

3) consultation, methodological and methodical assistance Teachers in the organization investigation by pedagogical innovation;

4) preparation and holding of scientific conferences and seminars on educational innovation;

5) the edition of the text book and monograph on collective pedagogical innovation;

6) preparation and conduct of the contest innovative teachers from various educational institutions (from universities to kindergartens);

7) lighting of the results of research activity LPI in scientific journals;

8) participation of members of the research group in republican, international conferences in the Republic of Kazakhstan and abroad;

9) scientific training project in the research group of domestic and foreign universities;

10) research with students of pedagogical skills to prepare them to use innovative learning technologies, bringing them to attend student conferences and forums; in the final (generalizing and analytical) phase: compilation and analysis of results of scientific:

11) preparation to publications on educational innovation in foreign journals with high impact-factor (IF);

12) generalization of the results of research projects, analysis of the results.

Expecting results: creation of the pedagogic innovation laboratories, studying and generalization pedagogic innovations in RK and abroad, publication by SDW results in learning aids «Innovations in Education» and multi-author book «Development of pedagogic innovation in Republic of Kazakhstan and abroad». *Usage of the scientific results of the Project:* in the educational process of universities, colleges and comprehensive school RK. *Purposeful consumers of the Project results:* educational institution (universities, colleges, schools), institutes of the employee training and education in RK.

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ON THE ISSUE OF EDUCATIONAL INTERACTIONS IN SCHOOL TEACHING ENVIRONMENT

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The article refers to the pedagogical interactions that form the basis of the educational process at school. It provides a description of the scientific standpoints on the problem of the pedagogical interactions in the educational environment. It also raises the question of readiness for pedagogical interaction. We study such concepts as «environ-

ment», «educational environment», «educational and educative environment».

Due to modernization of the school education and society, social and cultural changes of values, teacher should transform his/her consciousness for reorientation of his/her values. Up-to-date requirements for the teacher are new curricula, widespread use of educational technologies, integration of science and school, and appeal to the international teaching experience.

The changes in social and educational system play a significant role in the molding and making up of the teacher's personality, who must understand all modern social and state requirements. He must realize the fact that his/her professional career will be directly affected by the level of his/her intellect and culture, competence and competitiveness, occupational mobility and the ability to active cooperation and hence the possibility of self-fulfillment.

Every person has to interact with other people in different situations all his/her life. The implementation of certain tasks, the efficiency of his/her actions as a whole, the effective course of his/her life depend on how well this interaction performed. It is natural that in this case the person must take a proactive stance.

Currently, the society has moved to that level of development, where cooperation is the only way for development and progress, because only joint action can help to achieve effective results, while participants of this action are students, teachers, parents and school administration.

In psychological and educational literature, the interaction is understood as a process of direct or indirect influence of participants on each other. «In general, structurally, the interaction is a process that consists of physical contact, the joint movement in space, the joint group or collective action on the one hand, and verbal and nonverbal communication on the other hand» [2, 28].

The interaction is a special aspect of communication, which indicates characteristics of those components of communication, which are related to mutual influence of people on each other, with the immediate organization of joint activities. If there are many immediate participants, it means that everyone should make their own special contribution to this activity. Communicative process, interpersonal communication and collaborative interactions are results of such activity. Sharing knowledge and ideas about joint activities will inevitably involve mutual understanding between the participants, which is carried out due to the new joint efforts to organize and develop a more cooperative interaction. In this case it is important for participants not only to share information but also to exchange their actions and make a plan of them.

The interaction is a part of social activity and it is characterized by both the social relations that are given through this social activity, and interpersonal relations which determine the type of interac-

tion under the given conditions and the degree of its evidence. When the interaction is ineffective, the knowledge transfer is unproductive, and there are conflicts, difficulties in communication, failures that prevent the development of the child [1].

Pedagogical interaction as a process and phenomenon occurs in the educational environment. According to educational research educational environment is defined as «psycho-educational reality, which contains socio-organized conditions for personal development, which are included in the social and spatial-objective environment, and from the point of psychology it consists of the active and communicative acts, and relations between members of the educational process» [3, 57]. These relationships include the exchange of information, educational influences, proper conditions for the motivation and creative learning activities.

The problem of the pedagogical interactions in the modern school teaching environment has become increasingly important. The organization of the interaction of teacher and pupils in the educational environment has a direct impact on the members of the educational process. Individualization of pedagogical interactions becomes more important in a particular educational environment, where the teacher applies these interactions to the state and behavior of the pupil; thus, it shows teacher's openness and sensitivity to external influences, individual characteristics of the child's, its emotional state and motivational tendencies.

Different understanding of the definition of «environment» covered in monographs, dissertations and other scientific works (Jaspers, V. Yasvin, S. Sergeev, etc.). The term «educational environment» has also become widespread (E. Bondarevska, A. Lukin, V. Vesnin, I. Levitsky, L. Konachevska, I. Ulanovska). L. Bueva, Yu. Manuylov, L. Novikova, N. Selivanova, V. Petrivsky, I. Yakimanska, V. Yasvin, etc. studied category of «educational and educative environment». However, while studying the variety of scientific sources, we faced the fact that there is development of certain aspects of pedagogical interactions in domestic pedagogical science on the one hand, and there is no systematic theoretical and methodological basis of relative characteristics of pedagogical interaction in the school teaching environment on the other. Besides, it is necessary to identify the level of teachers' readiness for pedagogical interactions in the educational environment and to develop content, forms and methods of interaction in the educational environment of the school.

Thus, we can see that the phenomenon of interaction has wide practical use on the one hand, and it is difficult to master teacher in the school teaching environment on the other.

That's why modern teacher should have a readiness for pedagogical interactions in the school teaching environment.

Thus, we can say that the pedagogical interaction is formed due to teachers' theoretical, methodological and technological fundamentals, and it influences the formation of professional and personal capacities and abilities of the teacher. The teacher enriches the psychological and pedagogical knowledge, develops the creative pedagogical thinking. The teacher, who not only participates in the process of learning and transmitting information, and, above all, interact in the educational process, master psychological and educational terminology and language of science, learn appropriate self-assessment of his/her educational opportunities and skills (organizational, communication, therapeutic, rehabilitative and constructive, gnostic). He/she has the ability to use knowledge of pedagogy, psychology, educational technology in their practice, and most importantly – to determine the prospects for personal growth of its students in a particular educational area.

Pedagogical interaction involves the conversion of the teacher in dominant position and pupil in the subordinate position to person-equal position. This conversion is connected with the fact that the teacher not only teaches and educates but also motivates, encourages students to develop, create conditions for self-development path.

Mastering the theory of pedagogical interaction and its basics, the teacher can and should use its potential for his/her own personal and professional growth in the future.

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