

UDC 373:37.035.6

DOI: 10.34671/SCH.BSR.2020.0401.0007

**SUBJECT-SUBJECT INTERACTION IN THE CONTEXT
OF V. SUKHOMLINSKY'S IDEAS**

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Abstract. The article describes the phenomenon of «relationship» in the pedagogical work of Vasyl Sukhomlinsky. The pedagogical ideas of the outstanding teacher concerning the subject-subject interaction in the educational process are analyzed; the role of the teacher in its organization. In his scientific and practical achievements, it is presented as a mechanism, as a technology that contributes to the successful development of communication, empathy, respect. Successful interactions require the use of interaction techniques such as stimulation, questions, appeals, suggestions, choice of method of implementation, reliance on past experience, evaluation and self-assessment, forecasting, etc. An important prerequisite for their application is the ability of the teacher to listen and hear, to determine the rational grain in conversation with the student and to give him the proper emotional and cognitive weight. The teacher-innovator noted that in the process of such interaction, the teacher should show due respect to the students regardless of their functional capacity (sense of self-confidence, self-sufficiency). Outlined educational dominant became the subject of search for a great educator to work on truly innovative technologies, which throughout the professional career were implemented in the pedagogical process and formed a reserve for the reflection of future generations of educators.

Keywords: relations, subject-subject relations, educational interaction, communication, empathy, reflection, teacher, pedagogical heritage of Vasyl Sukhomlinsky.

**СУБЪЕКТНО-СУБЪЕКТНОЕ ВЗАИМОДЕЙСТВИЕ В КОНТЕКСТЕ
ИДЕЙ В. СУХОМЛИНСКОГО**

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Аннотация. В статье определены феномен «взаимоотношения» в педагогическом наследии Василия Сухомлинского. Проанализированы педагогические идеи выдающегося педагога касательно субъект-субъектного взаимодействия в учебном процессе; показана роль учителя в его организации. Субъект-субъектные взаимодействия представлены в его трудах как механизм, и как технология, способствующая успешному развитию коммуникации, эмпатийности, уважению в детском коллективе. Раскрыты приемы – стимулирование, вопрос, обращение, предложение, возможность выбора способа выполнения, опора на прошлый опыт, оценивание и самооценивание, прогнозирование и т. д., – которые следует применять для успешного взаимодействия во время обучения учеников. Важным условием применения этих приемов является умение учителя, слушать и слышать, определять в разговоре с учеником рациональное зерно в создании надлежащей эмоциональной и когнитивной среды. Педагог-новатор отмечал, что в процессе такого взаимодействия учитель должен проявлять к ученикам надлежащее уважение независимо от их функциональных возможностей (ощущение уверенности в себе, самодостаточность). В работе очерчена образовательная доминанта, которая стала предметом поиска великим педагогом отработки по-настоящему инновационных технологий, которые на протяжении всего профессионального пути реализовывались в педагогическом процессе и стали основой для рефлексирования будущих поколений педагогов.

Ключевые слова: взаимоотношения, субъект-субъектные взаимоотношения, учебное взаимодействие, коммуникация, эмпатия, рефлексия, учитель, педагогическое наследие Василия Сухомлинского.

*Learning is not a mechanical transfer of knowledge.
These are extremely complex human relationships!
V. Sukhomlinsky*

Formulation of the problem in general and its relation to important scientific or practical tasks. Among the global issues of modern pedagogical science, the problem of subject-subject interaction holds a special place. Confirmation of this is the real situation of the learning subject, its activity and activity in the educational process, especially when it comes to significant educational changes caused by practical requests of today, the pedagogical legacy of outstanding scientists, teachers who become objectified and become reality.

An analysis of recent research and publications that looked at aspects of this issue and based on the author's opinion. In most psychological and pedagogical studies, relationships are seen as dyads «student-teacher», «teach-

er-teacher», «student-student» (M. Boryshevsky, L. Grimak, E. Yegorova, V. Kahn-Kalyk, S. Kondratieva, N. Kuzmina, O. Kulchytska, O. Leontiev, V. Morgun, M. Marusinets, B. Lomov, A. Petrovsky, V. Rybalka, N. Povyakel, etc.). The subject-subject interaction is one of the key in the psychological-pedagogical theory and practice; it is a leading condition for professional and personal development of all participants in the educational process (O. Bondarevskaya, O. Legun, O. Shmarko). Pedagogical interaction is considered by these scientists as one of the main ways to enhance self-development and self-actualization, which are the basis for successful interaction between student and teacher. Of particular interest in this sense is the experience of V. Sukhomlinsky, who in the 1960 s put forward the thesis of education and upbringing as a difficult transfer of knowledge, a mechanism for learning social experience, and as a world of complex human relationships. Only since the 90 years of the twentieth century. The phenomenon of «interaction» was justified as a

universal, generic, ascending category of pedagogy.

Highlighting previously unresolved parts of a common problem. It is obvious now that Vasyly Sukhomlinsky's pedagogical ideas are becoming increasingly questioned in the context of educational reforms taking place in Ukraine. Among their diversity, the problem of «relationship» appears to be an extremely important theoretical task. Such scientific reflection is necessary both in view of the further creation of pedagogy of interaction (collaboration), and for the development of innovative educational technologies. Outlined educational dominant became the subject of study of the great teacher, which he decided throughout the pedagogical path for future generations.

Formulating the goals of the article is to reveal the essence of the concept of interaction in the theoretical and pedagogical work of Vasyly Sukhomlinsky.

Statement of the task. To characterize the phenomenon of «relationship» in the pedagogical heritage of Vasyly Sukhomlinsky and analyze the pedagogical ideas of an outstanding teacher regarding on subject-subject interaction in the educational process, and show the role of the teacher in organizing of this process.

The authors try to reveal the techniques – stimulation, question, appeal, suggestion, the ability to choose a method of implementation, relying on past experience, assessment and self-assessment, forecasting, etc. – that should be used during the training of students for successful interaction. An important condition for their application is the teacher's ability to listen and hear, to determine in conversation with the student a rational kernel in creating a proper emotional and cognitive environment.

Outline of the main research material. Interaction, more precisely subject-subject, in the pedagogical process is a pedagogical interaction, the basis of which is pedagogically appropriate relations. In the scientific circulation of the concept has a different semantic load: specific form of communication, dialogical communication (S. Bratchenko, I. Bekh, G. Kovalev, O. Savchenko, L. Petrovskaya, S. Shein, etc.) [5]; procedural characteristics of subject-subject pedagogical interaction (L. Bondar, L. Gordina, G. Dyakonov, E. Korotayev, etc.) [1; 2; 6; 7], characteristics of the subjects of the educational process – teacher and student (A. Bolotov, I. Bulakh, G. Kostyuk, A. Markova, L. Povarnitskaya, V. Sukhomlinsky, etc.), the integral characteristic on which the success of communication depends (communication) (V. Kahn-Kalyk, V. Korotova, M. Marusinets, L. Milkov, M. Monakhova, O. Savchenko, A. Trotsko, O. Popova, etc.) [4; 5; 8; 9].

Communicativeness as a professional and personal quality of the teacher, V. Sukhomlinsky considers as a need for communication, the ability to easily make contact, evoke positive emotions in the interlocutors, to feel pleasure from communication in the process of interaction. Observing the organization of interactions that teachers of the Pavlych School carried out in the learning process, the teacher focuses on such important components of communication as communicativeness, sense of social affinity, altruism. According to Sukhomlinsky, they are a condition for personal development of all participants of the educational process. However, the questions regarding the teacher's pledge to be communicative? Whether, while enjoying communication, the teacher is acting in his or her own interests, without arousing positive emotions in the students than blocking contact with them, the teacher has been interested throughout the pedagogical experience. Reflecting on them comes to the conclusion: some educators are characterized by hypertrophied sociability, their annoyance tiring, lack of tact due to excessive curiosity, inhibits [7; 8].

Hyper communication is a trait of the personality of the teacher that determines the level of organization of the communication process, which is characterized by a large number of surface contacts in which the communication center is this person.

Among the teachers, the teacher noted, there are also un-

communicable, who do not show initiative in communication, the questions of students are mostly simple, uninteresting. These are hypocritical educators. Lack of relationships with students is observed due to lack of interest in the interlocutor, a small number of contacts, and a passive position in the communicative act. In this regard, V. Sukhomlinsky wrote that when communicating with a crowded staff brings you a headache, if you are better off working alone than with a large group of comrades, do not choose teaching in your profession» [6]. Note that the level of communication depends on the social settings of the teacher. Communicativeness as a component (property) of communicativeness becomes significant if the teacher is socially related to the environment (students, colleagues, parents), when he does not oppose himself, his experience, and unites with the interlocutors, which provides the subject-subject good relationships in interaction. The desire to interact, along with unselfish, altruistic trends, attests to the name of whom and what the teacher works for.

Altruism is dominant in the interests of the interlocutor, which is already there. To easily make contact, V. Sukhomlinsky taught, it is necessary to feel another person, to be aware of the results of their actions in communication, that is, to possess empathy ability, ability to perceive and understand others.

V. Sukhomlinsky's empathy was the main indicator of the attitude to the person; another's grief was not alienated for him, it entered his inner world, became his own. Who will help a person other than me? The teacher leaves this spiritual position, and it can be traced in his correspondence, fundamental works and practical work. His teachings revealed complex and hidden patterns of living that revealed the complex relationships of harmony of subjective interaction, namely: as a mother feels her child, so should the teacher perceive his student. Feeling kinetics must occur in the process of subjective interaction, through non-verbal means of expression: facial expressions, gestures, pantomimes that manifest in the feelings. Such «immersion» in the child's world is called reflection. V. Sukhomlinsky himself possessed such ability. He taught young teachers not to be indifferent to children, to feel the joy or pain of others, the way he «feels» himself, to perceive their shortcomings as their own. At the same time, it is obligatory to remain a shade «like»: as if I am glad or upset... [1; 2].

This means replacing the temporary life with another life; a delicate stay in it without judgment and condemnation. Reflection in his understanding is not only the knowledge or understanding of another, but the knowledge of how the student, colleague, parents perceive the teacher, understand him. The content of this interplay is the subjective reproduction of the inner world of the teacher's interlocutor [4; 5].

The ability to reflect, as the ability to mentally put yourself in the place of another is a very valuable personal quality of the teacher, said Sukhomlinsky. Thus, empathy as «immersion» in another person's feelings and reflection as «invention» are important mechanisms of mutual penetration into the process of subjective interaction, in order to create positive success [6]. Sukhomlinsky insisted that teachers remember that such success is the result of understanding another, taking into account how the other wants it. It is the ability to find those positive aspirations that you can build on by engaging in learning.

Therefore, in the teacher's view, interaction is a universal category, which manifests itself in the intersection, generated by one object of another; relationships or relationships (direct or indirect).

In a broad practical sense, learning interaction is any interaction between a teacher and a student. In V. Sukhomlinsky's scientific and practical work, educational interaction is represented as a subject – object relationship, which develops both sides of the educational process through the traditional reproductive (informational) way of teaching and object – subject relations, when the teacher becomes the object of study [3].

It can be not only of direct educational contacts. It can also be pauses, reflections and awareness in further temporal spatial segments; it is an invisible exchange of energies, thoughts, feelings for the eye.

A rhetorical question that did not leave the teacher, who he was imbued with from the first days of pedagogical activity – What do your teacher's students want and see? How is it perceived? Whom do they identify with? He was convinced that not only the appearance of the teacher himself, but also his presence was important for elementary school students. He wrote that even his (even silent) presence causes a flow of creative energy [5].

In order to establish a positive learning interaction, the teacher must also find out for himself: What experiences do he have about his students' perceptions? How does the teacher reflect on how much he or she can satisfy the children's dreams, needs, and interests? How deeply he tries to penetrate into the individual life of each child in order to understand and discover it for himself and others, forcing him to believe in himself, in his abilities, to reveal the corresponding abilities, etc. To display such reflective engagement, it is advisable to use the formula: subject-object-subject relations in the learning process – when the object becomes educational material or a person [2; 3; 8; 9].

Therefore, the organization of the educational process in primary school depends to a large extent on the nature of such interaction. By providing instructional interaction, the teacher is influenced not only by the content of what and how he teaches, but also by his example, behavior, habits, manners, attitude to the case, to other people and himself. One of the main tasks of organizing educational interaction, the pedagogy meter saw in its fullness of real content, purpose and joint activity.

V. Sukhomlinsky noted that in the process of such interaction, the teacher should show due respect to the students regardless of their functional capacity (sense of self-confidence, self-sufficiency). Formation of these and other qualities falls on the younger school age. The teacher should be mindful of the sensitive boundaries of students' respect for themselves and others.

Respect, according to V. Sukhomlinsky, is the only layer on which to expect counter-activity. What is your student's respect for? The scientist advises to use known, traditionally recognized didactic techniques: to be attentive to each other, to expressions, to create a clear and predictable educational field, to be emotionally restrained, patient, sensitive and fair to the assessment and self-esteem of both personal and educational students. In order to successfully establish a teacher-student relationship, the dialogues of interaction such as: stimulating, asking, appealing, suggesting, providing options for choosing a course of action, relying on past experience, evaluating and self-assessing, forecasting, and so on, should be used first. An important condition for the high efficiency of the use of such techniques is the ability of the teacher to listen and hear, to determine the rational grain in conversation with the student, and to give him the proper emotional and cognitive weight.

Related to the above thesis is the idea of Vasily Alexandrovich about the uniqueness of the child's personality and its upbringing. The student, according to the teacher, is a full-fledged person who has the right to freedom, autonomy, own choice, autonomy, individuality. Only on this basis does success enable the child to feel the interest and kindness of the teacher, who must first and foremost be a true friend and mentor.

He taught teachers to strive to have a childhood, with wisdom and understanding to treat a variety of careless childish acts, to feel the heart of their world, to cherish their aspirations, to become a friend and mentor, to maintain harmony and friendly relationships. Of course, such a process is impossible without communication and joint activity, motivated by the need of teachers and students in each other. He wrote that the value of the human personality is indisputable, it cannot be measured by temporary successes

or failures. The value in it itself.

Failures are a natural part of our experience. The resources of the individual are inexhaustible, and the capacity for change is a natural phenomenon. Therefore, it is necessary to believe in all the well-being of every child's personality and this belief, respect to be guided in their demands for it.

Thus, the teacher's ability to accept a child into his or her world does not deny a principled and demanding attitude towards the student. Demanding gives positive results in terms of personality growth not only against the background of acceptance of personality and desire to help it. There are, of course, situations where you need to support the student, help him or her with a word or look to overcome the anxiety (for example, when answering or solving a difficult task). In such cases, it is especially necessary to show the teacher endurance, kindness and pedagogical tact, attention to the thoughts and experiences of the child.

The teacher instructs teachers that in the process of such interaction should not forget about the psychological characteristics of individual and age development of students, the need for self-affirmation, about some demonstrative behavior, about increased emotionality, anxiety, stubbornness. The educator must treat all these changes with understanding and tolerance.

If these or other manifestations are demonstrative, then the teacher should not leave them unattended, since there is a culture (norm) of relationships that governs social behavior and must be followed.

Research findings and prospects for further exploration of this area. The pedagogical idea of student-teacher interaction was practically realized by V. Sukhomlinsky through empathy, communication, where destruction does not occur but the identity of the child is preserved. In this regard, the teacher regarded the interaction as a help, a touch of the teacher to the child's soul. In this approach, while preserving the inner subjective integrity, the educator stimulates the subjects of the educational process to self-improvement.

The really innovation technology of educational dominant which became the subject in research work of the great educator is highlight in this paper. The educational dominant was realized in the pedagogical process during his professional life. It became the basis for self-analyzing his/her professional pedagogical activity of the next generations of teachers.

It seems promising to use pedagogical ideas and Vasyl Sukhomlinsky's experience in implementing a learning environment for building subject-subject interaction in the context of primary education reform.

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