

*Short Reports***THE PROBLEM OF EDUCATIONAL INTERACTIONS IN THE HISTORY OF EDUCATION**

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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 interaction 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 educational 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.

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 become widespread (E. Bondarevskaya, A. Lukin) as well as term «educational and educative environment» (L. Bueva, Yu. Manuylov, L. Novikova, N. Selivanova, V. Petrivsky, I. Yakimanska, etc.)

In this connection, we should pay attention to the teaching experience of the famous American educator and philosopher John Dewey. In the early 20th century this well-known American educator and philosopher determined that the task of pedagogy is to help people in shaping their strategy and create their means by which they will realize their goals. At the same time, Dewey believed that the skill of the teacher is not to violate the personal experience of the individual. When the teacher controls the individual too much, he seems to be quietly implanting his own experience in the mind of the individual. Therefore, Dewey demanded a minimum of meddling and control from others in respect of personal experience of each person. He believed that it is necessary to make the personal experience of the individual not contradicting to the experience of others. And he also believed that the progressive

society should focus on initiative and activity of citizens in a democratic society [4].

According to Dewey the process of learning in «educational environment» is carried out with a certain purpose and it becomes effective if this environment has three major functions:

1) it simplifies and organizes the results, goals – necessary skills, knowledge, attainments, excellence and abilities;

2) it clarifies and idealizes the existing social system;

3) it creates a wider and better balanced environment than that where a young would have been on his/her own.

Thus, the learning influence is inherent in the «educational environment». A primary task of the school is to train children to cooperation and mutual assistance, to develop their awareness of interdependence, to help children to practice the social behavior; and subsidiary goals: to develop their motivation, labor skills and abilities.

Today Dewey's ideas are relevant in modern pedagogy. This is connected with the fact that the formation of active and motivated citizens who will build a democratic society is only possible if since high school teachers and students will create such an educational and educative environment in which relationships are built not on the impact of the authoritarian teacher to student, but on the active interaction between teacher and students.

These classical ideas of D. Dewey can be transferred to the current time. While shaping education and educational environment, modern teacher should be guided by the ideas of classical pedagogues of the interaction with children, he should have comprehensive information on cooperation technologies, be ready to the pedagogical interactions.

We can see that on the one hand, the phenomenon of interaction has wide practical use, on the other – it is difficult to master in the school educational environment.

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 educational environment on the other.

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

Thus, we can say that the pedagogical interaction is formed due to teachers' theoretical, methodological and technological fundamentals, and it in-

fluences 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, teach them to interact actively, to be full of initiative and motivation.

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.

The ideas of classical pedagogues (Dewey) can help a modern teacher be not only the most active builder of a democratic society, but also to teach his students to do the same.

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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