

THE FORMATION OF PEDAGOGICAL INTERACTION CULTURE: PHILOSOPHICAL AND PEDAGOGICAL FOUNDATIONS

Olena Mazko (Zhytomyr, Ukraine)

Modern Ukrainian society is being in the phase of active transition from post-industrial society to information one. The main products of post-industrial society are information and knowledge. In contrast the information society is characterized by the increasing role of information and knowledge in the life of people as well as the creation of global information space, which is designed to ensure effective interaction of people and their access to information resources.

From a philosophical point of view, information activities, special attitudes towards cultural values of others, the system of regulatory characteristics, which are used with regard to the nature and type of a communicative situation, the level of cultural knowledge and the ability to share it with others, following the rules of information communication and the ability to interpret information in the sphere of the Humanities' implementation are typical for information society.

The creation of educational environment in which management of information streams and interaction with them occur, becomes possible through the implementation of pedagogical interaction the effectiveness of which depends on the pedagogical interaction culture the teacher possesses. Pedagogical interaction culture as a systematized totality of knowledge, habits and skills which provide moral and communication standards as well as pedagogical ethics while exchanging or creating new knowledge is an integral characteristic of a modern foreign language teacher in the information society. Dialogic pedagogy as the latest approach in teaching adults helps to overcome the traditional idea about the content and organization of educational practices and creates new ones, suitable for the information society learning environment.

Ideas nourishing dialogic pedagogy combine ancient and modern philosophical and pedagogical traditions. The representatives of ancient philosophy Confucius and Socrates believed that learning in the community using dialogue as a primary means of creating new knowledge developed thinking and

caused cognitive changes that occurred in the process of dialogic relations between people. Ukrainian philosopher of the 18th century G. Skovoroda continued the ancient philosophical tradition of educating a person on the basis of personal experience in the course of active interaction. The educator tried to bring the student to a certain standard of behavior, outlook, knowledge and thinking, that is to a certain cultural standard, without which active cooperation would not be effective. According to that position the pedagogical interaction culture skills were formed. During the 20th century such researchers as A. Makarenko, L. Vygotsky, M. Bakhtin advocated active learning pedagogy with social orientation, which included some elements of dialogical approach and combined democratic pedagogical interaction with a thorough increase of a student's level of culture. Priority significance was given to the activity aspect of learning, which included studies about dialogic educational reflexion, complex dialogic nature of language and the concept of dialogism of culture. The latter was forming the basis for the formation of pedagogical interaction culture of a prospective language teacher, a foreign language teacher in particular. As to foreign philosophers of education of the 20th century the attention is given to the studies of a Brazilian scientist P. Freire, who developed an innovative technique of adult education in which the relations between teacher and students are built exclusively in the form of dialogue, where all the participants are equal in the process of studying a particular object of knowledge. In the 21st century American researchers M. Knowles, J. Vella, Sh. Wong define new features of the dialogic pedagogy which now find their application in teaching and learning: learning-centred learning as a goal of studying, andragogics theory employment in teaching adults and others. In dialogical approach the teacher and students work in the community and learn the language in real communication, using their own culture as a source of learning. At the contemporary stage of pedagogical thought development dialogic pedagogy is the newest educational approach to adult learning, which is a combination of various socially directed theories, principles and practices of learning, thus it's the

most adequate practice for the formation of pedagogical interaction culture of a prospective foreign language teacher.

References

1. Stubbfield, H. Towards a history of adult education in America: the search for a unifying principle. L.,1988.
2. Турбовской Я. С. Миру образования – свою философию // Философские науки. – 2006. – № 7. – С. 106-119.