

CHAPTER V.

DEVELOPMENT OF SOCIAL-SCIENCES AND HUMANITIES EDUCATORS' PROFESSIONALISM IN THE PROCESS OF FORMATION THE GENERAL CULTURAL COMPETENCE OF SCHOOLCHILDREN

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TEACHER-STUDENT INTERACTION IN THE PROCESS OF WORKING WITH SOURCES DURING THE LESSONS OF HISTORY

Abstract. Society is based on the interaction with each other of each member of society. What is important is the interactions that take place between everyone. The aim of our study is to characterize the use of interactivity in history lessons in the process of working with sources. Subject - interactions between child and adult in school practice in the process of working with historical sources.

The research methodology, which includes several groups of methods, helped us to achieve the planned. The first group - general scientific methods. First of all - historical and logical with their inherent analysis, synthesis and systematic approach. At the level of individual sources, each is first perceived as a holistic phenomenon, then for deeper study it is broken down into parts, and then, at a new level of knowledge, it is considered as a whole. Interdisciplinary methods are inherent in various sciences. The third group - general historical methods, which are inherent in historical knowledge as a whole. Source methods allow you to work directly with the source.

The issue of interaction has been considered by researchers in various fields, as it is intertwined and multifaceted. Among them are teachers, psychologists, sociologists and others. In lessons, students learn to formulate their own opinions, discuss, listen to another person, respect diversity. The modeling of social situations and their experience - empathy - is also indicative. The creative perception of the material, the development of skills of independent work, a friendly climate in the classroom remain important. The presented material encourages the joint creation of educational space in general secondary education institutions. The lessons of history are important in this. They encourage the formation of key competencies and skills of adult life. The prospect of the study may be to study the role of the teacher in the multifaceted perception of history.

Key words: education; interaction; teacher; student; school; process.

Introduction. Society is based on the each other's interaction with each its member. Communication itself is an indispensable mechanism and a luxury in human's life. It facilitates not only the transmission of certain information from one source to another, from one generation to another, but also translates and decodes the experience of society, which consists of individual views, aspirations, attitudes and results. What is important is the interactions that take place between everyone. If we turn to the understanding of the definition of "interaction", the "Explanatory Dictionary of the Ukrainian language" mentions the daily people's interaction, the process of interdependent influence of individuals, social groups and systems on each other. From the standpoint of politics, which affects our awakening, it is the political actors' interaction with each other and with the institution of power. In computer networks, interaction is understood as the procedure of transmitting data blocks. In everyday interpretation – "inter" means "between", "action" - action, i.e, interpersonal interaction. It is inherent in all spheres of life. It acquires special importance in education [1].

Purpose and objectives. Taken the above into account, the purpose of our study is to characterize the usage of interactivity during the lessons of history in the process of working with sources.

Methods of the research. The first group is general scientific methods. First of all - historical and logical with their inherent analysis, synthesis and systematic approach. At the level of individual sources, each is first perceived as a holistic phenomenon, then, for deeper study, it is decomposed into parts, and then, at a new level of knowledge, is considered as a whole. Interdisciplinary methods are inherent in various sciences. The third group is general historical methods, which are inherent in historical knowledge as a whole. Source methods allow you to work directly with the source.

The results. The issue of interaction has been considered by researchers of various fields, as it is tangential and multifaceted. Among them are teachers, psychologists, sociologists and others. The first focused on the conceptual apparatus, the conditions of effective interaction of participants in the educational process, exploring different levels of education and different subjects. The technology of interactive learning is studied by O. Pometun and L. Pirozhenko [2], O. G Zuckerman, I. Yakimanska and others [3].

We can find the development of pedagogical communication's elements in the works of V. Sukhomlynsky, the work of teachers-innovators of the 70-80's (Sh. Amonashvili, E. Ilyina, S. Lysenkova, etc.), the theory of developmental learning. The authors focused not only on the knowledge component, but also on education, which is aimed at forming and developing valuable attitude to themselves, others, nature, art, the state - the whole society, which we understand as humanity, in children and adults. After all, we are not only members of a certain group, but also consider ourselves from the standpoint of the universe [4].

Back to the early twentieth century V. Vernadsky, President of the Ukrainian Academy of Sciences in the era of national governments, emphasized the need of studying society and the environment for a proper assessment of

modern knowledge and technology, and for scientific creativity, awareness of the importance and continuity of scientific work. He emphasized the achievements of all sciences, in particular, he gave equal status to the humanities, natural and technical sciences, as well as other areas of human life. Scientific activity is tireless, purposefully organized work. It is not surprisingly, that he drew attention to the necessity of a systematic approach to the study of the history of scientific knowledge, pointed to the inadmissibility of considering the development of science in a country separately from the world's history of theoretical thought, which is based on any part of science. Psychologists addressed the issues of interpersonal interaction, based on intra-motivational aspects and manifestations of behavior in the process of communication, strategy development and decision-making. These include I. Bech, W. Bondar, H. Liimetz. A separate group of works consisted of works on conflict studies. Such researchers are: A. Girnyk [5], T. Karlov [6] and others [7].

Sociological and philosophical sciences present the influence of communication between people: within a group, team or large corporation, each element of which has certain features [8]. Researchers pay attention to the role of different communications on public views, actions and their mobility within [9]. Interaction is based not on joint communication as such, but on joint actions of individual participants that create a real situation of interaction. It is impossible without the simultaneous or prior goal achievement and the implementation of another's (others') action. So, coordination and reconciliation create the basis for joint activities. M. Obozov developed a model of joint activities' regulation, where the main definitions are "activity" and "interaction". Mr. Bales draws attention to the emotional nature of interaction, which allows you to demonstrate satisfaction / dissatisfaction with the action with a subjective attitude to each other and the common issues solution. It also involves the development of hypotheses and their discussion. Indicative are the factors of influence, which include the specifics and complexity of the tasks;

duration of joint activities; the relationship between group members and its structure [10].

Participants of the educational process thus achieve a threefold goal: cognitive, which is to disseminate or acquire new knowledge and skills; motivational, aimed at stimulating others to certain actions or obtaining the necessary incentives; expressive, which demonstrates feelings and emotions. The simplest scheme of interactions contains five types of objects: views (or ideology), informational space, institutional structures, collective informational models of the environment and a person. According to modern didactics, the formation of personality and its formation occurs under the conditions of creating a positive mood, feeling equal among equals, providing a positive atmosphere in the team to achieve common goals, awareness of the value of joint activities, respect for the opinion and work of others. At the same time, cooperation plays a leading role. This is also noted by O. Pometun, who identifies several vectors of cooperation: child with a teacher, children with each other, joint activities in a group or in the classroom and teachers with each other.

However, we will focus on the first indicator, as the adult seeks to demonstrate his / her own knowledge, skills, attitudes and values to the students and pass on their own experience, teach to apply knowledge in life, prepare him (student) to be responsible for his time management, plans and activities. It is difficult to do this without referring to primary sources. This is especially true of historical science, which engages children in the past, shows cause-and-effect relationships, engages students in the present, and develops adult life skills. History forms the key competencies for a student's life and directs his / her activities to develop skills that are not unique for this subject. As the "Concept of NUS" stated, it is the ability to read and understand what is read, because understanding the proposed material forms a further foundation for the accumulation and the world's understanding, it protects children and adults from manipulation and distorted perception of events, phenomena, activities of other people. Based on this, the child learns to express his / her own opinion orally - in

the classroom, at home, in the community through direct communication, perhaps through writing a piece of work, essay, social networks' repost. This, in turn, is a guarantee of the proposed product presentability - above all, intellectual or creative and attracting the readers' or contributors of different audiences attention: age, professional, social and political. The ability to work with the primary source of information forms a critical attitude to what is happening or offered to society's members or society as a whole. It is necessary to approach the proposal carefully, searching for answers to the questions: "What kind of information is this?", "What is it?", "Why was it created?", "Who did it?", "What audience is it intended for?", "What is the end result of its consumption?". We teach the student to justify the position logically, using the expressions: "I think that...", "I rather tend to that because...", "Rather, I am against the fact that...", "Doubts because...". Thus, children are psychologically, intellectually and practically ready to defend their own position, creating a basis for further initiative, solving certain problems, assessing risks and making decisions. Emotion management also remains important, because children have not formed a psyche yet, which can lead to changes in mood, attitudes, and so on.

The teacher acts as a facilitator, coach, consultant, who directs his activities to the mutual result, after which there is a reflection on what has been done take place. Both the teacher and the students take responsibility for what they have done or what they have not achieved. Such interaction allows to provide and create information accessible for understanding and perception, its transformation in the further activity. Students learn to formulate their own opinion, discuss, listen to another person, respect diversity. The modeling of social situations and their experience - empathy - is also indicative. Creative material's perception, development of independent work skills, friendly climate at the lesson remains important [11].

Let's focus on the school and the role of the teacher in this through involvement in adult interaction by working with historical sources and the

adults' participation in creative groups. An important prerequisite for the formation of positively conscious student's personality is his views, which are based on his / her knowledge. Modern children, as well as adults, are surrounded by a variety of information that flows in a frantic stream past or through our lives. And history lessons help us to perceive the most necessary and a kind of "classic", and perhaps quite mobile. The latter in itself is a lesson! Janusz Korczak also noted: "I have noticed that only stupid people want everyone to be the same. Smart people are happy that there is day and night, summer and winter, young and old, that there are butterflies and birds, colorful flowers and different colored eyes, that there are girls and boys. And those who do not like to think, the variety that makes the mind work, annoying". It was the younger generation who relied on re-reading the image of domestic and foreign society. At the same time, teachers continue to fulfill their mission and vocation.

Quite logical questions arise: *Why do we use sources in our lessons? Why do textbook authors present them to us? Why, studying a certain question, do we encounter different opinions? Is it not possible to write as it was, or as it should be, and end it, or not start a controversy?* Students should be encouraged to create some associative clusters with the term "source" in the classroom. They will usually indicate definitions related to water, and water is life. Similarly, history cannot be studied without sources. You need to keep in mind certain features of the sources:

- they are witnesses of their time, as they reflect certain aspects of life;
- historical sources are limited in the objectivity of the reflection the historical reality, because their creators are people, and everyone has their own vision;
- they are inexhaustible in content, may have double or more meanings;
- historical sources differ in form, content, origin, etc. [12].

The modern scientific-pedagogical and pedagogical community has developed certain criteria for working with sources, which must be taken into account in the educational process [13]. In particular, V. Mysan [14] and Y.

Komarov [15] dwelled in detail on these important aspects of working with children in their works [16].

Improving and effective work of a teacher is associated with raising his professional level through formal, non-formal and informal education. This remains an important guarantee of quality education and quality training of modern graduates: individuals, innovators and patriots. The pandemic has changed the challenges for 21st century society. It demonstrated the bare necessity of using a variety of learning technologies such as information and telecommunications. At the same time, everyone faced a lack of interpersonal communication. The educational process has been going on like this for a long time. In the system of postgraduate pedagogical education in Donetsk region, it has also changed. We needed to take these challenges into account. Interaction was done online best through webinars, discussion platforms, classes, workshops, and others. At the same time, we took into account the peculiarities of communication with adults, combining educational, professional and social environments. The first is the direct processing of the necessary training (proposed) material. The second one is the combination of gained with the direct professional responsibilities, which are carried out constructively. Social environment is the impact of processed information on the individual's professional or life choices. Adult education is open and aimed at self-development and improvement. We also took into account the fact that teachers not only improved their professional level, but also worked in educational institutions.

The activity principle is focused on a practical work and the use of acquired knowledge in their diverse lives: personal, professional, etc. Research activities are aimed at scientific and methodological work, which includes acquaintance with scientific and methodological literature, preparation of speeches, publications, participation in competitions. Communicative remains the most important because of presenting the results of their own activities through discussions, conferences, seminars, etc. Support, motivation, elective education,

development of educational needs, reflection are the keys to successful development of the teacher.

Discussion. Based on the achievements of scientists and practitioners, we note that interactive communication is the key to a successful educational process and contributes to the student as a responsible citizen of Ukrainian society, ready to work psychologically, intellectually and creatively in a team, make decisions and be responsible for his / her own future and the future of the community. An adult is a mentor and assistant.

Conclusions. Thus, the presented material encourages the joint educational space's creation in general secondary educational institutions. The history lessons are important in this. They encourage the formation of key competencies and skills of adult life. The prospect of the study may be the studying of the teacher's role in the multifaceted perception of history.

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