

# Typologies of Educational Interactions: From Last Century to the Digital Age

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## ABSTRACT

It is known that the nominations of certain phenomena of socio-cultural life, as a rule, reflect the most popular or most significant approaches to the described phenomena. The purpose of this article is to analyze the transformations of positions and roles of participants in educational activities (reflected in the relevant typologies), taking into account the objective circumstances that led to a particular approach to the interpretation of interpersonal interactions in the educational sphere. In the process of analyzing pedagogical theory and practice there has been identified four stages: the stage of reconstruction of psychological and pedagogical sciences (from the sixties to eighties of the previous century), the stage of integration of pedagogy and psychology within the educational process (the eighties-nineties of the previous century), the stage associated with the onset of modernization (the first decade of the 21st century) and the stage of “anticipatory practice” (which began in the second decade of this century, continued in the “digital age”). Each of the stages has its own characteristics, reflected in the interpretation of typologies of interactions of participants in the educational process. If more than half a century ago pedagogy operated with the most general approaches introduced from other humanities (such as styles of pedagogical communication), then over time these approaches became more precise, deep and justified (subject-object interactions, relationships of mutual responsibility, consistency of assessments of participants in the educational process, etc.). The change of socio-cultural policy actualized the attitude of society to the education system as a social institution. This, in its turn, has led to the emergence of new types of interactions in the practice of the educational process: partner interaction, network interaction, digital interaction, and so on. Thus, the typologies of interactions of participants in educational relations can be considered as a kind of indicator of the changes that are occurring in the national educational system.

**Keywords:** *interactions, pedagogical, educational, network, digital, typologies of interactions*

## 1. INTRODUCTION

Research in the field of pedagogy and psychology has always been more or less associated with certain trends and phenomena that occurred at that time in the socio-cultural life of the country. Therefore, studying any problem in the psychological and pedagogical field for a certain period, we can see how attitudes, trends and approaches in research have been transformed under the influence of both external and internal factors.

The field of scientific research, which has been the main subject of the author’s research for a number of years, is no exception. We are talking about interaction pedagogy, which, on the one hand, covers a fairly broad area for study, and on the other one, focuses primarily on the contacts, relationships and connections of participants in the educational process.

The area of the pedagogy of interactions is quite extensive. Therefore, to determine the changes occurring in it, it makes sense to determine a specific indicator that can reflect changes in the state of the object of

observation. The role of such an indicator, in our opinion, can be performed by the nominations of pedagogical interactions (the main participants in the educational process), grouped into appropriate typologies. Let’s clarify the reference to the concept of “typology”, not “classification”. The latter, as a rule, represents the process of grouping objects of observation on a single classification basis, in accordance with their common characteristics. However, when studying objects in a little-explored or extensive area, it can be difficult to find a single classification basis, whereas typology combines the relationships of different types of phenomena or objects represented in a scientific system. Typologization as a research method is often used in the humanities. The sphere of interaction pedagogy includes both, hotel contacts of individuals and relations of collective subjects, interaction at the level of educational systems of both one country and several ones, etc. With this in mind, it is the typology that is adequately applicable to interaction pedagogy as a special, rather extensive field of research in theory and practice.

## 2. METHOD OF RESEARCH

The aim of this study is not just to analyze the interactions of subjects (objects), participants in the educational process, starting from the middle of the previous century, but to distinguish the objective circumstances of a specific period (stage) that led to a particular approach to the understanding and interpretation of the types of interpersonal interactions in education, research and practice space of pedagogy interactions.

Accordingly, the objectives of this study include the following: to perform comprehensive analysis of interaction of participants of educational process since the middle of the previous century to the present day, i.e., before the “digital era”, to clarify the characteristic features of the interactions reflected in the typologies of a period (stage), to determine the interpretation of the positions and roles of participants of educational process in correlation with the development of the national system of education.

To solve the above tasks, it is necessary to answer the relevant questions: what stages can be identified in the development of pedagogical science and interaction pedagogy? What are the typologies of interactions between participants in the educational sphere? Are the interpretations of typological nominations related to the socio-cultural situation of a particular stage (period)? Did new positions appear in the typologies of pedagogical interactions? Are there any patterns in changing typological approaches to understanding the positions of participants in the educational sphere?

The main method of this research, based on the stated goals of the tasks, is a theoretical analysis based on deductive and inductive approaches, which allows to identify, systematize and generalize materials on the study of interactions of participants in the educational process from both historical and modern perspectives, which may become part of the theoretical base in the further development of pedagogy as a science.

## 3. RESEARCH RESULT

The study of the development of Russian pedagogical science from the point of view of the representation of interpersonal relationships and interactions of participants in the educational process has allowed us to identify four stages that differ in psychological and pedagogical basis, the corresponding interpretation and their nomination.

Stage 1 (the 1960-1980s) can be designated as a stage of reconstruction in the psychological and pedagogical field of science. During these years, on the one hand, Soviet pedagogy continued to develop, with the main goal of educating the future builders of communism. On the other hand, domestic psychology began to develop again (after the crisis of the pre-war decade, wartime, post-war construction), updating the achievements of schools that were banned in the 30s (the schools of V. M. Bekhterev, L. S. Vygotsky). This has activated interest not only in the former, but also in new research areas - cognitive and age

psychology (works by L. I. Bozhovich, V. V. Davydov, M. A. Kholodnaya, etc.).

In the pedagogy, collectivist approaches to understanding interactions in the educational process dominated. Therefore, the main typology of interactions, which was most often addressed, was the classification of leadership styles, proposed by K. Levin: authoritarian, democratic and liberal. In a later period, the names of styles were nominally transformed (directive, collegial, and permissive), although the essence of them practically did not change (I. K. Kiyanova, L. M. Krol, E. V. Ksenchuk, E. L. Mikhailova, N. N. Obozov, and others).

It should be noted that pedagogy and psychology in this period existed quite in parallel, developing mainly in their scientific field. Although researchers-psychologists (B. G. Ananyev, L. I. Bozhovich, L. S. Slavina, N. D. Levitov, etc.) actively addressed the educational process as a productive base for scientific research (where there were groups of children, adolescents, correlated by age and socially oriented and other criteria).

The 2nd stage (from the late 80s to the early 2000s) is characterized by the integration of pedagogy and psychology in relation to the educational process. From the point of view of the political and socio-cultural development of the country, during this period there is a change in the state course, the form of ownership changes, the borders that divide the “West” and “East” are collapsing, etc. This could not but affect the general atmosphere and approaches in the field of psychological and pedagogical research. Contacts of scientists in the field of psychology began to develop actively; the ideas of humanistic psychology were enthusiastically received by domestic theorists and practitioners for the study of the life of the individual and society, as well as in relation to the pedagogical environment.

This changed the perspective of studying interpersonal interactions in the educational sphere. Collectivist pedagogy (works of A. S. Makarenko, S. A. Sukhomlinsky, etc.) began to be replaced by the attention to the study of the interactions of a particular individual, student, teacher (works of I. A. Zimnaya, Yu. s. Kurganov, A. K. Markova, A.V. Mudrik, Yu. M. Orlov, etc.). This situation also affected the change in terminology: before this period, in relation to the pedagogical process, nouns with generalizing meanings were most often used: student, teacher, pupil, etc. But since the end of the twentieth century, thanks to the active spread and introduction of psychology, participants in the pedagogical process began to be considered as “subjects”, which emphasized the attention to initiative, independence, readiness for autonomous choice, and so on. The question of the permissibility of treating a student as an “object” of pedagogical influences became actively raised.

There was a typology of pedagogical interactions based on the compatibility of the subject-object positions of the teacher and the student, which described the object-object interactions of the teacher and the student, subject-object, and subject-subject ones.

The above-mentioned items fit the classification basis related to the share of each subject in the joint activity. The typology of the types of pedagogical interactions (or “forms of joint activity”: the author’s position of A. S. Belkin) depending on age periods: guardianship (pre-school period), mentoring (junior school period), partnership (junior school, junior adolescent period), cooperation (junior and senior adolescent period), fraternity (senior childhood period). It is possible to doubt some variants of correlation of forms and age stages (for example, the flaternity in the acute period of sexual and social maturation of adolescents), but this typology was another confirmation of a new view of the child, the adolescent - as a subject, and not only the object of pedagogical influences.

It should be noted that it was during this period that the definition of “obuchayuschiy” was assigned to a student in normative documents (“The Law on Education” of 1992). This substantive participle is full of internal contradictions. On the one hand, the prefix “ob-“ clearly leads to the understanding of the student as an object to be taught. On the other hand, the postfix “-iy” indicates that the student is quite capable of teaching himself or herself. Partially, this position corresponds to the position of a student, a high school student, where self-education is acceptable and even encouraged. But when applied to primary school, to the fifth-sixth grade students, the concept of “obuchayuschiy” is much broader than the functions and actions that are performed by students during this period of training.

Stage 3 (from the 2000s to the year of 2010) can be described as “the beginning of the modernization of Russian education”. During this period, quite a large number of Federal regulatory documents appeared, which specified the directions of development of the education system: “The national doctrine of education”, “The Federal education program for 2000-2005”, “The concept of modernization of Russian education for the period up to 2010”, etc. The idea of modernization was to fundamentally update the educational system in all its parts in accordance with the requirements of modernity, with the attitudes of public consciousness, with the preservation of the best traditions of domestic education. The principles of accessibility and quality, equality of opportunities in education were proclaimed; second-generation education standards were endorsed, a unified state exam for general education was introduced, Russia became a member of the Bologna Agreement in 2003, and so on.

Perhaps, during the previous century, education did not receive such close attention from the government. This was reflected in the analysis and interpretation of the relationships and interactions of participants in the educational process.

So, a decade later, the typology of forms of joint activity of A. S. Belkin is transformed. An approach based on the idea of “gradual transfer of responsibility for one’s own life and independent solution of individual problems to the growing person himself” was presented, which was reflected in such types of interactions as “protection”,

“help”, “support” and “assistance” (V. A. Slastenin, I. A. Kolesnikova).

A fairly new aspect is the recognition of the fact that interactions in pedagogy can be both positive and negative. Ya. L. Kolominsky in “Psychology of pedagogical interaction” (2007) describes four types of relationships between teachers and their students: “warm - warm”, “warm inside - cold outside”, “cold inside - warm outside”; “cold - cold” [1].

Recognition of the multidirectional interactions in the educational process, on the one hand, and awareness of the social status of the educational institution, on the other, gave rise to a typology that would be equally applicable to subjects (individual, group) and objects (animate, inanimate) included in educational interactions. Taking into account the characteristics of the process of organizing educational activities, the state of the contacting parties, as well as the results achieved, destructive (destroying), restrictive (limiting), restorative (supporting) and constructive (developing) types of interaction in the educational space were proposed [2].

In 2012, a new “Law on education of the Russian Federation” is published. And this last decade can be described as the beginning of the 4th stage in the development and study of pedagogical and educational interactions.

The new “Law on education of the Russian Federation” establishes legal norms, powers and responsibilities of individuals and legal entities in the field of education. All of them were defined as “participants in educational activities”: students, teachers, parents (legal representatives) of students, management bodies and structures of the educational system.

The socio-cultural transformations of the period brought new aspects to the education system related to the establishment and organization of various interactions in the field of education.

In this regard, a new type appeared - network interaction (works by A. A. Simonova [7], E. D. Patarakina [5] S. A. Osyak, L. N. Khramova, etc.). Most researchers consider it as a special system that allows testing and evaluating the effectiveness of innovations in the educational system - in the field of content, management, economics, etc. Network interaction makes the system more open, helps to overcome autonomy, establish partnerships, both, horizontal and vertical relationships. And this was made possible by the development of digital technologies.

In addition, there is a new form of training associated with the introduction of electronic educational resources entered into the educational process, which was originally designated as “information interaction in the educational process” (works of A. D. Sotnikov, G. R. Katasonov [8], B. E. Starichenko, L. V. Sardak, and others [9]). Education has always been realized in direct contact between the teacher and the student. But new electronic education tools have not only allowed to extend the distance between the subjects of the educational process, but also to modify the methods: visual, verbal, practical. A skilled teacher, using the opportunities of digital education, not just provides information to the student, but

makes the latter active co-participant in the process of learning and mastering new subject with the help of digital gadgets (works of J. Hattie [10], B. E. Starichenko, A. S. Kakushina [3], etc.). That, in fact, is the purpose of education.

#### **4. DISCUSSION OF RESULTS**

The possibilities of the digital environment are very wide, so in future, the options and forms of digital interactions of participants in educational relations (interactive, remote, online, offline, adaptive, mobile, integrated, etc.) will gradually be clarified.

But the development of new forms and types of educational interactions is not yet formed into specific typologies, because the existing practice is not fully understood. The theory, methodology and methodology are noticeably lagging behind practical innovations in the field of new approaches to education in the digital age [6]. Therefore, this stage can be referred to as the “advanced practice stage”.

It is interesting that this provision is indicative of some Federal regulatory documents, where the well-established phrase “participant in educational activities” is replaced by “participants in educational relations”. Relationships are a broader concept than activities, including various roles of participants - active, neutral, and passive. But the concept of “subject of the educational process” has almost disappeared from the terminology of managers of education. However, the reference to the “subject” can be found in textbooks devoted to pedagogical interaction (works by I. V. Dubrovina, E. V. Neumoeva-Kolchedantseva, A. P. Panfilova and A.V. Dolmatov[4]), but, as the analysis shows, their content is a reflection of the developments made at the second and third stages of the described problem.

Taking into account all the above mentioned, we can call the described stage as a “stage of advanced practice”, which has an initial period (since 2011), but there is no reason to talk about its completion yet.

#### **5. CONCLUSION**

As a conclusion to the study, we can answer the questions that were outlined above.

So, at the moment it is possible to identify four stages in the development and understanding of the interactions and relations between participants of educational process: the 1st stage could be named as the stage of reconstruction of psychological-pedagogical science, which came in the period of 1960-1980; the 2nd stage - marked by the integration of pedagogy and psychology within the educational process (from the late 80s up to the 2000s); the 3rd stage is connected with the beginning of modernization of Russian education (the first decade of the 21st century) and the 4th stage which can be called as “the stage of advanced practice”, which started since the digital epoch.

Differences in the socio-cultural environment of a particular stage have left their mark on the understanding and interpretation of the types of interactions in the educational field: from a simple transfer of the developments of social psychology to pedagogy (for example, interaction styles - authoritarian, democratic, liberal) to various typologies of interactions that characterize the quality of contacts of participants in the educational process (by the degree of participation and responsibility, in relation to students, etc.).

Actively developing, on the one hand, psychological science, and on the other - considerable influence of the socio-political aspects of development of the country, resulted in typologies of the dynamics of the nominations, indicating person-to-person contact in education: the relationship between the teacher and student - teacher and student interaction - subjects and objects of the educational process – constructivity and possible destructivity of interactions in the education sphere - network interaction of participants of educational activities - information interaction in the educational process - digital interaction.

As a result, it can be concluded that interactions in the educational space are a system of mutually dependent contacts in the unity of social, psychological and pedagogical connections, where the social side determines the direction of these interactions, the psychological side specifies the mechanisms and predicts the results of contacts, and the pedagogical one provides the format of interactions of participants in the education system. And this multi-level structure can be considered and analyzed through the prism of various typologies of educational interactions.

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