

Kalinkovskaya S.
Ph.D., associate professor FGBOU VPO
«Vladimir State University named after
Alexander and Nikolay Stoletovs»

THE IDEAS OF SYMBOLIC INTERACTIONISM AS AN INTERACTIVE LEARNING IN THE MODERN HIGH SCHOOL

Improving the quality requirements of the learning process becomes a pressing problem and the condition of the continuous education system, incentive to update its content based on fundamental principles, integrity, continuity and practical orientation. Challenge of modern education is to further develop the historical educational system by creating the pedagogical conditions for the formation of professionally competent, socially active, independent, creative personality.

At present, the development of teaching science is the reorientation of the educational space that the paradigm of "imitation" goes to the paradigm of "information". Educational success of information systems have generated the desire to broaden the amount of information and, therefore, increase the duration of training, leading to the need to improve the content and organization of the educational process. In the transition to the information society all the more important for a teacher is familiarizing high school students to be active on the education content assimilation as a necessary condition to achieve a high training quality and preparedness for professional work in the modernization of the education sector, which is impossible without an effective educational process organization.

Modern teaching science is actively looking for ways to improve learning by building an educational process on the basis of the existing domestic and foreign philosophical, sociological, psychological, and other concepts.

Organization of the educational process in high school on the basis of innovative approaches to educational activities, in practice, is faced with great difficulties. This is due to the fact that the current system of a teacher – a student group – a student is often performed without feedback. The existing practice of partnerships in the college environment is a formal approach and needs to be improved in line with modern requirements to the pedagogical process [4].

Considering the general pedagogical bases for the construction of the educational process at the university, we have identified key components of its formation, which include:

- public order, the content of a Federal State Educational Standards of Higher Professional Education,
- curriculum,
- training complex with a member of a course program,
- forms of organization and control of the educational process,
- teaching tools,
- teaching methods,
- teaching technology,
- logistical support of pedagogical process,

- continuity of the content students learn discipline, scientific achievements in the field of the subject under study, as historical and contemporary,
- the quality and effectiveness of training.

All these components are sent to the student or student group. Success indicator of the educational capabilities in educational process is the result that presented not only a system of knowledge, skills, existing students, but also the relations of life and values in the unity of the activities. This is due to the fact that the structure of the educational process is reflected not only in content-target, organization-activity, control-evaluation components, but also emotion- motivational component, which is characterized by certain emotional relationship between the subjects of pedagogical space. All these elements are constantly interacting.

In the current system of full-time or part-time higher education student is one of the lower levels in the university educational process structure. This leads to the fact that the target component of the education content is dependent only on the social order, as reflected in the Federal State Educational Standard of Higher Professional Education and implemented in the light of a scientific problem teacher, without regard to individual student needs.

Modern conditions do not allow us to fully solve one of the major challenges facing the high school. This task is aimed at meeting the needs of personality in the intellectual, cultural and moral progress through higher education in the learning and creation of new knowledge. This problem necessitates restructuring of instruction in higher education with the needs of learners and the construction of the educational process as based on public order, and students' requests included in the teaching process.

Increasing demands for higher education requires an educational process basis study in order to identify ways to encourage student fulfillment problem solving. At present it is a most urgently question to find effective teaching ways to liaison between students and faculty in the educational process. In this regard, there was a need to access interactive learning.

Interactive learning, unfortunately, is still under-represented in the pedagogical literature. The work such scientists as T. Avetova, G. Borisova, N. Emelyanov, M. Clarin, E. Korotaeva, L. Kosova, and others concerned with the study of the interactive learning theory and practice.

The philosophical basis of an interactive learning is symbolic interactionism – theoretical and methodological course, focuses on social interactions of people aspects analysis. The founder of this theory is an American philosopher, sociologist and social worker J. G. Mead.

Mead's theory – society and social individual (social I) approved a set of processes in inter-individual interactions. Being adopted as the other, "generalized other" – a reflexive stages of the social self. The main characteristic of I – the ability to get object to itself, and the external social control is transformed into a self-control. Thus, the society as it is "within the present self." In this case, the richness and originality inherent in any individual reactions, ways of activities, the symbolic content depends on the variety and breadth of interaction systems in which it is involved. In turn, the reflection of self own inner world and it's symbolic content can define and redefine (integrate and reintegrate) situation of interaction,

in which I involved.

For symbolic interactionism tend indeterministic (subjectivist) vision of the social process, because the change of the objective environment activities depends on developing and changing social values, identify situations of participants interactions. As a result, different groups develop different worlds that change with changes in the interaction they use values [3, 303-304].

Symbolic interaction ideas have had a significant impact on the design of interactions as the two or more subjects interaction in the psychology and as an active interaction between the subjects of the educational process in order to gain knowledge in pedagogy. As an elementary model of interactivity can be a user work on the computer. Computer at a given interaction event serves as a complex system, which includes a set of elements interconnected with each other, mutually and hierarchically aligned. For example, without such important elements of the computer as a keyboard and mouse (data input into the computer) can not manage host activity. At the same time, the lack of a hard drive, motherboard, memory cards and other elements at the system unit will make it impossible to operate even in the presence of input devices.

Illustrating the nature of interactivity, it should point to the fact that any even the most powerful computer will be useless if the man working with a computer does not know its features. Such a person may be called the operator.

Thus, a man working with electronic device is a system that divided into the computer and the operator who controls the actions of a computer.

Now consider the interaction features of the operator and the system.

First, in order to start his work, the operator has a number of specific manipulations for running the system. The system reacts to the actions of the operator, and for example, while loading process the operator must to log in or to select an operation system. Depending on the choice of the operator changes the system reaction: it opens the windows, performs calculations, etc.

Second, sometimes the system inadequate reacts to the operator's actions: show mistakes, freezes, etc. In this case, the operator must find the cause of the inadequate response: imperfect equipment, errors in the program or his own mistakes.

When a man works with a computer, the operator and the system constantly in dialogue, in response to the actions of each other, and it is an act of interaction. This model of interactive communication between the operator (human user) and the system (computer) is also a way of human communication, especially in education.

With interactive learning the operator (a teacher) constantly changes his actions on the system (a student or a group of students). These changes are caused by a system's reaction to the operator's impact, individual and group needs, level of training. Therefore, interactive training can make the transition to teaching based on the creating knowledge considering the personal characteristics of the educational process subjects [1; 2].

So, today's higher education has a particularly acute problem of the transition from reproduction of knowledge to the production of knowledge. Interactive learning which is based on the idea of symbolic interactionism, serves as a means of solving the existing problems because on the one hand, it increases the quality of teacher work and on the other hand contributes to the orientation of pedagogical influence on the particular student with his particular needs and capacities.

References

1. Kalinkovskaya S. Modeling the interactive learning at correspondence courses of modern high schools // Payload social environment as a major factor dysfunctional socialization [Proceedings of the conference] [2 parts]. Part 2. – Vladimir: Transit-X, 2008. – Pages 12-14.
2. Kalinkovskaya S. Prospects for the development of the educational interaction theory with the specific features of teaching part-time students high school [text] // Siberian pedagogical magazine. – 2012. – № 6. – Pages 105-107.
3. Concise Dictionary of Sociology / Ed. Gvishiani D. Lapin N. – Moscow, Politizdat, 1988. – 479 p.
4. Formation of students learning activities / ed. Liaudis V. – Moscow: Moscow University Press, 1989. – 240 p.