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Psychological Features of Pedagogical Interaction in the “Teacher-Student” System

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Abstract. The relevance of the chosen topic is determined by the importance of interaction between teachers and students in modern higher education, as well as the need to cover the psychological features of such interaction from the point of view of developing a qualitative assessment of their role and place in the educational process of a higher educational institution. The purpose of the study is to formulate psychological aspects of “teacher-student” communication within the educational space to identify methods of its regulation. The leading approach of the research is a combination of theoretical analysis of the main aspects of pedagogical interaction between teachers and students in an educational institution taking into account the main functions and tasks of each of the groups under consideration and structural synthesis of the features of this type of interaction based on psychological factors of communication on the scale of a higher educational institution. The research considers issues related to the psychological features of pedagogical interaction between teachers and students in modern higher education. Qualitative indicators of communicative relations of subjects of the educational process, in particular teachers and students, are determined. The key psychological features of pedagogical interaction in the “teacher-student” system are highlighted, including the development of trust in the authority of the teacher, taking into account students' individual factors in the process of studying subjects within the programme, maintaining a positive psychological climate in subject-subject relations. The necessity of developing a qualitative assessment of the level of communication between teachers and students as an objective factor for further assessment of the overall level of their pedagogical interaction effectiveness and the psychological characteristics of each of the groups under consideration is emphasised. The results and conclusions of the research are of practical value both for modern applicants for higher education and for representatives of the teaching staff of modern higher educational institutions concerned with the problems of building high-quality communication among each other, taking into account the individual characteristics and qualities of each group

Keywords: higher education, the educational process of higher educational institutions, communication, perception, interaction

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INTRODUCTION

The system of modern higher education requires highly professional personnel who are able to qualitatively solve the problems of building relationships with students of higher educational institutions to fully reveal their personal and professional potential, which is necessary for training competent specialists in various fields of activity. In this context, the psychology of interaction between students and teachers plays an important role since it is high-quality

communication between university teachers and students of these educational institutions that can provide solutions to a full range of issues related to the acquisition of the training programme and the development of professional competencies of future specialists [1].

Recently, among the applicants of higher educational institutions, more people do not have clear and formed ideas about the features of their future specialisation and

proper motivation for the acquisition of the educational institution's programme [2]. As a rule, among the main reasons for entering a particular educational institution, young people call the prestige of certain specialisations, the need for higher education purely for future career growth, as well as the need for a diploma of the higher educational institution to maintain an existing job in the future. In such cases, close and high-quality pedagogical interaction of students with teachers within the framework of the educational process contributes to the timely development of students' understanding of the essence and prospects of their chosen specialisation, not only from the point of view of the prospects for obtaining a university diploma as such but from the point of view of the possibility of personal growth in a given area, obtaining fundamental knowledge that can qualitatively change the student's personality, help them to become aware of their choice and become a specialist in the future [3]. Evidently, communication in the "teacher-student" system is inevitably associated with certain difficulties dictated both by the characteristic features of representatives' personal perception and their roles in this system. However, overcoming difficulties of this type is necessary for high-quality building of communication processes between teachers and students to improve the quality of their pedagogical interaction.

Timely establishment of subject-subject relations between students and teachers of higher educational institutions has its own psychological features concerning the individual characteristics of the personality of representatives of these groups [4]. At the same time, an important aspect is the difference in the vectors of subjects' activity, which is determined by specific stages of personal and psychological development. In this context, modern employees of the educational system have a great responsibility for the purposeful and successful development of modern students' personality, both in the professional and personal aspects. Modern university students have great ambitions to gain recognition both in the social plane and in the field of their future profession, which implies the need to form subjective communication with them in a purely professional plane, as well as establish contacts in the field of interpersonal relationships with peers. At the same time, applicants for higher education are not always fully prepared for high-quality implementation of educational activities directly in the higher school system due to the large amount of independent work offered for practical training. The activity of professionally trained teachers contributes to the disclosure of students' personal potential, even if they do not yet have a clearly expressed motivation for obtaining a certain specialisation [5]. Psychological features of pedagogical interaction in the system of relations between teachers and students in the process of studying in a single educational institution are essential both from the point of view of forming future graduates' competencies and taking into account the prospects for improving teachers' pedagogical skills. The process of pedagogical interaction is mutual

and its success is determined by the quality of joint efforts of all parties involved in it.

The purpose of the research is a definition of the psychological basis of "teacher-student" interaction in the context of the educational process followed by the formulation of the structure of pedagogical methods of its regulation. To achieve this purpose, the following tasks were defined:

1. To analyse the features of "teacher-student" interaction in the system of a higher educational institution;
2. To identify key psychological aspects of communication between teachers and students both in the context of the educational process and outside it.

MATERIALS AND METHODS

The foundation of the methodology of this paper is a combination of theoretical research of the main aspects of psychological interaction between teachers and students within the educational institution taking into account the main functions and tasks of each of the groups under consideration with a structural analysis of the features of this type of interaction, which are purely psychological in nature and determine the role and place of each of the groups under consideration in this communication system and on the scale of the entire educational institution. The combination of theoretical research with structural analysis makes it possible to achieve a qualitative ratio of theoretical and practical research methods, which generally determines the preservation of a given sequence of scientific research and obtaining objective results that reflect the essence of existing research within the declared topic.

The theoretical basis of this paper consists of studies of Ukrainian and mainly foreign researchers of issues related to the psychological features of pedagogical interaction between students and teachers of modern higher educational institutions. To facilitate the perception of information and to create the most objective and high-quality picture of the research in this study, all the works of Ukrainian authors considered in the research process and given in the order of citation in this study were translated into English.

This research was conducted in three stages:

1. At the first stage, a theoretical analysis of the main aspects of psychological interaction between teachers and students within the educational institution was performed, taking into account the main functions and tasks of each of the groups under consideration, which includes the study of information within the framework of the topic in the developments of other researchers. Theoretical research contributes to the development of a clear methodological base, on which practical developments are subsequently built, with the ultimate goal of obtaining actual research results and building final results based on them.

2. At the second stage, a structural analysis of the interaction features was performed, which are purely psychological in nature and determine the role and place of each of the groups under consideration in this communication system and on the scale of the entire educational institution.

At the same time, at this stage of research, a comparative analysis of the previously obtained results is performed with the results and conclusions that were obtained by other researchers in the process of reviewing papers on related topics in a given research area.

3. At the final stage, the conclusions are formulated, summing up the results of research and reflecting the essence of psychological features of pedagogical interaction in the system of relations between teachers and students in modern higher educational institutions. The results and conclusions of this study reflect the entire complex of studies conducted in a given area and sum up its objective and qualitative results.

RESULTS AND DISCUSSION

Psychological features of pedagogical interaction in the "teacher-student" system are considered by numerous researchers, primarily from the point of view of evaluating the effectiveness of such interaction and developing measures to improve it. At the same time, an important aspect is the identification of the main factors that directly influence the effectiveness of interaction between students and teachers in the educational process and contribute to the overall improvement of the educational process of a modern university [6]. The stated topic of research can be considered from several positions, which in general will contribute to more effective and high-quality final conclusions based on the results obtained. One of these positions is the assessment of the features of psychological interaction of the groups under consideration from the point of view of the quality of modern educational process and it is also possible to consider the quality of relations between teachers

and students. Among the main features of psychological interaction between teachers and students of the higher educational institution, which are important from the point of view of improving the quality of the educational process and contribute to the development of students' competencies necessary for their further effective professional activity, it is worth noting:

1. Development of students' high degree of trust in teachers in general and in their level of psychological and professional competence necessary for the success of their further interaction in general.

2. Building the process of interaction within the framework of teaching programme disciplines, taking into account students' personal perception, as well as not taking into account personal sympathies that arise in the process of building relationships within the programme study of individual disciplines.

3. Teachers take into account the individual characteristics of students studying programme disciplines, which is necessary to create a more effective model for acquiring the knowledge necessary for the further development of competencies that a future specialist will need in specific types of activities.

4. Teachers' attention to the needs of students, especially in those areas that may be important from the point of view of the effectiveness of mastering programme disciplines.

5. Development of mutual respect and a healthy psychological climate when interacting within the educational process.

Psychological interaction between teachers and students within the educational process can take place in different planes (Fig. 1):



Figure 1. The structure of the planes of psychological interaction between teachers and students

The main feature of pedagogical interaction of the groups considered in Figure 1, which is particularly relevant from a purely pedagogical point of view, is the observance of a certain distance between the teacher and the student, which emphasises the role and place of the parties in the communication process and contributes to the development of mutual respect. Clearly, teachers are usually older than students and therefore have a broader life and professional experience and communication between these two categories. This is the reason why one should not allow any forms of familiarity that pollute relationships and do not contribute to the creation of a high-quality, healthy microclimate in higher educational institutions. In addition, excessive convergence of the two groups under consideration will contribute to the deterioration of academic discipline,

which in general will affect the quality of students' education in higher educational institutions.

Pedagogical interaction of teachers and students of a modern higher educational institution from the point of view of assessing the quality of their relations should be considered from the following positions:

1. Teachers' knowledge of the features of student psychology that are important regarding the effectiveness of building the educational process in higher education institutions within the framework of individual programme disciplines and the effectiveness of influencing modern students' consciousness as an incentive factor to achieve high academic results.

2. Students' desire to study within a particular specialisation with specific teachers, taking into account their

individual characteristics and views on the order of teaching a given discipline.

3. Students' respect for the pedagogical and scientific achievements of teachers, their personal and professional competencies, which is expressed in the qualitative study of programme disciplines, taking into account the features of their teaching by individual teachers.

Mutual respect of the two groups under consideration is of fundamental importance both for developing a high-quality microclimate in the educational environment and mutual understanding and trust between teachers and

students, which is extremely important from a pedagogical point of view. No matter how qualitative the presentation of educational material by the teacher of a particular programme discipline is, if there is no sufficient level of mutual respect between them and the student and students' recognition of the teacher's professionalism, students will not be able to achieve high-quality acquisition of this programme discipline. Psychological features of pedagogical interaction in the "teacher-student" system can generally be expressed in the form of the scheme shown in Figure 2.

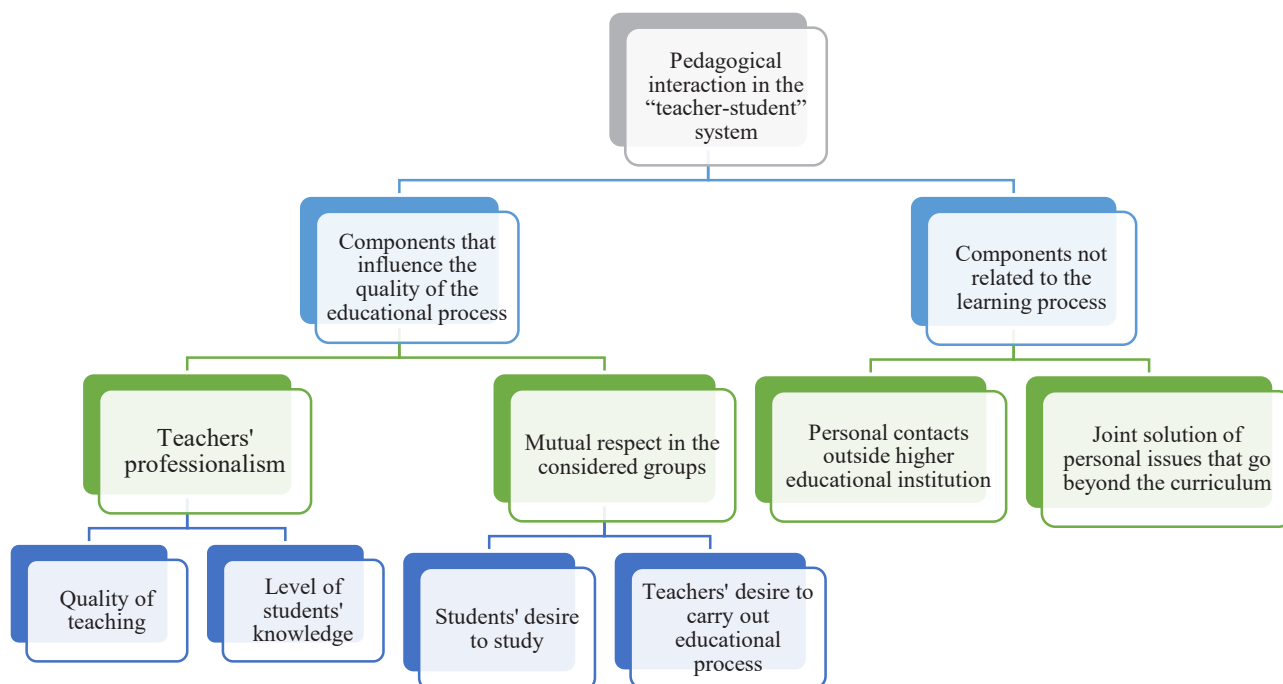


Figure 2. Structure of psychological features of pedagogical interaction in the "teacher-student" system

As follows from the data presented in Figure 2, the pedagogical interaction of teachers and students within the educational process of a modern higher educational institution is a complex process that includes many components, both related to the field of study in an educational institution, and those that should be considered separately from it. Regarding the quality of the educational process, the main features are the professionalism of the teaching staff combined with a high level of mutual respect of teachers and students, which is the key to success of various stages of their interaction. At the same time, it is worth noting that achieving a high-quality microclimate in the educational space is impossible without a proper level of motivation of both teachers and students, which is expressed in the desire of teachers to achieve high-quality presentation of programme material, as well as in the desire of students to assimilate it qualitatively. It is the motivation of teachers and students that is the decisive factor in the development of an educational institution microclimate and the development of graduates' appropriate level of competencies necessary for the effective performance of their professional duties in the future [7].

The realities of the modern educational system, both at the level of the higher educational institution and in relation to other areas of the educational space, provide for the need to form qualitative criteria for assessing the effectiveness of pedagogical interaction between teachers and students, both in the higher educational institution and outside of it. Psychological characteristics of the categories under consideration play a decisive role in this context. The study of psychological characteristics of modern students and teachers in the context of their pedagogical interaction in the educational space contributes both to increasing the level of understanding of the processes taking place in the modern educational system and to the development of a coherent system for evaluating the effectiveness of teaching in modern conditions, from the point of view of building high-quality communication between teachers and students [8]. Definitely, it is the communication components that underlie all the processes of interaction between teachers and students, and understanding these factors is extremely important for assessing the quality of teaching in an educational institution. Pedagogical interaction between students and teachers is possible both in the learning

process and in an informal setting, and an in-depth understanding of the psychology of both groups will help to achieve clarity in determining the psychological features of such interaction and understanding the role of each of the parties in this process.

Modern higher education in particular and the entire educational system in general need professionals who can qualitatively influence the disclosure of modern students' personal and professional potential and form a reliable foundation for training high-quality specialists. This task can be performed only by the teacher who is endowed

not just with high-quality professional knowledge but also can effectively convey it to the minds of modern students, knows the difficulties and specifics of university training, and is able to build effective communication with students in a timely manner at all stages of the educational process without exception [9]. Modern pedagogy as a field of human studies is increasingly manifested in integration links with philosophy, psychology, physiology, sociology, and other social and natural sciences. In the realities of the modern higher education, there are three generally recognised concepts in the views of scientists on pedagogy (Fig. 3):

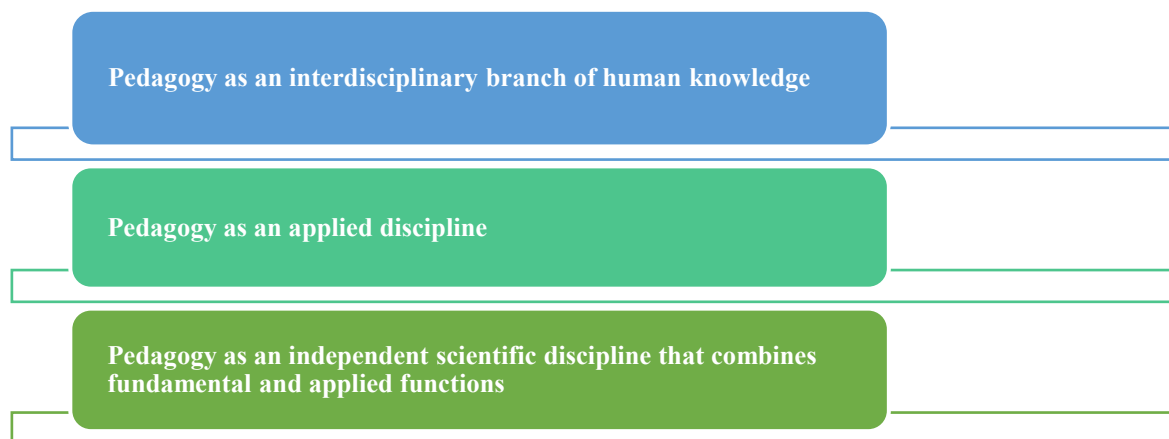


Figure 3. Generally recognised concepts of interpretation of the term “pedagogy”

Source: developed based on [10]

Achieving partnerships between teachers and students within modern education is its main task, the effective solution of which will lead to the creation of conditions necessary for maintaining a high level of teaching in modern educational institutions. When choosing teaching methods, a modern teacher should also choose ways to organise effective interaction with students and be responsible for achieving a certain level of professional competencies within a specific discipline of the educational institution's programme [11]. At the same time, the ability of the teacher to form students' interest in learning and acquiring programme disciplines is also of great importance, which should contribute to the development of students' competencies that they need in the future when conducting professional activities.

An integral element of the relationship between teachers and students in the educational process is communication between them. This is both a way of training future specialists in certain fields of activity and a method of developing their necessary competencies during the educational process [12]. The quality of communication directly influences the level of graduates' professional training, as well as the integrity of their perception of the teacher as an authoritative specialist in a given field. Initiative in the process of communication, as well as methods of conducting such communication directly depend on the teacher and the level of his competence, both professional and universal.

Their ability to choose the right tone of communication with students, without familiarity but with a demonstration of respect for them and their life needs, with the manifestation of care for them and their needs, form the authority of the teacher in the eyes of students and directly influence the quality of the educational process and the ability of modern students to acquire the programme of higher educational institution. In addition, the professional competence of a teacher is directly determined by their ability to correctly choose the manner of presentation of educational material, making it understandable for perception and accessible for acquisition. This can be achieved by the teacher with the long-term experience gained during repetition of typical classes in the course of educational activities. Clearly, the desire of the teacher to find proper contact with students and effectively solve the issues of forming the necessary competencies among students at all levels is also of great importance [13].

Pedagogy of cooperation within the modern educational system provides for the development of such categories as “interaction” and “cooperation” concerning various aspects of the educational process and to the system of relations “teacher-student” in particular. These definitions find their practical reflection in the system of values formed by an integral pedagogical process, which provides for mandatory consideration of the individual features of its participants and characteristics that determine the degree of their

involvement in this process [14]. The activity of teachers and students in the educational process is determined by

a combination of many factors, of which the determining ones can be considered (Fig. 4):

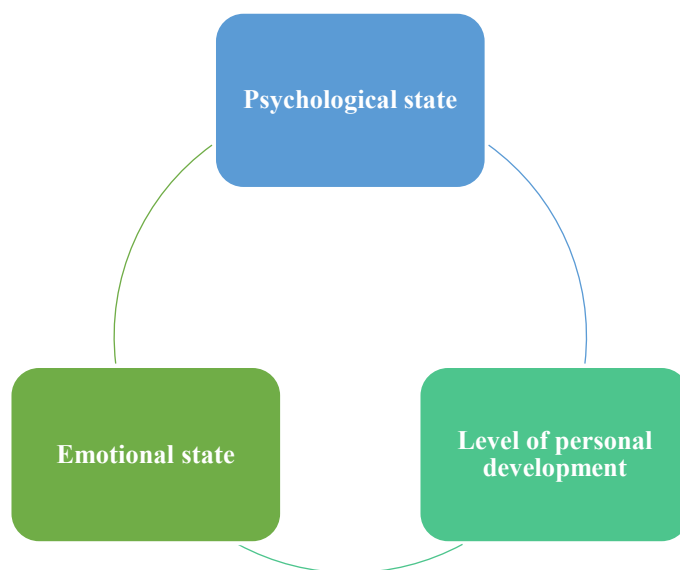


Figure 4. Structure of determining factors of interaction between teachers and students in the educational process

In this context, all employees of the modern educational system and the teaching staff of educational institutions in particular have a great responsibility for the quality of future specialists' training in certain types of activities. The psychology of pedagogical interaction between teachers and students within the framework of the curriculum provides for the need to search and establish effective methods of practical interaction of the groups under consideration to develop an optimal model for building relationships between them. The determining factor in this context will be the success of interaction between the student and the teacher, which is expressed in the acquisition by applicants of higher and other degrees of education of a full set of competencies necessary for them in the future for the high-quality performance of their professional duties [15].

The practical skills of modern teachers to properly build communication with students in the realities of the current educational system are extremely important for forming a high degree of trust in teachers among young people, as well as the desire to continue mastering the chosen specialisations under the guidance of certain teachers. Without a desire and a high degree of motivation, it is almost impossible to achieve noticeable success in any field, and studying at an educational institution is no exception to this rule. Students' progress in learning is facilitated by respect for teachers and the desire to adopt their knowledge and practical skills efficiently, which largely determines the practical essence of the learning process in the educational institution. In this context, it is the factors of respect and mutual respect that determine the psychology of pedagogical interaction between teachers and students in the learning process.

Nowadays, the practical activity of teachers of modern educational institutions is directly related to the need to form and declare targeted pedagogical attitudes to students, which largely determine the overall direction of their educational activities. The ultimate task of such educational practice is the development of a person who is competent both in matters of highly specialised knowledge and in knowledge that is the foundation of universal culture as a whole. Targeted pedagogical attitudes formed in the process of interpersonal communication between teachers and students during the entire time of their communication as part of the programme of the educational institution by the latter must meet both current requirements in terms of the competencies of future specialists and the norms of universal culture and morality. Clearly, from the point of view of professional competence of modern teachers, their ability to present high-quality educational material is of primary importance in this aspect [16].

Modern pedagogy sets teachers of higher and secondary educational institutions the task of forming students' skills in working with large information volumes and the ability to find in a large and constantly changing flow of diverse information exactly what is crucial from the point of view of the development of students' professional competence and the overall development of their personality. It is the ability to work with various types of information that is the basis of an individual's professional competence in the context of global informatisation of space, which occurs against the background of comprehensive penetration of the Internet into almost all spheres of modern life. The development of the ability to freely orient requires both endurance and pedagogical skills from teachers, as well as

literacy in the issues under consideration since, for example, the skill of working with a computer is mastered purely practically, and without it, it is impossible to talk about the possibility of orientation in the information space in modern realities [17]. In this context, the principles of pedagogy in the educational system assume the need for a modern teacher to develop the skills to explain to students certain

principles of finding information and working with it by personal example.

Extremely important from the point of view of assessing the role of properly built communication between teachers and students in the framework of the modern educational system are the principles of cooperation, including (Fig. 5):

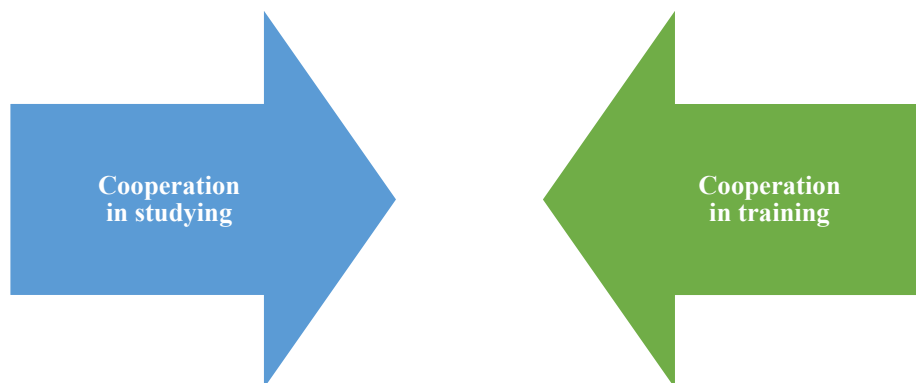


Figure 5. Key principles of communication between teachers and applicants for higher education

As can be seen, the process of obtaining education in a modern educational institution is simultaneously a process of training and educating future specialists, and also, as a rule, coincides in time with the main stages of the development of their personality, vital values, and a system of views on events and phenomena of the surrounding life. Communication with the teacher can be essential from the point of view of direct development of the student's life values and their views on the events of the surrounding life, and this is one of the most important features of the psychology of pedagogical interaction between teachers and students [18]. The teacher sometimes needs a lot of patience and a fair amount of life experience in various situations to qualitatively convey to the student their own view on the value scale, which is important for interrelation with different stages of obtaining a specialisation in an educational institution and further integration into the chosen profession.

In modern conditions, the pace of the surrounding life is constantly accelerating and communication between teachers and students also goes through successive stages of structural transformations, which characterise both certain stages of passing the programme of an educational institution concerning specific academic disciplines and the stages of obtaining by both students and teachers of various levels of professional competencies that are important for their further professional activity [19]. It is no coincidence that many modern teachers, as well as teachers of prior years, note that in the process of teaching specific disciplines for many years, they themselves constantly learn, steadily improve both in terms of developing teaching skills and from the point of view of understanding the needs of the audience and various options for its satisfaction. Thus, the learning process in an educational institution is mutually important both for students and for the teachers of

academic disciplines, just the subjects of knowledge, its methods, and classrooms differ. This is another important pedagogical aspect of the interaction of teachers and students, which indicates the multidimensional nature of the educational process and the involvement of various, often opposite, directed quantities in it at the same time.

Teachers and students of modern educational institutions jointly work out numerous aspects of personal and narrow professional interaction, which is of great importance in their future life, both within a particular educational institution and from the point of view of the tasks of professional and personal development facing them. Participation in such interaction is mutual and implies an active position of the parties to obtain results that reflect the effectiveness of achieving the final results of the educational process, pursued by both the teaching staff of any educational institution and its students [20]. Pedagogical interaction of this type is characterised by a wide variety of psychological features, further study of which can be of great practical significance both for expanding understanding of the importance of interaction processes between teachers and students in general and from the point of view of understanding the significance of these processes in the development of future specialists' high professional and personal competencies in various fields of activity.

CONCLUSIONS

Based on the results of the studies performed in this paper on assessing the psychological features of pedagogical interaction in the “teacher-student” system, the following conclusions were formulated.

In the system of modern education, the issues of high-quality communication between teachers and students are of particular importance as a factor that largely

determines the features of pedagogical interaction of these groups. High-quality communication during the educational process is possible only on the basis of compliance with the principles of mutual respect and mutual trust between teachers and students, which can be expressed in students' recognition of their teachers' levels of competence and active expression of the desire to acquire new knowledge and professional competencies under their guidance. At the same time, an important feature of interaction in this context should be considered the real compliance of teachers' training in modern educational institutions with the level of students' expectations, and the presence of such compliance is extremely important both from the point of view of achieving high efficiency of the educational process in modern conditions and from the point of view of maintaining the proper level of quality of modern students' training.

The realities of the modern educational system are such that without a proper level of motivation, it is impossible to achieve high results, both in the field of teaching skills and in the field of high-quality acquisition of elements of the educational programme by modern students. Therefore,

the development and support at the proper qualitative level of teachers' motivation, which is expressed in the creation for them of high-quality conditions for conducting scientific and teaching activities in modern realities and for students whose motivation is expressed in the development of prospects for personal and career growth when mastering a specific specialisation chosen in the course of training in the higher educational institution, is an indispensable factor in the effectiveness of pedagogical interaction in the "teacher-student" system. At the same time, the development of modern students' desire to study under the guidance of a specific teacher or group of such is an objective expression of the high quality of the teaching process in an educational institution and is the highest degree of students' trust in teachers, which for its part should be considered the main feature and an indispensable characteristic of a properly built system of pedagogical interaction in the "teacher-student" system. The desire to achieve such results should be decisive in the final assessment of the psychological features of pedagogical interaction.

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Психологічні особливості педагогічної взаємодії у системі «викладач-студент»

Анотація. Актуальність обраної тематики наукового дослідження визначається важливістю питань взаємодії викладачів і студентів у системі сучасної вищої освіти, а також необхідністю розкриття психологічних особливостей такої взаємодії, з точки зору формування якісної оцінки їхньої ролі і місця в навчальному процесі закладу вищої освіти. Мета роботи полягає у формулюванні психологічних аспектів комунікації «викладач-студент» у межах освітнього простору для виокремлення методів її регулювання. Провідним підходом наукового дослідження визначено поєднання теоретичного аналізу основних аспектів педагогічної взаємодії викладачів і студентів у навчальному закладі з урахуванням основних функцій і завдань кожної з розглянутих груп, та структурного синтезу особливостей зазначеного типу взаємодії на основі психологічних чинників спілкування в масштабах вищого навчального закладу. У науково-дослідній роботі розглянуто питання, пов'язані з психологічними особливостями педагогічної взаємодії викладачів і студентів у сучасній системі вищої освіти. Визначено якісні показники комунікативних зв'язків суб'єктів освітнього процесу, педагогів та студентів зокрема. Виокремлено ключові психологічні особливості педагогічної взаємодії в системі «викладач-студент», серед яких формування довіри до авторитету педагога, урахування індивідуальних чинників здобувачів освіти у процесі вивчення програмних дисциплін, підтримання позитивного психологічного клімату в суб'єкт-суб'єктних відносинах. Підкреслено необхідність формування якісної оцінки рівня комунікації між викладачами та студентами як об'єктивного чинника подальшого оцінювання загального рівня ефективності їхньої педагогічної взаємодії і психологічних характеристик кожної з розглянутих груп. Результати та висновки проведеної науково-дослідної роботи мають практичну цінність як для сучасних здобувачів вищої освіти, так і для представників викладацького корпусу сучасних закладів вищої освіти, стурбованих проблемами вибудовування якісної комунікації між собою, з урахуванням індивідуальних особливостей, якостей і характеристик кожної окремої групи

Ключові слова: система вищої освіти, освітній процес ЗВО, комунікація, перцепція, інтеракція