

MAIN FEATURES OF VERBAL INTERACTION OF TEACHER AND STUDENT IN THE EDUCATIONAL SPACE OF THE SCHOOL (FOLLOWING THE WORKS OF IVAN FRANKO)

The features of verbal interaction are explored, namely those between teacher and student in the educational space of the school in the context of Ivan Franko's views. There has been explained the need to find new strategies and the most favorable conditions regarding the ways of supporting the processes of socialization, adaptation and self-realization of young people in society. It is emphasized that successful pedagogical communication between a teacher and a student requires certain psychological features and abilities as well as professional training. It has been argued on the relevance of the introduction of Ivan Franko's pedagogical ideas in the process of teaching, education, and personal development.

Key words: educational space, Ivan Franko, verbal interaction, pedagogical influence, personality.

Aim: to analyze the features of verbal interaction in the educational space of school in the context of Ivan Franko's pedagogical heritage. **General problematics of the topic.** The problem of verbal interaction as the basis of psychological and pedagogical interaction has never been more relevant. There is no doubt that there is a close relationship between the pedagogical activity's productivity on the one side and the effectiveness of pedagogical communication on the other side, which reveals itself in the interaction of a student and a teacher. Therefore, it is necessary to ensure the formation of a proper system of interaction between a student and a teacher, starting from the first year of study. **Analysis of recent research and publications.** The works of many well-known scientists, in particular B. Likhachev, V. Kan-Kalik, A. Rean, S. Amonashvili, O. Leontiev, T. Bilenko, etc., are devoted to the problems of verbal interaction in the educational space. B. Likhachev emphasizes that communication is the most important center of spiritual, social, and personal manifestations of man, the achievement of mutual understanding between people. Socio-psychological essence of communication means that communication is a living continuous process of human communication, which provides a variety of

relationships, self-expression and self-affirmation through language or slang, as well as through facial expressions, body movements, gestures, symbols, sound signals, signs. [2, p. 219]. According to Franko, communication in the educational space is especially important, because early and adolescence age is a time when the personality is being formed". Schalwa Amonaschwili refers to communication between a teacher and a student as to „pedagogical symphony”, highlighting the important role of pedagogical skills of the teacher, his ability to get along with a student.

The scholar views the teacher as a conductor in this dialogue, who can identify different points of view and combine them into one integral part. [3].

Presentation of the main research material. An indispensable attribute of the formation of youth, as well as an important component of human culture is language and communication. It is a place, which contains different values, views and social roles played by the individual in society. The culture of communication determines the ways of people’s interaction in specific situations, based on norms, traditions, national identity of society. Each epoch is unique in terms of the culture of communication, which, on the one hand, corresponds to universal values, and on the other hand- to the psychological peculiarities of society.

Scientists and educators often quote the lines: «He who thinks clearly, speaks clearly». Ivan Franko demanded it mostly from a teacher.

Franko considered the knowledge about life and native language to be a public duty. He thought that literary language should be simple, expressive, insightful, refined, and elegant in order for it to sound like the language of a great nation, and for it to become the language of all styles of artistic speech, science, technology, culture. Defending the unity of the Ukrainian literary language, he argued that the renunciation of the native language depletes the human soul, because the question of language concerns the deep structure of the homo sapiens, a being which can think and contemplate, which is a man.

In Franko’s opinion, the influence of parents on the child is the most important at an early age. The main weapon in education should be the word. The word as the

main means of influence can have different meanings. «The word calls for something, forbids something, warns, explains, promises, offers cooperation, or provokes rejection, confrontation, paints perspective, etc» [1, p. 23].

Children require a firm guidance by their parents, parents should help them form their moral qualities and norms of behavior; parents should develop in children the desire to learn about nature and life. Family upbringing is one of the sources of spiritual and moral upbringing. The family is the very first institution in which a person is brought up. The child's relationship with loved ones, for whom it is very dear, greatly affects its formation. It is the family that brings a person into the world of social relations.

Franko emphasizes the need for controllability of the process of education and formation of a young person. Ivan Franko's interest in the formation of personality was not accidental. He saw education as a powerful weapon in the struggle for a free life, and pointed out that ignorance is one of the main causes of social and national ills of the people.

Verbal interaction in school has content and form. If the teacher wants to explain the subject of the lesson, convey it to students and does so, then half of the task is done. If, in addition, he uses the right terms in a friendly manner of presentation, the second part of the task is also implemented.

Conclusion and topics for further research. Young people in modern society are in constant dynamic development. This in turn creates new challenges for society, with the need for continuous improvement of the institution of education and pedagogical growth of the modern teacher. Ivan Franko's views on verbal interaction in the educational space are relevant and in tune with the challenges facing the modern school.

This issue requires more in-depth research, as the understanding of Ivan Franko's ideas and advice on verbal interaction between teacher and student was mainly based on school stories, which are a small part of the creative heritage of the great thinker.

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