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OPTIMIZATION DIADICAL RELATIONS AND INTERACTIONS IN THE SYSTEM "TEACHER-STUDENT"

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Abstract. In the article there are presented the pedagogical terms of optimization of interpersonal relations of interactive co-operation in the system "teacher – student" during individual musical lessons in the process of preparation of future teachers to a development of creative potential of students.

Keywords: interpersonal relations, individual musical lessons, development of creative potential of students.

Socio-cultural condition of the fundamental changes that are presented in Ukraine nowadays puts forward a number of important issues including psychological and pedagogical ones. Among the latter there is the problem of optimizing interpersonal relationships and learning interactions in the system "teacher-student".

The new socio-political and economic situation in the country and new axiological priorities form a new mentality of the major part of the Ukrainian society, especially its youth. Naturally, this affects traditional pedagogy in all its aspects including interpersonal contact and interaction between those who studies and who teaches.

What are the key trends that are presented in this area today? Comparative analysis of comparable research data concerning teachers` behavior in different situations (including so-called conflicts), indicates a change (and often spontaneous change) of many teachers` behavioral strategies of certain stylistic metamorphosis in their activities. There is a notable departure from the teaching authoritarianism`s theory and practice with using "enforcement techniques" in the emerging conflicts in the learning process and interpersonal contradictions. It becomes increasingly visible direction on the productive dialogue base with students at enhancing the level of personal activity level in interactive relationship with them in the field of music education. However, major scientific and theoretical studding shows that in music education these trends have not received yet. Perhaps for this reason the humanist`s paradigm puts forward on the agenda of reforms known in Ukrainian society, that was the "de facto" inefficient and was used without full realization of its potential. Sometimes there could be presented just formal declaration of the neediness to target students for self-education and development of their ability to adapt to a new and unusual conditions of professional activity. Clearly there is a shortage of modern, theoretical and methodological based approaches in organization of educational work with students of different degrees and levels of talent. But what wasn't taken into

account in the mass practice of teaching real changes that are taking place today in the motivational field of targeting sphere of today's youth, its mental basis and its axiological priorities and attitudes.

The list of such deficiencies and "bottlenecks" could be extended. In sum on the one hand it can be argued that more clearly and vividly emerges today contradiction between life and teaching and educational realities and on the other hand there is the theoretical and methodological rationale for new, current pedagogical approaches and dispositions to work with students, especially in the field of music education. Hence we proved the relevance of the study. Particularly acute in the considered angle is perspective to optimize interpersonal, diadical (diadical - from the Latin "Dias", that means two are together) relationships and interactions in the system "teacher - student". Meanwhile this relationship in teaching art and creative professions where work is usually based on didactic "pair" contacts within individual lessons and where the individual direct interaction with the person that is extremely important and relevant. Only finely tuned interactive interpersonal relations and cooperation in this area can provide a productive combination of all aspects of educational activities including didactic, professionally-oriented, subject and information communication.

Analysis of recent research and publications in which were firstly discussed the ways and methods of solving issue and which are the base for the authors to show that the relationship between the subjects of teaching and educational process still considered largely in one group with the paradigm that dominated in the previous decade – authoritarian and command-administrative pedagogy. It had to be quite objective reasons as are known that were determinate by terms of space and time, and therefore does not require further clarification and comments. Moreover, the emphasis was mainly on the analysis of class teachers` relationship, a group with a team of students; were targeted as in other words that was about social and pedagogical aspects of the problem. As for the practicing diadical professionally-oriented contact during training, they paid much less attention to it.

In analyzing the research of problem development we should take into account the fact that the reference to interpersonal issues were not considered as "pair" interaction (in those rare cases where it took place in the scientific and pedagogical studies) and as a rule or specific and typological features of a particular type of educational activity.

However the last one is known for quite a significant role by practical teachers. It's quite clear that they are felt in the classroom of artistic and creative activities, the creative nature of which offer special, innovative forms and methods of communication between teacher and student. The terminology associated with the above issues, including the key and the basic concept of "teacher talk", was introduced into scientific and educational life of approximately the mid 70's (A. N. Leontiev, B. Kang Kalyk etc).

But a bit more later, the problem of pedagogical communication in its various manifestations began to attract the attention of an increasing number of researchers (A. Moskalenko, G. A. Nagorna, G. Sagach et al.). Fundamentally important things were proposed by Boris Lomov, he proposed interpretation of communication as a subject -subject interaction. The essential role is played by the works of Myasishcheva who have expressed in teacher`s communicating its cognitive and behavioral components. Further large number of works, which analyzed the various phenomena of social perception, resulting in communication and interpersonal communication (G. Andreev, S. Dashkova etc). Also there were studied the effect of interpersonal communication and interaction in the human psyche, character and outlook foundations, emotionally neediness field (V. Barabanschykov, V. Barskogo Semychenko B. et al.).

In general stream of research problems, which it is organically inscribed in recent years, work was carried out by L. Sukhova, B. Crete, A. Rudnytska teachers and other musicians that discovered the way of solving issues related somehow to increased learning efficiency with the creation of optimal emotional background and professional understanding of music lessons. In the course of these studies were examined the factors of contributing to constructive interaction between teacher and student in the course of solving a variety of artistic and creative tasks - or, conversely, those prevent this interaction complicating it. Building on the foundation of papers that have scientific, universal meaning (J. Bech, H. Kostiuk, B. Lomov, S. Maksymenko, S. Rubinstein et al.). Researchers usually took

musicians task of identifying the special nature of interpersonal contacts and interactions within so-called "pedagogy of art" - and in some cases demanded quite tangible positive results.

At the same time, emphasizing is the importance of the experts contribution in the issues under consideration and it should be noted that a number of important issues still actually were related with that - and especially one that concerns the direct interaction of the main "actors" of modern (we emphasize this point) training and education and educational process - interaction, which determines the specific conditionality and communication of different training operations, serving as an integrating factor and promotes the formation of a variety of psychological and educational institutions. This indicates is certainty reasonable by Laudis's opinion and other professionals exposed to it, "the process of students' learning are still there in the system of interaction between subject and object and are not disclosed as a process of interpersonal interaction. Thus, the study of the cognitive development of the student breaks from studying its development as a person and an artificial gap remains between the processes of assimilation and education⁵.

In view of the above it can be stated that nowadays it is not illuminated the entire complex of colorful variety of interpersonal relationships and interactions between teachers and pupils with modern youth, that were found in age, characterological and other aspects of this relationship. It is not analyzed the inherent internal contradictions, and are not disclosed by the nature of this psychological phenomenon as complex of interpersonal and professional compatibility of the teacher and the student, that plays a crucial role in all kinds of learning activities and especially in the "music pedagogy", are not defined tasks and functions of the teacher - facilitator (consultant, advisor) in the classroom artistic creative practice, not refined pedagogical disposition of this rather specific and not traditional domestic role of teacher education. There are reasons to believe that this is not yet convincing definition of such categories as "subject-object-subject" interaction in the training process of artistic and creative activities; lacks clarity in breeding at the theoretical level concepts such as understanding - interdependence - interaction, which is by no means synonymous, as is proved by daily practice in higher education. In most educational research contacts between business education and training process are considered most at "teacher- student team". As a result, this form of work as individual classes when teachers talk "one on one" two people - a form that has, as noted, of particular importance in the study of artistic and aesthetic disciplines cycle (music, painting, sculpture, part theater) - This form does not go beyond empirical fact, does not rise to the level of deep and intensive theoretical generalizations. (Some exceptions in the form of books and papers of prominent artists - is a special genre and language in this case is not about him)^{1,3}.

The purpose of the article is to disclose pedagogical conditions optimization interpersonal interactivity in the "teacher- student" for individual music lessons in preparing future teachers to develop the creative potential of students.

The new socio-political and socio-cultural situation in Ukraine at the beginning of the XXI century has influenced on special studies on the inner world of today's youth while the whole complex relationship between teacher and student.

Phenomenology of modern youth is poorly understood by psychological and pedagogical sciences. However, there is sufficient reason to believe that today's young people are less amenable to authoritarian pedagogical influences and that they are less prone to passive and unsubstantiated making facilities, directions.

Compared to previous generations of students the current generation is more independent in their views, positions and relationships. This requires teachers' changes from the traditional behavioral paradigms, not only by pushing for humanization and democratization of the learning process (which is usually observed in pedagogical studies), but also by suggesting use in the classroom over a large and psychologically rich range of interpersonal relationships. Teachers' willingness and ability to justify, argue their position to prove the validity of this or that point of view, to show tolerance and to find the best approach to this particular student.

In view of the above we should admit that there is imposed reflection that is nothing else, but desire from the first one significant adjustment usual manner of behavior in the classroom, that becomes

natural for teacher-student interactions. In particular, greater flexibility and diversity in the selection of forms and methods of training, suggesting a more complex psychological nuances of the communication process as a complex multifaceted process of establishing and developing contacts among participants of educational process caused by the needs of the common activity that involves the exchange of information development of a common strategy interaction, perception and understanding of the participants in the interaction. This complex multifunction process occurs in stages: the initial idea - the initial verbal identification - the understanding of the listener - feedback.

The structure of interpersonal relations diadial complex and diverse, incorporates various substructures, blocks and components. It is noteworthy that human qualities and properties are thus proper professional features: a clear distinction between the first and second in a holistic educational process sometimes very difficult. Educators must realize that his personal and personal, human "options" are directly related to the profession, creating a more or less favorable basis for its holding.

Correction of personal and characterological qualities and characteristics is important. These qualities are: work on yourself to styling their relationships with others, work to make this style more refined and subtly differentiated - fundamentally important requirement of the teacher profession in general and in particular, teachers and musicians are responsible for quality signature of individual learning in the classroom. Individual and group learning have their own specific characteristics. It is possible to successfully manifest itself in one form of educational activities (e.g, frontal communication with students) and less effectively in another (for example, during individual sessions).

Today is needed psychologization interpersonal relationships, placing increased demands on the teacher in the "subject-object-subject" interaction. Interacting with the teacher, the student is "both a subject (a full personality), and the object to which the intended pedagogical impact"^{5,p.313}.

To study the entire student comes not just through his mind, but also through his ability and talent. Every teacher wants it or not is also an educator. Going to be an opportunity of personal development of students, not just obtaining knowledge of the specialty. In the communication process the special role it plays as "a measure of individual and cultural, their generic nature"^{2,p.27}.

The process of interaction involves the phenomenon of perception and communication. Without an understanding of these processes, considering them in the didactic process (which in itself provides a natural interaction between teacher and student) is virtually impossible effectively to work during the lesson. These relationships should know a teacher, as a teacher because he speaks from the perspective of an adult.

It is reasonable compliance with the interaction between teacher and student: each partner knowingly transmitting and receiving certain behavior (selecting, host) behavior of another. Thus, the process of communication is mutual partners (a modified behavior is the behavior of the other and vice versa).

In terms of individual forms of employment are assumed individually-oriented view of teaching activities. As each student musician at first has some natural talent and is a unique personality, subject-subject interaction within diadial communication virtually eliminate any pedagogical disposition. That disposition of teacher is about a priority of certain types of learning activities.

Interaction as a joint process of teaching and learning are updated by a factor of interpersonal compatibility between teacher and student. In individual sessions when interacting face-to-face two partners, this fact is of particular importance. Compatibility with individual learning music expresses itself: a) in harmony with motivational more needed aspirations and qualities of both partners in the process (interests, tastes, inclinations, axiological orientations etc); B) in coincidence or proximity of individual parameters of character (temperament, properties of higher nervous activity).

Forms of interaction between teacher and student are: spontaneity student, coordinated student activity and teacher, coordinated the activities of the student and teacher, teacher domination.

Coordinated activities of student and teacher interaction is characterized by this type when entering teacher and student dialogue and cooperation is the dominant student. Educator, going with him to the active contact, taking into account their interests, abilities, needs, expectations, and according to them revise action or its proposal accepts the offer student. This together with the student

teacher creates a context for their actions, together formulate the problem together seek measures to implement them jointly overcome the difficulties. Action program created during joint actions student and teacher, who both have the opportunity to develop their various powers to extend the feeling, increase self-esteem. Their own activity affects the activity of the partner, simulating it. The teacher comes into contact with an active student with his own program, which is then adapted to the needs, expectations and interests of his partner in joint actions.

Effective teacher - is a kind of "mirror" which can be called a sense of what he says, adequately describes emotions. This is not only heard, but understood^{4,6}.

In the various educational and pedagogical situations of interpersonal compatibility factor of teacher and student can act either in its positive values, promoting the efficiency of the educational process or alternatively by obtaining a negative value. Hence - more or less satisfaction in the course of study of each of the subjects of the process.

For students of high natural talent is needed not just "individual approach": in these cases requires flexible, changeable strategy of interpersonal relationships, that needs a special sensory (sensitivity) in communication.

As talented people because of their natural physiological characteristics often are capricious, changeable in their moods and emotional states also they are sometimes difficult to communicate, compromise, prone to negative reactions neurotic characteristics etc., insofar teacher working with gifted student, had to exercise the utmost compassion and sensitivity in communication, using extremely varied and contrasting palette on the structure of interpersonal relationships. The main problem lies in the fact that: a) restricting student creativity, artistic manifestations of intuition, anticipation, various heuristic processes celebrated talent in the music business, and b) without creating a serious and persistent conflict in the classroom, c) flexible alternating promotion of criticism, varying patterns of pedagogical behavior - it's both a parallel teaching and educational tasks to maintain credibility teacher lead the students into the mainstream of professionalism, instill his ability to organize their work efficiently.

Conclusions.

1. The optimization problem of interpersonal relationships and interactions of the teacher at the center of attention today Ukrainian science and practice.

2. Consideration of the key structural components that are relevant to the nature and character of music training suggests that priority among them (bearing in mind the specific processes of interpersonal communication and communication) - should be made by the following components : a) interactivity, and b) changing functional role of interactions between teacher and student, contrasted one-dimensional and limited in its potential authoritarian teaching style installation) the principle of dialoguing learning process, the relevance of which is due to special circumstances peculiar to employment in music and performing classes. In the complex relationship also affects the position, which is a teacher in connection with cognitive search student's actions.

3. Optimization of interpersonal (diadial) relationships and interactions in the "teacher-student" system should always be in sight of the first one. These relationships and interactions should be interpreted: a) a condition characterized at the moment and b) as a process that requires constant adjustment and "fix" to prevent possible complications and difficulties in) as the object of regular forecasting activities of the teacher. The dominance of the teacher is manifested not only in the playlist objectives, working methods, but also in the development program, the choice of measures and methods in the educational process, including in what and activities to promote student who has a "handwriting", ideas and creativity.

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