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**Modelling situations of social interaction as a condition for  
enriching the social experience of high school students**

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**Abstract**

The article proposes to consider the essence of the pedagogical situation as a meaningful specification of the spatio-temporal act of pedagogical interaction and the context of the conditions in which the actions of the teacher and other subjects of the pedagogical process are carried out. The peculiarities of object, subject and subject-object pedagogical situations are analysed. Attention is focused on the fact that the optimal solution to the pedagogical situation is provided by the experience, intuition, effectiveness of the teacher's planning or improvisation. It is noted that the situation of social interaction is a type of pedagogical situation with a social dominant. The components of the social interaction situation are: target component (motivational support, indicative information, goal setting); content component (subject area and actual task or system of tasks); operational component (methods of interaction of participants, type and directions of activity); reflexively – a critical component (valuable content of activity, social interaction skills, reflection of one's own experience).

**Keywords:** pedagogical situation, situation of social interaction, high school students, modelling, components of the situation, socialization, social competence

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# Моделювання ситуацій соціальної взаємодії як умова збагачення соціального досвіду старшокласників

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## Анотація

У статті пропонується розглядати сутність педагогічної ситуації як змістовну специфікацію просторово-часового акту педагогічної взаємодії та контексту умов, у яких здійснюються дії вчителя та інших суб'єктів педагогічного процесу. Аналізуються особливості об'єктних, суб'єктних та суб'єкт-об'єктних педагогічних ситуацій. Акцентується увага на тому, що оптимальне вирішення педагогічної ситуації забезпечується досвідом, інтуїцією, дієвістю планування чи імпровізації вчителя. Зазначено, що ситуація соціальної взаємодії є різновидом педагогічної ситуації із соціальною домінантою. Компонентами ситуації соціальної взаємодії є: цільовий компонент (мотиваційна підтримка, орієнтовна інформація, цілепокладання); змістова складова (предметна область і власне завдання чи система завдань); операційний компонент (способи взаємодії учасників, вид і напрямки діяльності); рефлексивно – критичний компонент (ціннісний зміст діяльності, навички соціальної взаємодії, рефлексія власного досвіду).

**Ключові слова:** педагогічна ситуація, ситуація соціальної взаємодії, старшокласники, моделювання, компоненти ситуації, соціалізація, соціальна компетентність

**Statement of the problem.** Contemporary education aims to foster socially active individuals capable of creative thinking, critical approach to resolving life's challenges, active decision-making, and advocating for their own effective positions, among other attributes. Consequently, the modelling of social interaction situations becomes relevant, as it facilitates their application in adolescents' daily lives and ensures the acquisition of experience in choosing effective behavioural models. The growing interest in applying a situational approach in pedagogical research is driven by the fact that situations indirectly reveal the set of internal determinants of human behaviour, including their values, motives, needs, interests, and the ability to actualize their personal potential during interactions with educators (Orban-Lembryk, 2005). Nevertheless, there exists a contradiction between the necessity of modelling social interaction situations for enriching the social experience of high school students and the insufficient development of theoretical and methodological foundations of the researched issue. This creates a challenge in utilizing social interaction

situations for the acquisition of social and personal development among high school students.

**The Analysis of Sources and Recent Research.** In recent research and publications, the modelling of situations of social interaction as a tool for stimulating the development of personal qualities has been explored by various authors, including O. Akimova, O. Antonova, S. Goncharenko, O. Dubasenyuk, I. Ziazun, V. Kaplinsky, V. K. Savchenko, N. Khamska, S. Chaichenko, and others.

G. Ball, I. Bekh, G. Kostyuk, O. Kobyrnyk, G. Soroka, and others interpret situations of social relations through the aspects of subject-object and subject-subject interaction. The preparation of teachers to handle situations in the student environment is addressed in the works of O. Antonova, O. Dubasenyuk, and T. Semenyuk.

The category of a situation is discussed by O. Dubasenyuk and T. Kapska as a unit of the educational process, representing the objective state of a specific pedagogical system within a particular time frame and is understood as a set of subject conditions,

actions, and ways of their modification (Dubaseniuk & Vozniuk, 2010; Kapska, et al. 2000).

According to V. Moskalenko, the concept of a situation has gained particular relevance in the context of the transition from "pedagogy of actions" to "pedagogy of the environment." The most effective forms of human interaction with the environment are projected through the description of a pedagogical situation (Moskalenko, 2013).

Pedagogical literature explores various types of situations, including those intentionally organized and naturally occurring, imaginary and real situations, conflict situations, problem situations, non-standard situations, situations of difficulty, and other. The diversity of pedagogical situations provides a basis for leaving this list open, especially considering the emergence of new types of pedagogical activities or interactions that give rise to new types of pedagogical situations.

Therefore, a pedagogical situation can be understood as the substantive specification of the spatial-temporal act of pedagogical interaction and the context of the conditions in which the actions of the teacher and other participants in the pedagogical process are carried out. The situation determines the nature of the pedagogical interaction environment, its duration, the conditions, and the relationships that emerge among the subjects involved.

Scholars like S. Goncharenko, V. Kaplinsky, L. Milt, while analysing the situation as a pedagogical tool, note that the structural composition of the situation corresponds to the structure of the integral pedagogical process. In essence, the pedagogical situation is a variety of pedagogical system (Kaplinskiy, 2021; Milto, 2013). According to Dubasenyuk (2003) an elementary unit should possess all essential characteristics of the integral pedagogical process. Therefore, within the structure of a situation, the following elements are identified: the subject matter of the participants' activity, the motives and incentives for their activity, the composition and functions of interaction participants, methods and forms of their interaction, developmental variants, driving forces, and mechanisms of situation development (Dubaseniuk, et al. 2003).

Based on the predominant relationships within the situation, we can identify alternative theoretical positions that elucidate the understanding of the situation through the aspects of subject-object and subject-subject interaction (Honcharenko, 2012):

1. Object situations (Ball, Bekh, Kostyuk): The essence of such situations lies in the external conditions that contribute to the activation of specific internal incentives of the subject. Furthermore, these situations are determined by regular cause-and-effect relationships among their constituent elements.

2. Subjective situations (Kobyrynyk, Soroka): These situations are defined solely by the subject's current needs, their readiness to express and realize their own position, attitudes, and more. The proponents of this approach conclude that a person's behaviour is not determined by the objectively described situation but by the situation as it is given to the subject in their experience, as it exists for them.

3. Subject-object situations or situations of wholeness, which combine the objective and subjective aspects of the situation into a coherent unity through the process of personal sense-making (Milto, Strylets, Smolyanko): From the perspective of person-oriented and anthropological approaches to the educational process, which understand subjectivity not as something imposed from the outside but as something intrinsic, the pedagogical situation becomes a process-oriented characteristic of the educational process. It actualizes the personal potential associated with the selection of socially valuable educational content and facilitates the personal growth of its participants.

The most valuable perspective for our research is the third position, which considers situations in education as situations of sense-making that arise under the influence of external factors at the moment of interpretation by the subject. Through the means of situations (a complex of their external and internal parameters), individuals can be assisted in orienting themselves in new circumstances, in communicating with unfamiliar people, in making optimal decisions in conditions of danger, conflict, and adapting to the realm of future professional activity.

To summarize the abovementioned information, we can define a pedagogical situation as a component of the pedagogical process that characterizes its state at a specific time and in a particular space with regard to the subject. This is particularly relevant to the subject because the decisive factor is not the objective course of events and phenomena or their existence but the event, i.e., the existence for someone, the personal experience of something by an individual or society. A pedagogical situation is a situation of the necessity of jointly creating a way for different individuals to interpenetrate and enrich their unique worlds with

each other and with the common world of all humanity (Dubaseniuk & Vozniuk, 2010).

At the core of this understanding of the pedagogical situation is the recognition of each person's self-movement and the uniqueness of the world they create themselves. The existence of different worlds allows for the possibility of their mutual enrichment. Every person is a unique opportunity for humanity to break free from the confines of the existing reality. The collision and intersection of different worlds create the potential for these worlds to mutually penetrate each other.

Therefore, a situation is defined as a set of all conditions – external and internal, objective and subjective – that place an individual in new circumstances, transform the usual course of their life activities, and require them to develop a new model of behaviour. This process is preceded by reflection, understanding, and re-evaluation of the situation at hand.

**The Purpose of the article** is to define and justify the problem of modelling situations of social interaction as a determining factor in enriching the social experience of high school students.

**The Results of the Research.** The analysis of the proposed definitions, along with our understanding of the socialization process, allow us to consider that a situation of social interaction is a type of pedagogical situation with a social dominance that places the student in new conditions, prompting them to choose the ethical foundations for their behaviour, seek the meaning of what is happening, make responsible decisions, thereby acquiring social experience. In this process, the student has the opportunity to test themselves, demonstrate initiative, enter into relationships with other individuals, assess their life position, and acquire skills for understanding and accepting others, constructing their own experience and life program.

The components of a situation of social interaction are as follows:

- The target component (motivational support, orienting information, goal setting).
- The substantive component (subject area and current task or task system).
- The operational-activity component (methods of interaction among participants, types and directions of activity).
- The reflexive-critical component (the ethical content of activity, social interaction skills, reflection on one's own experience).

Situations of this kind may be based on: problematic situations, exercises, didactic games; cognitive tasks with real-life content; embedding educational tasks in the context of real-life problems; systematizing life observations; sensory exploration dialogue; a variety of textbook work forms; observation and experiments; storytelling about the history of scientific revolution, artistic interpretations etc.

Savchenko proposes models of situations that are suitable for use in communication with adolescents, such as the "Interview" and "Insecure, Confident, and Aggressive Responses." These exercises improve students' communication and predictive skills, including the ability to listen to a conversation partner, understand, and accept others.

It can be argued that situations of social interaction, primarily aimed at acquiring social experience and developing a subjective position, prioritize forms of work such as dialogue, play, projects, research, conferences, and group activities.

The design of situations of social interaction stimulates self-awareness among students as subjects of socialization, who carry of specific social experience, and are members of society with their own lifestyle, capable of being active, making independent decisions, and acting autonomously. Utilizing situations of social interaction in the educational process is oriented toward fostering the social competence of high school students. In the course of designing these situations, educators should have an understanding of students' social and life experiences, the level of development of their socially significant qualities and skills. Educators must formulate the purpose and clarify which subject activity will create the situation, determine the psychological states and experiences through which participants must pass to gain relevant experience, identify which social phenomena can be involved for them to acquire social experience, encourage students to adhere to the rules of the activity, engage them in dialogue, and explore meanings. Educators should define the social aspects of the activity and help students "discover" themselves (Krasnovsky, 2005).

In a situation of social interaction, students are not merely engaged in carrying out tasks or actions. They perceive the activity as a whole, with the motivations that drive it, critically assess information, events, and their own actions, revise past meanings, actively seek new ones, articulate their thoughts and conclusions, and make responsible decisions. These actions become an engaging process, a play of creative

forces, accompanied by the joy of communicating with partners, the need to take responsibility, and the expectation of determining the social ranking of the activity being performed. High school students experiment in the realm of exchanges and relationships with other people, gain self-assessment and self-esteem experience, develop problem-solving skills, assess their life situation and themselves within it, control their emotions, develop the ability to understand and accept the other without losing themselves. The actions and experiences that constitute the essence of situations of social interaction inspire high school students to take responsibility and mobilize their will to overcome obstacles (Krasnovsky, 2005; Orban-Lembryk, 2005).

Entering a situation, a high school student expresses their "self," informing others about themselves as carriers of certain values, relationship rules, thereby becoming aware of the advantages they can rely on.

In the modelling of such situations, the role of the teacher is pivotal, as their activity is aimed at enhancing the ability to create and utilize this aspect in professional work.

For educators, it is important to envision the genesis of the situation, its origins, causes, triggers, and motives. They should understand its essence, the "deployment of forces" of the participants and their states, circumstances, and the potential outcomes of resolving the problem. The choice of a course of action, that is, decision-making, is the responsibility of the educator, the optimality of which is ensured through their experience, intuition, and the effectiveness of planning or improvisation.

Dubaseniuk, et al. (2003) consider the modeling of professionally-oriented situations as a particular form through which a teacher can envisage their near and distant professional future, anticipate possible ways of achievement, and avoid crisis and stressful situations in communication with students. Utilizing the scientific contributions of these authors allows for the

identification of methods for designing professionally-oriented situations, including:

- The method of prospective lines: used for designing and planning one's own activities, assessing strengths, possibilities, and orientation towards achieving specific pedagogical goals.

- The method of professional communication: used to establish relationships with students and their parents, to establish emotional contact, maintain pedagogical tact, persuade partners in communication, and create a positive psychological atmosphere during conversations.

- The "golden mean" method: focuses on the teacher's ability to adapt the communicative connection with students based on their individual characteristics, such as listening, showing empathy, understanding their problems, and fostering friendly feelings in the student community.

- The variable tactics method: centres on the teacher's ability to adapt their communication direction with students depending on the individual characteristics of the conversation partners.

The method of professional self-control: comprises techniques for self-control of professional relationships, knowledge, and the mental state of the teacher. These techniques assist in self-development (searching for and analysing information, controlling its acquisition and assimilation), understanding the ways of regulating professional relationships in the pedagogical community, and demonstrating readiness to create a positive microclimate within the team and constructively resolve pedagogical situations.

**Conclusions.** All in all, a situation of social interaction, directed at the development of a high school student's position as a subject of socialization, stands as one of the most critical conditions for shaping the social competence of high school students in the educational process of a general secondary education institution. Preparing teachers to develop the ability to model situations of social interaction is one of the key tasks in shaping the social competence of students.

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