

## **FEEDBACK IN THE PEDAGOGICAL INTERACTION BETWEEN INSTRUCTOR AND CADET**

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The learning process at any stage involves direct interaction between the instructor and the students. Every cadet should feel that they are not detached from what is happening, not left on the sidelines of the issue being discussed, but rather included in the discussion and given the opportunity to express their opinion on an equal footing with others. At the same time, their point of view must be considered and evaluated objectively.

Thanks to sustained contact with the audience, the instructor can fully utilize the feedback channel to organize control and management of the educational process.

In pedagogy, the concept of "feedback" is primarily associated with the need to monitor student performance. The implementation of ongoing, intermediate, and final assessments of how well students have mastered the curriculum is an integral part of the learning process. The completion of specific written and oral tasks by students, aimed at determining their level of knowledge acquisition and their readiness to apply this knowledge in practical contexts, represents only one side of the feedback process. Such assessment reflects the outcomes of the work done by both the instructor and the student, as well as the entire class.

Every cadet present in the classroom expresses their attitude toward what is happening during the lesson. Therefore, through the feedback channel, the audience can interact with the instructor, who, in turn, must promptly track and analyze the information received and, if necessary, use it to adjust the course of the lesson.

The concept of "feedback" in pedagogy should not be limited to interactions between the instructor and cadets during classroom sessions. Independent work outside the classroom, cadets' participation in field training, and involvement in research activities conducted by the department also involve constant contact with the instructor, who acts as a research supervisor.

The successful establishment of feedback enables the instructor to more effectively organize classes, taking into account the personal characteristics of the cadets, as well as to guide the development of skills and competencies necessary for self-education and professional activities. It is precisely the presence of sustained contact with cadets that defines the professional level and genuine authority of the instructor.

### **References:**

1. Techniques of Pedagogical Skills: Freedom of Choice. Activity. Feedback. Idealness. A Teacher's Guide, 2019.
2. Thanks for the Feedback – Douglas Stone & Sheila Heen, p. 368, 2015