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DOI <https://doi.org/10.32405/2411-1317-2018-4-60-68>

УДК 373.5.064(477)

## FORMATION OF SUBJECT-SUBJECT INTERACTION OF UPPER SECONDARY SCHOOL PUPILS IN THE CONTEXT OF THE PROSPECTS FOR THE DEVELOPMENT OF A NEW UKRAINIAN SCHOOL

The article deals with trends of the subject-subject interaction between the participants of education activity, analysis of conceptual grounds of the development of the subject-subject interaction in the system of complete general secondary education in view of the implementation of the key reforms of the new Ukrainian school. The integration of key and general professional competencies in education activity, which is aimed at developing pupils' ability to apply knowledge and skills in real life situations, is emphasized. Much attention is paid to the teacher's role in the development of the subject-subject interaction of upper secondary schoolchildren. The potential of educational branches in the process of development of the subject-subject interaction in the system of complete general secondary education is characterized.

**Key words:** subject-subject interaction; education activity; New Ukrainian school; pupil, teacher.

**Problem outline.** The subject-subject interaction in pedagogic practice is an important factor in increasing the educational process level of efficiency because the specificity of interaction between participants of education activity characterizes and determines the processes of the pupil's personality self-development and self-realization, favors the disclosure of his potential abilities for self-improvement, creativity expression, achievement of high results in studies and in life activities.

The development of subject-subject relations in the system of complete general secondary education is also affected by peculiarities of the education contents and the teacher's role and his/her professional and pedagogic skills concerning the education process organization, the institution educational environment as well as specifics of extra-curricular activity. The external factors listed above are variable and they define the condition of the subject-subject interaction in the system of complete general secondary education to different extent.

**Analysis of the recent studies and publications.** The certain aspects of the task of formation of the subject-subject interaction of upper secondary schoolchildren in education activity

have been considered as early as since the middle 20<sup>th</sup> century. For example, the leading idea of the pedagogic activity of last century's outstanding pedagogue V. Sukhomlinsky was the development of the creative potential of each individual in the conditions of the collective community on the basis of ethical and aesthetic values, interests, and needs [14, p. 206]. In the context of studying the issue of forming the subject-subject interaction of upper secondary schoolchildren in education activity, the results of the pedagogical study of the optimization of the process of personal self-expression of the upper secondary school pupils have high scientific and practical significance: (creation of an innovative nature of educational situations in the group; involving pupils into various fields of activity and amateur activities; filling the educational and extra-curricular activities of upper-class pupils with creative activities [13, p.8]. According to A. Khomiak, the ways of using the potential of arts subjects in the formation of communicative competence of upper secondary schoolchildren is the development of conscious attitude to the need to improve the communication skills in these pupils, along with stimulating the orientation of these skills, improving the communication experience of upper secondary schoolchildren by involving them into various forms of active communication and creative education activity [16, p. 16]. At the same time, researchers mention that it is the early young age which is the most favorable for the development of empathic interpersonal interaction that is provided by targeted psychological impact on the young person's individual traits and characteristics. [4, p. 175]. Separate aspects of the subject-subject pedagogic interaction are considered as the condition of forming the future foreign language teacher's personality [17, c.265-271]. Moreover, researchers emphasized the issue of the subjectivity and inclusive readiness of future pedagogues [15, p. 108-119].

**Objective of the article:** to characterize experience and perspectives of development of the subject-subject interaction in the system of complete general secondary education.

**Statement of main material.** As testified by practice, now in the educational processes the trends concerning the perception of pupils not as subjects but as objects of pedagogic influences, have been established. In the researchers' opinion, such situation is explained, first, by poor understanding of the content, the basics and requirements of the need to study throughout the whole life [19, p. 29]; second, the conservative nature of the education, 'it has its advantages and disadvantages. Advantage: it resists poorly considered reformation; disadvantage: it's hard to make even the reasonable changes. Coordinated efforts and consistent actions of the entire society are required for a long-term period' [6, p. 5].

The time challenges led to the development of the Conceptual principles for reforming the secondary education, a document announcing the preservation of the childhood values, the need for education humanization, the personal approach, the development of pupils' abilities, the creation of educational and subject environments that jointly provide psychological comfort and favor the expression of kids' creativity [7, p. 8].

The gradual implementation of key reforms of the new Ukrainian school provides for achieving the principal goal – to create a school, in which the study could become a pleasure, and give pupils not only knowledge, as it is now, but also the ability to apply them in life. [8].

The concept of implementing the state policy in the field of reforming general secondary education 'New Ukrainian school' for the period till 2029 is aimed at qualitative reformation of general secondary education with taking into consideration the experience of the leading countries of the world.

Based on the analysis of the contents of the 'New Ukrainian school' Concept, we define that in order to form the subject-subject interaction between participants of the education process, the systemic implementation of the reform of general secondary education under the following directions becomes especially important:

- development of new standards for the content of general secondary education, which will be based on a competent and person-oriented approach to studying;
- introduction of a new principle of partnership pedagogics, based on cooperation of the pupil,

- the teacher and the parents;
- introduction of the principle of child-centrism (focusing on pupil's needs);
  - improvement of the education process;
  - creation of a new school structure that will enable to master the new content of education and to acquire the key competencies required for the successful personality self-realization;
  - creation of a modern educational environment, which will provide the required conditions, means and technologies for teaching pupils, teachers and parents, etc. [12].

In the context of the implementation of such reforms, the disclosure of the pupils' subjectivity is possible by listening to their thoughts, teaching them to think critically, not to be afraid to express their own opinions and be responsible citizens [8]. Under the favorable conditions for reforming the general secondary education, there is a chance to create a new graduate of the new Ukrainian school in the long run. It would be an integral fully developed personality able to think critically; a patriot with an active position, acting in accordance with moral and ethical principles, able to make responsible decisions, a person who respects dignity and human rights; an innovator able to change the surrounding world, to develop economics under the principles of sustainable development, to compete in the labor market, to study throughout his/her entire life [12].

Modern innovations in the system of complete general secondary education are intended to guarantee the achievement of its goal, which involves the comprehensive development, education and socialization of the personality, capable of living in a society and interacting with nature in a civilized way, has a desire for self-improvement and studying through the entire life, and is ready for a conscious life choice and self-realization, responsibility, labor activity and civic activity.

Not less important is multifactorial, interdisciplinary understanding of the issues in the context of social, environmental and human aspects; developing the ability of critical perception, comprehensive assessment of various events with regard of their social, economic, environmental and other characteristics; development of the initiative, creative personality for solving various practical and spiritual tasks.

In accordance with the provisions of the Law 'On education', this goal is achieved by forming the key competences required by every modern person for successful life activities: fluency in the state language; ability to communicate in native language (if other than the state language) and foreign languages; mathematical competence; competence in the field of natural sciences, engineering and technologies; innovation; environmental competence; information and communication competence; studying through life; civil and social competences related to the ideas of democracy, justice, equality, human rights, well-being and healthy way of life, with the awareness of equal rights and opportunities; cultural competence; entrepreneurial attitude and financial awareness; other competences provided by the standard of education.

Moreover, the Law of Ukraine 'On education' defines the competences common to everybody, with those compulsory for formation: ability to express one's own opinion, critical and systematic thinking, ability to substantiate one's position logically, creativity, initiative, ability to manage emotions constructively, assess risks, make decisions, solve issues, and be able to cooperate with other people [11, p. 8].

In our opinion, the identified competences of the school graduate are acquired by upper secondary schoolchildren in the process of education activity, developed in the subject-subject interaction based on the implementation of the State standards of basic and complete general secondary education. Today, state educational documents define priority directions of reformation of general secondary education, which results in the development of new standards for elementary school, updating the content of standards of general, basic secondary and professional secondary education.

In accordance with the Order of the Ministry of Education and Science of Ukraine (No.408 dated 25.04.2018) 'On approval of typical education program of general secondary education institutions of III level' with the purpose to implement the State standard of basic and complete

general secondary education (approved by the Order of Cabinet of Ministers of Ukraine No.1392 dated November 23, 2011) in 10<sup>th</sup> forms of general secondary education institutions (since 2018/2019 academic year); in 11<sup>th</sup> forms of general secondary education institutions (since 2019/2020 academic year), new typical education programs are implemented in stages.

Based on the results of the analysis of these programs content, we have found that, within each educational sector, the teacher should implement the tasks for achieving compulsory education results by the pupils, and, which is also important for the constructive development of the subject-subject interaction of pupils, these education results should contribute to the formation of key competences of pupils by means of all individual subjects [10, p.4-8].

The integration of key and general professional competencies into education activity is aimed at forming pupils' ability to apply knowledge and skills in real life situations, contributes to the formation of pupils' perceptions of society in general, and develops the ability to apply the knowledge gained in different situations. Through the implementation of through lines in curricula, in particular, such as: 'Environmental Safety and Sustainable Development', 'Civic Responsibility', 'Health and Safety', 'Entrepreneurial Attitude and Financial Awareness', formation of pupil's identified competencies in educational environment aimed at spiritual, social, and physical development of the education activity subjects is provided.

Moreover, in the process of formation of key and general professional competencies of upper secondary schoolchildren, the respective interpretations, examples and methods of teaching are carried out; super-subject, interclass and general school projects are implemented, extracurricular educational work and work of circles are performed [10, p. 8-9].

With regard to peculiarities of modernization of general secondary education institutions and educational programs for pupils, we understand that the subject-subject interaction between participants of education activity acquire a qualitatively new level, because activity orientation of education provides for permanent inclusion of pupils into various kinds of pedagogically appropriate active education and cognitive activity, and its practical orientation.

In the context of the analysis of prospective changes, it is worth examining the current peculiarities of development of the subject-subject interaction of participants of education activity, the nature of which is determined on the basis of implementation of the State standard of basic and complete general secondary education (Order of CMU No.1392 dated November 23, 2011 'On approval of the State standard of basic and complete general secondary education') [9].

According to the provisions set forth in the 'General' part of the standard, the determining approaches in the organization of education activity of pupils in institutions of full general secondary education are as follows: activity, competent, and personally oriented. Based on the analysis of the basics of these approaches, we find out that subject-subject interaction is the core of their practical implementation, and the unique means and process in achieving educational, developmental and upbringing goals. At the same time, activity, competent and personally oriented approaches are conceptually directed at constructive development and improvement of the subject-subject interaction, which has a positive impact not only on the quality of studies, but also guarantees pupils' successful social adaptation, self-development and professional self-realization.

For example, forming the personality skills in the process of education activity is performed on the basis of collective activity which provides for communication, collaboration, mutual aid, etc. Collective activity in pedagogic practice is identified with group activity which is the form of education organization in small groups of pupils unified with common educational goal at intermediately directed by teachers and in collaboration with pupils [2, p. 52]. In collective education activity, relations between the pupils, as a rule, are characterized by problems in relations with each other, are sometimes 'hidden' from the teacher, and in cooperation they are able to distribute the functions of collective education activity independently, available for any pupil to solve a common task. Under these circumstances, subject-subject interaction of upper secondary school pupils provides motivation for studying, develops the communication culture, reveals the possibilities of

pupils' communicative potential and advances the development of cognitive interests, independence, responsibility, the wish to succeed, and so on. A teacher, not only as a person transferring knowledge, but as an assistant, mentor, psychologist, should 'see' the pupils' inner condition and, without disturbing the expression of each pupil's subjectivity, should arrange education activity based on the psychological and pedagogic principles of individualization, differentiation, cooperation and partnership. Common activity of pupils in the process of cognition, mastering of educational material means that each of them could make his/her individual contribution, and the exchange with knowledge, ideas, means of activity and mutual support occur, enabling the pupils not only to obtain new knowledge but also to incorporate them into a system. [1, p. 23].

It should be mentioned that possibilities of modern innovation technologies, including: interactive, person-oriented, game, task-developing, design, etc., in the subject-subject interaction, provide for the organization of intensive productive education activity (extra-curricular activities, educational work, etc.). We emphasize the advantages of the design education activity, which starts with defining the subject of the design work based on the internal needs and interests of the pupil's personality, and the result of the design work is achieved in 'pedagogic interaction due to the optimal mobilization of motivational-necessary, cognitive-gnostic, activity-creative, reflexive and other individual processes that are expressed in a different way by the subjects during the design work implementation' [5, p. 48].

Thus, subject-subject interaction in education activity provides forming skills of a pupil, which in the conditions of 'horizontal' construction of interactions are developed and improved by the use of the knowledge obtained in different practical situations, skillfully created by the teacher in the education environment based on the use of innovative pedagogic technologies and psychological principles of education.

Meeting the requirements of the State standard of basic and complete general secondary education in the context of activity approach provides for the development of 'horizontal' interactions between the participants of the educational process (teacher – pupil, pupil – teacher, pupil – pupil) as opposed to 'vertical' subject-subject relations, with the prevailing teacher's authority over the existing feelings of pupils' fear, uncertainty, and obedience. According to I. Zyazun, 'Ideally, the teacher becomes the organizer of independent studying of pupils, not the main actor in the classroom but the director of their interaction with the education material, with each other and with the teacher' [3, p. 12].

Under such circumstances, the subject-subject interaction creates an atmosphere to insure effective competence training, which guarantees 'the achievement of results represented by hierarchically subordinate key, general-subject and subject (branch) competencies [9, p. 2].

The competent approach integral potential considerably modifies the education process by aiming the education activity organization to achieve the certain results (the development of competencies) in a humane, democratic, personally oriented education environment. The central entities in this process are the subjects of education (a pedagogue and a pupil), the subject-subject relations between whom should be present [18, p. 16].

In the subject-subject relations, development of formed competencies and forming of new competencies under the educational directions ('Language and Literature', 'Social Science', 'Art', 'Mathematics', 'Environmental Studies', 'Technologies', 'Health and Physical Culture') are provided, which are reflected in the resultant components of the content of basic and complete general secondary education. For example, the purpose of the educational direction 'Languages and Literature' is the development of the pupil's personality, the formation of his/her speech and reading culture, communicative and literary competence, humanistic worldview, national consciousness, high moral values, active civil position, aesthetic tastes and value orientations [9, p. 4].

Under the conditions of successfully mastering of competences in this educational field by the pupils, the features of the subject-subject interaction of pupils in the high school are changed because of the establishment of interpersonal relations between the pupils and teachers is based on



the acquired skills to communicate freely in different situations; the pupil's ability to formulate and defend his/her own opinion, maintain a discussion, evaluate life events, moral, social, historical and other issues of modern times; the ability to achieve mutual understanding and interaction with other people etc.

The education direction 'Social Science' considerably extends the possibilities of the subject-subject interaction by the following through content lines: person – person, person – society, person – power, person – world of notions and ideas, person – space, person – nature, person – world of things [9, p. 6-7], which ensures the person's socialization and its effective functioning in the socio-political, social, legal, economic cultural and spiritual areas.

Works by V. Yagupov deal with the pupils' 'subjectivity' preservation in education activity, arranged through modern information technologies, in particular, remote ones. The author emphasizes that 'the key role in the education process has always belonged to and will belong to pedagogues as subjects of teaching... However, this does not mean the pupil's subjectivity in education activity, but means creative subjects, a pupil and a pedagogue' [19, p. 29].

Therefore, both in the formation of the pupils' information and communication competence and in the conditions of creative use of e-resources in education activity by teachers, the balance of interaction between the equal subjects of education – pedagogues and pupils - should be maintained, intended to ensure the continuous improvement of the information and communication competence of the teachers, and for pupils, creation a platform for systematic development of activity, creativity, knowledge, with the use of Internet resources for the successful functioning in the society information infrastructure.

In the context of the aforementioned, the subject-subject interaction in education activity is expressed by the pupil's activity in the quality of a subject (unlike the passivity typical for the object) and is accompanied by conscious, independent actions in information search, its analysis and systematization, the choice of the most reasonable ways of efficient solving of subject, education tasks or life situations.

The stimulation of the pupils' subject behavior in complete general secondary education institutions is based on the provisions of the personally oriented approach in studies, which by its content determines the educational process orientation on interaction and effective development of the personalities of the pedagogue and his/her pupils on the basis of equality in communication and partnership in education and guarantees the development of academic, socio-cultural, socio-psychological and other abilities of pupils [9, p. 2].

**Conclusions.** Thus, the purpose-oriented education process involves the interaction of the teacher and the pupils towards the formation of general subject competences, outlined by the education standard, in the latter. In this case, the priorities in the relationship between participants of education activity shall be determined by the teacher in terms of organizing education, outlining the lesson goals, selecting content and form, innovative pedagogic technologies. The stated methodological components are the certain 'tools' of education activity organization and only in the conditions of their qualitative content by a competent teacher, it is possible to implement not only the lesson purpose but to provide valuable and meaningful creative interaction, intermediated by the subject-subject relations between the participants of this process, who strive for self-realization on the basis of awareness of the importance of studies. Thus, a teacher's strategy of developing a pupil's personality as the subject of education is, being governed not only by fulfillment of the educational standards but, in the first turn, creates atmosphere for favorable formation of the personality subject space based on the subject-subject interaction in education activity.

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### **ФОРМУВАННЯ СУБ'ЄКТ-СУБ'ЄКТНОЇ ВЗАЄМОДІЇ СТАРШОКЛАСНИКІВ У КОНТЕКСТІ ПЕРСПЕКТИВ РОЗВИТКУ НОВОЇ УКРАЇНСЬКОЇ ШКОЛИ**

У статті висвітлено тенденції суб'єкт-суб'єктної взаємодії між учасниками навчальної діяльності, проаналізовано концептуальні засади розвитку суб'єкт-суб'єктної взаємодії у системі повної загальної середньої освіти з огляду на втілення ключових реформ Нової української школи. Акцентовано увагу на інтеграції ключових і загальнопрофесійних компетентностей у навчальній діяльності, яка спрямована на формування в учнів здатності застосовувати знання й уміння у реальних життєвих ситуаціях. Значну увагу приділено ролі вчителя у розвитку суб'єкт-суб'єктної взаємодії старшокласників. Охарактеризовано потенціал освітніх галузей у процесі розвитку суб'єкт-суб'єктної взаємодії у системі повної загальної середньої освіти.

**Ключові слова:** суб'єкт-суб'єктна взаємодія; навчальна діяльність; Нова українська школа; учень; вчитель.

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### **ФОРМИРОВАНИЕ СУБЪЕКТ-СУБЪЕКТНОГО ВЗАИМОДЕЙСТВИЯ СТАРШЕКЛАССНИКОВ В КОНТЕКСТЕ ПЕРСПЕКТИВ РАЗВИТИЯ НОВОЙ УКРАИНСКОЙ ШКОЛЫ**

В статье освещены тенденции субъект-субъектного взаимодействия между участниками учебной деятельности, проанализированы концептуальные основы развития субъект-субъектного взаимодействия в системе полного общего среднего образования с учетом реализации ключевых реформ Новой украинской школы. Акцентируется внимание на интеграции ключевых и общепрофессиональных компетентностей в учебной деятельности, которая направлена на формирование у учащихся способности применять знания и умения в реальных жизненных ситуациях. Значительное внимание уделено роли учителя в развитии субъект-субъектного взаимодействия старшекласников. Охарактеризован потенциал образовательных областей в процессе развития субъект-субъектного взаимодействия в системе полного общего среднего образования.

**Ключевые слова:** субъект-субъектное взаимодействие; учебная деятельность; Новая украинская школа; ученик; учитель.

