

## Interaction of teachers and students as a condition of self-development of students in educational institution

Seraphima Valerianovna Osipova, Olga Borisovna Botalova, Magziia Shaihimovna Kunanbaeva and Elena Aleksandrovna Vedilina

Pavlodar State Pedagogical Institute, Pavlodar, Republic of Kazakhstan

**Abstract.** The authors explain the possibilities of application of results of scientific research of the problem of teachers and students interaction as a condition of their self-development in high educational institutions. Essential characteristics of this process are provided, main components of students' self-development are presented, conditions for realization of students' interaction in teaching and educational events are described. Content and methodical apparatus of the article are oriented on involvement of students in interaction with teachers.

[Osipova S.V., Botalova O.B., Kunanbaeva M.S., Vedilina E.A. **Interaction of teachers and students as a condition of self-development of students in educational institution.** *Life Sci J* 2014;11(7s):234-237] (ISSN:1097-8135). <http://www.lifesciencesite.com>. 47

**Keywords:** interaction, self-development, subject, student.

### Introduction

Modern stage of development of educational environment is a context reflection of almost all leading trends of social transformations in the world and it is characterized by shift of pedagogical paradigms, modernization of educational content and design of personality oriented and developing pedagogical technologies. Important element of educational and pedagogical in institutions of high education in new social and economic conditions is promotion of self-organization and self-development of students. Students' capability to self-development is the most important quality that becomes especially valuable considering rapidly changing conditions of modern society.

Pressing character of the mentioned problem, its insufficient theoretical development and practical value drew scientific interest to its study.

Concept of "interaction" in pedagogical science is considered to be one of the most important categories. Among the numerous types of interactions cooperative activity has special place. It is specific form of subject – object – subject interaction [1].

In the scope of this article we take into account essential characteristics of the key idea: "Interaction of the process of contacts of subjects of teaching and educational process that is represented in direct and indirect effects of these subjects on each other and creating their mutual connection. Created integration promotes development of positive new personality features of each of subjects of interaction" [1].

Interaction is the process of mutual influence that results in mutual changing of characteristics of pedagogical process subjects and as a result students commitment to self-development that goes on between some (at least two) subjects. Subjects are the

first elements of interaction structure. Teachers and students are human factor of pedagogical process [2].

In the context of analyzed problem and relying on the works of A.G. Asmolov, I.A. Zimnyaya and others we note that their initial positions have allowed defining indicators of personality self-development by the ways of activation of student's activity: principles of adoption of individual interests of a partner; mutual valuable activity; principle of the art of creation of delicate incentives to development [3, 4].

All the above mentioned cause the necessity of analysis of pedagogical process members' interaction that promote self-development of students.

### Method

We are sure that self-development is multifaceted complicated and actively studied in psychological and pedagogical science process both from theoretical (essence, structure) and practical (activation methods) points of view.

Main components of self-development of students are interconnected and mutually conditioned processes: self-regulation, self-rehabilitation, self-knowledge, self-determination, self-realization, self-analysis and self-assessment [5, 6].

Self-development process by interaction should be analyzed considering age specific of main characters – students.

In the experiment a student has been considered as self-developing personality with high level of the general intellectual development; capability to plan and organize his activity; capability to study and communicate; capability to give explanations, share working time; persuade, prove; capability to make important decisions; growth of pretensions of a student's personality in his(her)

future profession; high level of maturity; growth of the share of a student's self-education in development of experience, qualities necessary for future professional activity; high professional self-reliance and readiness to future practical work [7, 8, 9].

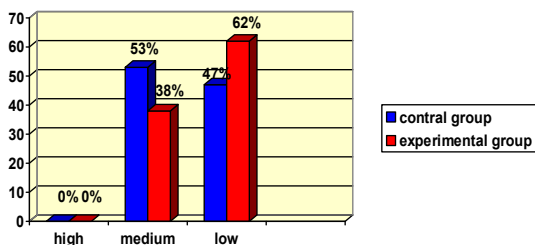
Main characteristics of students manifest themselves in different way depending in conditions and situations of interactions of members of pedagogical process. It allows pointing out the necessity to develop structural and functional model of interaction of teachers and students. It has the following main components: teachers and students, aim, types of interaction of members of pedagogical process, functions, criteria of self-development of students, means, forms and methods of interaction of teaching persons and those being taught [10].

Experimental pedagogical activity has been carried out gradually and included three stages: establishing, forming and control.

In the first stage self-development level was tested with the help of the test "Capability to self-development, self-education". Level of capability to self-development was determined according to test results.

Defining levels of self-development we described criteria of evaluation of readiness of capability to self-development. They are: capability to professional self-development, high level of interaction of subjects of educational interaction, creativity.

Results of students' distribution by level of readiness of capability to self-development are presented in Fig. 1.



**Fig. 1. Initial state of readiness of capability to self-development of students in experimental and control groups**

These results show low level of readiness of capability to self-development. It means that students are unable to develop strategy and tactics of professional self-development without assistance, there are no signs of cooperation and mutual creative activity and no initiative of students.

Analysis of specifics of interaction of students reveals low level of adequate evaluation of

their own possibilities and potentials. Students have no necessary knowledge and experience of interpersonal relations control in study in proper extent and design of future interaction.

So we get an idea of direction of forming experiment.

### Main body

Forming experiment was conventionally divided into two related parts that included theoretical and practical training.

We propose to create conditions for interaction of students that promote personality development via teaching and educational measures with members of pedagogical process:

1) Accumulation of students' knowledge about interaction on seminars ("Students' self-development as the main target", "Subject-subject relations as condition of self-development of students").

2) Development of communicative skills of pedagogical interaction of students via trainings (construction and playing situation).

We were focused of trainings because they had the following advantages: greater involvement of training participants in discussion about changes, with concentrated acquisition of this or that experience that required months or sometimes years to be obtained in real life.

We had developed and realized training module "Basics of self-development of students via their interaction".

Analysis of a certain situations in experiment was demonstration of facts of events, discussions, analysis and development of guidelines.

During training and laboratory work and unsupervised work with teacher in different pedagogical disciplines ("Method of scientific and pedagogical research", "Didactics", etc.) we used the possibilities of pedagogical tasks and situations that were the mean of personality self-development, recognition of personal self.

3) Stimulation and support for subjective position of a student was made by diagnostics (questionnaire, testing).

The aim of self-development tests is recognition by subjects of their originality, development of capability of positive adoption of himself and others, revealing factors that hamper personality development and self-development.

We analyzed the following policies: "Determination of quantitative measure for self-estimation level" according S.A. Budassi, "Communicative and managerial inclinations", "Methods of self-attitude study" by S.R. Pantelev and others.

Laboratory of unsolved problems worked during all the experiment. Themes of lessons in laboratory were divided into two modules. Creative task of development of “portfolio” was the result of all students' work.

Development of pedagogical conditions that increase the effect of interaction on students' self-development becomes especially important considering new tasks.

The following statements were proposed are necessary conditions for students to demonstrate a certain level of readiness to self-development via subject-subject interaction:

1. *Support for theoretical and practical training of students and teachers to carrying out the process of self-development via subject-subject interaction.*

The task of self-development activation may be realized most effectively under the term of existence of educational programs that contain information and guidelines allowing to develop skills of self-organization, perceive personality growth.

Not only theoretical (organization and conducting of special lectures) but practical (conducting training modules) training is necessary to prepare students to organization of high communication level for their self-development. In trainings members acquire methods of diagnostics and interpretation of their professional mistakes, skills of analysis and correction of their professional activity. Mastering of strategies of solving professional problems is the result of training for members.

2. *Interactive cooperation in solving teaching and educational tasks with students.*

We consider interaction as condition and mean of self-actualization and self-presentation of personality. The main task of interaction is to reveal potential “problem field”, hypothetical difficulties.

Distinctive characteristic of interactive contact is parity of psychological positions of interacting parties. It is the situation of two-sided mutual cooperation is the base for mutual creative work. Truth originates not in a brain of one person but in dialog of people that discover the truth together [11].

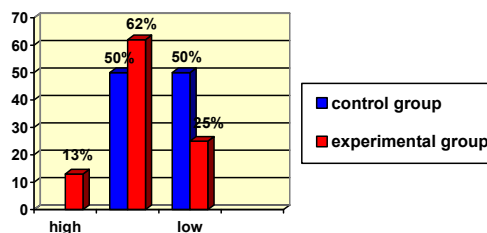
3. *Pedagogical process members focusing on personality character of interaction for self-development of students.*

Intentional creation of favorable pedagogical conditions, specially organized systematic and purposeful work allows achieving significant shifts in self-development of personality of future specialist [12].

On the stage of control experiment we make diagnostics again to compare and analyze results obtained before and after forming experiment.

Results of diagnostics show changes in self-development level in process of students' interaction.

Data on control group and experimental group allows reflecting dynamics of capability to self-development of future professionals depending on the character of pedagogical interaction of teachers and students in pedagogical process of high educational institution (see Fig. 2).



**Fig. 2. Dynamics of self-development of students in experimental and control groups**

Results of experiment show that observing proposed terms of subject-subject pedagogical interaction may have promoting effect on personality development of future pedagogues.

Indicators in experimental group have grown on 25% according to results of diagnostics of interaction organization and on 13% - capability of self-development.

Obtained data show positive dynamics of development of interaction organization and capability to self-development as a result of proposed experiment program.

## Conclusions

As a result of research we have obtained material that allows making the following conclusions:

Pedagogical process is double-sided interaction teacher – students the main aim of which is personality orientation of future pedagogue on self-development.

Organizing interaction in pedagogical process of high educational institution it is necessary to orient students in using new approaches to teaching, interactive teaching, coaching, mentoring and other providing wide possibilities for self-supporting profound work on the base of educational programs.

Special study of the problem of pedagogical interaction allows defining in perspective internal

mechanism of self-development of students in pedagogical process of high educational institution.

This research does not pretend to provide complete decision of this problem but allows making conclusion that one of the main functions of high educational institution of orientation on self-development of a future pedagogue. This function may be realized by interaction of teachers and students.

#### **Corresponding Author:**

Dr. Osipova Seraphima Valerianovna  
Pavlodar State Pedagogical Institute, Pavlodar,  
Republic of Kazakhstan  
e-mail: o.botalova@mail.ru

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5/1/2014