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THE MAIN COMPONENTS OF PEDAGOGICAL COMMUNICATION BETWEEN TEACHER AND STUDENTS

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In the article various approaches of professional culture structure studying of teacher's communications are considered. There are given characteristics of different types of communication between teacher and student. Pedagogical dialog is viewed as a specific process of relationships and attitude as it is given by psychologist V.A. Kan-Kalik. His ideas are closely examined in connection with the main functions of interaction of the subjects of the pedagogical process being summarized and analyzed along with optimal pedagogical communication. The responsibility of culture of socially responsible decisions and actions is put on educational establishments. Then the article goes about types of communication in accordance with the classification proposed by A.A. Leontiev. Pedagogical tact is an important and vital issue that should be taught and dealt with at the early stages of teaching future educators, starting from youth age.

The idea being discussed is self-assertion as a universal sign of communication. A. V. Mudrik points out that this feature is of great importance and significance for pedagogical communication. Cultural habits and needs are vital for making the relationships between teacher and students, these components are determining the rhythm of human activity, the development of their aptitudes, interests and artistic inclinations.

Key words: communicative, pedagogical tact, interactive, culture, pedagogical approach, personal development of a teacher.

Introduction. At the present stage of development of higher education an essential component of professional and pedagogical activity of the teachers is their constructive pedagogical interaction with students during a joint operation aimed at their professional and personal development. Although the performance requirements to professional pedagogical communication have increased, existing practice shows that there exists a discrepancy between the level of psychological and pedagogical training of university teachers to their professional requirements.

Pedagogical interaction in system "teacher – student" represents a system of mutual influences of subjects included in the joint activities on the basis of the overall objectives of vocational education. Such interaction is of fundamental importance in terms of axiological component, as it is also the interaction between teacher and student that affects the formation of the value system of the future specialist, such as a personality, truth, intelligence, professionalism and others.

It is important to bear in mind that the process of interaction between teacher and students takes place in collision and mixture of goals, interests, attitudes, motives, personal individual experience, which causes changes in dialectical forms of interaction during the learning process.

The effectiveness of pedagogical interaction in the classroom depends on many factors (successful identification purposes joint activities appropriate pedagogical

tactics specific object of this interaction, the activity of the students, etc.). Among them, an important role is played by the factor of the optimal choice of teaching methods, the implementation of which in the specific context of the educational institution provides high quality training of students. In recent years, we study the possibility of pedagogical techniques of active learning (problem lectures, group discussions, case studies, dynamic couple, role and business games, video technique, multimedia, etc.), which along with the traditional (explanation, story, work with the textbook, discussion, demonstration, etc.) contribute to the intensification of efficiency, quality and effectiveness of the learning process at the university.

Therefore, the article is aimed at covering the gist of the “teacher – student” interaction, relative issues and their overall significance in educational process. Being rather relevant at the moment, the topic considers the most significant aspects of interpersonal interactions that occur in the learning process. Consequently, due to the aim of the article there are following tasks to fulfil:

- To support and advocate the crucial role of culture in educational process;
- To analyze the interaction between teachers and students in high school as a sociological problem;
- To consider the category of social ethics in relations "teacher-student";
- To view the position of the teacher in the process of interaction with students;
- To study the nature of the conflict between the student and teacher.

Culture (lat. cultura - agriculture, education, respect) is area of human activity associated with self-expression (cult imitation) and human manifestation of one’s subjectivity (subjectivity, character, abilities and knowledge). That is why every culture has additional features, as related to both human creativity and everyday practice, communication, generalization and one’s daily life. Culture is a marker, and it is the foundations of civilization and the subject of cultural studies. Culture has no quantitative criteria in the figure. Dominant or signs are sufficient to reflect the attributes of culture. Culture is most distinguished due to the periods and eras, modes of production, commodity-money relations and industrial, political systems of government, personalities of spheres of influence, and so on [1].

Pedagogical communication is a specific form of communication, which has its own characteristics and at the same time subject to the general psychological patterns inherent in communication as a form of interaction with other people, including communicative, interactive and perceptual components.

Pedagogical communication is a set of tools and methods to ensure the goals and objectives of education and training, and determine the nature of interaction between teacher and students.

The aim of pedagogical communication is in the transfer of general and professional experience (knowledge and skills) from the teacher to the student, and in the exchange of personal meaning associated with the object under study and life in general. It contributes to the communication, the formation and development of new properties and qualities of personality of both a teacher and a student.

Main functions of pedagogical communication. The main functions of interaction in the pedagogical process are as follows:

- Constructive function of communication, providing pedagogical interaction of the teacher and the student in discussing and clarifying the content knowledge and practical significance of a particular discipline;

- Organizational function of pedagogical communication is focused on organization of co-curricular/simultaneous activities of teachers and students in their mutual awareness of personal and shared responsibility for success in the educational process;

- Communicative and stimulating function is a combination of different forms of learning and cognitive activity (individual, group), along with the organization of interaction and mutual assistance in order to ensure pedagogical cooperation. It is aimed at creating awareness among the students, since revealing the way in which they learn to understand the lesson or in the study of this discipline, feel the need to learn something;

- Informational and pedagogical communication training function is used to show the place of discipline in the future professional activity of the student and its connection with the reality. It is designed to correct attitude and orientation of the student in the course of social events; moreover, it provides mobility level of information capacity of the training sessions and completes with the emotional presentation of the material, based on the visual-sensual sphere of students;

- Emotionally-correcting function of pedagogical communication is implemented in the process of learning the principles of "open prospects" and "victory" learning by changing learning activities. It provides the establishment of relations of trustful communication between the teacher and the student and improves the quality of the educational process and its effectiveness;

- Test and evaluation function of pedagogical communication is to organize training and mutual control of the student, in a joint summarizing the outcomes of the educational process or a certain stage of its assessment and self-monitoring.

Whether pedagogical communication will be optimal depends on the teacher, on the level of his pedagogical skills and communicative culture. To establish a positive relationship with the students the teacher should have the goodwill and respect for each of the participants of the educational process, be implicated in victories and defeats, successes and mistakes of students, to empathize them and be tolerant.

Styles of pedagogical communication. The renowned and outstanding psychologist V.A. Kan-Kalik singled out the following styles of pedagogical dialogue:

1. Communication on the basis of high professional principles of a teacher, his attitude to teaching as a whole.

2. Communication on the basis of a friendly disposition. It involves dedication to specific work. The teacher acts as a mentor, a senior fellow, and partially as a fellow in co-curricular activities. However, a teacher should avoid familiarity. This is especially true for young teachers who do not want to get into conflicts with elder students.

3. Distance communication refers to the most common types of pedagogical communication. In this case, distance is constantly observed in all areas: in education – with reference to the credibility and professionalism; in education – with reference to the experience and age. This style creates relations "teacher – student" as opposition, however this does not mean that students should perceive the teacher only as a tutor and master.

4. Deterrence method, the negative form of communication, inhumane and intolerant, shows a pedagogical failure of the teacher, who uses fear and threatens as motivators for students' activity and work. Such style is still found in higher educational establishments of Ukraine and post USSR countries reveals the ill-tempered desire of teachers to be powerful and mighty, that can subsequently lead to unprofessional performance and conflicts with the students.

5. Flirting approach is typical for young teachers seeking popularity. This communication provides false, cheap credibility.

There are several types of communication depending on the goals, objectives and nature of joint activities of people, their organization and the established system of relationships.

Pedagogical culture is an integral quality of the individual teacher, projecting the common culture within the scope of the profession. Pedagogical culture is a synthesis of high professionalism and the intrinsic properties of a teacher, possession of methods of teaching and the presence of cultural and creative abilities. It is a measure of creative appropriation and transformation of experience accumulated by the mankind. Teacher, with high pedagogical culture, has a well-developed pedagogical thinking and consciousness, has the creativity and is the repository of world cultural and historical experience [6].

Pedagogical communication is an organization of direct interaction with the audience and a teacher. The first stage of this communication largely determines the success of further development of content-didactic system and activities as well as their social and psychological basis. The important elements are: a) specification of the previously-planned model of communication; b) clarification of the terms and structure of the forthcoming communication; c) the implementation of the initial stage of direct communication. Unconventional, original behavior of the teacher plays the great role in establishing contact and effective communication. When a teacher comes into the audience, students always look and observe the behavior and professional skills of the teacher: his/her readiness, training facilities, confidence and open-mindedness, friendliness and positive outlook.

Cultural development of the teacher goes through a variety of activities in which a person builds one's relations with other people, with society, with the world. There was a loss of the original concept of "education" - as identity formation in culture. "Educated man" is perceived as "informed", which means "cultural."

In terms of humanization it is necessary to change the emphasis in the training of teacher which should be not only an expert of any subject, but, above all, a man of culture. For advancing the pedagogical culture it is very important to improve the content of students' independent work. It must be realized in a creative collaboration, co-creation of teachers and students. In this regard, a qualitatively new challenge

arises – transformation of the educational process in the scientific and pedagogical meaning and essence. Higher educational school should teach the culture of socially responsible decisions and actions, which can be divided into three major sections: the ability to communicate; the ability to reproduce culture; the ability to reproduce oneself in the culture.

Importance of tact in teaching process. Tact is significant for a productive dialogue. Tact is the ability to behave decently, respecting others; it is sense of proportion in the behavior, actions [2].

The presence of tact allows the teacher to build a communication on positive emotions, to establish and maintain psychological contact with children. Pedagogical tact differs from the total one in the way that it represents not only the properties of the individual teacher, but the ability to choose the right approach to students.

Pedagogical tact is a measure of educationally purposeful impact on students, the ability to establish a productive communication style.

A major role in shaping the personality of students, meeting their spiritual needs belongs to communication. This is especially important for students of secondary vocational education, who are in a kind of average age and educational status between school and higher education institutions [4].

It should be stressed that the culture of communication is formed gradually, as young people grow and become adults. At the heart of this study is a person being on stage of formation – in age from 17 to 24 years. This is the age of philosophical quest, searching the ideals of self-determination time. Communication, being one of the spheres of life, stands out for youth playing a special role. It becomes a social space in which the basic social needs of youth - psychological that forces one to consider education in terms of communication as the most important part of the overall education of the younger generation.

Considering the self-assertion as a universal sign of communication, A. V. Mudrik emphasizes that it contributes to maximizing the individual capabilities of the individual and depends on psycho-physiological, social and cultural conditions [8]. These conditions ensure a certain level of wealth of society, which is an objective factor influencing the content of communication. Subjective factor that mediates its content, according to A. V. Mudrik, includes cultural habits, needs, determining the rhythm of human activity, the development of their aptitudes, interests and artistic inclinations [7].

The peculiarities of youth culture of communication, including present time issues, are represented by many monographs and textbooks. Thus, the chosen perspective is understudied and determined by the relevance of research topic and reveals the contradictions between:

- A variety of motives and socially important needs of students in education and professional interests of teachers, and impersonal, excessive unification of content, forms, methods, means of training and education;

- Increased requirements for renewing social tutors and future professionals' inability to quickly and effectively adapt to the social and professional environment [6].

These contradictions pose the problem of building a culture of communication between teacher and students.

Modern higher school teachers reflect the state of culture in society, the degree of its development, which is reflected in the consciousness, in the style of behavior and activity, and is manifested as a moral reference point of the whole process of life. The overall culture of the modern teacher is different, first of all, in professionalism, knowledge of the business, his ability to identify and reflection, social communication, creative self-realization in any activities, as well as the depth and constructive self-expression, self-knowledge and self-improvement. If the most important factor of teacher professionalism appears a common culture of a teacher, the psychological culture is its nucleus [3]. Psychological culture of the modern teacher can be seen as a specific model, which includes professional social communication, interaction, high professional and moral motivation, all ensuring the success of the individual, as a profession, and as part of life strategy as a whole.

Conclusions. To sum up we can infer that learning activities of students in higher education are only one side of the integral formation of professional and personal rights. Due to the objectives and tasks of the article the following conclusions can be made. Learning activities of students are understood as purposeful, regulated plans and programs, controlled process of assimilation of knowledge and skills, development and formation of the student's personality. In the process of learning activities a student acts as its subject, i.e. a carrier of material and practical activity and cognition. A huge role is therefore given to teacher as the effective factor, namely from the interaction of teacher and student depends how well the student will perceive and gain the knowledge, what skills he will acquire. Nevertheless, we cannot deny that students themselves have an impact on the learning process. They in great degree determine what will be the approach of the teacher to the student group as a whole and to each student individually.

The main task of the teacher and the student is to find the "golden" middle of communication, optimal for them, in which their interaction will be much more successful and fruitful. The need to seek a compromise, to make contact, to be loyal, to enter the position and situation of each other is a prerequisite for the clear vision of the possible problems and solving them and beneficial educational process as well.

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І. М. Ахмад. Основні компоненти педагогічного спілкування викладачів і студентів ВНЗ.

У статті розглядаються різні підходи до вивчення професійної комунікацій викладача. Дано характеристики різних видів зв'язку між викладачем і студентом. Педагогічний діалог розглядається як специфічний процес взаємин і відносин, згідно досліджень психолога В.А. Кан-Калика. Його ідеї, розглянуті у зв'язку з функціями взаємодії суб'єктів педагогічного процесу, узагальнені і проаналізовані щодо способів оптимізації педагогічного спілкування. Культура викладача, його відповідальність за власні рішення та дії покладається на вищий навчальний заклад, де педагог здобуває професійну освіту. Також стаття розглядає типи зв'язку відповідно до класифікації, запропонованої О.О. Леонтьєвим. Педагогічний такт, безперечно, є життєво важливим питанням, яке варто вивчати і аналізувати уже на ранніх етапах навчання майбутніх педагогів. Зростання особисті студента, його філософські пошуки та процеси мислення багато в чому залежать від особистості викладача, при цьому педагог повинен уміти тримати дистанцію між собою та студентами. Самоствердження та впевненість подаються як важливі фактори, що впливають на якість універсального знаку спілкування. А. В. Мудрик вказує на те, що ця функція має велике значення для педагогічного спілкування. Культурні звички і потреби виступають як важливі елементи взаємин між викладачем і студентами компоненти, які є визначальними для ритму людської діяльності, розвитку здібностей, інтересів і художніх нахилів. Власне вчитель/викладач є тим відображенням культури суспільства, якої він намагається навчити, саме тому роль викладача не обмежується лише навчанням певної дисципліни – це комплексне завдання виховання особистості молоді.

Ключові слова: комунікативний підхід, педагогічний такт, інтерактивний, культура, педагогічний підхід, розвиток особистості вчителя.

И. М. Ахмад. Основные компоненты педагогического общения преподавателя и студентов ВУЗа.

В статье рассматриваются различные подходы к объяснению культуры изучения коммуникаций учителя. Педагогический диалог рассматривается как специфический процесс взаимоотношений согласно психологу В.А. Кан-Каликом. Его идеи рассмотрены в связи с основными функциями взаимодействия субъектов педагогического процесса, вместе с оптимальной мерой педагогического общения. Развитие культуры социально ответственных решений и действий полагается на образовательные учреждения. Также в статье идет речь о типах связи в соответствии с классификацией, предложенной А.А. Леонтьевым. Понятие «педагогического такта» рассматривается как жизненно важный вопрос, который должен быть учтен и рассмотрен на ранних этапах обучения будущих педагогов, начиная с ранних лет. Кроме того, статья рассматривает идею уверенности как универсального знака общения, значение которого очень велико для хорошей педагогической деятельности. Мудрик А.В. указывает на то, что эта функция имеет большое значение для педагогического общения. Культурные привычки и потребности жизненно важны для понимания взаимоотношений между учителем/педагогом и учениками/студентами, так как эти компоненты являются определяющими для человеческой деятельности, развития способностей, интересов и художественных наклонностей.

Ключевые слова: коммуникативный подход, педагогический такт, интерактивный, культура, педагогический подход, развитие личности учителя.