FORMULATION OF FUTURE PRIMARY SCHOOL TEACHERS’ READINESS TO IMPLEMENT A SYNERGETIC APPROACH IN THE PROCESS OF PEDAGOGICAL INTERACTION

Abstract. The article focuses on the formation of future primary school teachers’ readiness to implement a synergistic approach in the process of pedagogical interaction. As a result of scientific research, the essence of future primary school teachers’ readiness to implement a synergetic approach in the process of pedagogical interaction has been clarified. The sequence of stages is revealed; the aim of each of them is defined. The content, forms, and methods of work on formation future primary school teachers’ readiness to implement a synergistic approach in the process of pedagogical interaction are defined.

Keywords: readiness, pedagogical interaction, synergetic approach, primary school.

I. Introduction. The formation of future teachers’ readiness to pedagogical interaction issue has always been and remains the focus of researchers in various fields of science. The realities of modern education contribute to pointing the issue of training a competitive specialist who is able to function effectively in the conditions of diverse educational systems. The variability of educational programs and textbooks for primary school, the variety of pedagogical technologies, methods, and techniques of pedagogical interaction organization necessitates their synthesis, coordination in the educational process of primary school. In this regard, there is a need to form future primary school teachers’ readiness to implement a synergistic...
approach in the process of pedagogical interaction as the one that acts as an integrating factor in the educational process and contributes to the synergetic effect.

I. Ziaziun [6], V. Krutetski [10], S. Maksymenko [12], and others devoted their research to the issue of formation of teachers’ readiness for pedagogical activity. O. Vozniuk [3], M. Volkova [4], V. Iliin, V. Kremin [9], and others considered the synergetic approach essence and the specifics of its implementation in educational systems. The scientific works by L. Kovalchuk [7], J. Kolominski [8], O. Matvienko [13], and others were devoted to the study of pedagogical interaction.

However, in our opinion, the formation of future primary school teachers’ readiness to implement a synergetic approach in the process of pedagogical interaction issue remains insufficiently considered.

II. Formulation of the problem. The purpose of this paper is to identify and reveal the stages of formation of future primary school teachers’ readiness to implement a synergistic approach in the process of pedagogical interaction. Research methods are the following: analysis, synthesis, comparison, and modeling.

III. Results. At different stages of psychological and pedagogical science development, much attention has been paid to the study of the individual’s readiness for a particular activity phenomenon. In particular, S. Maksymenko considered readiness as a process of a personality’s purposeful expression, who consisted of beliefs, views, motives, feelings, volitional and intellectual qualities, a set of knowledge, skills, attitudes; as a process that determined the individual’s selective activity at the preparatory stage and the stage of direct involvement in the activity [12, p. 70]. From V. Krutetsky’s point of view, readiness is a synthesis of personality qualities that determine their suitability for a particular type of activity [10].

Taking into consideration the teacher’s professional activity, I. Ziaziun revealed the category of readiness as the formation of professionally significant personal qualities, high level of general and special knowledge, ability to solve various pedagogical problems, manage activities, and the teacher’s humanistic position [6, p. 258].
Given the diversity of pedagogical activities, it is advisable to study some aspects of future teachers’ readiness for professional activities in more detail. In our study, it is future teachers’ readiness to implement a synergistic approach in the process of pedagogical interaction.

First of all, it is essential to find out the synergetic approach essence. The synergetic approach is considered as a ‘methodological orientation in cognitive and practical activities, which aims to apply a set of ideas, concepts, and methods in the study and management of nonlinear self-organizing systems’ [1, p. 21].

According to V. Kremen and V. Iliin, a synergetic approach implementation in the teacher’s activities is determined by updating the education content, methods, techniques, forms of the educational process organization. It involves taking into account such factors as self-organization, self-development, openness, creativity, critical thinking, the nonlinearity of thinking, and provides a non-standard approach to learning, high-quality subject knowledge, taking into account their interdisciplinary links [9, p. 209]. According to O. Vozniuk, the synergetic approach ‘involves the actualization of the principles of activity, dialogue, independence, initiative, creativity, when participants in the educational process are open, self-regulating, self-determined systems that seek to develop subjectivity, show the will to choose individual life path strategy, educational programs, courses, the depth of their content and the teacher himself’ [3, p. 214].

M. Volkova’s views are interesting from the standpoint of our study. She has argued that the synergetic approach considers education as a complex system and helps to create the conditions necessary for the development of complex systems. Among these conditions, openness, the complexity of the system, its nonlinearity, and instability, the presence of feedback can be distinguished [4, p. 73]. Since interaction is the basis of any system and involves the connection of its elements [5, p. 307], we are aware that it is appropriate to consider the category in more detail. According to I. Zimnia, interaction is the influence of two or more objects on each other, and all objects are in interaction with each other [5, p. 307]. The interaction of teachers and students in the educational process is defined as pedagogical interaction.
O. Matvienko considered pedagogical interaction as ‘a phenomenon of individuals’ connection in the educational process, which is realized through joint actions and is characterized by the mutual influence of participants’ [13, p. 4]. In his research, L. Kovalchuk interpreted pedagogical interaction as a system of synergetic interaction of the educational process subjects, which unfolds at the level of various activity subsystems and aims at learning, education, upbringing, development, and formation of a personality [7, p. 21]. In his research, J. Kolomynsky focused on the interpersonal nature of pedagogical interaction. He explained it from the standpoint of attitude unity and its display while communication [8, p. 37].

Clarifying the importance of key categories has allowed us to characterize the future primary school teachers’ readiness to implement a synergetic approach in the process of pedagogical interaction as an integrated characteristic of the teacher’s personality, which includes mastering knowledge of pedagogical interaction synergistic bases, formation of related competencies, the teacher’s professional qualities, necessary for the implementation of a synergetic approach. The formation of this readiness is a complex process that involves the consistent implementation of the motivational and value stage, the operational and activity stage, and the creative and reflexive stage (see Figure 1).
Fig. 1. Stages of formation of future primary school teachers’ readiness to implement a synergetic approach in the process of pedagogical interaction.

It is essential to consider in detail the content of work planning at the above stages of formation future primary school teachers’ readiness to implement a synergistic approach in the process of pedagogical interaction.

Any human activity is carried out under the influence of certain motives, and value orientations. Motive is ‘something that motivates the activity and gives it specific features in the choice of means and ways to achieve the goal’ [14, p. 62]. Value orientations are characterized as ‘a person’s attitude to the facts, phenomena of the surrounding reality in view of their importance and significance’ [2, p. 1586]. The purpose of the first stage of formation of future primary school teachers’ readiness to implement a synergetic approach in the process of pedagogical interaction is the
development of sustainable motivation, values, professional orientation, and interest in organizing pedagogical interaction based on synergetic methodology in primary school. At this stage, the use of various forms and methods of work is required. They are the following: ‘round table,’ scientific and practical seminar, classes with elements of training, curatorial hour, etc.

In the process of conducting these forms of work, it is suggested to consider a number of essential issues, namely pedagogical synergetics as a new philosophy of pedagogical interaction; synergetic methodology and the New Ukrainian School and their points of contact; synergetic aspects of A. Makarenko’s pedagogical heritage; democratic principles of pedagogical interaction; the teacher’s role in the formation of democratic relations between people and the formation of a democratic society; educational issues of pedagogical consciousness formation and development; synergetic bases of the interaction of student groups with class teachers; the synergetic potential of modern education; theory and practice of implementing a synergetic approach in primary school; the usage of a synergetic approach in the process of studying the issue of the individual’s self-actualization and self-realization, etc. Involvement of future primary school teachers in the above-mentioned forms of work will contribute to the formation of motivation to master the synergetic methodology in education, its further implementation in the educational process of primary school; needs for professional knowledge, skills, abilities in the context of synergetic paradigm; needs for self-organization, and self-education.

The second stage of forming future primary school teachers’ readiness to implement a synergetic approach in the process of pedagogical interaction is defined as the operational and activity one. Its aim is to form a system of knowledge, abilities to organize pedagogical interaction on the basis of synergetic methodology. An essential role for the realization of this goal is played by the introduction of a specific course ‘Pedagogical synergetics in primary school.’ Its content involves the integration of synergetics, pedagogy, psychology, and teaching methods of educational areas of primary education. The content of the specifics course consists of three modules, in particular, ‘Synergetics as an interdisciplinary field of scientific
knowledge,’ ‘Pedagogical synergetics in the context of primary education,’ ‘Synergetic principles of pedagogical interaction.’ The key forms and methods of work at this stage are the following: a lecture, a seminar, a practical lesson, students’ independent work, credit as a form of control; traditional teaching methods, interactive teaching methods, methods of developing critical thinking, modulation methods, projects, distance teaching methods.

As a result of the specific course implementation, the following program learning outcomes are expected:

– the ability to demonstrate knowledge and understanding of pedagogical synergetics basics in the context of pedagogical interaction in primary school;

– the ability to use the principles, main categories, and concepts of pedagogical synergetics in the context of primary school;

– the ability to implement knowledge of causal relationships between pedagogical categories during the organization of the educational process;

– the ability to consider pedagogical issues in the educational process of primary school with the use of appropriate sources, to analyze and summarize the facts obtained, to conclude;

– the ability to formulate recommendations in solving pedagogical situations that arise in the educational process of primary school based on the conceptual framework of pedagogical synergetics;

– the ability to demonstrate knowledge and understanding of the peculiarities of methods, technologies, teaching aids selection, taking into account the synergistic effect of their application, the ability to use them in the educational process of primary school;

– the ability to analyze, predict, and design the educational process in primary school, evaluate its effectiveness based on the conceptual framework of pedagogical synergetics;

– the ability to organize pedagogical interaction based on partnership, cooperation, and to show empathy;
the ability to implement a synergetic approach in the process of pedagogical interaction in primary school;
the ability to achieve synergetic effects in the process of pedagogical interaction in primary school;
the ability to self-organize professional activities [1].

The aim of the third creative and reflexive stage of formation of future primary school teachers’ readiness to implement a synergetic approach in the process of pedagogical interaction is the systematization of knowledge, accumulation of personal pedagogical experience in organizing pedagogical interaction based on synergetic methodology. This aim is specified by the following tasks: improving the ability to analyze, evaluate, and design the educational process in primary school on the basis of synergetic paradigm; creative usage of pedagogical technologies that contribute to the achievement of synergetic effects; design of an educational environment in primary school, which would contribute to the formation of students’ ability to self-organize; orientation of pedagogical interaction on the formation of subject-subject relations, achieving synergy of subjects of the educational process; and formation of the ability to self-organization in pedagogical activity.

**IV. Conclusions.** Thus, the future primary school teachers’ readiness to implement a synergistic approach in the process of pedagogical interaction is a complex, integrated structure, the formation of which is possible only with careful planning, design, and modeling of this process. Purposeful, consistent, and systematic implementation of the aims of the motivational and value stage, the operational and activity stage, and the creative and reflexive stage will ensure the formation of future primary school teachers’ readiness to implement a synergistic approach in the process of pedagogical interaction.

We see prospects for further research in determining the effectiveness of future primary school teachers’ readiness to implement a synergistic approach in the process of pedagogical interaction through the consistent implementation of these stages.

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