

UDC 371.132

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**THE ROLE OF THE FUTURE PRIMARY SCHOOL TEACHER
AS A SUBJECT OF PEDAGOGICAL COMMUNICATION**

<https://doi.org/10.12958/2310-2187.2019.1-2.11>

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The Role of the Future Teacher of Primary Classes as a Subject of Pedagogical Communication

The article describes the role of the future primary school teacher as a subject of pedagogical communications, the main provisions of professional communication as the most important tool of pedagogical activity in educational institutions. It is focused on professional and pedagogical communication as a system of direct or indirect connections, teacher interactions implemented using verbal and non-verbal means, computer communication tools for the purpose of information interchange, modeling and control of the communication process, regulation of pedagogical relations. The conditions that affect the overall development of students, contribute to their mastery of social, professional, personal experience. The role of language in the pedagogical communication of participants in the educational process is noted, because verbal communication is a verbal exchange of information in the process of communication, supplemented by non-verbal means (facial expressions, gestures, etc.); the communication process includes various structural elements, the manifestations of which can determine its result. It is noted that the educational process is a certain system of interpersonal interaction between its participants. The teacher needs developed pedagogical communicative skills to create a positive, creative climate. A necessary condition for the successful process of communication between the teacher and the student is the communicative competence of the participants, while interpersonal interaction, designing possible effective means of presenting information on the basis of anticipating the possible consequences of its perception, encouraging consolidation of productive actions, generalizing effective effects on students are important aspects.

Key words: communication, pedagogical communication, interpersonal interaction, communicative competence.

The dynamics of development of the modern Ukrainian school and its ability to implement state defined educational tasks depends on the quality of professional training, general level of culture, moral qualities of the future primary school teacher.

It's well known, that communication is the most important tool of pedagogical activity. It all starts with the ability of the teacher to organize pedagogically appropriate relationships with students. Professional communication is in transition today, because first of all, informatization and information technology with technical advances and their rapid implementation in educational practice have fundamentally changed the processes of communication. Secondly, the education of society, the spread of knowledge about these technical achievements lead to a violation of the traditional boundaries of pedagogical communication.

Communicatio (in Latin) – means to communicate with someone, also it means a message, a connection. It's well-known and the most common in any sphere of existence term, that means communication, exchange of thoughts, information and ideas between two or more persons.

At the everyday level, communication means the ability to make contacts of any kind, (for example, communicative is a person who easily comes into contact with people, and understands them). In some scientific definitions, communication is not separated from contact, and is interpreted as the interaction of individuals or social groups that share their skills, abilities, experience, information and results of activity.

The most common view is that communication is a one-way process of transmitting information from subject to object by monologue speech, so we can talk about pedagogical communication as a kind of professional communication and as a component of pedagogical communication.

Issues of pedagogical communications are widely represented in the works of V. Abramyan, N. Butenko, L. Vigotsky, N. Volkova, A. Godlevskaya, M. Zabrodsky, I. Zayazyun, V. Kan-Kalik, A. Kapska, M. Kotz, O. Leontiev, A. Makarenko, S. Maksymenko, O. Merzlyakova, P. Myasoid, V. Sukhomlynsky, K. Ushinsky and others.

Today, the problems of pedagogical communication are dealt with by leading Ukrainian scientists of various aspects, such as Butenko L. (features of communication process in the teachers educational activity, communication, ritual

behavior, manipulation, assertive behavior, barriers of psychological protection, etc.), N. Volkova (essence, content, structure, functions of professional and pedagogical communication in the modern information society and the Ukrainian school), L. Savenkova (model of preparation of future teachers for professional communication: structure, mechanisms of functioning, stages of development of pedagogical communication, system of communicative skills of the teacher, it also includes content, psychological, pedagogical and methodological principles of preparation for communication), Fentsyk O. (communication in pedagogical activity, interaction and perception in communication, technologies of organization, etc.)

The purpose of the article is to determine the role of the future primary school teacher as a subject of pedagogical communication at the modern stage of society development.

The main trend in a modern education is a change in the role of the teacher, who must first of all at a high professional level be able to successfully conduct an educational dialogue with students, to motivate positively everyone to love their future profession, to show all the beauty of our language, especially for future primary school teachers. The requirements of the new Ukrainian school are concentrated on researches and on gaining of knowledge that must go hand in hand. Because of this the way of learning changes. Our students are participants in the process of cognition, they not only passively consume but also form new knowledge together with a teacher.

A real specialist in his field must be aware of all the necessary competencies, and in accordance with the new roles, he has to be able to choose his specialization. The future primary school teacher is not just a subject teacher, he is a person, who develops himself, considers problems of a higher level and involves students in this process as a guide who leads and shows ability of modern science.

S. Parashuk, N. Kruglova noted, that the professional identity of the future primary school teacher is the understanding his belonging to the pedagogical profession, the idea of his compliance with certain requirements of the profession (certain personal qualities, knowledge and skills) and comparing its compliance with

the professional image. The professional identity of a teacher- is a dynamic system that begins to form in the process of professional training and has further development in professional activity.

V. Volkova notes that professional-pedagogical communication is the main form of pedagogical process, its productivity is determined by the goals and values of communication, which are the norm of individual behavior for subjects. It works in the process of joint communicative activity of people (subject of subjective interaction), also during the exchange of information, in which each participant learns universal experience, social, pedagogical, communicative, moral and other values, knowledge and methods of communicative activity, develops their own mental qualities, formed as a person and subject of communication. In this sense, communication and communication activity are important factors in mental development of a person.

Professional-pedagogical communication (*Communicatio* (in Latin) – connection, message) – is a system of direct and indirect connections, interactions, of the teacher, realized with help of verbal and non-verbal means computer communication tools for the purpose of information interchange, modeling and control communication process, regulation of pedagogical relations.

Professional-pedagogical communication is a complex type of pedagogical activity aimed at teaching, education and personal development, which requires responsibility. Its main functions are terminal, tactical, operational functions. Terminal functions of pedagogical communication are connected with strategic directions of its activity and reflect its purposes and tasks. This group is formed by the following function:

1. training function, that contributes to the deepening expansion and consolidation of knowledge, skills and abilities
2. educational function, that involves the formation of holistic, beliefs, communicative culture
3. developmental function, that promotes a gradual and consistent transition to qualitatively new levels of the culture of pedagogical communication

4. life-support function that is constantly updated, creating condition for the use of information and communication resources of computer technology

5. the function of socialization of the individual involves preparation with the subject of communication, collective, social environment through mastering the rules of verbal and non-verbal behavior in standard situations.

In our opinion to create comfortable conditions for a positive exchange of information between the participants of the educational process (teacher-student) it is necessary to understand the principles of such interaction and to be in a certain educational environment. So, T. Ravchina identifies the following conditions that affect the general development of students, contribute to their mastery of social, professional experience among them:

- every student who is involved in the educational process, various forms of life in higher education institution, takes an active subjective position;

- the teacher serves as an organizer of educational and other activities for students, pedagogical interaction with them and their interaction with each other, various practical professional situations, regulates these processes, supports the positive feelings of students, offers them a choice of methods for solving important problems;

- participants of the process have equal opportunities for activity, initiative, participation in various activities, understanding of their value;

- educational and cognitive activity is organized as a process of individual thinking, mental activity of students, independent creation of knowledge, understanding of professional problems and phenomena of real life;

- in the process of learning students analyze, explore socially significant and personally relevant problems, perform non-standard practical tasks, search for non-standard, unknown solutions;

- students in interaction with the teacher plan and carry out various types of scientific, professional, public activities that meet personal interests and is socially important;

- an activity in a higher education institution is performed as a constant independent choice by students of the necessary information, problem solutions, and ways of performing tasks;

- in the educational process, various forms of interpersonal interaction of students are used, in the process of which they perform various intra-group roles, develop interpersonal contacts, develop an individual style of thinking in their own understanding of the problem, make joint decisions;

- the process of each activity of students, their interpersonal interaction, communication with the teacher is regulated by establishing feedback as an exchange of information about the results, expectations, real successes, achievements, failures, impressions and emotions, conclusions for the future.

According to these conditions it is necessary to emphasize the role of language in pedagogical communication of participants in the educational process. So, speech communication is a verbal exchange of information in the process of communication supplemented by non-verbal means (facial expressions, gestures, etc.)

According to Abramovich and Chikarkova, the process of communication includes various structural elements that can determine its outcome. The main structural components of speech communication are:

- addressee (the recipient of information in the act of communication)
- sender (the sender of information in the act of communication)
- channels of speech influence (they can be both verbal and non-verbal means of communication)
- feedback (the impact of the results of communication process on its course)
- communicative noise (it is everything that distracts from the main subject of conversation, does not provide information; it can occur when using technical means of communication)
- Telephone, internet, etc., (when using indirect tactics of speech influence: metalanguage and lies,)

Speech activity can take different forms and types, each of which has its own characteristics and requires compliance with certain rules.

Students of pedagogical specialties do not always understand that they must have a high level of speech activity, teach well, use grammar rules, rules of effective communication, basic elements of rhetoric, they believe that basic knowledge will come with experience.

Language exists and develops in the conditions of live communication between interlocutors; it is inseparable from speech and mental process. Language is formed according to certain norms and rules, but speech influences the formation of these rules. Speech is an individual process that reveals the specific properties of each individual (from pronunciation, way of emphasizing, intonation or tempo of speech to the lexicon and sentence structure, the use of offensive expressions). Both language and speech are components of speech activity, it is verbal (from the latin *verbum* – word, verb) communication. However, communication can take place without words, it can be non-verbal or para-verbal.

Imperfect language literacy, limited vocabulary, means of expression, learning style for future primary school teachers (mostly in rural schools) will negatively affect the educational process in the school.

The teacher`s ability to speak includes a high level of education, because children pay attention to the personal qualities of the teacher, not only behavior but also speech is important. Level of mastering skills of speech of young teachers includes the development of creative abilities and the achievement of artistic and logical skills during the performance and high culture of oral and written language. T. Kalyuzhna emphasizes about this in her work called «Culture of pedagogical speech» I agree with the author that the culture of speech behavior of young teachers should be determined by the appropriate choice and organization of speech tools, which in each situation of communication in compliance with linguistic norms can effectively solve communicative problems. However, each act of professional communicative interaction requires non-standard speech creativity, as it`s built according to many circumstances – communication situations, the individuality of the

partner, his emotional state, the nature of the relationship between partners. In the process of communication, the teacher needs constant correction of behavior by receiving feedback from the partner – verbal and non-verbal. Essential features of culture of behavior of any person, especially of a teacher, is the use of a system of national – specific stereotypes, stable forms of communication, to establish and maintain contacts. In the process of communication, the teacher must create an appropriate communicative environment to stimulate the speech activity of the student.

In this way, the educational process is a certain system of interpersonal interaction between its participants. Communication plays a significant role in solving scientific, educational problems of pedagogical activity. The teacher needs developed pedagogical communicative skills to create a positive, creative climate. A necessary condition for the successful process of communication between the teacher and the student is the communicative competence of the participant, while interpersonal interaction, designing possible effective means of presenting information on the basis of anticipating the possible consequences of its perception , encouraging consolidation of productive actions, generalizing effective effects on students are important aspects.

Prospects for further exploration in this direction are a detailed study of the genres of pedagogical communication between teacher and students during humanitarian activities and their psychological characteristics.

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Мордовцева Н. В.

Роль майбутнього вчителя початкових класів як суб’єкта педагогічної комунікації

У статті описано роль майбутнього вчителя початкових класів як суб’єкта педагогічних комунікацій, зазначені основні положення професійного

спілкування як найважливішого інструмента педагогічної діяльності у закладах освіти. Зосереджено увагу на професійно-педагогічній комунікації як системи безпосередніх чи опосередкованих зв'язків, взаємодій педагога, що реалізуються за допомогою вербальних і невербальних засобів, засобів комп'ютерної комунікації з метою взаємообміну інформацією, моделювання й управління процесом комунікації, регулювання педагогічних відносин. Виділено умови, які впливають на загальний розвиток студентів, сприяють їхньому оволодінню соціальним, професійним, особистісним досвідом. Наголошено на роль мови у педагогічній комунікації учасників освітнього процесу, адже мовленнєва комунікація – це словесний обмін інформацією у процесі спілкування, доповнений невербальними засобами (міміка, жести тощо); процес комунікації включає в себе різні структурні елементи, особливості прояву яких можуть визначати і його результат. Зазначено, що освітній процес є певною системою міжособистісної взаємодії між її учасниками. Розвинені педагогічні комунікативні вміння потрібні викладачу для створення позитивного, творчого клімату. Необхідною умовою успішного протікання процесу спілкування між викладачем і студентом є комунікативна компетентність його учасників, при цьому вагомими аспектами виступають міжособистісна взаємодія, проектування можливих ефективних засобів подання інформації на основі передбачення можливих наслідків її сприйняття, заохочення в закріпленні продуктивних дій, узагальнення ефективних впливів на студентів.

Ключові слова: комунікація, педагогічне спілкування, міжособистісна взаємодія, комунікативна компетентність.

Мордовцева Н. В.

Роль будущего учителя начальных классов как субъекта педагогической коммуникации

В статье описано роль будущего учителя начальных классов как субъекта педагогических коммуникаций, указаны основные положения профессионального общения как важнейшего инструмента педагогической деятельности в учреждениях образования. Сосредоточено на профессионально-педагогической коммуникации как системы непосредственных или косвенных связей, взаимодействий педагога, реализуемых с помощью вербальных и невербальных средств, средств компьютерной коммуникации с целью взаимообмена информацией, моделирования и управления процессом коммуникации, регулирования педагогических отношений. Выделены условия, которые влияют на общее развитие студентов, способствуют их овладению социальным, профессиональным, личностным опытом. Отмечено роль языка в педагогической коммуникации участников образовательного процесса, ведь речевая коммуникация – это словесный обмен информацией в процессе общения, дополнен невербальными средствами (мимика, жесты и т.д.); процесс коммуникации включает в себя различные структурные элементы, особенности проявления которых могут определять и его результат. Отмечено, что

образовательный процесс представляет собой определенную систему межличностного взаимодействия между её участниками. Развитые педагогические коммуникативные умения нужны преподавателю для создания положительного, творческого климата. Необходимым условием успешного протекания процесса общения между преподавателем и студентом является коммуникативная компетентность участников, при этом весомыми аспектами выступают межличностное взаимодействие, проектирование возможных эффективных средств представления информации на основе предвидения возможных последствий ее восприятия, поощрения в закреплении продуктивных действий, обобщения эффективных воздействий на студентов.

Ключевые слова: коммуникация, педагогическое общение, межличностное взаимодействие, коммуникативная компетентность.

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The article was received by the Editorial Office on 05.02.2019.

The article was put into print on 29.03.2019.

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