

#### SUMMARY

**Marchenko O.V. Worldview and organizational principles of pedagogical interaction in contemporary higher education space.** In a time of great social transformation, humanity needs rethinking its deep internal connections in society and alteration its life strategy on the basis of mutual understanding and effective cooperation. In the situation of instability and constant risks, the importance of education is also actualized, which helps to harmonize human relations with the environment, adapt it to changing living conditions. By “immersing” yourself in the educational space, one not only gains a certain amount of knowledge and has the opportunity to develop certain skills, but also overcomes all stages of formation and evolution of personality, socialization, self-realization, mastering reality through a system of communicative relationships. In fact, it is this system that makes unique conditions for the implementation of these processes.

Personality as the actor of interpersonal relationships is the bearer of a variety of cognitive, activity, communicative, and creative qualities. Accordingly, the educational space itself has a complex structure, since it encompasses the world of knowledge and educational values, educational ideals and educational strategies, as well as activity-communication interaction and interrelations of the education actors. That is why interaction in the educational space should be understood as a harmonious coexistence of these interests, as a “meeting” and the cooperation of their emotional, volitional, communicative and other embodiments.

The effectiveness of interaction between education actors depends, first of all, on the professionalism and internal readiness of the teacher for dialogue. That is why high demands have always been placed on the teacher’s personality. The substantive and meaningful meeting of these requirements is best revealed in the ideas of eminent philosophers and educators of the second half of the nineteenth and early twentieth centuries about the teacher’s ideal. To what extent are these ideas in line with current requirements for the organization of the educational process, particularly in higher education institutions? Do not yet think, despite the accelerated globalization processes in the world, the thoughts of thinkers of the past centuries about the nature and content of pedagogical activity? How not to lose the achievements of talented Ukrainian teachers in the flow of pedagogical innovations offered by foreign scientists? It is these problematic issues that will be the focus of this study.

**Keywords:** *outlook, interaction, higher education, educational space, globalization.*