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CORRECTION OF INTERACTION IN THE TEACHER-STUDENT SYSTEM BY MEANS OF TRANSACTIONAL ANALYSIS

The success of modern education depends much upon the development of the subject-subject interactions within the teacher-student system in the educational process on the basis of dialogue and partnership relations. Educational interaction has an influence over personality formation of future scholars and their personal values, such as man, truth, education and profession.

The problem of correction of teacher-student interaction has not been fully studied by contemporary researchers. The researches in the field of educational psychology proved that vast majority of educational problems are caused by the deformation of the sphere of professional educational interaction.

The researches on peculiarities of interaction in the teacher-student system along with its means of correction are based on *transactional analysis* of E. Berne. On the basis of theoretical analysis we created a research model and selected valid methods to study the dominant self concept within educational interactions in various situations in higher educational institutions as well as methods of their correction.

While analyzing the results of the research the following peculiarities can be emphasized: the self concept of a child is dominant for the majority of the students studied. The adult self concept is less visible here while the self concept of a parent who has control is barely observed. The above mentioned results are equal for both genders.

The dynamics of changes in students' usage of different self-concepts during their studies in higher educational establishment shows an interesting distribution of self-concepts at different courses. Such dynamics reflects students' understanding of themselves, their place in the educational process, other peculiarities of behavior changes and self and other people perception in the "student-teacher" interaction.

Dominant self-concepts of teachers and students repeat regardless of educational situations. That's why it is possible to speak about stability of structural models in educational interactions.

It was also discovered that there can be cross transactions between teachers and students within educational interactions, leading to misunderstanding and conflicts. Such deviations want psychological correction by means of transactional analysis.

The research under consideration does not represent an exhaustive analysis of all the aspects of the problem of teacher-student interaction, but it has perspectives for further development of the issues mentioned.

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