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**PSYCHOLOGICAL DETERMINANTS OF MODULE-DEVELOPMENTAL
INTERACTION OF PARTICIPANTS OF INNOVATIVE LEARNING**

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The psychological determinants of the projective transition of the domestic higher education from the directive-extensive to the psychologically intensive models of socialization of youth on the basis of parity are substantiated. The form-content benefits of the system of module-developmental learning because of which is creating socio-cultural indirect space of continuous developmental-dialogue interaction between subjects of the educational process is outlined. Is upheld the idea that namely the last one activates the information exchange and psycho-spiritual mutual influence and thus ensures the harmonious psychosocial development of each personality. Also, the article clarifies and specifies the content filling of four fundamental general education principles (mentality, spirituality, development and modularity), the requirements of which are fully implemented thanks to technologies of a holistic module-developmental process.

Key words: developmental interaction, parity educational activity, social-psychological space, educational system, module-developmental learning, principle of mentality, principle of spirituality, principle of development, modularity principle, polimotivation, psychosocial development of personality.

кандидат психологічних наук, доцент Гірняк А.Н. Психологічні детермінанти модульно-розвивальної взаємодії учасників інноваційного навчання / Тернопільський національний економічний університет, Україна, Тернопіль

Обґрунтовано психологічні детермінанти проєктивного переходу вітчизняної вищої освіти від директивно-екстенсивних до психологічно інтенсивних моделей соціалізації молоді на засадах паритетності. Окреслено формо-змістові переваги системи модульно-розвивального навчання за котрого створюється соціокультурно опосередкований простір неперервної розвивально-діалогічної взаємодії між суб'єктами освітнього процесу. Обстоюється ідея, що саме остання активізує інформаційний обмін та психодуховні взаємовпливи, а відтак забезпечує гармонійний психосоціальний розвиток кожної особистості. Також у статті уточнюється та конкретизується змістове наповнення чотирьох засадничих загальноосвітніх принципів (ментальності, духовності, розвитковості і модульності), вимоги котрих повновагомо реалізуються завдяки технологіям цілісного модульно-розвивального процесу.

Ключові слова: розвивальна взаємодія, паритетна освітня діяльність, соціально-психологічний простір, освітня система, модульно-розвивальне навчання, принцип ментальності, принцип духовності, принцип розвитковості, принцип модульності, полімотивація, психосоціальний розвиток особистості.

кандидат психологических наук, доцент Гирняк А.Н.
Психологические детерминанты модульно-развивающего взаимодействия участников инновационного обучения /
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Обоснованно психологические детерминанты проєктивного перехода отечественного образования от директивно-екстенсивных к психологически интенсивным моделям социализации молодежи на принципах паритетности. Определены

формо-содержательные преимущества системы модульно-развивающего обучения в котором создается социокультурно опосредованное пространство непрерывного развивательно-диалогического взаимодействия между субъектами образовательного процесса. Отстаивается идея, что именно последнее активизирует информационный обмен и психодуховное взаимовлияние, и таким образом обеспечивает гармоничное психосоциальное развитие каждой личности. Также в статье уточняется и конкретизируется содержательное наполнение четырех основных общеобразовательных принципов (ментальности, духовности, развивательности и модульности), требования которых полноценно реализуются благодаря технологиям целостного модульно-развивающего процесса.

Ключевые слова: развивающее взаимодействие, паритетная образовательная деятельность, социально-психологическое пространство, образовательная система, модульно-развивающее обучение, принцип ментальности, принцип духовности, принцип развивательности, принцип модульности, полимотивация, психосоциальное развитие личности.

Introduction. The transition to a post-industrial formation of society foresees the rejection from scientific paradigm of education, which focuses on the retransmission of information and the reproductive mastering of knowledge. The latest standards of higher education of Ukraine foresee the application of a competent approach to the training of specialists of different profiles. Especially attention is paid to the formation of skills of interpersonal interaction, the ability to work in a team and to fulfill their professional errands in conditions of multiculturalness and globalization. According to O. Y. Humeniuk, the urgent need of modern

educational practice is the organization of the flow of continuous developmental influences of the teacher on students, achievements of the internal dialogicity of educational technologies, modification of the style of pedagogical leadership of the educational process in the direction of humanization and democratization of interpersonal relations [1, p. 9]. The combination of the above mentioned challenges of educational nowadays cause topicality of our publication.

Analyzing recent researches on the raised problematic, can be singled out the program of the fundamental socio-psychological experiment in educational institutions of Ukraine (Drobnohod M.I., Furman A.V.), the systematic approach in substantiating the subject of social psychology of organizations (Kazmirenko V.P.) and the psychological theory of developmental interaction (Ball G.O., Kyrychuk O.V., Kovalev G.O., Rogers K., etc.). Hence the interdisciplinarity of the defended scientific search, which relates to social psychology, management psychology and also the field of age and pedagogical psychology.

Formulation of the purpose and tasks of the article. The purpose is to substantiate the psychological determinant of module-developmental interaction of participants of innovation learning and tasks are to analyze: a) the form-content benefits of the system of module-developmental learning; b) the essential content of four general education principles (mentality, spirituality, development and modularity), the requirements of which are implemented thanks to technologies of a holistic module-developmental process.

Presentation of the main material of the article. The introduction of innovative developmental approaches in the field of education is an urgent need for historical progress. It is time to update the psychological-pedagogical content of the activity of higher educational institutions in accordance with the requirements of the new ecocultural situation. One of

the promising directions of cognitive search is the theory of a module-developmental system of education [2], which on new methodological foundation integrates the achievements of other concepts of developmental learning and that's why is developing as a meta-theory of the socio-psychological level of abstraction.

The idea of development is fundamental to education. For the first time, more than two hundred years ago, it was proclaimed by the Swiss teacher G. Pestalozzi: learning is intended to develop the cognitive forces of the individual - memory, thinking, imagination and other its abilities. Since then, this problem has shifted to the epicenter of the process of socialization: various models and systems of developmentally oriented education have appeared, improved and disappeared. The essence of such learning was reduced to the training of memory, mental activity, the expansion of cognitive capabilities or the fostering of creative abilities of the personality. Today, the idea of development not only enriches the conceptual core of educational theories, but also permeates the everyday practice of intersubjective interaction between the teacher and students. More often we are talking about developmental imitation, communication and education, developmental diagnostics and correction, developing interactions.

From here, the dialectical unity of the social processes of learning and personal development, which S. Rubinstein accurately remarked: "As a separate concept of learning, which is formed by the teacher, contains (no matter he is aware or not) a certain concept of development, as well as in each concept of mental development, which is formed by a psychologist (no matter he is aware or not) there is also a certain theory of learning" [3, p. 179].

However, this does not relieve the tense situation around theoretical and practical difficulties of creating a developmental learning as a well-organized, mentally accepted, socio-cultural space of life of personality.

In fact, to this day hasn't been created its effective theory about what clearly shows historical excursus into the problematic of the question.

At the beginning of the 20th century, the idea of developing learning transformed into a complex problem of the relationship between learning and development. It is believed that the most productive approach to its solution was proposed by L. Vyhotskiy [4; 5], by delimiting two zones of development - actual and the nearest one. Moreover, the last one took a decisive role in the mastering by growing up generation historically produced human abilities. "Learning is good only when goes ahead of development. Then it awakes and brings to life a number of functions that are in the stage of maturation, lie in the ZND" (zone of the nearest development) [4, p. 252].

So, learning, according to L. Vyhotskiy, is a universal social fact of the mental (psychic) development of the subject. His developmental possibilities are determined by the fact how much the mentor manages to optimize the search cognitive activity of the student at the level of the zone of the nearest development and in cooperation to raise it to the higher intellectual level of knowledge, action, understanding.

At the same time, indicated statements of socio-cultural theory of L. Vyhotskiy concerning didactic and psychological mechanisms of organizing the creative cognitive activity of the successors not fully disclose under which condition a productive search and discovery of subjectively new knowledge that characterizing a micro-stage of mental development is possible. Proposed by A. Furman theoretical model of levels of such development substantially fills the approach of the scientist, leaning on the data of modern science on the regularities of the course of

productive thinking processes [6, p. 9-14]. However, this does not mean that the results of research of famous pedagogues and psychologists lose their scientific significance – P. Blonskiy, L. Vyhotskiy, S. Rubinstein, O. Leontiev, L. Zankov, A. Zaporozhets, G. Kostyuk, O. Matiushkin, D. Elkonin, V. Davydov and others, whose theoretical achievements should be rethought in the context of the new socio-cultural situation.

In particular, S. Rubinstein's approach deserves attention, according to which, learning must not only outpace, but also respond to the development of each. This is caused by the fact that knowledge is not reported and is not transmitted externally into the inner world of the personality, concepts and norms are not matured but mastered in the process of its active mental activity. That's why, a statement that learning must be ahead of development is legitimate only in the sense that subject of interaction is really taught things he doesn't know. If, however, it "run ahead" of development, it will not develop, but will only enrich by knowledge. That is why properly organized learning always takes into account the capabilities of the subject of a certain mental potential [7, p. 177].

Also the fact of innovative inferiority of well known domestic systems of such learning testifies about the absence of interdisciplinary theory of developmental learning. This applies to experiments of L. Zankov and D. Elkonin and V. Davydov, models of differentiated and problem learning. A certain project exception is a module-developmental experimental system that is implemented as an innovative unity of goals and tasks, content and forms, technologies and methods, tools and results of continuous developmental interaction between teacher and students [8, 9, 2].

A wide-scale research of the objective connection between the construction of learning (content, methods, specific techniques) and the course of general development of successors was carried out by L.

Zankov in the 60's and 70's [10; 11]. The scientist studied the problem of modification of forms, methods and results of interpersonal interaction, but to find adequate ways of its solving he failed. And though it is believed that “set in the didactic system task of general development of subjects is achieved by means of the change of all didactic components of learning process” [10; 12], yet groundless are organizational-technological bases of mental development of students, the most important components of socio-cultural the context of experimental universities.

Another way of organizing developmental learning and upbringing in high school covers the theory and practice of learning activity of subjects of the educational process [13]. The innovative full value of given experimental model is also limited, which confirms the methodological analysis of relevant developmental programs and textbooks [2].

Although this system has no analogues regarding the ways to implement the requirements of the principle of problem in studying, its adherents have limited the field of scientific search to a certain extent, since they have refused to implement a differentiated approach. Hence the conceptual focus on the structuring of educational content, which provides the theoretical level of cognition through the implementation of technology of content generalization with the help of developmental programs and textbooks.

The analysis of well-known systems of developmental learning shows that in the experience of Ukrainian education there are no such theories that would give a complete picture of how are interconnected learning and development in all the major links of pedagogical interaction given the clearly defined regularities, principles and facts of psychosocial personality growth.

This, to a certain extent, refers to analyzed systems and the most well-known - problem and differentiated learning. Despite the fact that the

purpose of the first is the development of search creative activity and creative abilities of students, and the main task of the second - the identification of psychological differences and upbringing of individuality of everyone, yet technologically not ensured proper complementarity of external and internal conditions-factors of psychosocial growth of personality in every moment of study.

A certain contribution into the development of the conceptual foundations of problem learning is the psychological-pedagogical theory of learning problem situations [14], in which the important role is played by idealized research objects - the theoretical model of psychological structure of the learning problem situation and the structural-functional of internal problem situation. Besides, the first one detects the integrity of the subjective-personal, content-subject and inter-subjective sides of the studying process, and in such way optimizes the search cognitive activity of the student under the direction of the teacher, contributes to their intellectual development and the formation of creative abilities. The second one covers such components of the psychological organization of cognitive activity, such as needs, motives, goal, internal conditions of thinking; functions as an open system for influences, subject-object, and subject-subject interaction. Its peculiar modular neoplasms are problem-dialogic forms of consciousness (task, question, problem, dialogue, etc.), the complementarity of which in a holistic act of cognition and determines the effectiveness of developmental learning [14].

During the last decade, namely in the theory of problem-dialogic learning, the idea of a two-phase functioning of the learning module has appeared as a result of following the regularities of a full-fledged cycle of the problem situation [15]. So, it is natural that the principles of problematic and dialogicity in given system are realized most fully, as evidenced, in particular, the fact of technological combination of both

innovative approaches based on the problem-dialogical method of organizing developmental interaction: conceptually based on the systemic differentiation of education, that implemented with the help of progressive psycho-diagnostic technologies, scilicet, such a complicated procedure of intellectual and personal examination that provides exhaustive psychological cognition and the best didactic organization of inner world of the personality of teacher and student.

It is also noteworthy that the module-developmental system fully implements the construct of four general principles – mentality, spirituality, development and modularity in the unity of content, continuity of the structure and integrity of the scientific description of the educational process.

The principle of mentality orients the higher school on that fact that a specifically-historical embodiment of better socio-cultural experience of a nation would found in its activity, group, individual, which is "a means of secondary, that is, spiritual (human) formation of higher forms of mentality in the form of acts of beauty and goodness, acts of freedom and belief, creative upsurge and wise behavior" [2]. Organizingly influencing the socio-cultural space of the university, become possible as full taking into account the ethno-psychological properties of teachers and students, and also exceptionally positive use of the factor of the national psycho-type for the intensification of the studying-upbringing process, strengthening its developmental effect. The theoretical landmark in this context is the scientific approach to the interpretation of education as the most important institution of spiritual life (production) of society, national security and mental health of every citizen.

Realization of the requirements of the principle of spirituality foresees conduction of versatile adaptation of the content of learning courses in the direction of creating such a socio-cultural space in the

group, which provides intensive internal work of the teacher and student over themselves, maximally realizes their emotional-intellectual and spiritual-volitional reserves. At the same time, upbringing influences, humanizing the studying-subject content and generating in each normative-regulatory activity of a certain type, are inseparably connected with learning and educational ones, which makes it possible to systematically change the experience of organized spiritual cohabitation of personalities from their needs-motivational depths to situational behavior and conscious educational activity. This experience, organizing the study of the course as a multivariate interdependence of knowledge, norms and values, is created by the artistic laws of "here" and "now" on canonized products of national and world culture and finds a specific expression in humane attitudes, spiritual actions and deeds [16].

The principle of developmentalism (development) is traditional for the domestic psychological-pedagogical science and educational practice. Characterizing the socio-cultural potential of educational content regarding the psychosocial growth of the personality, it concerns not only the structuring of scientific knowledge according to certain criteria. His requirements are also related to the selection of norms of social cohabitation and ethno-national values. Their design-practical implementation is aimed at creating a cultural-capacious school space in which the interdependent functioning of the problem, critical and crisis worldview situation occurs, which alternately cause the development of cognitive, regulatory and value varieties of the student's search activity [8; 9; 2; 16; 17]. The main social mechanism of the implementation of this principle is the psychological-pedagogical content, which for the first time is clearly singled out in the module-developmental system on the background of teaching-objective and methodical-means. Its organization, in the form of a set of innovative educational technologies and the

corresponding author's software-methodological support, enable the teacher of the experimental higher educational institution to professionally manage not only interpersonal interactions, but also the mental activity of students.

The principle of modularity, accumulating the most valuable achievements of the systemic approach, foresees that any separate educational module as a completed fragment of the simulated socio-cultural experience will have a highly cultural (predominantly hierarchical) content essence, logical completeness and functional integrity. That is why, among the complex innovative approaches to organizing the work of modern universities, the most original, in our opinion, are scientific programs on the implementation of the principle of modularity in the studying-upbringing process.

Conclusions and perspectives of further exploration in this direction.

Interaction is a category that covers the processes of the influence of objects (subjects) on each other, their interconnection, including the interconnection of social phenomena, both at the level of society as a whole, and at the level of functioning of its separate groups and individuals [18].

Module-developmental system is considered from the standpoint of modern psychology as a continuous developmental interaction between a teacher and a student that is organized according to the laws of social, pedagogical or dialogical co-activity of learning participants. Consequently, mentioned innovation system is oriented on the parity socio-cultural activity, in which subject activity is crucial in establishing equal partner relations. Besides, it plays an important role in the internal motivation of the educational activity of the successors that enables to

regulate the development of the motivational traits of the personality, that is, awakens in everyone a motivated desire to teach and to study.

In pedagogical interaction the determining is an upbringing influence of the education content on the personality through the system of attitudes and relations of each participant of studying process that causes the predominance of social norms and spiritual values over knowledge. That is why, a new system is an opportunity to move from the school of Knowledge, which trains the intellectual, to the school of Culture, which educates the spiritual personality, and also significantly increase the development potential of modern higher education by optimizing the numerous processes of internal growth of the participants of continuous inter-subject interaction.

Since the presented article does not reveal all aspects of the raised problem, then further search is appropriate to directed on the substantiation of the methodology of socio-psychological research and the effectiveness of the developmental interaction between the teacher and students according to advocated system of studying.

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