozov).

Other researchers consider the interaction through communication indexes (V. Tsukanova, J. Yanoushek) as its structural component (G. M. Andreeva, B. D. Paryhin); as a separate category (A. V. Brushlinsky, M. M. Obozov etc.), which has its own content, purpose, motive and meaning. Interaction is treated as an elementary act in the structure of joint activities (V. Y. Liaudis); it appears as a major hallmark of joint activity unlike an individual activities (A. L. Zhuravlev).

The concept of "pedagogical interaction" gets its pedagogical understanding in works by A. P. Bospalko, S. A. Smirnov, O. L. Fedotova, O. M. Shyyanov and others.

Pedagogical interaction is the systematic, continuous implementation of teacher's communication actions with the aim to cause an appropriate reaction from the student (V. I. Liaudis).

According to V. P. Bospalko, pedagogical interaction is a process that takes place between teacher and students in the educational work and is aimed at development of the child [1]. So, here the primary characteristics of education are the content-procedural ones: tools, methods and forms of pedagogical interaction aimed at development of student specific content of training and education.

Educational reality has its own rather complex structure, which significantly complicates its consideration as an object of psychological analysis. In this case it is necessary to find a basis for structuring pedagogical reality, which, on the one hand, would retain the integrity of the the educational process

representations, and on the other hand, would ensure differentiation of perceptions of its course. It is caused by the fact that in this case the *psychological aspect is a part of a non-separate structural element, but certain aspects of the system as a whole.*

All of this makes the recognition of educational interaction as the central object of psychological analysis possible. This point of view is quite possible and repeatedly recorded in the scientific literature. So, S.L. Rubinstein once spoke for the understanding of educational psychology as a science of teaching process, seen from a psychological point of view. In this case, pedagogical interaction is understood as a pedagogical process.

Collaboration is the basis of pedagogical interaction. Interaction is a coordinated activity for achievement the joint objectives and outcomes, for solving significant problems or tasks of participants. One of the psychological laws highlights the link of personality development and activities. This relationship is the basis for understanding the educational significance of interaction in which and through which the complex system of subject-practical and emotional capabilities reveals.

Psychological science examines human interaction with other people as a special type of bond that involves mutual actions of the parties, mutual influence and change. Among these interactions special place is occupied by the communication (a specific form of subject-subject interaction) and joint activities (a specific form of subjective subject-object interaction). There are certain relationships between them: communication is an attribute of joint activities and also self worth.

In pedagogical terms "interaction" defines the very existence of education and upbringing processes, associated with objectives and contents, methods and forms of educational activities, motives and driving forces of the educational process and the activity of its subjects (V.A. Kan-Kalyc, N. D. Nikandrov [2], M. O. Kots [5], A. K. Markova [6]).

Teacher interaction involves the organization of communication between members of the educational process: the relationship of cooperation and mutual exchange of new information among the participants of the educational process, the counter process, teachers' positive perception of the students actions, the joy of getting knowledge, participation in solving problems and cognitive tasks.

Pedagogical interaction plays a critical role in human communication, in business, partnerships, while respecting etiquette, and manifestation of mercy.

The content of any interaction is communication, exchange of activities, items, information and interplays. Interpersonal interaction appears as an effective, really functioning connection between individuals. It is characterized by the fact that its members possess consciousness and purposeful activity [7].

The generally accepted position is that the individual human capabilities are growing in terms of interaction with other people, especially in the group of

high level development. Moreover, the interaction rebuilds the person, it creates new opportunities, identifies those that exist potentially. At the same time it should be noted that the process of optimization an interpersonal interaction, especially in the educational process, requires further study.

Some investigators, describing interaction, determine and evaluate it through the communication indexes (J. Yanoushek) and through the effects of changing the flow conditions of joint activities on the dynamics of communicative interaction (O. V. Tsukanova).

*So, from our point of view pedagogical interaction can be seen as a process of relationship, which is accompanied by compatibility and harmony of partners at which information is exchanged, mental images of each other and forms of partners interplay are displayed.*

The necessary conditions of psychological and educational interactions are: creation of developing education space; availability of personal readiness of all educational activities for the implementation of educational impact and its realization in educational practice; conformity of teaching style to features of student staff and goals of the educational process; availability of advanced teaching abilities of teachers; orientation of the motivational target areas for students' learning activities and professional development.

According to I. L. Kolominskyi interpersonal interaction covers the system of relationship and communication system, each of which has its own character, dynamics and structure [3]. Scientist believes that interpersonal interaction is the unity of internal psychological instances (interpersonal relationships) and external behavior. Thus relationships are treated as personally meaningful imagery-emotional and intellectual reflection of other people, and communication as a process which is observable and in which relationships are actualizing and appearing [4].

Cooperation in the educational process raises as its universal characteristic. Based on the category of "interaction", according to V.A. Slastonin, educational process can be represented as integration of interrelated processes of teachers interaction with their pupils, parents, public; interaction between the students themselves, with things of material and spiritual culture and so on. Informational, organizational-activity, communicational and other ties and relationships are setting and manifesting in the process of interaction. But among this variety of relations only those appear educational, during which educational interactions that lead pupils to assimilate certain elements of a social experience and culture are carried out [8].

Ukrainian researcher L.K. Velytchenko, presenting personal-activity model of pedagogic interaction, classification of interaction types, typology of pedagogical interactions, ways to identify quantitative and qualitative characteristics of teacher collaboration, grounded provision of pedagogical interaction as a function of the joint activities of teachers and students, the

essential characteristics of which are connected with the psychological categories of personality, consciousness, psycholinguistic categories of text and dialogue [9].

Thus, the interaction is presented as a complex and multidimensional, and those which can identify the basic, individual units of analysis. It was shown that certain theoretical approaches reveal only few aspects of the phenomenon, on the bases of which it is possible to select a set of elements and links that are required for a successful course of future teachers professional activity.

The study showed that there are different views on the concept of "interaction" in the works of Ukrainian and foreign psychologists.

In Ukrainian psychology the term "interpersonal interaction" is used. The semantics of its components indicates first of all the actions that individuals apply in relation to each other – emphasis on the actors, while the instrumental and technological aspect of communication is a subject for further analysis. Secondly, as considered the actions of each part in response to proposal, the way how people relate their goals and organize their achievement, more precisely, how reciprocity between participants of communication is reached arouse interest.

Interpersonal interaction and interpersonal relationship are two interrelated and interdependent phenomena. Some authors agree that interpersonal interaction is a special case of interaction, a certain aspect of joint activities.

Interpersonal interaction includes some notion of "correlation", "understanding", "relationships" (including the satisfaction of interpersonal contacts, communication), "interplaying action" on the base of which personality provides further behaviors change, experiences and cognitive properties of another subject.

The concept of "pedagogic cooperation" is quite common and the essence of its understanding is interpreted differently depending on the context of its subjects' various life problems.

So, the concept of "*pedagogical cooperation*" in the modern paradigm of education can be seen as an indicator of interconnection process efficiency, which is accompanied compatibility and harmony, through the level of formation the students' subject position - future teacher and teacher in the "subject-subject relationship" educational system.

*Teacher interaction* we treat as *communicating activity*, which is characterized by the following key strategies: 1) the ability and motivation to mutual action; 2) perception of communication partner; 3) interpretation of the situation; 4) designing their own actions.

**Conclusions.** Interaction is one of the basic ways to enhance self-development and self-actualization that has individual impact, based on mutual understanding and self-esteem. Interaction is treated as a process and as a functional system of direct communication. Herewith in the structure of personality such components

that ensure its activity and control its own behavior according to the social attitudes of interaction partners are particularly important .

The interaction of both the concept and the system embodies subsystems in different fields, including educational interaction, which is the subject of our study.

Pedagogic interaction appears as a systematic, continuous implementation of teacher's communication actions, with the aim to cause student's appropriate reaction.

It was shown that certain theoretical approaches reveal only certain aspects of the phenomenon, on which you can select a set of elements and links that are required for a successful course of teacher's professional activity.

We believe that educational cooperation is a necessary functional system of educational process that occurs in the form of subject-subject interaction in which information, mental images of each other and form of interference, including the right balance as pedagogical impact, and its active perception are exchanged.

#### *References translated and transliterated*

1. Bepalko, V.P. (1989). *Slahaemyie pedahohycheskoy technolohyy [The terms of educational technology]*. Moscow: Pedahohika [in Russian].
2. Kan-Kalyk, V.A., & Nykandrov, N.D. (1990). *Pedahohycheskoe tvorchestvo [Pedagogical creativity]*. Moscow: Pedahohyka [in Russian].
3. Kolominskii, YA.L. (2007). *Psikhologiya pedagogicheskogo vzaimodeystviya [Psychology of pedagogical interaction]*. Kolominskii, YA.L. (Ed.). Staint Petersburg: Rech [in Russian].
4. Kolominskii, Ya.L. (2000). *Psikhologiya vzaimootnosheniy v malykh gruppakh (obschiye i vozrastnyye osobennosti): ucheb. posob. [Psychology of relationships in small groups (overall and age-specific features): Tut.]*. (2nd ed., rev.). Minsk: Tetra Systems [in Russian].
5. Kots, M.O. (2013). Kontseptualni zasady pobudovy modeli aktyvnosti subiektiv pedahohichnoyi vzayemodii [Conceptual framework of building the model of pedagogical interaction's subjects' activity]. *Visnyk Odeskoho natsionalnoho universytetu*. Serii: Psykholohiia – *Odessa National University's Bulettin*. Series: Psychology (Vols. 18), 22, 167–174 [in Ukrainian].
6. Markova, A.K. (1996). *Psikhologiiia professionalizma [Psychology of professionalism]*. Moscow: Mezhdunarodnyi tsentr "Znaniye" [in Russian].
7. Obozov, N.N. (1990). Mezhlichnostnyie otnosheniia v igre, uchebe i trude [Interpersonal relationships in the game, study and work]. *Psikhologiya mezhlichnostnykh otnosheniy – Psychology of interpersonal relations* (48-60). Kiyev: Libid [in Russian].
8. Slastenin, V.A., Isayev, I.F. & Shiyarov, Ye.I. (2002). *Pedagogika : ucheb. posob. dlya stud. vyssh. ped. ucheb. zavedeniy [Pedagogy: a textbook for*

*students of higher educational pedagogical institutions]. V.A. Slastenin (Ed.). Moscow: Izdatelskiy tsentr "Akademiiia" [in Russian].*

9. Velytchenko, L.K. (2005). *Pedahohichna vzayemodiia: teoretychni osnovy psykholohichnoho analizu: monohrafiia [Teacher interaction: the theoretical foundations of psychological analysis: Monograph].* Odessa: PNTS Pedagogical Sciences of Ukraine [in Ukrainian].

*Krasnopol'skyi Volodymyr\*, Mogilevska Natela\*\**

## **THE DEVELOPMENT AND APPLICATION OF EDUCATIONAL SOFTWARE IN FOREIGN LANGUAGES TEACHING**

*\*Volodymyr Dahl East Ukrainian National University, Severodonetsk, Ukraine*

*\*\*Lecturer of English, High School ORT, Ramat Gan, Israel*

**Abstract.** *The article deals with possibilities of using educational software in teaching of foreign languages. It's shown that a computer is the most suitable modern means in teaching of foreign languages, the aim of which is an interactive communication. Application of educational software in educational process, which don't only widen the opportunity of process of studying but also change the whole paradigm of education, influence on methods of traditional language training. The classifications of educational software are described.*

**Keywords:** *educational software, multimedia, foreign language training.*

**Introduction.** The increased level of mastering of foreign languages is dealt with the result of social and economic reform in Ukraine. This is largely due to the course of European integration, increasing business contacts in the field of economics, politics, education and culture. The modern development of society and the computerization of the sphere of communication demonstrates the required level of foreign language proficiency that accord with the purposes and principles of Common European Framework of Reference for Languages. Modern information technologies have made computer as powerful tool for organizing comfortable, with delivery individual training at any convenient for a student place. Computerization of education can be an effective and justified in terms of material costs way to solve the problems associated with the foreign language training of students of higher educational institutions, as well as in the field of life-long education.

**Overview of publications.** Large number of research papers devoted to the problem of improving the efficiency of the educational process on the basis