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USING OF CREATIVE PEDAGOGICAL INTERACTION AT TECHNOLOGY CLASSES

In the educational process of modern Ukrainian schools are increasingly intruded new pedagogical technologies, interactive teaching methods that promote the development of creatively gifted students. For Ukrainian school the interactive teaching is not quite new. Some interactive elements were used in the early twentieth century and were popular in pedagogy and practice of Ukrainian school in 1920, during a great reforming of school education. Further development of elements of interactive teaching you can find in the theory of developmental education (G. Altshuller), in the works of V. Sukhomlynsky, in the work of innovative teachers: Sh. Amonashvili, V. Shatalov, I. Volkov, E. Ilyin, S. Lisenkov. Today in the direction of study and improvement of interactive teaching methods work such Ukrainian teachers as: A. Gin, I. Dychkivska, I. Zyazyun, M. Klarin, S. Kramarenko, A. Pekhota, L. Pyrozhenko, N. Pobirchenko, A. Pometun. Among modern Ukrainian publications devoted to using of creative pedagogical interaction at technology classes we can find works of O. Kobernik, V. Kravtsov, T. Novitsky, L. Pashko, I. Pidlasy, V. Sidorenko, N. Slyusarenko, G. Tyaskaylo, V. Chemshit.

The aim of the paper is to highlight the capabilities of using the phenomenon of facilitation in the process of technology teaching.

The phenomenon of facilitation is paid great attention of scientists in the last decade. Specialists in pedagogy (E. Vrublevska, I. Zhyzhyna, A. Dimova and W. Sumina) have been shown that facilitation provides the organization of the type of interpersonal relationships that provide the creation of optimal conditions for self-development and self-realization of young man, incentive him to personality and spiritual restructuring, identifying an active effort for development of own internal potencies. The main characteristics of these pedagogical relationships are mutual learning, mutual understanding, coordination of joint actions and interaction between all members of the educational process [6].

Facilitation of teaching requires a set of teacher's skills: skills of listening and speaking; to ask questions; monitor and correct the process; encourage, inspire and minimally interfere in the events. Facilitator is a lecturer, teacher, trener whose main task is to stimulate the process of independent search of information and common pupils' activity, it is a man who helps pupils in selfknowledge, selfdefining, selfrealization. The main means of his work is a conversation, play, individual work with pupils. The teacher is not an informant he is the organizer of independent work of pupils, he is a facilitated, which increases the dialogical position of teacher, provides the development of talent and creative abilities of pupil. A teacher during using the pedagogical facilitation as technologies gets an opportunity to use not dogmatic methods and means, but

such which give opportunity to thinking creatively, to find new solutions of certain tasks in known material.

The facilitation in education, in our opinion, is learning which is built on help, relief, perception, creation the conditions for self-study and mastery of new knowledge and skills, to changes in pupil's attitude to study, it is a way of learning, at which mentor takes a position of assistant and help the student find their own answers to questions and master new skills. It is believed that facilitation in education creates conditions for increasing interest, cognitive activity of pupil, it is directed to support of personal growth and development of creative potential of child.