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PEDAGOGICALLY EXPEDIENT SUBJECT-SUBJECT RELATIONSHIPS OF TEACHERS AND PUPILS IN THE CONTEXT OF MODERN SCHOOL REFORM OF UKRAINE

KORZYŚCI PEDAGOGICZNE WYNIKAJĄCE Z PARTNERSKICH RELACJI NAUCZYCIELI I UCZNIÓW W KONTEKŚCIE WSPÓŁCZESNEJ REFORMY SZKOLNICTWA NA UKRAINIE

The provision of subject-subject pedagogical expedient relationships in every educational establishment is the guarantee of successful modern school reforming, co-authors of which are pupils and a teacher. Today this issue has not been fully developed though the realization of the project “New Ukrainian school: Space of Possibilities” is becoming more vital.

The notion “relationships” is not sufficiently substantiated on methodological, theoretical (organizational and methodological) level in pedagogy. Until the 70s of the XX century this phenomenon was mostly investigated by psychological science. Though the state of its investigation did not satisfy neither science nor practice.

Pedagogy, mainly due to its lack of connection with philosophy and psychology, investigated “relationships” slowly, with significant difficulties of a subjective and objective character though the great importance of this phenomenon in teaching and upbringing was recognized.

However, only in the late 1980s, we have proved the fundamental nature of the idea of relations for the pedagogical process of educational institutions of all types, and the phenomenon of “relationship” is justified as a universal, generic, initial category of pedagogy¹. The definition of all pedagogical definitions has been based on the concept of “relationship” (“interaction”) which we consider as a new, higher level of development of pedagogical science².

In modern conditions, relations require further methodological and theoretical justification as well as the perception and awareness of their teaching at the applied level. No one has any objections, that the basis for reforming education is, first of

¹ A.N. Boyko, *Theory and methodology of the formation of educational relations in the general school*. Kiev 1991.

² *Pedagogy*. Ed. A.M. Boyko. Poltava 1994; *Pedagogy*. Ed. A.M. Boyko. Poltava 2002.

all, the preservation of the individuality of the child, its uniqueness in all possible manifestations, different levels and diversity in abilities, opportunities, interests, needs and aspirations. Though how to teach everyone in different way? It should be emphasized that only on the basis of subject-subject relations can this be achieved in practice. In an equitable, humane interaction, teachers and pupils are more vivid, deeply recognize each other and reach mutual understanding. Due to subject-subject relations, the student realizes the meaning of his life and activity, determines his own development trajectory, develops an action plan and implements it, on the basis of which an assessment, correction or even a change in the goal is being made³.

Interpersonal interaction in the pedagogical process is a pedagogical interaction based on pedagogically expedient relationships. Subject-subjective, pedagogically expedient relationships provide perceptual, cognitive and emotional reflection by each other's teacher and pupils; allow realizing the most important thing – to realize the pupils' discrepancy between "I-real" and "I-ideal", without which objective self-esteem and self-development can not occur. Due to these relations, teachers perceive the successes of students and their personal values as their own, feel responsible for them. So, the student is the main subject of educational change. But they are successful only when the teacher is engaged in them, therefore the teacher acts as the organizer and the conductor of the changes in the pedagogical process. Thus, the specificity of the reform in education lies in the fact that it passes through the mind and soul of the teacher and student, and the effectiveness of positive changes depends on the pedagogical appropriateness of their pupils, subject-subject relationships⁴.

The essence of the most personally recognized model of education and upbringing is the subject-subject relations of teachers and pupils, which have a humane, equal, moral and aesthetic, that is, a pedagogically expedient character. Only thanks to the formation of pedagogically expedient relations, the general education school will be able to move away from the generalized social and really perceive the personal-semantic and personal-social system of upbringing. It becomes increasingly clear that in conditions of democratization of all spheres of human life, educational and educational institutions must construct not only a space and temporal, but also a personal and semantic system in which pedagogically appropriate, moral-aesthetic relations of all participants in the pedagogical process: pupils and teachers, teachers and parents, teachers, parents, the public and school administration. Without the construction of such a subject-subject pedagogical system, a positive result of pedagogical activity and the whole modernization of education are impossible.

³ A. Boyko, *Naukovi, navchalni y morini lessons. Naukova Teachers' Training School*. Ed. B.M. Moklyak, L.A. Semenovska, A.V. Khomenko. Poltava 2015.

⁴ A.M. Boyko, *Implementation of educational innovation in the practice of education*. Poltava 2011.

The most thoroughly “relations” as a general scientific object and the subject of pedagogical knowledge are investigated A.P. Sydelkovsky. He justifies relations as the basis on which to search for in the pedagogical theory⁵.

This can not be disagreed, since the study of the phenomenon of “relationship” in pedagogy was more often subordinate to the tasks of other studies: the methodological problems of education, the theory and methodology of the children’s collective, the methods of upbringing, the culture of behavior, and so on. It should be emphasized that much attention was paid to the category of “relations” when studying the problems of moral education. Now the importance of relations increases as a criterion for the effectiveness of educational activity. We emphasize the feasibility of research based on the relationship of various aspects of teacher training, its competence, tact, authority and the like.

As an independent pedagogical phenomenon, the relations of teachers and pupils for the first time at the theoretical and methodological level were investigated by A.Y. Gordyn⁶, but the emphasis in his work was on the influence of the teacher (subject) on the student as an object of the pedagogical process. Defining a significant theoretical contribution of A.Y. Gordyn, and also L.Y. Gordyn, T.I. Konnikova, V.M. Korotov, B.T. Likhachev, I.S. Marienko, M.I. Monakhov, G.I. Shchukin and other scientists concerning the development of this phenomenon, it is necessary to pay tribute to the Ukrainian researchers, in particular A.V. Kirichuk (studied the relationship in a classroom), V.A. Belousova (the system of relations was studied in extracurricular and extracurricular work).

The original methodical solution of the problem is found in N.E. Shchurkovoy. It represents an activity-oriented, technological approach to the phenomenon of “relationship”, where it convincingly shows how from an external pedagogical means the relations turn into the function of a teacher, and then into the quality of the emerging personality.

In contrast to this position, V.A. Kan-Kalyk considered the personal qualities of the teacher, his individual-creative uniqueness, which is particularly evident in the teaching skill, as the decisive factor in the formation of pedagogically expedient subject-subject relations. However, in our opinion, there is no alternative here, since such an integrative, multidimensional category as relations in modern conditions should be studied both on the general, and on the individual-creative levels, in their unity.

Thus, today the general theoretical and organizational-methodical characteristics of the phenomenon of “relation” are of scientific interest. Teachers agree with the reality of the humanization of the school on the basis of subject-subject relations with their students. So, the call to action is convincing, and the

⁵ A.P. Sidelkovsky, *The fundamental idea of relations in the heritage of A.S. Makarenko and modern transformations in the pedagogical theory*. Nizhny Novgorod 1992, pp. 67–68.

⁶ A.Yu. Gordyn, *Formation of the relations of teachers and students in school*. Moscow 1977.

very content of the teacher's activity in this channel at the theoretical and methodological levels, its decisive importance for a long time remain unfounded.

The most convincingly timeless relevance and significance of relations in life and science were proved by S.L. Rubinshtein⁷. He, in particular, noted that two types of relationships determine human life: the relationship to man and to being. And it is the attitude towards man, he explained, characterized by the attitude toward being. In this scientific conclusion, the importance of human-human relations in human life, in particular, "teacher-student" and other dyads, can be clearly seen".

Taking into account that the transformations in the field of pedagogical practice can be real and successful only when they have a thorough theoretical and methodological foundation, we pedagogical relations are not only justified as a pedagogical category, but also their structures, mechanisms, driving forces are disclosed, species are characterized, types, levels and stages of the formation process, which is reflected in our monograph *Theory and methodology of the formation of educational relations in the general education school*⁸.

The main subject and conceptual idea at this stage of the study was the modification of relations in subject-subject parenting relations, which are regarded as defining the pedagogical category, the first principle and the main condition for the full-fledged education of the individual. In contrast to the educational relations spontaneously arising between the personality that is formed and all the people and processes that surround it, the educating relationships are consciously formed under the guidance of the teacher (educator) and are aimed at achieving the goal of education.

Educational relations are a specially organized subject-subject, moral-aesthetic, pedagogically expedient interaction of all subjects of the pedagogical process aimed at achieving the goal of education, socially and psychologically conditioned by the whole system of national and universal values accepted in society, corresponding to a certain period of its development. Although this definition and tested in practice, it should be noted that it is not stable, but develops, as pedagogy itself and society as a whole develops. In this regard, the pedagogical science faces the task of their theoretical justification.

The nature of the relationship in the school depends on the level of humanity of the position of the teacher. The humanism of the teacher first and foremost presupposes selfless and conscientious work, respect and faith in every person, attention, help, sympathy and empathy in the difficulties of human development, objectivity in assessing the actions of one's own and the student, an exclusively thoughtful, self-critical analysis of all educational activities in the case of a child. Offenses or deviations from the norms of morality, the ability to look at what is

⁷ K.A. Abulkhanova-Slavskaya, A.V. Brushlinsky, *Philosophical and psychological concept S.L. Rubinshtein*. Moscow 1989.

⁸ A.N. Boyko, *Theory and methodology...*

happening through the eyes of their pupils. Humanism is the result of a big and long work of a teacher to improve his pedagogical skills.

The humanization of interaction between the teacher and the student is the construction of such a pedagogical technology that would ensure the pupil's conscious choice of spiritual values and the formation on this basis of personal and socio-value orientations. Interaction in such pedagogical technology presupposes the selection and use of active democratic methods and forms that will stimulate amateur and creative work of the teacher and pupils and regulate the process of interaction by means of cognition and self-knowledge, organization and self-organization, control and self-control. So, humanism in the context of our research is considered as an element of the new pedagogical thinking, the characteristic of which is the change in views on the schoolboy and the pedagogical process. The pupil appears in the pedagogical process as the subject of interaction, on the formation of the creative individuality of which it is directed.

The concept of further research of relations includes three concepts and is considered by us on three levels: methodological, theoretical and technological. Regarding the methodology, we are based on an integrative approach, because the world is aimed at unification, including education in its external and internal manifestations, aspires and has already reached integration, and fundamental scientific problems like ours act as a unifying factor, since they concentrate the vital human needs and society.

Justifying the theoretical level, based on the provisions of V.N. Myasishchev⁹, who first drew attention to the fact that in practice there is an identification in the concepts of "relations" and "interaction", introduced the term "upbringing relations" into the conceptual and terminological apparatus of pedagogy as a specially organized interaction.

Since the essential aspect of the relationship is activity, the actions, knowledge of the subjects of upbringing determine their level and stand out as the first and most important structural element of interaction (relations). External manifestation of the subject's human activity is behavior, a system of interrelated reactions to the environment.

In this connection, it is necessary to emphasize the importance of personal characteristics, the way of acting, the manner, behavioral reactions of the teacher, because thanks to them he comes into contact with pupils, every word, intonation, facial expression, look, smile, gesture, not only exercises pedagogical influence, but also he himself experiences it, organizing interaction.

Individual psychological differences in the behavior and culture of teachers can be more or less specific, even subjectively unique, but they must correspond to the ethical standards of the profession. After all, behavior is not only rationally conditioned; it largely depends on the type of the human nervous system, the

⁹ V.N. Myasishchev, *Social psychology and psychology of relations*. Problems of Social Psychology (Moscow) 1965, pp. 273–286.

structure and direction of the psyche, professional preparedness and culture. Behavior is also determined by material and living conditions, interest in the profession, love of children, comfort and status in the pedagogical collective, but always should be professionally appropriate. In conscious and subconscious forms of behavior, emotions are always implicit as one of the ways of manifesting feelings and evaluative judgments. They impart a certain color to the actions of the teacher, and a

The model of the subject in professional pedagogical preparation, which is convincingly proved by many scientists and is confirmed by practice, should be replaced by the model of the educator uniting the functions of the teacher and lesson conductor and educator, the creator of the child's soul. This requires not only a humanistic approach to the formation of the teacher's personality, but also the filling of teaching, especially pedagogy, with new content to provide for his new pedagogical thinking and relevant practical activities. Above all, the Department of General Pedagogy and Andragogy of the Poltava National Pedagogical University named after V.G. Korolenko, creating new textbooks and manuals.

On this basis, the personality-humanistic, subject-subject paradigm of upbringing is derived¹⁰; A variative concept of multilevel general pedagogical preparation of bachelors and masters of pedagogical education is created; The educational-methodical program complex of general pedagogical preparation in the system of university education was developed as part of the curriculum, program, textbook, theoretical and organizational and methodological manuals on the theory of pedagogy and continuous pedagogical practice, on the basis of which the chair of general pedagogy and andragogy has been working since 1993.

According to the research, the basis of subjectivity is the recognition of the identity and self-worth of each individual, as an individual endowed with his unique natural data, subjective social experience and competences, capable of initiative, activity and independence as a subject-possible basis for human existence, as stated in our monograph *We Grow a Citizen and a Professional: Theory, Experience*¹¹.

The meaning of upbringing is seen in the fact that on the basis of subject-subject relations, it is possible to help a child to fully reveal what is inherent in nature, and further – to develop and enrich, organizing the “self-movement” of the person¹². This is the main task of the reform, and it can be achieved primarily through means of cooperation and co-creation.

¹⁰ A.M. Boyko, *The paradigm of vihovannya is put on: the realistic shawls [the naive-methodical writer]*. Kiev 1996.

¹¹ A.M. Boyko, P.G. Shemet, *We bring up a citizen and professional: theory, experience*. Poltava 2003.

¹² A.M. Boyko, V.A. Inozemtsev, *Nikolai Pirogov – Educator: Promotion and punishment of children*. Poltava 2016.

Education is a personal and social process, and no matter how much we isolate ourselves from this and do not declare personally oriented, the latter enters into personal and social education as its characteristic and component. The teacher's pedagogical activity should be personal oriented.

Without a category of relations, it is impossible to consider the issues of the content of education and upbringing, their ethnization, which is especially important in the context of the further development of the national school and civil society. In his works on the above-mentioned problems on the basis of moral and aesthetic relations, we develop ideas for the ethno-national integrity of Ukraine¹³, we cultivate respect for cultures of peoples who have inhabited Ukraine from time immemorial, as a methodological basis we use Dragomanov's thesis about the need to get out of that narrow and superficial nationality that has lost its meaning in Europe, we adhere to the generalizations of G. Vashchenko¹⁴ that we Ukrainians and at the same time Europeans, we conclude that it is necessary to educate the subject-subject relationship to the peoples of Europe and the world. Consequently, educational subject-subject relations are viewed as a relationship of human dignity.

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¹³ A. Boyko, *The Concept of the Posology of the Scientific and Diplomatic Institute of Pedagogical Studies.* Pedagogical Ukraine: The Science Almanac (Poltava) 2016, pp. 3–18; A. Boyko, M. Stepanenko, *Institute of Ukrainian educational component as systemotvirnyy National Research University.* Pedagogical Ukraine: The Science Almanac (Poltava), 2016, pp. 19–32.

¹⁴ A.M. Boyko, *Grigory Vashchenko: an alternative to the eyes and the pupils* [the naval messenger]. Kiev 1998.

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SUMMARY

Subject-subject pedagogically expedient relationship of students and teachers is presented as the basis and condition for successful modern school reform. The phenomenon of “relationship” is treated by a universal, generic, original category of pedagogy which defines new, higher level of pedagogical science development. Upbringing is defined as personal-social process. The attention is focused on the modification of relations in the subject-subject upbringing relationship. Upbringing relationship is presented as a specially organized subject-subject, moral-aesthetic, pedagogically expedient interaction of all subjects of pedagogical process aiming at achieving of upbringing goal which is socially and psychologically determined by the whole system of national and universal values adopted in the society, corresponding to a certain period of its development.

The levels of subject-subject upbringing relationship such as subordination, cooperation and co-creation are defined. A personal-humanistic, subject-subject paradigm of upbringing is derived on this basis; a variable multi-level concept of pedagogical education bachelors and masters of general pedagogical training is created; educational-methodical programmatic complex of general pedagogical training in the University education system is designed. It’s introduced the notion of “professional self-relationship” in the development of the notion “upbringing relationship”.

STRESZCZENIE

Budowanie partnerskich relacji między nauczycielami i uczniami i wynikające z nich korzyści pedagogiczne są przedstawione jako podstawa i warunek powodzenia współcześnie wdrażanej reformy szkolnictwa. Fenomen „relacji” jest tu traktowany jako uniwersalna, ogólna i oryginalna kategoria pedagogiki, która definiuje nowy, wyższy poziom rozwoju nauki pedagogicznej. Wychowanie definiuje się jako proces osobisto-społeczny. Uwaga skupia się na modyfikacji relacji w procesie wychowania partnerskiego. Relacje w procesie wychowawczym prezentowane są jako konkretnie zorganizowany, dialog partnerski i moralno-estetyczny, pozytywnie oddziałujący na wszystkie podmioty procesu pedagogicznego zmierzające do osiągnięcia celu wychowawczego, który jest społecznie i psychologicznie zdeterminowany przez cały system wartości narodowych i uniwersalnych przyjętych w społeczeństwie na danym etapie jego rozwoju.

Określono poziomy partnerskiej relacji wychowawczej, takie jak podporządkowanie, współpraca i współtworzenie. Na tej podstawie wywodzi się osobowo-humanistyczny, przedmiotowy paradygmat wychowania; powstaje zmienna, wielo-poziomowa koncepcja kształcenia pedagogicznego, która kształtuje absolwentów studiów o specjalności pedagogiki ogólnej. Opracowany został edukacyjno-metodyczny model programowy studiów pedagogicznych w systemie edukacji uniwersyteckiej. Wprowadza się pojęcie „autorelacja zawodowa” w rozwoju pojęcia „relacja wychowawcza”.

Key words: personal-humanistic paradigm of education, subject-subject, upbringing relationship, levels of relationship, co-subordination, cooperation, co-creativity, professional self-relationship

Słowa kluczowe: personalno-humanistyczny paradygmat edukacji, relacje partnerskie, relacja wychowawcza, poziomy relacji, współpodmiotowość, współpraca, współkreatywność, autorelacja zawodowa

