

Tararak N. H.

**VALUES-BASED PEDAGOGICAL INTERACTION OF
THE EDUCATIONAL PROCESS PARTICIPANTS IN UKRAINIAN HIGHER
SCHOOL**

The Ukrainian society of today experiences significant reforms both in the socioeconomic and in the cultural and educational spheres. Modern Ukrainian universities have to realign their approach to the organization of the professional growth of students, the development of their adaptation to the international cultural values and independent orientation in the space of values. In this context, the *State National Program “Education (Ukraine of the 21st Century)”* gives priority to the processes of humanization and humanitarization of the system of higher education, which should facilitate the development of the spiritual culture of future specialists. *The National Doctrine for Development of Education in Ukraine in the 21st Century* outlines the major approaches to addressing the challenges in the sphere of education and declares that education in Ukraine is based on the cultural and historical values of the Ukrainian people, their traditions and spirituality.

The following scholars made a significant contribution to the development of the concept of “value orientations”: V. Andrushchenko, S. Anisimov, S. Gessen, B. Gubman, O. Drobnys’kyi, A. Zdravomyslov, M. Kahan, T. Mal’kovs’ka, V. Myasyshev, V. Sahatovs’kyi, V. Tuharynov, V. Yadov. Nevertheless, the conditions for the formation of value orientations in university students during their degree studies have been poorly covered in scientific literature. Traditionally, the formation of value orientations is addressed as part of other research issue exploration and, moreover, often identified with the spiritual development of the individual.

Theoretical foundations of the formation of the spiritual values of the personality, its value orientations are laid in the psychological studies by K. Abul'khanova-Slavs'ka, L. Bozhovych, H. Kostyuk, A. Leont'yev, S. Rubinstein, A. Petrovs'kyi, A. Mudryk, V. Semychenko, V. Rybalka, et al. The researchers indicate that the personality and the value orientations of students develop under the influence of society, family, friends, etc.; in the system of education, however, the implementation of these tasks is an important part of the educational process.

Among contemporary Ukrainian scholars, various aspects of the formation of the value orientations of the individual in the course of degree training were studied by I. Bekh, I. Zyazyun, O. Sukhomlyns'ka. The scholars argue that the formation of values and value orientations is a complex process and that there is a need to find effective ways to solve this challenge.

Humanization appears to be the key element of the new pedagogical thinking, which is centered on the person and his/her understanding and evaluation of the activity. The old educational paradigm has proved incapable of building proper interpersonal relations in the new society, contributing to the self-actualization of the personality and its creative expression. Today, the society, particularly the system of higher education, is called to find adequate ways of the humanization and humanitarization of knowledge. Pedagogical interaction appears to be one of the basic concepts of pedagogy and of the scientific principles that underlie humanization. The principle of humanization of education warrants the major transformation of the positions of the instructor and the student: building of subject-subject relations within their interpersonal relationships pursued on a parity basis.

For this reason, the axiological approach, which is intrinsically humanistic and envisages that subjects of pedagogical interaction are committed to making a reasoned choice of worldview, moral and spiritual, intellectual, and professional values in the intertwined world, is one of the basic methodological principles of the specialized educational training of future professionals.

A number of domestic and foreign scholars made significant contribution to the exploration of the problem. They considered the pedagogical interaction as:

pedagogical communication (O. Bodalyov, V. Kan-Kalyk, I. Zymnya, S. Kondrat'yeva, et al.);

important characteristic of the pedagogical process (V. Slastyonin);

activity aimed at the development of the student, formation of his/her attitudes, support of his/her pursuit for independence (pedagogy of support O. Gazman, N. Mykhailova, S. Yusfin);

manifestation of pedagogical creativity (O. Belkin, Ye. Korotayeva, A. Kravchenko, I. Demakova, M. Nikandrova);

organization of educational cooperation in the collective, cooperative, group work (O. Dontsov, V. D'yachenko, O. Zakharenko, H. Liymets, A. Petrovs'kyi, V. Flyakiv, D. Fel'dshtein, H. Tsukerman, S. Yakobson);

array of teaching situations (A. Boyko, I. Zyazyun, L. Kramushchenko, I. Kryvonos, et al.); and

interaction, i.e., learning/teaching in small groups: R. Slavin (“cooperative learning” / “team learning”), D. Johnson and R. Johnson (“learning together”), S. Sharan (“group investigation”), as well as E. Aronson, S. Kagan, et al.

Thus, the objective of the research is to define the concept of “values-based pedagogical interaction” in the context of the axiological educational paradigm, which contributes to the development of the potential of individual subjectivity, the organization of the value orientation of educational process participants during their interaction, as well as to highlight the role of art in this process.

The development of civilization and the factors that influence the globalization of society not only launched positive processes, but also brought about challenges, which plagued education and spirituality. Information overload, magnification and inflation of the content of academic disciplines aggravated the problem of balancing the dynamics of modern life with the spiritual development of future specialists. This made the strengthening of the humanistic orientation of the spiritual and general cultural component of the triangle “science - education – business” and focus on the personality, i.e., the orientation toward the inner world, the defining trends of the global educational system. Among the ways to respond to value challenges, some

scholars (L. Bozhovych, I. Kon, et al.) have recently named introducing students to art. It contributes to a better orientation of students in the society values, helps them make personal choice, and leads to the formation of the humanistic personality.

Such rethinking of the state educational trends has resulted in the implementation of the axiological approach to the pedagogical interaction in the course of the formation of the professional competence of future specialists, which involves taking into account the values-based pedagogical interaction when planning the educational process.

In our study, one of the main tools of the organization of the values-based pedagogical interaction is the pedagogical situation, in which both the instructor and students participate.

When implementing advanced techniques into the higher school educational process, the leading role should be given not to the learning material, but rather to the feelings, thoughts, and reality value navigators that the future specialist acquires. This is an indication that returning to art will help to solve many educational challenges associated with rejecting the traditional imperative organization of the educational process, on the one hand, and, on the other, with the insufficient development of the new techniques of the values-based interaction and the conditions of their practical implementation.

Viewing students as those who are just setting out on their independent journey in the adult life, which includes not only the acquisition of the fundamentals of their future profession, but also developing of humanity, ability to navigate in the space of values, emphasizes the importance of the values-based interaction between the participants of the educational process. It requires that the instructor commit to humanistically-oriented communication with students, from shaping their emotions and values to minimizing curriculum overload, from improving the perception of the reality in its diversity to challenging their inner need for self-actualization, self-improvement, and creative individual development of each person.

A. Kirsanov and V. Spivakov argue that among the fundamental errors that are made by university professors and that negatively affect the development of the

creative thinking and creativity of students are the inability to organize productive dialogue with students, inability and unwillingness to look into student's personality, stereotypical evaluation of the personality and monotonous interaction patterns, excessive disciplinary and negative emotionally-charged interventions, inability to navigate in unusual communication conditions, withholding from creative communication, etc. [4, p.3].

Thus, values-based pedagogical interaction within the axiological educational paradigm involves dialogical interaction, a genuine curiosity about the personality of each participant of the educational process, sustained interest in their inner world, positive attitude towards the chosen profession and so on.

This said, under the current conditions, the importance of the visualization of information, the use of museum exhibits for the development of communicative and learning skills of students is self-evident, as the mechanisms of interpretation and communication are among the main basic principles of this educational strategy. Interpretation means the variability of the approaches to dealing with the material, creativity of its perception and interpretation. To be able to tell their own story of the subject that is studied, students have to integrate academic knowledge and to use analytical skills supplemented with the individual emotional and aesthetic evaluation. Verbal representation of the individual vision occurs precisely via the organization of the multilateral communication.

The strategy of the multilateral communication of students and instructors means a greater number of contacts based on participatory parity, which enables not only the participation itself or the expression of the subjective opinion of the participant of the educational process, (i.e., the taking this opinion "into account"), but, rather, the introduction of participant's knowledge and experience and the gradual construction by him/her of a new idea of the subject taking into account the views, feelings, and associative field of others (as well as the "inclusion" of the potential that their personalities have to offer) [5]. The instructor's role is limited to that of a facilitator and coordinator. Students' work can be organized in such forms as: preparation and conducting of excursions, conferences, debates, presentations

using museum items as illustrations, as well as putting together of promotional and information packages, etc.

We cannot deny the fact that art is one of the methods that facilitate learning. Art is an endless source of new pedagogical ideas to achieve the ultimate goal of education, “the most important characteristic of which is the development of the personality” [6, p.21].

Indeed, even small children explore the alphabet with the help of pictures. Getting older, they thoroughly go through adult books because they feature attractive pictures. It is difficult to find at least one book that does not include illustrations, diagrams, or tables. And this is natural, as in the learning process the teacher appeals to all types of memory, and memory for images is one of the major ones. Memory for images involves several subtypes depending on the modality of the image (visual, auditory, tactile, etc.) to be memorized. Visual perception of any kind of art or illustrations for literary work makes students use a variety of mechanisms, namely, emotions, imagination, logical analysis of possible interpretations, internal value system, aesthetic preferences, and so on.

It is important to note that historical discourse emphasizes the idea of value, which involves the constant fundamental critique of moral values, when “the very value of values” should be challenged. As Friedrich Nietzsche’s plea for the “revaluation of all values” has become the slogan of our time, it is the modern pedagogy that should become a “doctrine of universal values”. [8, p. 91].

Thereby, the use of the works of art in the learning process activates the visualization of the thinking process, transforms succinct scientific information into emotionally charged, vivid, and, therefore, interesting and meaningful images-concepts, and, thus, emphasizes the need to constantly reflect on the eternal values.

It has been proved that the process of perception stimulates the creativity of the recipient (student). Furthermore, according to a well-known statement, a work of art always leaves much room for interpretation and association. Let us recall the words of Lessing about sculpture, “But only that is fruitful which gives the imagination free play. The more we see, the more we must be able to imagine; and the more we

imagine, the more we must think we see.” [5, p. 69]. The concept of ambiguity and incompleteness of the works of art and, as a result, the existence of their multiple interpretations occupies an important place in the theory of aesthetics by R. Ingarden, in the functional approach of the linguists I. Stepanchenko, M. Pravdin, et al. Some illustrations may even be historically accurate and precise, and, as such, serve as a history guide. Others will help students understand the subtext of the work of art, grasp its intended meaning, and, consequently, accept the artist’s point of view or reject it.

The images of Don Quixote (created by G. Dore), Schweik (brought to life by the Czech artist J. Lada), Sherlock Holmes (played by V. Livanov), as well as many others are examples of such successful attempts that have become well known all over the world. Their plastic metaphor makes students look at their personal associations again and again, thus penetrating deeper into the spirit and composition of the artistic work.

At the end of the 1970s, “visual thinking strategies” were introduced by a Harvard scholar [10]. At the core of this strategy is the process of the collective perception of works of art through various discussions, in which the instructor and students participate as equals.

The cognitive psychologist Abigail Hausen, who is considered to be the author of the strategies, was the first to substantiated them in her dissertation “The Eye of the Beholder: Measuring Aesthetic Development”. Later, it was supported and elaborated by such research psychologists as J. Bruner, R. Aruheim, L. Wygodny.

Such collaborative learning process leads to the development of students’ visual thinking, team collaboration skills, confidence in their ability to accurately formulate their opinion and make coordinated decisions.

This strategy was first tested in 1991 in the USA and became the subject of active discussions on the pedagogical websites in the U.S., Eastern Europe, including Russia and Poland, and Central Asia.

For example, in Russia the strategy was examined by the “Siberian Center of Innovative Techniques” and in 1993 its adopted version called “Image and Thought”

was launched in St. Petersburg. According to Russian educators/innovators, this technique best meets the requirements of the education of the third millennium generation - developing love for art, achieving participatory parity in the educational process (between the instructor and students), facilitating self-development, sociability, and tolerance.

Since the 1990s, yet another educational strategy that goes beyond traditional class organization has proliferated. Prospective lines of the development of the interaction of the participants of the liberal arts educational process in modern universities are defined by the importance of finding creative, expressive, and effective forms of cooperation aimed at raising students' awareness of the importance of the historical and cultural heritage, understanding the interplay between the past and the present. The strategy of "museum pedagogy" [1] envisages the following educational process organization options: in situ studies of the social economic, as well as social and cultural development of different regions in Ukraine (regional component in the educational system), exploit the potential of museums as sources of knowledge (academic work), scientific research in Ukrainian studies.

Therefore, the provided theorizations and examples of their practical implementation generalize the content of the concept of values-based interaction. In our view, it includes the following components: exchange of values as a person-to-person exchange in free communication and activity; focused introduction of students to the values of society; mutual acceptance of and respect for the values of both teachers and students, which ensures their coherence achieved through the intuitive and theoretical exploration of individual interests and aspirations of the participants of the educational process, through the diagnostics and prediction of prospective value orientations, that is, from the past through the present to the future.

This view on the concept of values-based interaction requires that the teacher take into account the developmental profile and background knowledge of the student; relying on empathy, consciously and deliberately establish and maintain dialogical interaction with students; strive to use a variety of methods and techniques in the educational process, involve students in different types of research work; in

different ways and using various methodological tools, develop cognitive self-motivation, initiative, independence, and responsibility of students; design techniques realizing perceptual, communicative, and interactive function of the student-centered interaction; ensure cooperation of the subjects of the educational process; recognize student's singularity and uniqueness; organize facilitating communication environment; and monitor the development of student's values and personal meanings.

The outcome of the educational process in higher educational establishments is not limited to the acquisition of professional knowledge and skills, but also includes the development of values, norms, and standards of behavior. The instructor influences and is responsible for the development of the personality, its values and emotions. Situations of the communication with the works of art and their use in education give reasons to conclude that art is influential and plays an exceptional role in the education process. Pedagogy and art appear as interdependent "two sides of the same coin", being an integrated unity.

Thus, the proactive task of the modern theory and practice of pedagogy is to solve the problem of spiritual and moral values and help create conditions for the successful implementation of the values-based pedagogical interaction between and among the participants of the educational process in higher educational establishments. This endeavor should be pursued on the basis of purely scientific knowledge.

Unfortunately, the article cannot possibly cover all aspects of the problem in full; therefore, further research can be focused on the formation of value orientations in the process of specialized training in higher educational institutions.

References

1. **Balyuk N.A.** Muzey i narodnoye obrazovaniye. Formy vzaimodeystviya (kontseptsiya razvitiya uchebno-metodicheskogo tsentra Tobol'skogo gosudarstvennogo istoriko-arkhitekturnogo muzeya-zapovednika) [Museum and National Education. Forms of Interaction (a Concept of the Educational Methodical

Center in Tobol'sk State Historical and Architectural Museum Preserve)]. Museum and Society at the Dawn of the 21st Century: materials of a scientific conference dedicated to the 120th anniversary of Omsk State Local History Museum. Ed. P.P. Vibe. Omsk, *Omsk Local History Museum, the Siberian Branch of Russian Institute of Cultural Research*. 1997. P.p. 12-15. (rus)

2. Vyshcha osvita Ukrayiny i Bolons'kyi protses [Higher Education in Ukraine and the Bologna Process]. Study guide. Ed. V. H. Kremen'. Kyiv, *Osvita*. 2004. 384 p. ISBN 966-692-484-6. (ukr)

3. Zhurakovskiy G. E. Pedagogicheskiye idei A.S. Makarenko [Pedagogical Ideas of A. S. Makarenko]. Moscow. 1963. 896 p. (rus)

4. Kirsanov A. S. Spetsyfika pedagogicheskogo obshcheniya v obrazovatel'nom protsesse [The Specifics of Pedagogical Communication in the Educational Process]. The Scientific Potential of Students in the 21st Century: materials of the 4th International Scientific Conference for Undergraduate and Postgraduate Students and Young Scholars. Stavropol': *NCSTU*. 2010. Vol. 2 "Social Sciences". 231 p. (rus)

5. Lessing G. E. Izbrannyye proizvedeniya [Selected Works]. Moscow. 1953. 367 p. (rus)

6. Rudnyts'ka O. P. Pedahohika: zahal'na ta mystets'ka [General and Artistic Pedagogy]. Study guide. Ternopil', *Navchal'na knyha – Bohdan*. 2005. 360 p. (ukr)

7. Stanislavskiy K. S. Rabota aktyora nad soboy [An Actor's Work]. Coll. Works in 8 Vol. Moscow. 1954. Vol. 3. (rus)

8. Filosofs'kyi entsyklopedychnyi slovnyk [Encyclopedia of Philosophy]. Kyiv, *Abris*. 2002. 746 p. (ukr)

9. Yarmachenko M. Pedahohika [Pedagogy]. Pedagogical Thesaurus. Kyiv. 2001. 486 p. (ukr)

10. Visual Understanding in Education: Visual Thinking Strategies. Retrieved from: www.vue.org (eng)

Тарарак Н. Г. Ціннісна педагогічна взаємодія учасників навчального процесу вищої школи України

У статті проаналізовано основні роботи видатних педагогів сучасності й розглянуто методи, форми, засоби ціннісної педагогічної взаємодії учасників навчального процесу вищої школи.

Автор розкриває поняття „ціннісна педагогічна взаємодія” в контексті аксіологічної освітньої парадигми, що сприяє розвитку суб’єктного потенціалу особистості, організації ціннісно-орієнтаційної діяльності учасників навчального процесу в процесі їхньої взаємодії.

Особливу увагу приділено ролі мистецтва в процесі навчання. Педагогіка й мистецтво постають взаємозумовленими „двома сторонами однієї медалі”, становлячи інтегровану єдність.

Ключові слова: цінність, ціннісні орієнтації, студент, аксіологічна парадигма, педагогічна взаємодія, мистецтво.

Тарарак Н. Г. Ценностное педагогическое взаимодействие участников учебного процесса высшей школы Украины

В статье анализируются основные работы выдающихся педагогов современности и рассматриваются методы, формы, средства ценностного педагогического взаимодействия участников учебного процесса высшей школы.

Автор раскрывает понятие „ценностное педагогическое взаимодействие” в контексте образовательной парадигмы аксиологии, которая содействует развитию субъектного потенциала личности, организации ценностно-ориентационной деятельности участников учебного процесса в процессе их взаимодействия.

Особое внимание отводится роли искусства в процессе обучения. Педагогика и искусство предстают взаимообусловленными „двумя сторонами одной медалі”, представляя собой интегрированное единство.

Ключевые слова: ценность, ценностные ориентации, студент, аксиологическая парадигма, педагогическое взаимодействие, искусство.

Tararak N. H. Values-based Pedagogical Interaction of the Educational Process Participants in Ukrainian Higher School

The article analyzes the works of outstanding modern educators and examines the ways, forms, and means of values-based pedagogical interaction among the participants of the educational process in the higher school. The author exposes the challenges for the professional development of students, their adaptation to the international cultural values.

The author reveals the concept of „values-based pedagogical interaction” in the context of axiological educational paradigm, which contributes to the development of personal potential, organization of value orientation activities of the participants of the educational process during their interactions.

Today, the society, particularly the system of higher education, is aimed to find adequate ways to ensure the humanization and humanistic knowledge. Humanization is seen as a key element of the new pedagogical thinking, which is focused on the person and his/her understanding of the activity.

Special attention is paid to the role of art in the process of learning. Pedagogy and art appear as interdependent „two sides of the same coin”, being an integrated unity.

Key words: value, value orientation, student, axiological paradigm, pedagogical interaction, art.

Peer review: Kurylo V. S.

The article was received by the Editorial Office on 05.06.2013

The article was put into print on 27.06.2013