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PSYCHOLOGICAL TECHNOLOGY OF THE INTERACTION BETWEEN TEACHER AND STUDENTS UNDER THE CONDITIONS OF INNOVATIVE MODULE- DEVELOPMENTAL TEACHING

Integration into the European educational space requires involving of a full cycle of system transformations from the stages of cognition of innovation and the design of innovation to the complex implementation of the novelty and monitoring of the effectiveness and fixing of a new educational tradition. Actually, module-developmental system of education foresees essential, methodologically verified and psychologically substantiated changes that focus primarily on the technology of interaction in the "teacher-students" system. In particular, the purpose of this study is to substantiate the four-period (four-phase) organizational technological cycle of psychosocial interaction of subjects of the educational process. The latter, according to the authors, harmoniously combines the continuity of informational-cognitive, normative-regulatory, value-aesthetic and spontaneous-spiritual periods. At the same time, each period of full educational content contains two stages, which in the dialectical unity and logical continuity make up the psychologically-completed functional cycle of the module-developmental process (the training module).

Key words: psychological content of innovative training, module-developmental interaction, organizational cycle of psycho-artistic technologies, informational-cognitive period, normative-regulatory period, value-reflexive period, spiritual-creative period, innovative means of teaching.

Інтеграція у європейський освітній простір потребує задіяння повного циклу системних трансформацій від етапів пізнання новації

і проектування інновації до комплексного впровадження нововведення та моніторингу ефективності й закріплення нової освітньої традиції. Власне модульно-розвивальна система навчання передбачає сутнісні, методологічно вивірені та психологічно обґрунтовані, зміни, котрі першочергово центруються довкола технології взаємодії у системі «викладач – студенти». Зокрема, метою цього дослідження є обґрунтування чотириперіодного (чотирифазного) оргтехнологічного циклу психосоціальної взаємодії суб'єктів навчального процесу. Останній, на думку авторів, гармонійно поєднує наступність інформаційно-пізнавального, нормативно-регуляційного, ціннісно-естетичного та спонтанно-духовного періодів. Водночас кожний період повного освітнього змісту містить по два етапи, які в діалектичній єдності і логічній наступності становлять психологічно-довершений функціональний цикл модульно-розвивального процесу (навчального модуля).

Ключові слова: психологічний зміст інноваційного навчання, модульно-розвивальна взаємодія, оргцикл психомистецьких технологій, інформаційно-пізнавальний період, нормативно-регуляційний період, ціннісно-смысловий період, духовно-креативний період, інноваційні засоби навчання.

Интеграция в европейское образовательное пространство требует задействования полного цикла системных трансформаций от этапов познания новации и проектирования инновации к комплексному внедрению нововведения и мониторинга эффективности и закреплению новой образовательной традиции. Собственно модульно-развивающая система обучения предполагает сущностные, методологически выверенные и психологически обоснованные, изменения, которые в первую очередь центрируются вокруг технологии взаимодействия в системе «преподаватель – студенты». В частности, целью данного исследования является обоснование четырехперіодного (четырефазного) оргтехнологического цикла психосоциального взаимодействия субъектов учебного процесса. Последний, по мнению авторов, гармонично сочетает взаимосвязь информационно-познавательного, нормативно-регуляционного, ценностно-эстетического и спонтанно духовного периодов. Одновременно каждый период полного образовательного содержания содержит по два этапа, которые в диалектическом единстве и логической преемственности составляют психологически совершенный функциональный цикл модульно-развивающего процесса (учебного модуля).

Ключевые слова: психологическое содержание инновационного обучения, модульно-развивающее взаимодействие, оргцикл психологически искусных технологий, информационно-познавательный период, нормативно-регуляционных период, ценностно-смысловой период, духовно-креативный период, инновационные методы обучения.

Formulation of the problem (topicality). Educational activity is especially intensified in teenage and youth age periods on the basis of educational and socially-useful activities as the integration of higher, committing-civilian level of functioning of individual and group consciousness. However, the existing, mostly lecture-seminar model of learning does not provide the appropriate psychosocial conditions for the direction and guided formation of educational activity, mainly because of the fact that theoretically isn't covering, scientifically isn't designing and isn't embodying with experience the psycho-cultural content of the developmental interaction with the content of the mastered material, the specific methodic of training and forms of cognitive work of students. That's why educational activity is functioning spontaneously every day, outside the organization of actual educational practice of teachers and pupils [10, p. 106].

Institutions of higher education, mostly, don't set a super-task to reveal the students' natural potential concerning their own psychosocial growth, but limits their social, including professional maturity by verbal-theoretical training. The cognitive-informational orientation of the relationship between the mentor and the successors unilaterally reveals the intellectual sphere of the personality, upbrings him internally incapable of realizing his own possibilities to maximum

full cultural and spiritual perfection. As a result, the important psychic properties of the student (attitude, belief, conviction, responsibility, etc.) are not filled with proper inter-subjective interaction and do not find objectification in the high moral forms of behavior, communication, activity (acts of compassion and spiritual enlightenment, deeds of good and beauty, etc.) [4, p. 36]. That's why an actual problem of the stable development of national higher education as a complex social-educational system is its transition from the scientific model of education to the vital-cultural and from the didactic scheme of assimilation of knowledge to the psychosocial model of personality development.

Theoretical analysis of the problem and the singling out of previously unsolved part of the general problem to which the article is devoted. Trends of the development of educational systems of different countries of the world, convince that it is thanks to the modular methods of the organization the training-educational process acquires a particularly favorable socializing influence on the person. Significantly this relates to a module-developmental educational system that promotes psychosocial growth of teachers and students as a result of phased and equal complementary of information-cognitive, normative-regulatory, value-personal and spontaneous-creative structures of the mental experience of participants in developmental interaction. The last one, psycho-didactically

organizes the main socializing influences of the society on the personality in such a way that the learning processes actualize the informational-cognitive possibilities of the subject of cognition, upbringing – normative-regulative, and the education – social-culture and self-education – the creation by the personality himself and the surrounding environment [4, p. 37; 11; 12]. Activated and internally actualized personal growth of each student is determined externally from interdependence and changeable predominance of these internal factors.

In the experience of theoretical development and peculiarities of the practical implementation of the module-developing system of training by representatives of the scientific school of professor A. V. Furman has substantiated a number of important psychological aspects of its functioning: the psychological design of the system of educational tasks (Nadvynychna T. L.), the content and structures of the modular-developing textbook (Hirnyak A. N.), and also module-development classes (Bryhadyr M. B.); psychological structure and dynamics of personal adaptation of students according to innovative educational system (Revasevych I. S.); psychological principles of development of professional creative abilities (Shandruk S. K.); psychological dynamics of the deployment of reflexive processes in the modular-developing educational cycle (Buherko Ya. M.); psychological parameters of the innovative-psychological climate of the educational institution (Furman O. Y.); psychological expertise of the innovative activity of the pedagogical staff (Rebuha L. Z.) and others. However, psychological peculiarities of the embodiment of the universal technological scheme of the functioning of a holistic module-developmental cycle are insufficiently developed for today (from sensory-aesthetic or instructive-motiva-

tional to spontaneously-creative) as the continuity of four periods of development of parity educational interaction of the teacher and students (cognitive-emotional – critical-regulatory – value-aesthetic – spiritual), which is ensured, on the one hand, by invariant psycho-artistic techniques of conducting continuous developmental interaction in the training group, the other – the system of innovative programmatic-methodical means (graph-diagrams of educational disciplines, vita cultural matrix of sections and topics, research projects of learning modules, educational scenario, module-developmental textbooks, educational programs self-realization of the student).

The purpose of the article is to develop a theoretical model of a complete functional cycle of a training module that gradually reveals the psychological technology of the interaction of a teacher and students on conditions of innovative module-developmental learning.

Research methods: a comparative analysis of traditional and innovative models of organization of educational process, theoretical synthesis of the essential content of the latest technologies of the establishment the developmental interaction in the system “teacher – students”, methodological generalization of advanced psychological-pedagogical experience of practical implementation of innovative developments into the educational practice of modern universities, reflection of the results of the experiment on implementation module-developmental training system in several dozens of basic schools (State Academy of Educational Management) and universities of Ukraine.

Presentation of the main research material with full substantiation of the obtained scientific results. During the active functioning of the training module, the student acquires and understands

theoretical knowledge, opens and uses social norms, comprehends and defends cultural values, finally detects and constructs personified sense forms and existential. Indicated spherical components of the formation of educational activity are correlated with the periods of functioning of a holistic module-development process [4, p. 38], namely: 1) informational-cognitive provides problem-situational technology of obtaining knowledge, under which are dominated the processes of learning (single social relationships) and the search cognitive activity of students; 2) normative-regulatory is implemented thanks to the critical-regulatory technology of rationing scientific knowledge and skills, when the processes of upbringing are dominated (special) and the system of interrelation of the subject-subject and subject-object nature; 3) value-aesthetic is realized with the help of cost-world-view technology of the distribution of social-cultural experience achieved by each person, which confirms the dominance of educational processes (general) and the sequence of committing actions over actualized psycho-cultural content; 4) finally, the spiritual period becomes possible thanks to implementation of the spiritual-creative technology of realizing the human abilities of the participants of the developmental interaction, when the maximum full manifestation of the universum potential of the person is achieved through the life-affirming priority of the subjective over the objective, spiritual over the material and systematized the reflexive ability and structurally and functionally enriched the self-concept of each individuality [10, c. 106-107; 2].

We give a brief psychological description of the main stages of a holistic module-development process, focusing on the peculiarities of the developmental interaction of the teacher and students.

The sensitively-aesthetic (zero) stage

is conducted mostly in the beginning of the school year or half a year and is intended to establish or restore the warm emotional-psychological interactions of teachers and students of the group. Its psychological-pedagogical content is full of positive emotions and affective responses to unusual for the experience young events, situations, facts and is accompanied by musical decoration, comic scenes and game situations. One of the important tasks of a teacher here is to be an interesting and deep personality for students, to cause an arbitrary stream of positive emotions in their educational co-operation and to focus their attention on the most interesting facts of the relevant science or sphere of socio-cultural practice.

Instructional-motivational stage is a kind of launching platform in the development of theoretically oriented search activity of future specialists, which allows everyone to reach the individually accepted height of learning think activity. It objectifies to students positive instruction on the educational analytical co-operation, forms external and internal motivation, defines the theoretical boundaries of the content module as a harmony of norms, knowledge, values. At that, an important precondition for the creation of a search arranging and cognitive motivation is the emotional saturation of the successors' mental work, their appropriate affective existences on the search for new problems. This is precisely the reason for the creation at this stage a series of educational as well as purely internal problem situations which, by activating the mental process of personality, at the same time, stimulate the emergence and development of its needs-motivational states and semantic structures that determine the analytical-synthetic developmental interaction. In order to achieve this the main task age and individual characteristics of

the student, the nature of his emotional, motivational, cognitive, existential and volitional processes, etc., are taken into account.

At the instructional-motivational stage, the professorial-teaching staff of the department (first of all the curator) uses the results of complex psycho-diagnostic surveys of youth. Hence the psychological-pedagogical content of educational interaction (actualization of background knowledge and mental experience of a young man or a girl; creating problem situations as an element of forming their internal motivation; introducing a young person into a designed conceptual-terminological field; presenting a structural-temporal model of integral learning activity etc.) and also the specifics of the forms, methods and techniques of work, which is associated with the use of a large number of visual facts, analytical schemes and tables, critical situations and extraordinary search-committing actions, recollections for students and prospectuses for their independent work [5, p. 147].

At this stage, it is important to emotionally provide and motivationally direct successors to timely awareness of the gaps in knowledge, inaccuracies in responses and to actualize personal inspiration to overcome them. Therefore, configuring the youth to psychologically adequately accept the new educational-upbringing tasks, the ability of each future specialist to self-regulate his own analytical-search activity is formed, to self-assess its effectiveness and constructive manifestation of mental competence, and, most importantly, its motivational reserves are determined and implemented. Favorable psychological climate of trust between participants of the educational process promotes the search for new social and personal problems and is an important condition of a situation of

free choice of committing actions, enables to reveal the creative abilities, activity and independence of everyone.

Thanks to a forward-looking home task, the differentiation and individualization of the conceptual-theoretical content of learning becomes real. And reflection on the understanding of readiness and on the personal effectiveness of problem learning is an important component of critical self-esteem, self-awareness of the prolificacy of own mental work, providing reverse semantic connection in the process of obtaining new knowledge. It corrects search-emotional activity of the youth in unity with the educational activity of the teacher, depending on their psycho-spiritual condition in specific situations of developmental interaction [4, p. 40].

The content-theoretical stage is distinguished, first of all, by the planning and forms of the search for the theoretical content, section or themes (laws, categories, models, etc.); its goal - the development of search cognitive activity and independence of students in substantiating the universal content dependences of socio-cultural experience of the nation and humanity. Therefore, a characteristic feature of the relevant educational technology is the block-situational method of obtaining scientific knowledge. This means that the last are presented not in the finished form, but are acquired by each method of psychologically organized research, the main content of which is to prove the hypotheses concerning the methods of solving educational problems. At that, the way to achieve the goal is carried out through search attempts, which are aimed at seeing the idea, they are realized through thoughtful operations and search-analytical actions. Student acts in conditions of personal uncertainty, intellectual difficulties or cognitive-semantic contradiction. The difference between a

problem and any other educational task is determined not by its content, but by the occurrence of a problem in the field of tasks and situations that cause the formation of a system of mental work methods for creation of which they were developed [8, p. 224]. As a result, the essential consequence of such interaction is acquired personal knowledge, development of cognitive, communicative and intellectual abilities of the student. At the same time, the internal problem develops in the best scenario - dialogical interactions, the emergence of which involves equality in the positions of interlocutors and co-workers. Accordingly, the most productive methods of learning here are a heuristic conversation, a problem statement, a scientifically oriented academic study, and so on.

The modular-search method of organization the educational process enables the teacher to ensure holistic perception by students a new portion of scientific knowledge of the theoretical content in comparison with the basic components of their mental experience, to see a general or local theoretical system, rather than separate scientific facts. As a result, the burden on the memory of boys and girls decreases, their higher mental functions (memory, thinking, representation, will, consciousness, etc.) are fully activated. Naturally, that the psycho-didactic structure of the content-search phase contains minimization of theoretical material, the formation and transformation by each participant the educational process of internal problem situations, the content and deployment of external and internal dialogues; interconnection and sufficiency of various problem-dialog forms of search interaction of mentor and successor, etc. [6, p. 69].

So, module-search way (method) is the main means and psycho-didactic condition for solving one of the core tasks of

development interaction - the formation of intellectual potential of youth. Obviously, the student will never rise to the socio-cultural achievements of the teacher if he constantly feels his psychological advantage. Only in the process of joint, equal, intense dialogic search is formed real theoretical knowledge.

The evaluation-semantic stage is aimed at the initial comprehension of the theoretical content, the evaluation and self-evaluation of the levels of semantic understanding of the universal or probabilistic (hypothetical) theoretical dependencies (theory, regularities, concepts, etc.). A special attention is drawn to the knowledge of a high degree of abstraction and generalization, and hence to the mental and purely educational skills, the application of which occurs in various theoretical situations. That's why at this stage, problem dialogue and collective search and, in addition, oral and written surveys, tests and crossword puzzles, creative exercises and game situations are also used.

In general, the psychological-pedagogical content of the evaluation-semantic stage include the following types and aspects of the taking part of educational activity: a multi-level understanding of educational information, depending on age (training course); assessment the correctness of an understanding comprehension of the acquired knowledge by students; correction of adequate operation by scientific knowledge; intermediate reflexion of the correctness of the forms and methods of teaching effectiveness by a teacher; stimulating successes in a specific educational activity of a future specialist; determining the degree of mastering learned theoretical content, understanding the semantic context of the learned [4, c. 42; 6, p. 69].

Thus, the quintessence of the third stage of the psycho-developmental func-

tioning of the educational module is the search for new meanings and derivative theoretical dependences, which, in fact, completes the cognitive-emotional phase and comes the critical-regulatory phase of developmental interaction. These meanings and dependencies are the chain in developing the creative subjectivity of participants of the educational process, which stimulates the maximum possible psychosocial growth of each personality.

The purpose of the adaptive-transformation stage is the psycho-didactically organized rule-making, which involves the formation of skills, abilities and standards of socially desirable activity, their application in typical and non-typical educational and life situations. In general, its main content is social norms-plans, programs, projects, methodics, algorithms, instructions. In addition, it is significant the selection of exercises (pro-paedeutic, commented, trial, explanatory, training), since it is precisely their performance, taking into account the direction and complexity, that causes the need for standard-setting activity of students and thus improves their skills and abilities. At this, the correct implementation of reproductive tasks can not be a criterion of adequacy to the social standards of awareness by students of their own educational activities. Therefore, normative-regulatory critical situations are created, which require understanding of the new principle (method) of their practical (experienced, scientific, organizational, etc.) usage.

Young people, performing creative tasks, do not know in advance the way of their solution, do not have a well-defined substantive basis of search-regulatory actions. In order to overcome the critical situation, they must take into account all possible interrelationships between its components and characterize them from socially acceptable, mostly professional positions. In this case, it is expedient to

differentiate educational tasks, resorting to the pair and group work on their setting and overcoming. That's why, the teacher is able to assess the effectiveness of various forms of norm-making activity of the youth in non-standard situations of social and educational life.

So, the psychological-pedagogical content of the adaptive-transformation stage has a well-defined socio-normative orientation, thanks to which is acquired theoretical knowledge is restructured and organized as a socially normalized experience of the nation and humanity (algorithms, instructions, rules, standards, methods, technologies, etc.).

The system-generalization stage involves the formation in the imagination and the general picture of the world of youth the integrated psychosocial images, their adaptive, clearly defined enrichment of the mental experience by scientific knowledge and social norms in value complementarity. At this stage of the training module a deep comprehension by student a complete block of educational content is happened, its integral semantic and purely meaningful fixing, development of skills and competences to compare worldview approaches, to establish causally-consequences relationships of interdisciplinary nature.

The teacher most often uses such forms, methods and means of educational activity, such as testing, which makes it possible to quickly find out the system-icity of the acquired knowledge and the interdependence of the social norms of future specialists; as analytical work with generalized models, tables, schemes that systematize socio-cultural space with the help of sign-graphic means and defines polysemantic connections between concepts and phenomena. In this way, the purposeful restoration of the acquired knowledge and norms in the context of their own mental experience of students

is organized, and the psychologically warm microclimate of creative collaboration guides the motivation and interest of everyone to interdisciplinary learning.

Thus, it is precisely at this stage that the transition from the critical-regulatory phase of the functioning of the training module to the value-aesthetic occurs when it is necessary not only to demonstrate their knowledge or norms, but to design them for a particular historical situation, the life path of a scientist or artist and, in the end, on their own mental experience, world outlook, experience. Therefore, the student, moving from the separate knowledge and his normalization to the general, semantically and meaningfully reaches the high levels of generalization, classification and systematization of phenomena, processes, situations, events.

Controlling-reflexive stage is called to develop a creative reflection of students, to enrich their value-aesthetic sphere with ideas and ideals, attitudes and evaluations, beliefs and convictions, installations and aspirations, value orientations and moral codes, and also to carry out the final control of the quality of mastering by each knowledge, norms, values, meanings. At this stage, the teacher determines the academic and developmental effectiveness not only of his work, but also the productivity of the academic group work and, most importantly, the psychosocial growth of its individual member. Naturally, that wide consumption acquires the reflection of achievements of the mentor and successors (knowledge, norms, values, meanings). Their efforts merge into the existential contact of educational activity, when inter-subjective dialogue becomes fully-fledged and equal. Reflects and self-assesses the enrichment of students' mental experience, the boundaries of productive changes in the structure of personal knowledge, norms, values, se-

mantic and meaningful formations are determined.

At the controlling-reflexive stage are also used such forms of work as a demonstration by young people their own achievements in order to fix in the experience mental structures and speech verbal connections, the task of general-problem character, quiz or olympiads, conferences or group discussions that develop independent thinking, deep introspection skills. They promote awareness of new ways of solving worldview problems and multicultural norms of activity, personal selection of ethno-national values, enrichment of their own psycho-cultural experience.

An important factor of the effective course of the module-development process - the manifestation of spirituality of everyone that is not mastered or acquired, but actually exists, is co-developed by participants of educational interaction. That's why, the seventh stage of the training module, and hence the psychosocial growth of the personality, is spiritually-aesthetic. Its basic psychological-pedagogical content is organized around the search of creative activity of the personality, his humane attitude towards others and kindness, enlightenment, introspection and internal enrichment. Then there is the hope that the proposed generally human and national experience, crystallizing in the form of ideas, laws, categories, codes, traditions, beliefs, etc., will deploy before the student as his own drama of finding the truth, the ideal, harmony.

At this stage, conditions are created for the emergence of peak experience "peak experience", that is, boundary experiences, admiration, a sense of boundless horizon. This condition, although it is very short-lived (a human wouldn't stand more, but the sharp emotion becomes a catalyst for the achievement of

a state of calm happiness ("plateau of experience"). For the last one, simultaneous comprehension of higher values is inherent. At this, such an experience that reaches the existential level is free from any dogmatic installations concerning what is "normal" or "correct". In this state, the person forgets about herself and at the same time becomes more free from the influence of other people, her fears disappear, protection and inhibition diminish because she is totally given to the Being [1, p. 24].

Completes the modular-developing organizational cycle a spontaneously-creative stage, in which the teacher encourages students to produce their own approximate semantic fields to the content designed by him, and also creatively supplement it "with" and "from" itself by something extremely important and personally meaningful, and thus expand as much as possible horizons of the course in their psycho-sphere of intuition and consciousness, thinking and understanding, analysis and reflection, experiences and responsibilities, self-knowledge and actualization, comprehension and giving a sense. As is known, under the self-actualization A. Maslow understood the tendency to identify in himself and through himself what is only available as a vertex human potential, and the main features of self-actualized personality considered activity, self-respect, self-acceptance, independence and spontaneity of behavior [7, p. 116]. At that, spontaneity was regarded by him as a characteristic of processes, which are not caused by external actions and causations, but by the influence of internal impulses, intentions, motives and peculiarities of own self-movement-development. So, the teacher at this stage creates conditions for the self-objectification (self-expression) of the student's personality, for exteriorization of achieved by him fragment of the vita-

cultural experience and the release of his psycho-spiritual potential, and, therefore, full-weighty self- and culture-creation [3, p. 100; 9, p. 131]. Under these circumstances, the student manifests aspirations for new goals and new experiences and is approaching the level of "transcender" for which there is more integral attitude towards the world, a tendency for synergy (harmonious interaction), overcoming competition and a predisposition to creativity, innovation and discoveries. The enlightenment of the transcendents, according to A. Maslow, enables them to more clearly see the ideal, perfection, what might be and why it should be [1, p. 25].

Conclusions from the study and prospects for further exploration.

Thanks to modular-developing innovative system, educational activity for the first time is the subject of theoretical understanding, scientific design and socio-psychological genesis at the university level as a socio-cultural organization, that is, as a full-fledged institute of the spiritual production of society. Its main content consists of four spheres of socio-cultural experience: a) the acquisition of scientific knowledge and any, including empirical, information about the surrounding world; b) use of the acquired knowledge, skills and social norms in the actual and potential practice of the life of personality; c) enrichment of the environment, social interaction and own mental experience with knowledge, skills, norms and values; d) creation by the personality the psycho-pedagogical, educational-subject, methodical-means and managerial-technological varieties of the content of developmental interaction with society and thus the positive development of oneself and the world according to the laws of truth, goodness, justice, freedom, harmony, beauty.

The psychological analysis of the full

functional cycle of the training module makes it possible to state that it is noted by [4, p. 45]: a) a complete sequence of eight stages of functioning, which, characterized by the progressive logic and the sequence of development and mutual transitions, do not dogmatically follow one by one; the real learning process is always much more complicated than any better-worst-modeled course of educational interaction; b) the certainty of a single for each of the stage of educational module of the purpose of psycho-developing interaction between the teacher and students, which outlines the tactics and techniques of leadership of the educational process and foresees solving a specific set of tasks of psychosocial growth of the personality; c) the saturation of each stage with the corresponding psychological-pedagogical content (joint search cognitive activity, problem-dialog forms, norm-setting activity, etc.), which firstly scientifically fully designed, and then implemented with the help of mastered psycho-artistic technologies, combining the processes of development, functioning and management in a particular educational space of relationships; d) the directed cyclicity in the functioning of the training modules, the determined by genesis of the processes of personal socialization of the mentor and the successor, when previously passed training modules and their stages are the condition for the full-fledged functioning of the future, and therefore a prerequisite for the realization of the psychosocial potential of each.

The indicated periodicity of the full-content deployment of educational interaction in the field of innovative education ensures that each participant undergoes the basic stages of systematic self-creation of his self-concept at different levels of human self-affirmation: a) the subject - through the acquisition of socio-cultural

experience and the presence of ideally-practical behavior; b) personality - by rationing social activity and acquiring special properties (morality, responsibility, etc.); c) individuality - with help of enriching the cultural experience of one's own "I" and the closest environment, accepting the originality and uniqueness of its committing-event; d) the universe - as a result of self-development of the I-spiritual as an internally indivisible merger with the Universe, through the adoption by it one of such super-personal psycho-forms: faith, honor, beauty, truth, etc. [10, p. 107].

So, the educational module, progressively changing from stage to stage in conditions of interrelated processes of learning, upbringing, education, self-realization of the personality provides productive psychosocial growth of students through the complementarity of all possible varieties of educational meta-systems and the organization of knowledge, norms, values and meanings in the form of a formal module (several mini modules). The developmental goal and the psychological-didactic content of the modular-developmental cycle, which is given normatively uniquely determines the field of choice of forms, methods, techniques and means of developmental interaction between the teacher and students, which for each educational technology (from instruction-motivational to the spiritual-aesthetic), is psychologically excellent and at the same time to a certain extent interference.

The presented research does not exhaust all aspects of the raised problem. Therefore, the prospect of further scientific research will be the substantiation of the principles of psychological design of developmental interaction, and also the outline of the system of parameters, criteria and indicators of its effectiveness, as a psycho-artistic multi-stage event.

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PSYCHOLOGICAL TECHNOLOGY OF THE INTERACTION BETWEEN TEACHER AND STUDENTS UNDER THE CONDITIONS OF INNOVATIVE MODULEDEVELOPMENTAL TEACHING

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