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Theoretical background for pedagogical interaction within the framework of academic education

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Abstract. *The analysis of modernization categories, reformations and transformations in the context of change taking place in the sphere of higher education in Ukraine is yet the understudied part of the issue under scrutiny. The given article is dedicated to the study of the impact that the current conditions and the societal demands have on the development of the management science in education. Within the framework of the study of the problematics, the issue of management was regarded and the notions of globalization, integration, sustainable development, information technology development in the society, management, pedagogical interaction and pedagogical interaction management of lecturers and students were analyzed.*

Key words: globalization, information communication technologies in education, integration, management, pedagogical interaction, pedagogical interaction management, sustainable development.

Introduction. The society is a sophisticated social system, a structured whole, which is formed by varying elements, components and subdivisions. In their turn, they have a certain level of orderliness and regularity of their structure. This enables to assert that the social structure of the society is a complex, multidimensional entity and is in constant progress.

Under the new conditions of reformations introduced in the Ukrainian society, study of transformation processes, which take place and are connected with the new globalization changes, gains particular importance because these changes impact all the basic vital func-

tions of the political, economic and social spheres. This is the context, in which it is reasonable to address the issues of structuring the Ukrainian society stipulated by the formation of the new layers, classes and groups as well as new status and role relations of the individual and changes to the social identification, and, therefore, they demand in-depth study into the transformation processes accompanied by the socio-structural transformations taking place in ex-USSR countries along with a series of features inherent for present-day processes taking place in the Ukrainian society.

Globalization and integration processes are known to have impacted greatly on the

higher education system in Ukraine. Therefore, the main problem of this work is to study the effects of transformation processes on the science of pedagogical interaction management within the framework of university study at the modern stage of development of the society. The aim of the article is scientific substantiation for the theoretical background of pedagogical interaction management at the modern stage of development of the society.

In the early XXI century, social development predetermined a controversial and complicated trend for globalization processes. They enhanced considerably the impact on the transformation of the social structure of the society. These processes are worth studying not as a chaotic agglomerate of random events, but as the elements of the modern civilization born into the new century. The various realia of our life must be regarded in the new context of modernization, which studies models and ways to push traditional societies closer to modern norms and standards.

Globalization processes bring modernization to the local level and deprives it of a single pattern because the classical understanding of this process is too tight. It requires correlation of all the parameters inherent for the transition from the traditional to the modern society [4, p. 75].

The society demands new benchmarks for real modernization, thus it is clear that every people chooses their own development path grounding it on the experience of the civilization and their own historic legacy. In the current period, the catch-up modernization model is characteristic for our society and it is aimed at formation of the market-oriented democratic civil society [9, p. 106].

Integration and globalization are the most frequently discussed issues in the political circles as well as among scholars and the public. Globalization processes have a significant impact on the contents and pace of the formation of a new type of relationships in the modern society and experts of the new generation. A XXI-century person must be highly mobile and adaptable to the tough living conditions, structural changes and the essence of jobs as well as the cultural environment.

The term of “globalization” had occasionally been used for several decades before being used in the early 1980s as the basic element of various conceptual compositions. Among the varying definitions of this phenomenon, in our opinion, the most appropriate, in our opinion, is the interfluence of three definitions: globalization is “the highest, currently, phase of internationalization (integration) of economics and politics as well as culture, in its infancy” which, primarily manifests in the processes of homogenization and sovereignty as well as in “the growing interdependence of different societies”.

The abovementioned features demonstrate the achievements of the globalist study being a separate branch of scholarly knowledge. However, they are not deprived of certain drawbacks, namely they do not have scientific guidance as for the perspectives of national political institutions and do not name the functions of the nation state.

National political institutions are in the stick of globalization processes. It has long been considered that a nation state is an integral part and the basis for the political arrangement of the population. However, the events of the last decades have questioned this hypothesis. The global scale of interconnections and interdependences not only accelerates the evolutionary development of national political institutions, but also clothes them with both henotic and destructive qualities, with the latter ones being more numerous governed by the principles of and materialization of the globalization policy.

In the last 10-15 years, globalization has significantly bolstered its influence on the transformation of the national higher education systems. In the opinion of P. Scott, one of the eminent theoreticians of the academic education, Vice-Chancellor of Kensington University, globalization is the most fundamental challenge that higher education has faced in its more than a 1000-year history of development [17, p. 7].

Therefore, determination of the higher education development trends gains particular topicality under the conditions of cultural globalization, its consequences and attempts to split the notions of globalization and integration in terms of higher education.

Implementation of the long-term higher education system development strategy requires application of qualitative innovation measures with the account taken of the demands and needs of the information society.

With regard to this, one of the crucial elements of the education process restructuring in the Ukrainian higher education institutions is introduction of innovative educational techniques and the solution of this task is directed at: the transition from the pedagogic traditionalism to the new teaching forms and methods aimed at the formation of an artistic personality that is capable of combining theoretic knowledge, academic achievements and practical problems solution in different ways; enhancement of students' creative activity during in-class learning by means of introducing business and role play, game design, case study methods, briefing workshops, video workshops etc.; enhancement of students' motivation for self-development work with the aim of deepening the knowledge and drilling the acquired skills; ensuring cross-cutting automation of the education process and development of computer systems for its support; intensification of the education process with the aim of diminishing the amount of in-class learning guided by a lecturer yet providing the total volume of knowledge and improving the quality of the learning process; development of the interactive sets of learning and teaching support materials for the discipline etc.

Well-reasoned organization of the implementation of innovative teaching techniques can undoubtedly bring positive results, namely: improvement of self-development skills; improvement of time management skills; raise of interest and deepening of knowledge in directions, which are of particular interest for students; the opportunity of systemic students' knowledge assessment.

Therefore, integration of the Ukrainian higher education into the European and world education area is only possible upon the condition of reformation and modernization of specialists' training in higher education institutions in the context of the Bologna process as well as introduction of the new ways of pedagogical interaction between the lecturer and students. These actions should result in

the improvement of the level of higher education in Ukraine and, in this way, the national higher education system will contribute greatly to the advantageous future of the society and foster recognition of Ukraine as an equal partner in the European Union.

Further study of the issue of the theoretical basis for pedagogical interaction management within the framework of university education at the present-day level of the society development primarily requires addressing the issue of the social structure of the modern Ukrainian society, its components and social interaction principles. Changes in the relations of ownership and the authority and introduction of market mechanisms resulted in disparition of old and emergence of new layers of the society, augmentation of the significance of the new social groups, change in the mode of behavior and social interaction. Thus, the new social structure is being contoured.

Now, the role of post-industrial conditions of social structures formation manifests itself more and more clearly. These changes are grounded on socio-economic processes conditioned by the speed-up of science and technology as well as information revolution [21, pp 48-50].

Changes in the social structure in the developed countries are generally influenced by innovative production and information technologies, growth of the people's material well-being, shift of the value system in favour of free time and culture, extension of interpersonal communication and relations. The demand for specialists in the tertiary sector (services, communications maintenance, banking, education, science etc.) grows considerably.

It is possible to speculate on the most general trends, its basic elements with the account taken of the fact that their contours are still relatively blurred. However, nowadays, dramatic changes are taking place manifesting a complicated and controversial process of modernizing the social basis of the social existence. The Ukrainian society is evolving and transiting to the state of structural dynamics as long as it starts regarding itself not still as an distinct but a variety already. It is no coincidence that sociologists distinguish the current state of the country as a "weak society" [11].

However, except for the processes taking place in the society, we are also interested in their components and in its main participants of social interaction in particular. As defined by E. Shills, the basic components of any society in a country are families, associations, enterprises and firms, schools and universities, armed forces and churches, sects and parties, numerous corporate bodies and organizations, which, in their turn, have certain borders with the pre-defined number of members and certain controlling bodies – parents, managers, entrepreneurs etc. exerting influence on them. The society also involves communities, villages, districts and towns formally and informally organized on the territorial basis [18].

As we can see, the society encompasses all the elements and layers of the society, and the citizens themselves are capable of exerting influence on the active formation of new institutions and solidarities, which do not regard national borders as barriers in the era of global digital networks.

Changes resulting from the rapid development of the society in Ukraine lead to the disequilibrium of this development and to the emergence of the concept of sustainable development of the society as an alternative.

Sustainable development of the society is a modern concept based on the principles of interaction of the society and the nature, and presupposes harmonization of the economic and social development as well as the environment protection [13].

According to the definition of J. Butlin, sustainable development is the generic concept with regard to the need to strike the balance between satisfaction of present-day needs of the humanity and protection of interests of future generations including their need in of the safe and sound environment [2, p. 284-287].

In their report, the Brundtland Commission formulated the concept of sustainable development as “the development, which meets the needs of the present-day generation at no cost to the opportunity of the coming generations to meet their own needs”.

The forerunner of modern ideas and approaches to sustainable development is academician V.I. Vernadsky, who developed the study of anthroposphere, the unity of the man and the nature, their tight interrelation and in-

terdependence almost a century ago. The humanity arrived at the understanding of his ideas much later, in the second half of the XXth century, when the reality, production, distribution and consumption practices revealed the danger and disastrousness of further adhering to the principles of the industrial model of economic as well as the social development.

It is also worth noting that formation of sustainable development ideas is considerably being affected by such factor as globalization, which is one of the decisive factors of present-day sustainable development [16].

This crucial factor is strongly dependent on the time effect. One of the critical issues of modern sustainable development is the pace of change because people do not manage to respond adequately to changes. Collective consciousness always has a certain rate of persistence in apprehension of something new, development of a certain attitude to it and corresponding decision making. However, global problems and modern rapid social development demand not only timely response, but also coordination of joint preventive action at all levels – global, national, regional and local. Therefore, this chain quite frequently has the element, which several scholars refer to as “evolutionary dischronation” in their publications, i.e. retard in governmentality adaptation from the pace of change taking place at various levels of management and require new ideas and management decisions [14].

The development of the management science was greatly contributed to by many sciences: philosophy, sociology, psychology, economics, cybernetics, pedagogy and technical sciences. Management theory has covered a long and complicated way so far since its birth. Research shows that ideas in this sphere emerge, develop and form under the influence of the productive power and socio-economic living conditions in the society, which the development of management theory is, therefore, tightly connected with. The main tasks of the management science include the study of the principles according to which subject relations develop within the management process at all stages and functions.

The study of the issue of management primarily requires consideration of ideas of

eminent managers who contributed greatly to the development of the society such as H. Ford, J.F. Welch, M.C.E. Weber and L.V. Gerstner. One of the founders of efficient management theory was Henry Ford. On the basis of his concept, an efficient management system must encompass planning and goal setting, sustainable development and streamlining of all processes. In his turn, M. Weber considered the bureaucratic system the most effective management system. Bureaucracy in organizations is characterized by the pace of decision-making and promptness of production problems solution. Strong bonds in bureaucratic institutions fosters their sustainability and orientation at the achievement of organization aims. When studying the idealized concept of bureaucracy and describing the functions of various levels of the administrative apparatus, Weber did not take into account their malfunction, conflicts developing between the elements of the system, the impact of the informal structure on the relationships among colleagues or the impact of the external environment. Internal conflicts of the existing bureaucratic apparatus underlying the principles of its functioning may result in a collapse of the rational bureaucratic system.

The rationality theory developed by M. Weber enabled to solve the majority of problems concerning the composition of organization management structure, definition of favourable role requirements to individuals as well as implementation of efficient technologies in organizations. Along with this, when using of perfect organization models, Weber does not take into account the operational environment of organizations and the effects of management bodies functioning. Its organization does not take into account flexibility or the external environment of the organization. This results, according to Weber, in the rational management system shifting to its inverse in challenging situations.

However, with time, the requirements to the management process change under the conditions of the sustainable development society formation and there emerges the need in universalization and adaptation to all spheres of social life. Thus, the most valuable theory may be considered the management philosophy of L.V. Gerstner, who presented the fol-

lowing management principles at the first IBM board meeting: adherence to principles, not to procedures; belief in the quality, strong strategies, in which a lot of time must be invested; teamwork and correlation of remuneration and performance; moral responsibility; low significance of the hierarchy, selection of the highly-skilled personnel capable of solving problems and helping their colleagues; and one of the most realistic and modern concepts of Gerstner states that all these processes are dictated by the market in the society. Therefore, it can be considered that the ideas of Gerstner conform with the concept of sustainable development and are comprehensive, and, thus, can be applied in education management.

Education is the basic element of social shift to sustainable development, the foundation of human development as well as sustainable development. If this basis is solid, the future of the nation is promising because education itself fosters intellectual and spiritual potential of the nation and sets up a new system of values [3].

Education must provide for and advance the ideas about crucial interests and needs of the future generations, fulfill the principle of "equality of generations" in the educational sphere of the world society to enable the dramatic switch to the future with regard to the aims of sustainable development of the civilization. Human consciousness (individual and social) must be aimed at the future [8].

It is worth noting that the need in "futurization" of thought and deed was emphasized by A. Toffler, who asserted that fruitful cooperation of the world population as for prevention of environmental disasters and other global calamities is only possible if based on a dramatic shift in consciousness [16]. This shift in people's consciousness is only possible if it results from the accomplishment of the largest-scale social project called education. This is an innovative task for the sphere of education because education is an integral part of human development and plays a dramatic role in social progress. It serves an adequate means of solving many individual and societal problems, namely it impacts restitution of the scientific potential of the society, participates in social reproduction and individual socialization, en-

courages economic and social development of the society as well as social mobility. Understanding of this will further enable to set up vectors for the development of the domestic system of higher education because the future of any society is determined by the strategy and tactics of the educational policy to the extent, in which education forms an individual as well as the society itself.

Sustainable development also fosters the development of an information society being a critical element of the national infrastructure. Development of the knowledge society and formation of the digital economy are the aim of achieving the sustainable development of the information society, in which information and the level of its application and accessibility have a dramatic impact on the economic and socio-cultural conditions of the citizens' living and their values under the condition of globalization [12, p. 257].

The modern stage of development of the society is characterized by rapid automation, agglomerations of big data as well as the transfer from the industrial to the post-industrial development stage. Today, information, being the core factor of social development, becomes a crucial category, which manifests the importance of information resources for all main types of human activity (educational, productive, scientific research etc.). The high priority of information as a resource is stipulated by the fact that nowadays those who have access to information and means of its storage and processing have a head over the rest of the population [6].

One of the authors of information society theories, A. Toffler distinguishes the information society in his works as the amount and the flow of information in it increase substantially causing decentralization, destandardization and demassification. He also refers to the information as the one, in which a crucial role is played by the factor of knowledge and the sphere of knowledge (i.e. education, science, technologies, national strategic vision, language, awareness of other cultures, cultural and ideological perception of the world, variety of communication channels, range of new ideas and innovations)

A. Toffler sees the society as the system, the might of which is based on the three fac-

tors: power, money and information. Toffler considered that the post-industrialized society is the next step of the development and he wrote: "Modern rapid and massive changes, which I call the "third wave" form an absolutely different civilization, which is grounded on advanced technologies, information and new organization techniques aimed at the achievement of economic aims" [19].

The development of the modern society follows the trends towards globalization and computerization and higher education must stay abreast of these trends. Nowadays, a man of education regardless of their occupation must acquire the ability to handle digital information facilities.

Higher education in the information society is the environment of information exchange, uptake, transmission and generation of new information as well as knowledge generation. In this context, there is a clear separation of knowledge and information. Knowledge is the outcome of perception of the reality, which has a systemic and consistent form and is objective by its nature.

H. Iljgin paid particular attention to the important phenomenon of mutual transition of information into knowledge and vice versa. The relative nature of knowledge explained by the fact that it rapidly becomes outdated causes "substitution of knowledge by information as the main element of the educational process, which transforms knowledge into information about the world" [7, p. 92].

Implementation of advanced technologies accompanies the emerging concepts of academic activity implementation, which may provide for the effectiveness of training highly-skilled specialists in the uttermost learning conditions. The modern generations of students are mostly aimed at the use of information communication technologies, therefore, the mixed type of learning will enable to design an education area, in which interaction between the lecturer and the students will go beyond real classes, i.e. it will be both face-to-face and in the remote mode, which will enable to extend impact on the learning process and change the management paradigm of pedagogical interaction between the lecturer and the students. The concept of interaction between the educator and their educatees in

the conditions of the modern education area cannot be defined as a separate psychological and pedagogical entity. It is complex and can be regarded within the system of pedagogical sciences.

The success of democratic processes in education, in higher education in particular, depends greatly on the development of subject and object relationships between lecturers and students in the education processes, their interpersonal interaction based on the dialogue, cooperation and partnership. The dramatic change of social roles and positions as well as relationships of lecturers and students is stipulated by the requirements of the time and the new education paradigm.

L. Zanina and N. Menshikova refer to pedagogical interaction as a concerted activity aimed at the achievement of common aims, solution of problems and tasks relevant for the participants of the pedagogical process [21, p 16].

V. Ljaudis defines pedagogical interaction as systemic implementation of the communicative activity, which aims at launching appropriate students' response [10].

O. Honchar asserts that pedagogical interaction encompasses all the spheres of human activity – cognitive, professional and creative and, at the same time, is a multidimensional process involving didactic, socio-psychological and educational interactions. The scholar considers the pedagogical interaction to have two sides: role and personal. This may, possibly, explain the presence of various positions of scholars in pedagogy as for the process of pedagogical interaction, and the importance of the human personality and their personal development [5].

Therefore, on the grounds of all the abovementioned interpretations of the concept of pedagogical interaction, it is possible to determine the pedagogical interaction as a full-fledged synergetic process of mutual impact of the subjects of learning with the aim of acquisition of professional and extraprofessional competences.

Like every process taking place in the society, the process of interaction must be guided and regulated, therefore, the main issue is the interaction management. Management has contributed a lot of sciences in the develop-

ment of the science: philosophy, sociology, psychology, economics, cybernetics, pedagogy and technical sciences. Management theory has passed a long and tough way since its birth till nowadays.

The analysis shows, that ideas in this sphere emerge, function and form under the influence of productive forces, socio-economic living conditions in the society. Thus, the development of management theory is closely connected with the changes in socio-economic living conditions in the society. The main task of the management science is to study the principles of developing relationships among the subjects within the management process, all its stages and functions. In general, the notion of pedagogical interaction management is currently understudied by the scientists. However, it can be identified as pedagogical management and academic activity management because pedagogical interaction is the core component of the educational process in higher education institutions. With regard to this, domestic and foreign scholars presented the following definitions:

From the student's perspective, effective pedagogical management presupposes clear presentation of behavioural and academic expectations as well as the mutual learning environment [1].

It is also worth noting that the process of pedagogical interaction is, primarily, communication, thus, it is worth adding the components of communication process management, namely search and definition of barriers on the way to communication, development and implementation of possible ways to overcome these barriers and enhancement of communication processes efficiency to the list of interpreted notions of pedagogical management and learning process organization. Therefore, by complementing the abovementioned examples, we are able to formulate out notion of pedagogical interaction management.

With the account taken of the statements of Ukrainian and foreign scholars as for the issues of education management, learning process organization and communication management, it can be stated that pedagogical interaction management is a communicative process of mutual influence of the participants

of the vocational training process, namely the teacher and the students, which encompasses mutual organization, regulation and control of the education process with the use of pedagogic tools for aim of students' competences acquisition.

Scientific and technical progress cannot but impact on transformations taking place in the education system in Ukraine and the whole world because education is an integral part of any society. Interactivity, learning process intensification and feedback are noticeable advantages of these technologies, which stipulated the necessity of their application in various branches of human activity, primarily, in those connected with vocational training.

The modern generation of students are mostly aimed at the use of information communication technologies, therefore, implementation of advanced technologies in education will enable to create an education space, in which interaction between the lecturer and students will be brought beyond real classes, i.e. will be both face-to-face and remotely, which will enable to enhance impact on the education process. With regard to this, the form of interaction with students will change and, consequently, new education forms and methods will emerge.

Therefore, the analyzed theoretical background for pedagogical interaction management within the framework of university education at the modern stage of development of the society enable to draw the following conclusions:

The modern stage of development of the society is characterized by a series of structural changes subject to harmonization and reformation. Globalization and integration into the European area taking place in Ukraine triggered a series of forming, however unstable, processes affecting the development of the society. The phenomena such as sustainable development, stable development society, information society, economic and education systems transformation emerge in Ukraine. On the basis of all the above-mentioned transformations, the necessity for radical changes in the approaches to interaction processes regulation in the society and in the world forms itself. And as these systems and processes are currently understudied, the rapid pace of change causes havoc and requires changes of regulation and management methods.

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