

## STUDENT – TEACHER CONSTRUCTIVE INTERACTION AS A COMPONENT OF PARTNERSHIP PEDAGOGY

**Holovanova T. P.**

*Candidate of Pedagogical Sciences,  
Associate Professor at the Department of Pedagogy and Psychology of Educational Activity  
Zaporizhzhia National University  
Zhukovskoho str., 66, Zaporizhzhia, Ukraine  
[orcid.org/0000-0003-1202-3720](https://orcid.org/0000-0003-1202-3720)  
[tatyana1956@gmail.com](mailto:tatyana1956@gmail.com)*

**Key words:** *dialogue, the teacher, constructive interaction, class management, partnership pedagogy, the student.*

This article emphasizes that the changes that occur in the New Ukrainian school is a factor that arouses interest in the problem of constructive interaction in the system of “teacher-student” relations. Constructive interaction has been found to be an integral part of partnership pedagogy, an important component of classroom management. It has been proven that the question of how to effectively manage the class is still difficult for teachers. Recent research has been analyzed, and it has been shown that fifty percent of novice teachers say they feel completely unprepared or only slightly ready to deal with students who break discipline. The changes taking place in the conditions of the New Ukrainian School arouse Constructive interaction is an integral part of partnership pedagogy, an important component in classroom management. According to research, fifty percent of novice educators say they feel completely unprepared or only slightly ready to deal with students who break discipline. In addition, students who participated in the study felt unengaged, had difficulty in concentrating, and were unable to effectively manage their thoughts and emotions. This creates a vicious cycle that actually exacerbates undesirable student’s behavior. The importance of teachers’ awareness of their own values, beliefs, and understanding of how teachers’ values and beliefs affect students is emphasized. While this attribution often relieves teachers of the responsibility to examine their own relationships and practices, it seriously limits possibilities for professional growth and change, not only for their students, but also for themselves. The purpose of this article is to outline the essential elements of constructive interaction in system “student-teacher”, some of the dimensions that impact teachers’ communication and decision making as a means of stressing the complexity of effective and therapeutic student-teacher relationships. Teachers would realize that reflection on their own teaching and their relationships with students may uncover aspects of themselves that create discomfort, as well as areas of teaching and communication in which they feel inadequate. This paper argues that teachers could benefit from understanding how the constructive classroom interaction influences student behavior.

---

## КОНСТРУКТИВНА ВЗАЄМОДІЯ УЧЕНЬ – УЧИТЕЛЬ ЯК СКЛАДНИК ПЕДАГОГІКИ ПАРТНЕРСТВА

Голованова Т. П.

*кандидат педагогічних наук,*

*доцент кафедри педагогіки і психології освітньої діяльності*

*Запорізький національний університет*

*вул. Жуковського, 66, Запоріжжя, Україна*

*orcid.org/0000-0003-1202-3720*

*tatyana1956@gmail.com*

**Ключові слова:** діалог,  
учитель, конструктивна  
взаємодія, управління класом,  
педагогіка партнерства,  
учень.

У статті акцентовано увагу на тому, що саме зміни, які відбуваються в умовах Нової української школи, є чинником, що викликає інтерес до проблеми конструктивної взаємодії в системі відносин «учитель-учень». Установлено, що конструктивна взаємодія є невід'ємним елементом педагогіки партнерства, важливим складником управління класом. Доведено, що питання, як ефективно керувати класом, досі є складним для вчителів. Проаналізовано результати досліджень і доведено, що п'ятдесят відсотків учителів-новачків стверджують, що почуваються зовсім неготовими або тільки трішки готовими впоратися з учнями, які порушують дисципліну. Доведено, що учні, які брали участь у дослідженні, почувалися незалученими, мали труднощі з концентрацією і не були в стані ефективно керувати своїми думками й емоціями. Зроблено висновок, що так формується порочний цикл, який насправді посилює небажану поведінку учнів. Доведено, що в умовах реформування необхідні більш глибокі дослідження контенту, який буде корисним і релевантним для вчителя, якщо в практиці йому доводиться конструювати систему управління свого класу на засадах діалогічної взаємодії. Підкреслено важливість усвідомлення вчителями власних цінностей, переконань, а також осмислення того, яким чином цінності й переконання вчителів впливають на учнів. Акцентовано увагу на тому, що активне (рефлексивне) слухання вимагає діалогу, що дає змогу вчителю не тільки слухати, а й почути дітей. Проаналізовано умови, за якими можливе активне слухання. Доведено, що це можливе за умови, коли вчитель відчуває учня й аналізує власні думки, цінності, переконання. Якщо вчителі не хочуть і не можуть установлювати та підтримувати відносини на засадах взаємоповаги з учнями, то навіть при всій правильності того, що вчителі говорять, їхнє повідомлення може бути сприйнятим як протиріччя тому, що вони «говорять». Звертається увага на психотерапевтичну функцію вчителя в умовах діалогічної взаємодії «учень-учитель». Стаття стверджує, що вчителі могли б отримати користь від розуміння того, як конструктивна взаємодія в класі впливає на поведінку учнів.

**Problem statement.** The pedagogy of partnership actualizes the interest in the phenomenon, which is called constructive interaction in the system of relations “student-teacher” [1]. The teachers, teaching staff are responsible for the practical implementation of reforms in the practice of school work, which requires a change in the very philosophy of management of the school [2]. Taking into account the requirements set for teachers by the New Ukrainian School,

we need to rethink our schools so that at their core they are enablers and facilitators for all children and their families. The pedagogical orientation of today's teacher would not be directed to diagnose, what's wrong with a child or determining how to remediate, we need to be finding strengths and developing strategies and resources that can help children succeed. This problem attracts the attention of practitioners and scientists. However, the scientists themselves

claim, “there is much less attention in the overall literature on what constitutes effective teaching”, “on the behavior and actions of good teachers”, “what it is that good teachers do to promote good learning” [3]. It is argued that in the worst case, this produces a circular argument: “good teachers are those who produce good outcomes, so that those pupils with good outcomes must have been taught by good teachers” [3]. Such changes will require focusing on our roots – the fundamental beliefs upon which our schools operate. In this regard, the researcher [4] considers the ideas and technologies of partnership pedagogy, which historically exist in Ukrainian pedagogy. Many effective strategies have been developed in the XX century, that can be applied within a different framework and can be used to provide students with the supports they need to succeed. In the context of actualization of the topic of interaction “student-teacher” more attention also needs to be given how to create school environments that promote and support the learning environment [2]. Ukrainian researchers underline the importance of quality schools, of quality education [2]. In quality schools students discover that learning can be fun and order is created through harmony among the system that influence and constitute schools, not “from curriculum of control”. However, it is the teachers who are responsible for the practical implementation of the ideas of the New Ukrainian School, which requires a change in the very philosophy of education management.

That shift in thinking, from a focus on managing specific student behaviors to promoting constructive action with children and in systems means that teachers need to know not only how to help individual students succeed in school, but also how to help systems to become more effective and supportive to their members [5]. On this basis, it can be argued that the New Ukrainian School needs more in-depth research of content that will be useful and relevant to the teacher, if in his practice the teacher has to construct a management system for his class on the basis of partnership pedagogy. The fundamental theoretical foundations of the concept are the works of Ukrainian and foreign scholars: V. Andrushchenko, Sh.Amonashvili, I. Zyazyun, V. Kremena, I. Bech, M. Boritko, T. Gordon, K.Rogers and others). Methodological aspects of the problem looked through the analysis of textbooks, manuals. We used reviews of articles, widely represented on the Internet [1–10].

**Formulating the goals of the article.** The purpose of this article is to outline the essential elements of constructive student’s-teacher’s interaction.

**Statement of the basic material.** The study of constructive interaction in the system of “student-teacher” relations has its own specifics, as it is carried out on the border of social psychology, philosophy, sociology, theory of personality, theory of

critical thinking, management in the educational process, group dynamic psychology [2]. Based on the analysis of scientific and pedagogical sources on the research topic, we can say that the concept of interaction refers to interdisciplinary categories. According to the author [5], pedagogical interaction is always determined by a specific goal – the transfer of knowledge and social experience. It is not difficult to be associated with any phenomenon, however, in order to interact with it, you must at least have a goal, be aware of the interdependence of joint activities, and plan to achieve the expected result. Interaction is necessarily inherent in reactivity (that is, the presence of direct and feedback). Thus, the effectiveness of constructive interaction is determined by the reactions of the participants in the activity, who consistently adjust the process of obtaining the final result [5]. From this perspective we’ll consider constructive interaction at the teacher-student level. In their practice, teachers necessarily faced discipline problems in their work, did experience minor but persistent discipline problems on a regular basis. There are different ways to solve this problem. The partnership approach to discipline problems is based on the quality of the teacher-student interaction. The Gordon Model is useful when teachers have a problem in situation, they need an entirely different skill: I-Messages [6]. The teacher constantly has to make decisions in various pedagogical situations. These decisions can, on the one hand, contribute to the social-emotional development of the teacher-student-class relationship, or they can lead to alienation in the teacher-student relationship and the class. So, for example, imagine a situation where a teacher needs to decide how to respond to an outburst of a student who has lost a competition. The teacher can make different decisions. One solution may be to express empathy for the student: “It’s so hard to lose if you’ve worked very hard”. Perhaps in such a situation, understanding and friendship will be more useful than training or punishment. Psychologists argue that such a teacher response is likely to open the way for communication and create a context for meaningful, trusting dialogue. In this case, we can talk about the psychotherapeutic function of the teacher [7]. When this function is implemented, the level of anxiety, neurotization of the participants in the pedagogical process is reduced and a psychologically comfortable and safe educational environment is provided [7]. Teachers are faced with the need to make such decisions in schools on a daily basis, related to the violation of discipline in schools. The consequences of such decisions significantly affect both student behavior and the relationship between teacher and student; therefore, such decisions must be carefully considered. However, deciding what to do is not an easy task. When a teacher interacts with a student – speaks to him or simply reacts to him in

some way – he can insist on his own, demand, please, make excuses, he can speak quietly or loudly, calmly or excitedly. This is not what determines the quality of communication. Such communication is considered correct, as a result of which the student and the teacher do not lose inner freedom. Partnerships with students relieve teachers of the need to make excuses afterwards. From the very beginning, they are built on two rules that educate the personality: the student always chooses the behavior, and the teacher helps to make the choice conscious; freedom of choice is the willingness to be responsible for its consequences. Quite often, teachers develop their own theory of decision making, which manifests itself in pedagogical skill and pedagogical technology [8]. Research shows that as teachers acquire a new identity as decision-makers, there is a growing interest in reflective practice [9]. Teachers who interact daily with students whose behavior is challenging need to understand not only the impact of their beliefs, theories, and behaviors on students, but also how students' beliefs, theories, and behaviors affect them. If teachers do not understand how their own biases, values, and beliefs affect their relationships with students, they may be oblivious to their contribution to the “problematic behaviour” they perceive. A number of systems have been developed that help guide teachers in their dialogues with students. The systems can be excellent guides in determining what to say next or how to start the process, if the teacher has positive regard for the student and if the teacher is comfortable and focused

on helpful issues [10]. However, none of these strategies are effective when used by an angry, hostile teacher who only goes through the motions of the techniques. Rogers believed that having our feelings heard, understood, and reflected back to us helps us feel accepted and understood. This understanding provides us with a view into ourselves and enables us to change and to grow. If teachers expect themselves to be perfect, if they are unable to accept that they do not always know what to do, and if they are unduly harsh on themselves when things go “wrong”, reflection will become a painful process they may want to avoid. However, if teachers can view the classroom as a place where everyone learns, look at their students as their “teachers”, and view problems as opportunities to understand their students and themselves better, then they may be more willing to examine their own practices continually.

**Conclusions from this study.** So, we investigated some aspects that affect the pedagogical interaction of teachers and students, the importance of a teacher to make responsible decisions in situations related to the discipline of students, the influence of making such decisions on communication in the teacher-student system. From our point of view, modern teacher training should take these aspects into account and orient students and teachers to the need to master the skills of constructive interaction. We see prospects for further research in the development of Formative Assessment, critical thinking in information technologies education.

## BIBLIOGRAPHY

1. Wendy M. Reinke, Keith C. Herman, Lori Newcomer. The Brief Student-Teacher Classroom Interaction Observation: Using Dynamic Indicators of Behaviors in the Classroom to Predict Outcomes and Inform Practice Update policy: URL: <https://journals.sagepub.com/stoken/default+domain/10.1177/1534508416641605/full/>.
2. The New Ukrainian School Conceptual Principles for the Secondary School Reform. URL: <https://mon.gov.ua/storage/app/media/zagalna%20serednya/Book-ENG.pdf>.
3. What makes great pedagogy? Nine claims from research. URL: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/329746/what-makes-great-pedagogy-nine-claims-from-research.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/329746/what-makes-great-pedagogy-nine-claims-from-research.pdf).
4. Кравчинська Т.С. Педагогіка партнерства: основні ідеї, принципи та сутність: підготовка керівних та педагогічних кадрів до реалізації Концепції Нової української школи. *Збірник статей Всеукр. наук.-практ. інтернет-конф.* Харківська академія неперервної освіти. Харків, 2017. С. 85–88. URL: <http://lib.iitta.gov.ua/707221>.
5. Коротаева Е.В. Педагогика взаимодействия : учебное пособие / Урал. гос. пед. ун-т. Екатеринбург, 1999. 147 с. URL: <http://www.scientiasocialis.lt/pec/node/590>.
6. Empowering Education Manual. Women's Information and Consultative Center. К. : 2002. URL: <https://www.opensocietyfoundations.org/publications/empowering-education-manual>.
7. Мешко Г.М. Вступ до педагогічної професії : навчальний посібник. Київ : Академвидав, 2010. 200 с.
8. Мільто Л.О. Теорія і технологія розв'язання педагогічних задач : навчальний посібник. Кіровоград : Імекс-ЛТД, 2013. 156 с. URL: [https://lib.iitta.gov.ua/2622/1/MILTO\\_879-13.pdf](https://lib.iitta.gov.ua/2622/1/MILTO_879-13.pdf).
9. Корсікова К.Г. Рефлексія майбутніх педагогів як компонент успішного проходження педагогічної практики. *Збірник наукових праць Херсонського державного університету. Серія «Педагогічні науки»*. 2018. Вип. 82 (2). С. 159–162. URL: [http://nbuv.gov.ua/UJRN/znppn\\_2018\\_82\(2\)\\_33](http://nbuv.gov.ua/UJRN/znppn_2018_82(2)_33).
10. Амонашвили Ш.А. Как любить детей (опыт самоанализа). Донецк : Ноулидж, 2010. 69 с.

## REFERENCES

1. Wendy M. Reinke, Keith C. Herman, Lori Newcomer (2016). The Brief Student–Teacher Classroom Interaction Observation: Using Dynamic Indicators of Behaviors in the Classroom to Predict Outcomes and Inform Practice Update policy: Retrieved from: <https://journals.sagepub.com/stoken/default+domain/10.1177/1534508416641605/full> [in English].
2. The New Ukrainian School Conceptual Principles for the Secondary School Reform. (2016). URL: <https://mon.gov.ua/storage/app/media/zagalna%20serednya/Book-ENG.pdf> [in English].
3. What makes great pedagogy? Nine claims from research (2012). URL: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/329746/what-makes-great-pedagogy-nine-claims-from-research.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/329746/what-makes-great-pedagogy-nine-claims-from-research.pdf) [in English].
4. Kravchynska T.S. (2017). Pedagogy of partnership: basic ideas, principles and essence: preparation of leading and pedagogical staff for realization of the Concept of New Ukrainian school: coll. Art. All-Ukrainian scientific-practical internet conference Kharkiv Academy of Continuing Education, Kharkiv, Ukraine Retrieved from: <http://lib.iitta.gov.ua/707221> [in Ukrainian].
5. Korotaeva E.V. (1999). Interaction Pedagogy: Textbook. manual / Ural. state ped. un-t. Yekaterinburg. 147 p. URL: <http://www.scientiasocialis.lt/pec/node/590> [in Russian].
6. Empowering Education Manual. Women’s Information and Consultative Center. (2002). URL: <https://www.opensocietyfoundations.org/publications/empowering-education-manual> [in English].
7. Meshko, G. M. (2010). Introduction to the teaching profession: Educ. tool. K.: Akademvidav. 200 p. [in Ukrainian].
8. Milto, L.O. (2013) Theory and technology of solving educational problems. Kirovograd. [https://lib.iitta.gov.ua/2622/1/MILTO\\_879-13.pdf](https://lib.iitta.gov.ua/2622/1/MILTO_879-13.pdf) [in Ukrainian].
9. Korsikova K.G. (2018). Reflection of future teachers as a component of successful pedagogical practice // *Collection of Research Papers «Pedagogical Sciences»*. 82 (2). 159–162. URL: [http://nbuv.gov.ua/UJRN/znpn\\_2018\\_82\(2\)\\_33](http://nbuv.gov.ua/UJRN/znpn_2018_82(2)_33) [in Ukrainian].
10. Amonashvili Sh. A. (2010). How to love children (experience of self-analysis). Donetsk: Knowledge Publishing House, 69 p. [in Russian].