

DEVELOPMENT BASIS OF TRANSACTIVE LEARNING TECHNOLOGIES

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The suggested approach to the tuning of the educational process based on interdisciplinary approach considers:

- the specificity of the social situation and the learning session stage (psychophysiology);
- the fatigue dynamics and the adaptation signs to stress situation (physiology);
- the training material content (didactic);
- individual characteristics of a group and students (psychology and sociology);
- target settings of a group and students (acmeology);
- subjective value of the material content (axiology);
- contextually effective choice of individual style of teaching (emotional intelligence);
- variation approach enhancing students master the material (crealogy);
- demonstration response technique (pedagogical improvisation);
- complex formation of developing professional skills in students according to the personality development integrated model, containing B. Bloom taxonomy, Dublin descriptors, educational results and competencies (professionology);
- transactive education technology, effectively used in the transition to the EQF level 5 (management);
- content expansion of «tuning education» phenomenon (a teacher's professionalism updating) from the point of: a goal: strengthening of students' interest; a process: the change in the «nature» of a reference a discipline content; a development: «format» variation of the educational process; a subjectivity: the inclusion of «personal» teacher impact; an update: development of new educational concepts; a systemacity: harmonizing of the educational process elements; an innovativeness: process and result of the format and / or content improvements;
- quality assessment method of the competence development (qualimetry).

The applicant has developed and implemented a schematic design technology of an educational technology, on which transactive teaching methodology is based, implying formal inversion of education subjects.

Educational effect is based on a free development (discovery illusion) happening with active students. At the same time the educational session can possibly contain elements of different order:

- the key theme problem;
- relation with the previous themes;
- main theme concepts;
- regularity and mechanisms of theme concepts content;
- interdisciplinary links Their fragmentary usage can be implied; the formula choice condition is stated by:

1) already given factors: the level of students professional base, the educational process material security, the dominant individual teaching style, professional competence of a teacher; the methodological issue support;

2) factors, which determine the educational situation: socio-psychological attitude, student's readiness to be active, teacher's readiness to implement multi-format educational process and style.

The lesson is made up in the form of four-staged process, avoiding a lowering in the work capacity: new ideas→activities (active learning)→experience (skills)→comprehension. Depending on the situation, the cycle can begin at any level; new ideas can be offered by a teacher or students.

Functional basis of active (work in «a situation»), interactive (work according to «a situation») and transactive (formed by a situation) teaching methods (table 1).

Table 1

Functional peculiarities of teaching methods

Methods	Teacher's functions are	Student's functions are	Result
Active	1) a decision-making; 2) to determine goal achievement ways; 3) to set group cooperation rules; 4) to assess group and student's work; 5) to organize reflexive summing-up	1) to carry out teacher's decision; 2) to employ given goal achievement ways; 3) to employ the given cooperation rules; 4) to accept teacher's mark; 5) to employ the reflexive summing up	Behavior algorithms in typical situations
Interactive	1) to make the decision based on the situation; 2) to set the final goal; 3) not to announce the cooperation rules in a group; 4) to set group and student's self-concept; 5) to invoke self-consciousness	1) to take part in decision-making; 2) to determine decision-making forms and ways; 3) to set group cooperation rules; 4) to carry out accession; 5) to employ reflexive summing-up	Methods of behavior formation in a changing environment
Transactive	1) to design the decision-making based on the situation; 2) to determine goal direction; 3) to carry out the group cooperation rules; 4) to create conditions for self-consciousness; 5) to make reflexive summing-up	1) to make decisions; 2) to determine goals and ways to achieve them; 3) to correct cooperation rules; 4) to form procedure and make accession; 5) to carry out self-consciousness and form predictions	Methods of behavior formation in a changing environment, accession and prediction

The technology use employs high requirements to the teacher: the knowledge of traditional education methods, a high level of the educational potential development of the learning situation. The latter contradicts a traditional logic of professional development: pedagogical methods possession is formed by an experience, carrying a threat to the professional deformation. Another feature of the technology employment is a high emotional cost to a teacher, leading to job satisfaction.

The complexity of teaching activities in this format is shown in the systematic forecasting of the learning situation and the target to deliver results. This is realized, under the condition of

the scientific understanding and compilation of the following factors: the value of the subject and the theme for the professional development of students, external influencing factors, physiological factors, social factors. The total impact of technology has a synergistic effect.