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PEDAGOGICAL INTERACTION IN THE CONTEXT OF GLOBALISATION

Introduction. Globalisation, as a process of worldwide interconnectedness and interdependence, has a significant impact on all spheres of life, including education. Pedagogical interaction in the context of globalisation acquires new features and characteristics that require careful consideration. Pedagogical interaction opens up opportunities for self-realisation and self-organisation in future professional activities, helps to understand its integrity more accurately and in detail.

Methods. Theoretical (analysis and synthesis of literature, comparison, generalisation and drawing conclusions), empirical (description, observation).

Results. Pedagogical interaction and its globalisation is a complex and multifaceted process that is essential for the success of the educational process. It ensures the effective transfer of knowledge, skills and abilities, the formation of the personality of students and teachers, and the development of their creative abilities.

The pedagogical process is a rather strong interaction between teachers and students aimed at achieving a goal. Pedagogical interaction is special. Its content and methods are determined by the task of educating and training people. This task involves changing the student's state in advance, transforming their character and qualities. Thus, we can say that the pedagogical process is a process by which social ideas are transformed into personal qualities.

In pedagogy, the joint activities of teachers and students are referred to as pedagogical interaction, pedagogical cooperation and pedagogical partnership. Interaction is the embodiment of a kind of connection, a relationship between people who influence each other, complement each other and succeed in solving tasks while

solving a common problem. Naturally, both the subject and the object of interaction undergo changes. "Together" is not meant in the holistic sense, but in the sense of complementarity.

Pedagogical science operates with the concept of "pedagogical interaction", which is one of the leading categories of pedagogy. This concept can be found in various scientific studies on the peculiarities of the educational process, the peculiarities of pedagogical communication and other issues of pedagogical activity.

When applying any form of pedagogical interaction in the context of globalisation, subjects must demonstrate the following professionally important qualities: respect for the individual, the need and ability to communicate, sociability, the ability to emotionally participate and understand, the ability to quickly and correctly navigate standard and non-standard situations, quickly change the speech impact regardless of individual characteristics of the personality; the ability to feel and maintain feedback in communication.

Also, pedagogical interaction in the context of globalisation changes the perception of culture, a person's place in the world and his or her capabilities.

Thus, intercultural communication is one of the most important aspects of pedagogical interaction in the context of globalisation. Through collaboration, teachers and students come into contact with a variety of cultures and values. I believe it is right to develop and accept other cultures, as well as to communicate with its representatives.

Globalisation is also impossible without the development of information technology. Teachers should use modern technologies to improve the quality of education and facilitate communication between participants in the educational process.

To promote critical thinking, educators should teach students to think critically, analyse information and make meaningful decisions in the context of global change. Pedagogical interaction should promote the development of skills of

cooperation, empathy and mutual understanding between participants in the educational process.

For successful pedagogical interaction, teachers must realise that students are at the centre of the educational process with their needs, interests and abilities. Pedagogical interaction should be aimed at the development of the individual, his or her adaptation to changing living conditions. In the context of globalisation, teachers need to have not only subject knowledge, but also methodological competences, communication skills, and knowledge of foreign languages.

There are also challenges faced by pedagogical interaction in the context of globalisation: diversity of cultures, language barriers, inequality in access to education, and the impact of information technology. The way to overcome these problems is to prepare teachers to work in a globalised environment, to make greater use of information and communication technologies, to develop intercultural communication and to create an inclusive educational environment.

Conclusion. Thus, pedagogical interaction in the context of globalisation has significant potential for the development of education, requiring teachers to have a deep understanding of global processes and skills. Taking into account all the features and obstacles, it is possible to create a truly high-quality educational environment that will meet the needs of the present.

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