

PARTICIPATORY-INTERACTIVE APPROACH AS A METHODOLOGICAL BASIS OF FORMATION OF FUTURE PHILOLOGISTS' PROFESSIONAL SUBJECTNESS

У статті уточнено сутність поняття «партисипативно-інтерактивний підхід» у сучасній науковій літературі. Розглянуто принципи та методи навчання, на яких ґрунтується партисипативно-інтерактивний підхід. Обґрунтовано необхідність реалізації партисипативно-інтерактивного підходу до формування професійної суб'єктності майбутніх філологів у вищих навчальних закладах України. Автор розглядає різні підходи до класифікації типів і видів взаємодії в освітньому процесі.

Ключові слова: партисипативно-інтерактивний підхід, методологічний підхід, взаємодія, співробітництво, конкуренція, інтерактивні методи навчання, принципи навчання, вищій навчальний заклад, професійна суб'єктність, майбутні філологи, професійна підготовка.

В статье уточнена сущность понятия «партисипативно-интерактивный подход» в современной научной литературе. Рассмотрены принципы и методы обучения, положенные в основу партисипативно-интерактивного подхода. Обосновывается необходимость реализации партисипативно-интерактивного подхода в формировании профессиональной субъектности будущих филологов в высших учебных заведениях Украины. Автор рассматривает разные подходы к классификации типов и видов взаимодействия в образовательном процессе.

Ключевые слова: партисипативно-интерактивный подход, методологический подход, высшее учебное заведение, профессиональная субъектность, взаимодействие, сотрудничество, конкуренция, интерактивные методы обучения, принципы обучения, высшее учебное заведение, будущие филологи, профессиональная подготовка.

The paper specifies the essence of the concept «participatory- interactive approach» in contemporary scientific literature. The author considers principles and teaching methods fundamental for the participatory-interactive approach. The necessity of implementing participatory-interactive approach into the process of formation of future philologists' professional subjectness at higher educational establishments of Ukraine is grounded. The author describes different approaches to the classification of types and kinds of interaction in the educational process.

Key words: participatory-interactive approach, methodological approach, professional subjectness, interaction, cooperation, competition, interactive teaching methods, principles of education, higher educational establishment, future philologists, professional training.

Introduction. Solution to the problem of formation of future philologists' professional subjectness, which shows the need of modern Ukrainian society for highly skilled future philologists, considerably depends on eliciting and implementing definite methodological approaches into the educational process. These methodological approaches are acmeological, axiological, learner-centered, sinergistical, competency-based etc. However, among methodological approaches which play an important role in forming future philologists' professional subjectness participatory-interactive holds a unique position.

The aim of the research. Because of the importance of formation of professional subjectness of future specialists, a lot of scholars have dedicated

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their research to this issue. In spite of great achievements in this sphere, there are a lot of questions that still attract contemporary scholars' attention. On this account we've substantiated the necessity of implementing participatory-interactive approach into the process of formation of future philologists' professional subjectness.

Analysis of the latest research studies and publications. The participatory-interactive approach based on the participatory theory aims at focusing the future specialists on the development of their active interpersonal communication as well as their own abilities and skills and personal resources. An important impact on the development of this participatory-interactive approach was made by the prominent modern Ukrainian and foreign scholars such as O. Bystrai, T. Honcharova, O. Dubaseniuk, D. Ilyina, O. Pometun [Быстрай, 2003; Гончарова, 2011; Дубасенюк, 2011; Ильина, 2015; Пометун, 2004].

Presentation of basic material of the research. In its general understanding the participatory-interactive approach «aims at directing the pedagogic process on the realization of state of close interaction – cooperation (that is characterized by certain systematic, functional and technological peculiarities) of all the participants of this process who are trying to solve this or that pedagogic problem or fulfil a certain educational aim» [Дубасенюк, 2011:с.14]. In our research the participatory-interactive approach serves as a theoretical and methodological basis, which views each student as a free creative personality who can independently choose such types of interpersonal communication and organization of joint activities based on the dialogue interaction that are utterly necessary for the successful solving of mutual problems arising between the participants being engaged in the educational process [Быстрай, 2003; Гончарова, 2011; Дубасенюк, 2011; Ильина, 2015; Пометун, 2004]. Thus, taking into consideration the fact that the primary aim of the participatory-interactive approach used as a tool of formation of the future philologists' professional subjectness lies in the latter being involved in the active process of their own professional training as well as in the creation of optimal conditions for the fruitful cooperation between all the participants of the educational process, it becomes clear that the implementation of this approach in the educational process in the high education establishment enhances creation of certain conditions necessary for mutual decision making, group and individual potential development, as well as for the improvement of cooperation between all the participants of educational process including their engagement in joint activities and bilateral dialogue interaction.

The key concepts of the participatory-interactive approach are the categories of «interaction», «cooperation» and «competition». The first scholar who made a considerable impact on the understanding of the basic mechanisms of interaction was a famous German philosopher Immanuel Kant who developed the theory of active consciousness [Кант, 1998]. Let's have a more detailed look at these concepts. The science of pedagogy borrowed the concept of

«interaction» from philosophy by which it is viewed «as a category that reflects a special type of relations between the objects of communication, according to which each object provides a certain impact (influence) on other objects thus changing them, and at the same time is being impacted (influenced) by each of these objects which, in their turn, change its own state. The influence being made by one object on other objects is predetermined by its own activity, the demonstration of its dynamics and the object's reaction on the actions of other objects («response» or «reverse action»). The fundamental meaning of the «interaction» category for the philosophy and scientific cognition is determined by the fact that the whole human beings' activity in the real world, their practical actions, their very existence and the perception of this world as being real (not imaginary) is based on various subjective interactions used by people as a method of cognition» [*Філософський енциклопедичний словник, 2002: с.77-78*].

When defining the meaning of the «interaction» concept we share the idea of P. Pidkasystyi who understands this concept as certain relations between people who influence each other trying to solve mutual problems, who complement each other, solve the problems together though not always with the aggregate result [*Психологія і педагогіка, 2010: с. 557*]. The interaction that may be both external and internal stimulates the future specialists' ability and readiness for joint activities, ability to make important decisions and solve the crucial problems in an active and productive way. Besides this, giving students the right to communicate in groups presupposes their better understanding of the process of decision making and problem solving that may appear crucial in their future professional life [*Быстрая, 2003; Гончарова, 2011; Дубасенюк, 2011; Ильина, 2015; Пометун, 2004*].

Modern scientists differentiate between types and kinds of interaction that takes place in the educational process. Thus, taking into consideration the number of participants, the form and the style of the joint activities organisation there exist three types of interaction. According to the number of participants we differentiate between interpersonal, group and mass interaction; according to the form of joint activities' organisation – between positive and negative interaction. Positive interaction includes dialogue, cooperation, consent, etc., while negative interaction includes competition, confrontation and conflict. As to the form of joint activities' organisation we differentiate between cooperation and competition [*Коджаспирова, 2005*]. Besides this, contemporary scholars also distinguish the following three types of interaction: symbolic, full and comprehensive [*Гончарова, 2011*], or symbolic, free and global [*Быстрая, 2003: с. 81*]. Symbolic interaction presupposes creation of questionnaires aimed at collecting the students' views, as well as organisation of such kind of interaction between lecturer and students, which creates a certain illusion of collective decision making. Full or free interaction happens when all the participants who show willingness have an ability to freely make their own decisions without any constraints. Comprehensive or global interaction takes

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place when all the participants take part in problemsolving [Быстрая, 2003; Гончарова, 2011].

According to the scientists' view, the success of interaction which takes place in the process of mutual decision making is highly predetermined by the organisation of the process of interaction itself which comprises six logical stages. During the first stage we make out the diagnosis of the problem. At the second stage we state the criteria necessary for decision making. In the next, third stage we explore alternative variants of problem solving and try to evaluate them. During the fourth and the fifth stages of the interaction process' organisation students make final decisions and announce them to the lecturer. At the last sixth stage we give feedbacks and evaluate the results [Гончарова, 2011].

The specifics of the participatory-interactive approach is determined by the fact that this approach is based on general methodological principles of acmeology, especially on the principle of determinism and the principle of development, as well as on the concrete systematic sciences about human nature, which discriminate the principle of cognition, the principle of activity of the agents of educational process, and the principle of rational integration of collective and individual forms of education [Ильина, 2015]. The participatory-interactive approach implements the principle of determinism in the content of the student-oriented educational process, which takes into consideration the basic needs and experience of modern students, as many scientists think that students together with the teacher are fully responsible for the process of their own education at all its stages: from initial projecting to final results [Ильина, 2015]. According to the principles of cognition and activity of agents of education the professional training of future philologists may be effective only in that case when the latter demonstrate cognitive activity, act as the agents of educational process and fully participate in the process of independent learning. In order to enhance the cognitive activity of future philologists the latter are asked to find the ways out and solve problematic situations, different scientific and practical tasks, use active methods of learning and implement collective forms of student interaction and cooperation in the educational process [Психология и педагогика, 2010: с. 386]. The principle of rational integration of collective and individual forms of education enriches the educational process with different variants of group differentiated work, effective combination of collective and individual forms of work, and implements the elements of independent cognitive and professional activity in group problem solving. It's also worth mentioning that the principle of integration of collective and individual forms of education presupposes such kinds of work as individual work, pair and group work, as well as various kinds of extra-class activities using collective and individual activity organisation methods of the agents of education [Психология и педагогика, 2010: с. 389-390].

The implementation of the participatory-interactive approach in the educational process enhances the use of active and interactive methods of

teaching which ensure the personality-oriented communication. In this article we use the term ‘interactive methods of education’ (from English inter – common and act – perform actions, so someone able to interact and make dialogue) in its primary meaning according to which the interactive methods are the ways of organizing the active interaction of the agents of learning in the educational process in order to achieve the predetermined didactic results [Енциклопедія освіти, 2008, р. 357]. When in 1960s Ya. Holant suggested to classify all the methods into active and passive (depending on the type of participation of agents of education) scientists began to view the interactive methods of education as a subtype of active methods which vary according to the kind of communication between all the participants of educational process. The implementation of the active methods of education stimulates the students’ cognitive activity and independence, while the passive methods of education view students only as objects of education who acquire and recreate material provided by a teacher or a textbook [Енциклопедія освіти, 2008: с. 357]. Unlike passive and active methods of education, the use of interactive methods allows the teaching staff not only to stimulate the students’ cognitive activity and independence, but also to view them as full-fledged ‘agents of education’ who actively participate in «co-education (education accompanied by close interaction and cooperation)» [Енциклопедія освіти, 2008: с. 357]. As it is known that in the process of interactive education students «learn to be democratic, learn how to communicate with other people, think critically and make thoughtful decisions» [Енциклопедія освіти, 2008: с. 357] the main principles of interaction are considered to be the constant interaction of all the agents of education, cooperation, communication and collaboration.

The following types of work are distinguished as the interactive methods of education being used within the participatory-interactive approach of the formation of professional subjectivity of the future philologists: educational discussion, a didactic game method and a dialogue method. It should be also mentioned that according to many scientists the main forms of organisation of joint activities in the process of implementation of the interactive methods are cooperation and competition [Быстрая, 2003; Гончарова, 2011; Ильина, 2015; Коджаспирова, 2005].

Educational discussion serves as a dynamic dialogue form of realization of educational process, as a certain tool of interaction between the agents of education. According to the argument classification they differentiate between four main types of discussion, mainly, apodictic discussion, dialectic discussion, heuristic discussion and sophistic discussion [Санина, 2011: с. 94]. The main peculiarity of the method of educational discussion is that it presupposes group discussion of a defined problem and its mutual solving [Мушкірова, 2015: с. 66; Санина, 2011: с. 94]. The implementation of the method of educational discussion involves stimulation of the cognitive interest of the agents of education and encourages them to actively discuss the problem they are currently studying from various points of view [Психологія и педагогіка, 2010:

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с. 399-400]. Being a group form of the educational process' organisation, method of education discussion enables «the agents of education to realise that there are different opinions, points of view and understanding of the problem they discuss; stimulates their ability to develop constructive criticism of different viewpoints concerning the common problems; teaches them how to accept criticism made in their direction and find compromise settlement of the problem that would satisfy all the members of the discussion...» [Мушкірова, 2015: с. 66].

The implementation of the game methods of education, especially the method of didactic game, presupposes the future specialists' simulation of real professional situations by doing which they acquire certain knowledge and skills necessary for the fulfilment of different types of practical activities. The peculiarity of a didactic game, by which we understand «an active educational activity of simulation modelling of various systems, phenomena and processes that are being studied», lies in the fact that it examines the activities of the agents of education [Психологія і педагогіка, 2010: с. 406]. The use of a didactic game which gives its participants an opportunity to experience responsibility for other people and for the decisions being made, stimulates their creative thinking and speaking abilities and improves their general creative skills. Thus, a didactic game during which the whole team and its each member work together in order to fulfil this or that task and successfully achieve one common goal, has significant potential features for optimizing the cognitive activity of the future specialists [Психологія і педагогіка, 2010: с. 406-407].

The use of the dialogue method presupposes constructive interaction between the agents of education, during which they share mutual information, ideas and views concerning the discussed problem. In our opinion, it's really necessary to use the dialogue method when forming professional subjectness of the future philologists, as dialogue always involves two spheres – a cognitive and an affective one. The cognitive sphere presupposes a thorough understanding of the subject of discussion, the knowledge of oneself as well as of other agents of education. The affective sphere of a dialogue always shows the attitude of the agents of education to each other [Мушкірова, 2015: с. 68-69].

So, from the point of view of the participatory-interactive approach the personality of the future philologists depends on the nature of their interaction with other agents of education, which provides not only their activity but also their ability to control their own behavior according to the social norms and pattern of the partners they interact with [Гончарова, 2011; 154]. The implementation of this approach in the educational process presupposes active interaction between teachers and students when solving various problems, and it effectively stimulates development of professional subjectness of the future philologists.

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CURRENT TRENDS IN THE TRAINING OF THE FUTURE SPECIALIST IN COMMODITY SCIENCE

У статті популяризується роль товарознавства в умовах розвитку інноваційних та інформаційних технологій. Проаналізовані сучасні тенденції та напрямки в області товарознавства, основна увага приділена важливості світових тенденцій, що в сучасних умовах, характеризуються процесами глобалізації, посиленням академічної та професійної мобільності.

Інновації в технологіях, а також глобалізація в сфері торгівлі в останні десятиліття ініціювали створення системи, яка могла б гарантувати якість продукції та безпеку навколишнього середовища в світовому масштабі.

Сьогодні товарознавство відгалужується в самостійні галузі навчання, такі як управління якістю продукції та екологічний менеджмент, кваліметрія, загальне управління якістю, проектування систем якості, стандартизація, якість інтелектуальних продуктів тощо. Ці тенденції викликані необхідністю доступу до якісної продукції, її безпеки, збереження екологічних ресурсів тощо. Для того, щоб адекватно проектувати результати навчання при розробці освітніх програм, академічній спільноті необхідно брати до уваги сучасні тенденції в галузі товарознавства. Це забезпечить формування актуальних компетентностей випускників, які будуть затребувані ринком праці.

Ключові слова: *освіта, товарознавство, якість, компетентності, результати навчання.*

В статье популяризируется роль товароведения в условиях развития инновационных и информационных технологий. Проанализированы современные тенденции и направления в области товароведения, основное внимание уделено важности мировых тенденций, которые, в