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THE COMMUNICATIVE COMPONENT’S DESCRIPTION OF A FUTURE TEACHER’S DEVELOPMENT SYSTEM

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Formulation of the problem: The success of teacher’s professional activity, in particular the realization of its educational potential, depends on many factors. But first of all, as S. Soloveichik wrote, only communication makes pupils educated. In the famous feature film about school "The key without the right to transfer" the headmaster of the school, who was a conservative teacher and envied the success of a young teacher of literature spoke to her with such words: "Tell me, Marinochka, how did you manage to find the key to such an unmanageable 10-B?". The young teacher answered: "Olga Denisovna, if such a key exists, then the guys give it themselves, if they feel that such a key can be entrusted to the teacher.". "You’ve said very figuratively about the key," the head teacher continued, "but what is the secret of your educational work with them?" "This is not a job," answered Marina Maksimovna, "this is communication."

And indeed, before you bring up, you have to "arrange" students for yourself, create certain conditions. A properly organized communication helps to do it. Many graduates of the pedagogical college experience great difficulties especially in the situations where it is necessary to show not the knowledge of special subjects, but to provide a contact with the students, support it, communicatively

and competently organize. This requires the same preparation, the same attention as the special preparation of the subject teacher.

Unfortunately, there is no specially organized purposeful communicative preparation in many pedagogical universities. Still considering the problem of organizing communication mainly as a field of psychological research and not paying enough attention to it, teachers leave out of sight the important component of pedagogical activity that determines the success of other directions. This leads to the fact that enormous efforts directed at achieving the main goals of the activity of the subject teacher, and even more the teacher-educator, often do not give the necessary results. One of the important conditions for a high-quality communication training of a teacher is its scientific basis.

In order to understand the role of communication training, its subjective significance for the teacher's professional development, the place in the structure of professional activity and its systemic vision, we created a model of the communicative activity of the teacher, the analysis of the components of which in their interaction is offered to your attention. The purpose of our article is to characterize these components, reveal the internal connections between them and show their significance in the activities of the teacher.

Scientific basis of the research. When compiling a model of the pedagogical activity of the teacher, which in its essence is communicative, we based: 1) on the general mechanisms and patterns of communication developed by BG Ananyev, L.S Vygotsky, V. Levy, B. F. Lomov, V. N. Myasishchev, B.D. Pargin, who define the context and general positions of scientific consideration of the essence, features and structure of communication as an activity; 2) on the theoretical foundations of understanding the problem of pedagogical communication A.A Bodalev, V.A Kan-Kalik, A.A Leontiev, A.B Dobrovich and other scientists, in whose works the main ways of preparing the teacher for communicative activity are substantiated; 3) on the main approaches to the study of pedagogical activity, which were reflected in the works of N.V. Kuzmina (structural approach), A.I. Shcherbakova (functional approach), V.A. Slastenin (occupational approach).

Statement of the main material. Based, on the one hand, on the structure of pedagogical activity developed by N.V. Kuzmin, on the other hand, on the three-component communication structure acting in the named activity as the leading activity integrating all the others, we tried to create such a model in which the central place was the communication process.

The connection in one model of the structure of pedagogical activity and communication is explained by the fact that the activity of the teacher is communicative in its essence. So, training, according to V.A. Ananiev's just statement, "is not only transfer and assimilation of information - knowledge and rules of activity. Education is at the same time communication, communication" [1, p. 220]. Even more, this idea relates to education. And in this we completely agree with V.A. Kan-Kalik, who claims that the most active methods of educational influence will "work" only when they are provided communicatively.

Consequently, communicative skills are a system of social and pedagogical support of the educational process in general. Without them, pedagogical activity is unthinkable, because "it is built according to the type of communication, the type of interaction and communication in the" teacher-learners" system [8, p. 10].

This principle is basic for the conclusion that the communicative component of the teacher's activity as a separate component of it can be allocated only conditionally, since it passes through all types of teacher's activity and it is a necessary and compulsory part of each of them. The facts of the present study suggest that in practice the communicative activity of the teacher is often spontaneous (without having a scientific basis), and therefore insufficiently effective. Concentration of professional training on cognitive activity in the absence of a purposeful preparation for communicative leads to the fact that the teacher can not successfully realize the acquired knowledge, since the effectiveness of the further stage of his activity depends on its successful communication support.

Consequently, the knowledge of the fundamentals of science, the methods of teaching special subjects and the methods of educational work without

communicative skills lead to the fact that the correct setting of pedagogical goals, the choice of adequate methods and means for their implementation often do not give successful results.

When building the model of the communicative activity of the teacher shown in Im.1. For us, the fundamental idea was the idea that the activity of the teacher is not only an aggregate of its individual types, but a "process of ... management" by another "activity (student activity), which is the object of management on the part of the teacher" [8, p. eleven]. In this connection, in our model, all the individual activities are aimed at realizing its main goal is the placement of the student in the position of an active subject of his own activity.

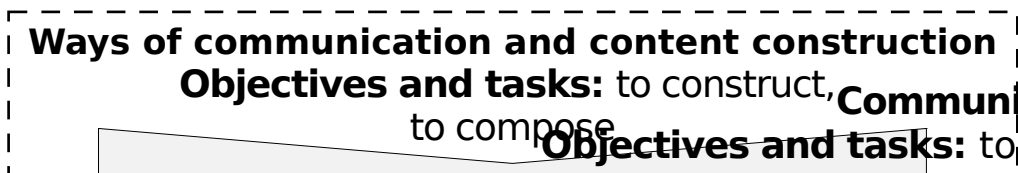
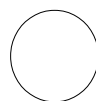
Who?

How?

Filling with the pedagogical meaning the main components of communication included in the model as its main elements, let us turn to their characteristics.

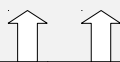
Model of communicative activity of a teacher

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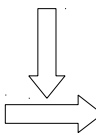
IV

Active treatment



III

I



The preparatory stage, or pre-communicative (I), begins with a reflective-communicative activity, which is carried out in several directions: 1) self-reflection; 2) adequate reflection of knowledge about the subject (s) of pedagogical influence, their attitude towards the teacher; 3) reflection of knowledge about the subject of communication; 4) objective reflection of the communicative situation; 5) the reflection of adequate ways and means of communicating information and educational impact through communication.

All these directions are interrelated and interdependent. From self-reflection, i.e. from the objective self-assessment of his potential capabilities and knowledge, sufficient or insufficient for the upcoming communicative stage of pedagogical activity, the further direction of the reflective-communicative activity depends. In addition, according to a remark of N. Rogers: "Travel inward leads to an increase in self and personal transformation, connects with all people" [10, c.168].

Self-reflection and the choice of subject content depend on adequate perception, evaluation and understanding of students as subjects of pedagogical influence. In other words, when evaluating oneself and the substantive content of educational activities, it is important to look at both "by the eyes of children", having previously reflected their characteristics, needs, interests, requests, etc. One-sided self-reflection and reflection of substantive cognitive structures (only "from oneself"), as the data of many studies show, rarely leads to a successful result, even in case of presenting interesting and useful information.

Representations about students and features of subject content dictate the choice of adequate methods, techniques and means of information transfer and educational impact. Correct representation is the most important condition for their effectiveness.

On the other hand, their choice depends not only on the characteristics of the content, situation and students, but, as is known, is determined by the personal characteristics of the teacher. So, "often the same method used by different teachers gives a completely different effect, and not because it does not correspond to the situation, but because it is alien to the teacher's personality" [4, p.109].

Thus, all the above-mentioned areas of reflective-communicative activity are interdependent and mutually reinforcing each other. And such a division helps to more consciously and purposefully implement the preparatory stage for the actual implementation of the communicative activity of the teacher, laying down already at this stage favorable conditions for its success.

As already noted, pedagogical activity as a process of managing "other" activities (students' activity) achieves its main goal provided that the reflected reflects(IV), that is, its transition to the "inner plan" of the subject. Only in this case the reflected become meaningful and become the regulator of the practical actions of man.

According to A. N. Leontiev, "the process of reflection is the result not of influence, but of interaction, that is, the result of processes that go as if towards each other: one of them is the process of the object's impact on the living system", the other is the activity of the system itself In relation to the acting object "[7, p. 53]. The process of "translating" the reflected content into the content of reflection "is possible only if such "counter" activity appears. If "reflection ... is not at the same time an active process of cognition and transformation ..., then it is contemplation, passive reflection" [7, p. 50] Having convinced that the reflection is not a projection of the subject content, but the result of active intersubject interaction, we turn to the previous stages of the communicative activity of the teacher, where conditions for the emergence of "co-activity" should be created.

As it was already noted, any activity, including reflection, is preceded by an attitude (W), expressed in the form of emotions, which induces and directs it. Considering this factor decisive, A. Makarenko wrote that in the teaching and educational process we always are dealing with an attitude, because it is precisely what constitutes the true object of our pedagogical work.

Before becoming a reflected or rejected personality of the student, the reflected causes. This or that reaction of the emotional sphere, signaling its subjective significance. As a result, a certain attitude arises towards him: either

negative, or passive-contemplative, or active-activity. Only on the basis of the latter the student "attracts internal resources for adoption" [2, p. 142] reflected.

Most often, according to many researchers, the response emotional response is not caused by the content, but by the attitude of the speaker to it, i.e. Modal information. Therefore, as V.A. Kan-Kalik rightly observes, mastering the professional-pedagogical communicative skills does not mean mastering only the "technology" and the procedure of pedagogical communication, but "warming it with the warmth of human relations in which the personality of the teacher manifests itself [5, p. 30].

This problem occupies an important place in the works of K.D. Ushinsky, Leo Tolstoy, PP Blonsky, ST Shatsky, VA Sukhomlinsky, Sh. M. Amonashvili, etc. However, in them, the main attention is usually paid to the attitude that the teacher should fulfill (love of children, trust in them, care for them, etc.) - on the formation of the same relationship as a result (the counter active-positive Attitudes) of the student, the emphasis is not so often.

As a result, if the attitude manifested in the form of love for children does not cause co-love, if the teacher himself loves, but does not care about being loved, then this one-pointedness very often makes his efforts unrequited and inconclusive.

Ensuring "co-effectiveness" of students is associated with overcoming some of the negative factors that arise in the process of pedagogical communication and are its brake. Psychologists call them differently: "internal barriers" (Stolin V.V.); "Psychological barriers of personality", performing "the function of information filters" (Parygin B.D.); "Repulsive forces" (Levy V.).

Their consideration in the process of the communicative activity of the teacher is important in the sense that cognitive information can be absolutely true and useful and still remain not accepted, not missed by the "filter". The effect of penetration through it is associated with overcoming factors that cause a negative reaction to the reported indifference, irritation, aggression, etc. and contribute to its non-acceptance, namely: the personal plan (associated with the negative personal characteristics of the teacher, causing opposition or passivity and indifference);

Cognitive plan (imperfection of cognitive structures: lack of logic, ambiguity, science, etc.); Social-perceptive nature (resulting from inadequate perception and understanding of students, their requests, expectations, etc.); Technical plan (sound fuzzy, intonational inexpressiveness, emotional unattractiveness).

Sharing the opinion that "the communication of ... knowledge from the very beginning should be calculated on their perception by other people" [8, p. 76], we believe that this goal is not often the object of the teacher's attention. During his communicative actions, it mainly refers to the flow of the information itself and outside of the field of vision it remains how this information is understood and accepted, and thus simultaneously finding more effective ways to achieve both.

The essence of the educational process is not so much to exert an external influence, but rather to ensure its adoption. Therefore, in the process of reflective-communicative activity, the teacher, remembering this goal, it is important to specifically designate a part of the information "for action on the filters of the receiving system", weakening their effectiveness.

Thus, the realization of this goal is the search for ways and effective means to ensure openness and receptivity to accept external influences, not on the basis of pressure "from above", but on their own. Speaking about the mechanism of "translating" external influences into the "inner plan" of the student's personality, it was important for us to identify those communicative skills that would ensure favorable conditions for such a transition, that is, they would help create a "communicative community" [4, 110] to the teacher and students. Without it the effect of the teacher's penetration through "internal obstacles" is not possible to achieve the goals of the educational process.

Focusing on the reflective-communicative stage of pedagogical activity and on the stage of communicative communication, on the basis of ensuring mutual contact, reflective activity of students is provided, we will briefly dwell on the stage of self-confessional behavior (II), where two directions of communicative activity of the teacher merge into a single stream: Broadcast information and provide educational impact through communication. The object (subject), to which

communicative actions are directed, is not just a pupil, but his consciousness, emotional, volitional and behavioral spheres of his personality.

Presenting this or that information for the purposes of education, it is not enough to convey it to the student, having clarified to him the meaning of this information. The main goal is to influence it, call for assistance that is, to turn the student from the object of its perception into the subject of one's own development, making the subject content not an end in itself, but a means of achieving the goal. In this regard, we are impressed by I.Vedin's point of view, according to which "the wisest aphorisms will remain alien thoughts until they are fixed in appropriate actions and become the principles of our practical action. "[3, p.73].

In other words, the process of pedagogical communication achieves a successful result not when the external influence penetrates the "filter" and creates a situation of interaction, and when a situation is created for the pedagogical transformation of a person [4, c.21].

So, not in informing and influencing, but in informing and influencing, changing a person is the ultimate goal of a teacher who carries out the process of pedagogical communication. As soon as he "leaves the tasks of transformation and is limited to the information and" action "side of the matter, then ... the pedagogical process inevitably collapses" [4, c.21]. We note, however, that the co-activity of the student arising as a result of external influences must be free, that is, determined by his will and desires. Only then its result will not be a "for others" behavior, (because the teacher requires it), but "for oneself", (because my own heart dictates so).

For this purpose, even at the stage of reflective-communal activity, it is necessary to analyze what is reflected not only in terms of how it corresponds to the topic, needs and requests of the students, but also how it will be understood, whether it will be believed and whether it will stimulate free activity.

Based on the fact that the main goal of the teacher implementing the process of pedagogical communication is to achieve a free co-action aimed at self-transformation, the stage of the aftereffect of what was realized in the

communicative actions of the teacher was reflected in the model we built. The ultimate goal of the teacher's communicative actions is to ensure the success of the deep penetration of communicative content into the student's inner world. Thanks to them, the message becomes not just well-organized and transmitted information, but the subject of reflection, a kind of stimulus ("external impulse") to action, to an action that awakens the inner energy of the subject of perception. This is evidenced by the anonymous responses of students to the classes conducted in the framework of our study:

... Listening to you, I think a lot, and then I scroll in the memory of what was said. After such communication, I have an urge to act. You pour fuel of activity to the fire of my soul.

... It is difficult to have any educational effect on us, indifferent young people. We entered into cozy own worlds for ten-meter fences of mistrust and disbelief. And you managed to affect our interests.

... Today I realized that I need to transform myself. It is high time. Personally, I am ready to do everything that is necessary for it. You motivated me.

The external level of the model of communicative activity is the communicative skills that "serve" it at each stage. In accordance with the five components of the model, they are grouped into five groups (blocks): 1) perceptual skills; 2) the ability to provide mutual contact and the necessary relationships (initial); 3) the ability to provide mutual contact and the necessary relationships (current); 4) verbal and other expressive skills; 5) the ability to exert educational influence through communication.

Conclusion: Thus, the communicative component takes a central stand in the teacher's professional development system. On condition of a deep theoretical mastering of the communicative activity model, the teacher who carries out professional activities consisting of separate activities (gnostic, constructive, prognostic, organizational, communicative) will be able to reflect, construct, predict, organize to ensure further success. And this will be possible due to the fact that he can competently build his communicative behavior based on the skills mentioned above, firstly, by identifying and correctly modeling the characteristics,

interests and needs of students; secondly, ensuring on the basis of this mutual contact with them; thirdly, preventing unwanted conflict situations that create "internal obstacles" to external influences.

Only with a sufficient level of communication skills, the communicative behavior of the teacher will achieve its main goal.

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