

OPTIMIZATION OF TEACHER-STUDENT'S SUBJECT INTERACTION IN THE PROCESS OF LEARNING A FOREIGN LANGUAGE

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Abstract. *The article is devoted to the study of psychological and pedagogical features of Teacher-Student's Subject Interaction and ways to optimize it. Pedagogical technologies of optimizing Teacher-Student's Subject Interaction in the process of learning a foreign language are substantiated and offered. They are a system of interconnected methodological techniques of interpersonal subject-subject relations, which determine the ways of teacher and student actions, aimed at mutual changes in the actions, behavior of all participants in the educational process.*

Key words: *subject, Teacher-Student's Subject Interaction, learning a foreign language, ways of optimization.*

Introduction

The research problem of this topic is to study ways to optimize Teacher-Student's Subject Interaction in the process of learning a foreign language.

The theoretical analysis of the scientific literature has shown that the problem of optimizing Teacher-Student's Subject Interaction has been studied in the works of both foreign and Ukrainian scientists. Among the foreign scholars who have devoted their research to this problem, S.B. Rybakova, G.M. Andreeva, I.V. Vachkov, A. Maslow should be noted. In the domestic psychological and pedagogical literature, this issue was studied by N.O. Evdokimova, L.G. Podoliak, M.M. Fitsula, N. Slyusarenko, S. Shekhavtsova, O.V. Gonchar. Unfortunately, the study of ways to optimize Teacher-Student's Subject Interaction in the process of learning a foreign language is not covered in the psychological and pedagogical literature in an efficient way.

The purpose of the study is to research the psychological and pedagogical features of Teacher-Student's Subject Interaction and ways to optimize it. The main objectives of the study are:

1. To reveal the concept of Teacher-Student's Subject Interaction.
2. Empirically identify the level of formation of the components of Teacher-Student's Subject Interaction.
3. To substantiate the need for pedagogical conditions and to offer technologies for optimizing Teacher-Student's Subject Interaction in the process of learning a foreign language.

Theoretical bases of Teacher-Student's Subject Interaction in the educational process of higher school

In psychology, the subject is defined as a person who actively builds, modifies, improves life relationships and thus determines the individual way of life [1].

The typology of the subject-subject interaction (I - the subject, the other - the subject), when the attitude to yourself and your partner includes the provision of subjective value; in this case the mutual influence on each other is recognized, joint activity is built.

The subject-subject interaction includes polysubjective and activity-value interaction. The type of commonness for polysubjective interaction is a universal polysubject, a corporate collective subject is for activity-value one.

The first sublevel is focused on interaction with others; the subjects are aware of the whole system of relations - both their own and their partner; activities are aimed at self-development and assistance in the development of others.

At the second level of interaction, the subjects focus on the conformity of their characteristics to the existing patterns; consider themselves as a whole and their collectivity (but not other collectivities); realize their attitude and the attitude of others to themselves; activities are aimed at achieving group goals.

The structure of "teacher - students" interaction includes the following components: motivational, cognitive, emotional, behavioral [2].

The motivational component implies a lasting interest in the partner and a pronounced need to deepen the relationship, expanding them beyond the educational process.

The cognitive component includes a deep understanding of the specifics and difficulties of the relationship, an adequate understanding of ways to improve them; knowledge of the partner's characteristics and high identification with him/her.

The emotional component is satisfaction with the relationship; feeling of psychological security and comfort; sympathy and respect for the partner; low level of reactive anxiety in the relationship.

The behavioral component involves the flexibility of behavior, its dynamism; high level of social skills and psychological culture; mutual creativity and cooperation; no barriers to communication.

According to this structural-functional model, we have defined the criteria for the formation of Teacher-Student`s Subject Interaction: the integration of subjects whose interpersonal relationships are mediated by the tasks and goals of common personally significant activities that are socially valuable for each member of society; comfort and aesthetic enjoyment of the results of multifaceted joint activities; value attitude to educational activity, which determines the harmonization of mutual changes in value-semantic orientations in the process of interaction. The indicator of the development of Teacher-Student`s Subject Interaction is a joint activity.

According to the defined criteria, there are three levels of formation of Teacher-Student`s Subject Interaction: high, average and low one.

The empirical study of the formation of Teacher-Student`s Subject Interaction

The empirical study was conducted. It included four stages. At the first stage we carried out a theoretical analysis of the scientific literature on the problem of formation of Teacher-Student`s Subject Interaction, taking into account the peculiarities of the age of students.

At the second stage: the selection of approaches and methods for studying the factors of formation of Teacher-Student`s Subject Interaction.

At the third stage: an empirical study of the psychological factors of the formation of Teacher-Student`s Subject Interaction, analysis and interpretation of the results.

At the fourth stage: based on the analysis of the obtained data of the empirical research, we developed recommendations for optimizing the effective Teacher-Student`s Subject Interaction in the process of learning a foreign language.

The empirical study of the psychological factors of the formation of Teacher-Student`s Subject Interaction involved 21 students: 12 girls and 9 boys, particularly 11 people aged 17-18 years (the first year of study), 10 people aged 19-20 years (the third year of study). The study was conducted in the first term at Kyiv National University of Technology and Design.

To diagnose the factors of formation of Teacher-Student`s Subject Interaction, we used a set of the following methods:

- Self-Attitude Inventory (V.V. Stolin, S.R. Pantileev); [3]
- Personal Reflection Inventory (A.V. Karpov);
- Activity Self-Organization Inventory (O.Yu. Mandrikova) [4].

As a result of the empirical research the following is revealed: according to the Self-Attitude Inventory (V.V. Stolin, S.R. Pantileev) average values for all scales of the technique are inherent for students of the 3rd year of study (91,6%), for the 1st year students the majority values are below average (58.4%). Analyzing the obtained values of the third-year students, it should be noted that most of them are formed at the average (50-74 points) and high levels (more than 74 points). The third-year students also demonstrated the highest level of self-interest. Characterizing the data obtained for all students, it should be noted that 57.1% of respondents have a high level of global self-esteem; the average level of global self-esteem is typical for 19.1% of the students. It indicates satisfaction with their ego, their ability to learn and master the profession. However, there is also a significant proportion of people with a low level of formation of both global self-esteem and its components (23.8%). The students may have some difficulties in self-determination of their activities, awareness of life prospects and their own capabilities.

According to the Personal Reflection Inventory it was found that 27% of the first-year students have a level of reflexivity development below 4 sten scores; 73% - from 4 to 7 sten scores.

The level of reflexivity development of 20% (among third-year students) is lower than 4 sten scores; 70% - from 4 to 7 sten scores; 10% - above 7 sten scores.

According to the results of the personal reflection method both years of study demonstrated an average level of reflection.

The analysis of the indicators of the questionnaire of activity self-organization showed that the general indicator for the first year students corresponds to the average level, and for the third year students – the high one.

The empirical research showed that the level of formation of the components of Teacher-Student`s Subject Interaction of both groups is average. The first-year students have lower indicators of some components than the third-year students.

Technologies for optimizing Teacher-Student`s Subject Interaction in the process of learning a foreign language

Personality-oriented learning is used to optimize effective Teacher-Student`s Subject Interaction in the first year of study. Learning to communicate in a foreign language happens through thoughts and feelings. Practical aspects are important, but the motivation is more important. It is expressed in the ability to communicate so that the individuality, feelings and thoughts of students are reflected.

Taking into account the low rates of "self-interest" and "self-confidence" of freshmen, the method of "Six thinking hats" [5] was proposed. This method, in our opinion, is appropriate for those who are unsure of personal interestingness for others. It allowed everyone to be involved in the discussion. None of the participants felt uncomfortable expressing an opinion that might contradict the opinion of the majority, because the student seemed to be speaking on behalf of one of the colored hats, and not on his/her own behalf.

Business games are used to teach the third-year students. During these games, the student acts as a subject: initiates and carries out practical activities. They include communication, cognition, reflection and other types of specific human activity.

Another method of teaching for the third-year students is presentation. In addition to speech skills, this form develops logical thinking, the ability to identify the most important and reject the secondary; structures students` thoughts; develops leadership potential, adaptability, flexibility, conflict resilience; encourages the ability to work in a team; boosts interactive and communication skills; increases creativity, independence, positive self-esteem, tolerance, understanding of other people, etc.

Students of both years of study are encouraged to participate in scientific conferences. The research activity of students provides solving the following tasks: formation of the scientific world outlook of students; the help in mastering a specialty; development of creative thinking and individual abilities in solving practical problems; instilling skills of independent research activities; development of initiative; ability to apply theoretical knowledge in their practical work.

Conclusions

We conclude that the problem of optimization of Teacher-Student`s Subject Interaction is presented in the integral form at the theoretical and methodological level.

It is concluded that optimization of Teacher-Student`s Subject Interaction, especially for the students with the average level of the formation of all components of such interaction, is effective under condition of the use of experimentally tested pedagogical technologies. These technologies are aimed not only at successful learning a foreign language, but also at the development of the personal communicative potential, the professional and personal development of the teacher and the student, their joint cognitive and research activities and value system.

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