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Structural Analysis of Pedagogical Communication in the Context of the Formation of the Communicative Component of the System of Professional Formation of the Future Teacher

Abstract: Qualitative training of teachers requires successful formation of its communicative component, since in education and upbringing communication should be treated as a priority. The problem of improving communication skills has recently occupied one of the leading places in scientific research. Basing on the study of communication by classics of psychology and pedagogy, we made an attempt to establish the internal logic between the structure of communication and the communicative skills of the teacher and then to identify their main blocks. This urged the necessity to construct a universal model of communicative skills that could become a strategic reference point for the communicative preparation of the future teacher. It can also provide a systematic vision of the studied skills on the basis of establishing internal links between them, as well as provide constructive definition of communicative skills and highlight their main characteristics.

Key words: communication components, pedagogical communication, communicative skills of the teacher, professional formation of the future teacher, model of communicative skills.

Active search for ways to improve the training of teachers, to increase their professional skills, is one of the main tasks of the higher educational establishments. The successful solution requires forms and methods of vocational training which would help the future teacher to quickly get involved into educational activities and ensure its qualitative result.

Many graduates of higher educational institutions experience great difficulties precisely where it is not necessary to show knowledge about special subjects, but to successfully orient themselves in the constantly changing conditions of school reality and make the most relevant decisions.

One of the main reasons of this discrepancy is that vocational and pedagogical training is still not sufficiently focused on the formation of the future teacher's personality. The most important components are skills i.e. internal models of the forthcoming activity, ensuring its effectiveness.

The study of the professional activity of teachers of various subjects and senior students during pedagogical practice showed that the greatest difficulties they experienced were the lack of communication skills (CS). They see the cause of these difficulties in the sporadic and situational nature of the formation of CS. The formation of CS does not have a scientific basis and occurs spontaneously and occasionally.

The problem of mastering communicative skills has recently taken one of the leading places in scientific research. The study is carried out on the basis of general laws and communication mechanisms developed in the works by B.G. Ananyev, L.S. Vygodsky, V. Levy, B.F. Lomov, V.N. Myasishchev, B.D. Parygin, and many others. These scientists defined the context and the common positions of scientific consideration of the essence, features, structure of communication and skills providing this process.

In the studies by A.A. Bodalev, A.A. Dobrovich, V.A. Kan-Kalik, A.V. Kirichuk, Y.L. Kolominsky, A.A. Leontiev, A.V. Mudrik and others on the basis of theoretical understanding of the problem of pedagogical communication, the main ways of preparing a teacher for successful communication are substantiated.

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A significant contribution to the study of the problem of the communicative skills of the teacher, their essence, structure and conditions of formation was made by F.N. Gonobolin, S.I. Kiselgoff, N.V. Kuzmina, Y.N. Kulyutkin, E.B. Orlov, V.A. Slastenin, A.I. Shcherbakov etc. A wide range of CS, their various classifications may be found in the works by A.A. Leontiev, E.V. Semenova, L.A. Savenkova, I.R. Peterson, A.V. Fomina.

The aim of the article is to establish the internal logic between communicative skills and the structure of communication in general and the allocation on this basis of the main blocks of communicative skills of the teacher, which prompts the need for a universal CS model that could become a strategic reference point for the teacher's communicative preparation and provide a systemic vision of the studied skills on the basis of establishing internal links between them.

When building the CS model, we focused on existing models of communication, in particular, on procedural one, in which communication is described as a certain process.

Thus, V.N. Myasishchev suggested a three-component communication model, consisting of the participants' mental reflection on each other, their relationship and attitude toward each other, i.e. verbal and non-verbal behavior [Myasishchev 1970, p. 114–115].

B.G. Ananiev also points out the relationship between the three components of communication: A) information about people and their interpersonal relationships; B) communication and self-regulation of human actions in the process of communication; C) the transformation of the inner world of the personality itself [Ananiev 1980, p. 160].

According to L.S. Vygotsky, communication is the result of the reflection of external relations, which, being internalized, turn into internal (folded) speech, and then through exteriorization are transformed, generating external speech [Vygodsky 2002].

Interaction between people cannot be carried out in the absence of contact, which offers a mutual reflection, behavior and relationship between the

participants in contact. Therefore, the grounds of our model of communicative skills (Fig. 1) is based on three components of communication, presented by V.N. Myasishchev [Myasishchev 1970].

The idea of V.G. Ananiev that communication, in addition to verbal and non-verbal means, has an inner side – the participants' cognition of each other – was reflected in the model we built by the component "Identification and Formation of Internal Relations" (II). Its central place in this model is due to the fact that it is, determining the reflection of external relations (the choice of content, methods, techniques, means of its transfer and ways of communicative impact), as it has already been noted, one of the main conditions for the effectiveness of communication.

Figure 1. Model of communicative skills based on the structural components of communication
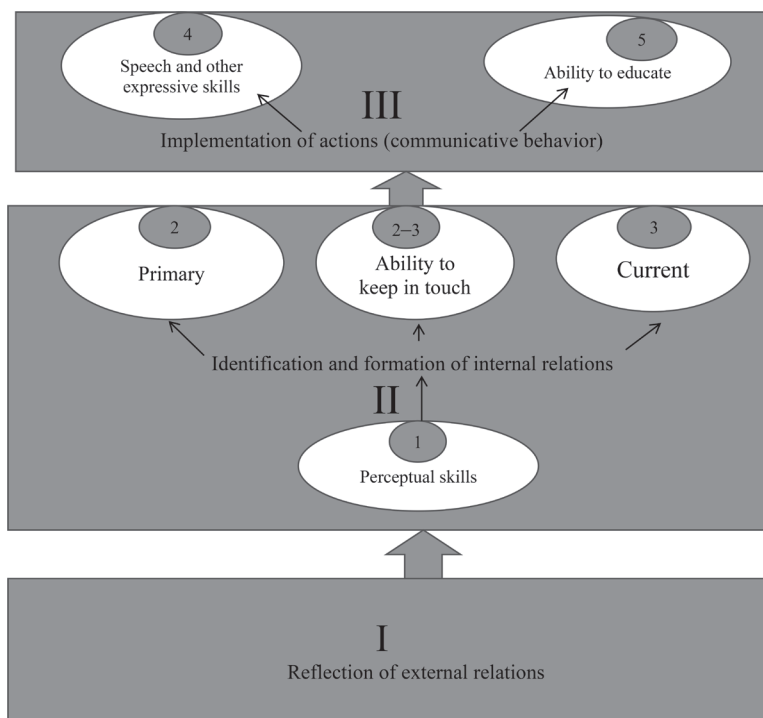

Fig.1 Source: own study.

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Without revealing the features of the interlocutor or listener, their attitude to the subject of discussion, motives of behavior in this or that communicative situation, we, as a rule, fail to achieve the set goals. The central place of this perceptual component in the model is a visible and convincing argument against the subject–object approach in teaching and is the proof that one cannot succeed in communicating without the identification of internal relations and reliance on them. It is represented by a block of perceptual skills: adequate assessment and understanding of the personality characteristics of the student, his mood, readiness for learning, true attitude to the teacher and the subject of discussion, the degree of attentiveness etc. It is very important to note that the main criterion for modelling the internal characteristics of the individual on the basis of external characteristics is adequacy. The identification of internal relations is often carried out either through "black glasses", on the basis of a formed personal negative attitude or negative attitude of others; or through "rose-colored glasses", when the exaggeration of positive characteristics is moved to the background and it obscures the shortcomings [Bodalev 1990, p. 79].

In the first case, the reflection based on the "vision" of only negative characteristics of the personality becomes a brake on the way to the successful implementation of informational, educational and other functions of communication. In the second case, perception based on the hyperbolization of positive characteristics leads to the choice of inadequate methods of influence, reducing their effectiveness. Thus, instead of a reflection with a "–" sign or a "+" sign, reflection with a "=" sign should always take place. If we are talking about the identification of internal relations in the educational process, then "to see the vulnerability, insecurity, low self-esteem of students is to understand and love them. And to help the students grow into personalities, and ourselves – to realize our potential as teachers" [Ilyin 2002, p. 138].

An important feature of the proposed model is the presence of relationships in each of its components. It is a kind of relationship that binds them together. Firstly, the relationship permeates what is reflected from the outside.

Secondly, the interaction of the subjects is necessarily accompanied by some kind of interrelations. Thirdly, they are installed on the initial stage of communication in the form of mutual contact. Fourthly, communicative activities cannot be successfully carried out without "clarifying the relationship". Finally, communicative behavior is not complete without a relationship.

The multifaceted nature of this concept is manifested by the fact that it is expressed in various forms: I and the others – personal relationships, I and me – reflexive-transforming relationship, I and the object(s) – cognitive relationships, I and the situation – axiological or value relations.

The relation "I am different" is particularly important in the profession of a teacher. Being positive, as the Canadian psychologist P.Vaintsvayg rightly asserts, "gives us strength", but the negative attitude (suspicion, fear, doubt, envy) means that "strength [...] limits our hopes and range of opportunities" [Vaintsvayg 1990, p. 121]. Specifying the content of the relationship "I and others", G.Y. Bush identified three of their alternative types: dialogical relations (arise on the basis of equality in judgments; their main characteristics: mutual understanding, mutual respect, mutual acceptance); antidialogical (characterized by authoritarianism and non-recognition of the general rules of interaction, i.e. the presence of "dictatorial rights", on the one hand, and the lack of any kind of rights, on the other); indifferent (formal, flowing in the absence of interest in interaction) [Bush 1985, p. 30–32]. Antidialogic relations often serve as the cause of conflict situations in the communication process, while dialogic relations provide mutual contact, which is a universal component of the model.

Based on the fact that the category "relationship" is used to denote one of the forms of relations, we noticed that the contact is precisely the link that ensures the success of the activity of information exchange and mutual influence.

The concept of "contact" underlies the very term "communication" (Lat. *communico* means "I connect"). Establishing the contact is finding the "key" that drives the entire communication mechanism and contributes to its success, providing the greatest receptivity and openness to the impacts of one person on another.

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The fact that interpersonal contact arises only on the basis of subject–subject relations, characterized not by the superior position, but by the position of the equality, should be emphasized, because of the conditions of dependence of one person on the other. The relations are not manifested, but implicit and disguised. In this case, if contact is established, it is purely external, without "internal consent".

However, the contact that emerges at the beginning of teacher–student interaction does not ensure their mutual understanding and mutual acceptance in the process of interaction. The established connection for various reasons can be destroyed, requiring its reassessment, revision and further restructuring, which V. Levi calls the clarification of relations

They, in his fair opinion, constantly "need an influx of fresh air, otherwise they will rot" [Levi 2017, p. 112]. In other words, in the process of communication, there is a constant need to strengthen mutual contact, getting rid of the causes that destroy it, and thus moving to a higher level of relationships.

Based on this fact, we arrived at the idea of the importance of the mutual contact at the initial stage of communication in addition to the block of skills, to allocate the block of skills that ensure successful "clarification of relations" in the course of its development. Most of them are preventive skills that take place only on a mental level, but appear externally as avoidance of certain negative actions and words. Among them are the following skills: restraining negative emotions, controlling one's mood; avoiding criticism and direct comments in the presence of others; avoiding "bossy" tone and coercive arguments, preventing unwanted conflict situations etc.

In contrast to external reflection and the identification of internal relations, the implementation of actions (communicative behavior) represents the level of execution at which the following dialectically interrelated communication functions are realized: information-motivational, the function of providing influence, mobilization–regulating, amplifying, and expressive.

On the basis of these functions there are the goals of communicative activity, expressing what for the sake of which external reflection is carried out,

revealing internal relations and ensuring mutual contact: a) a transfer of information and motivation for activity; b) an impact through communication; c) mobilization and regulation of behavior.

There is no need to dwell in detail on the content of these goals and their corresponding functions, since they are sufficiently fully disclosed in the psychological and educational literature. It is worth to pay attention only to some essential moments underlying the allocation of individual communication skills.

We called the first function information-driven because the information received by the recipient has a double effect – informative and stimulating to undertaking certain actions. In our opinion, the informational value of the content must be supported by its stimulating potential.

In this respect A.A. Potebnia's idea should be noticed that speaking is not just transferring thoughts from one person to another, but evoking in the recipient his own thoughts. However, in practice this "defining detail" (informing, exciting) remains, as a rule, out of sight. Therefore, at the level of reflection of external relations, it is necessary to direct students to master such information potential, which, being realized in communicative actions, would cause a spiritual need for further use, deepening and expansion.

The ideas mentioned above serve as a basis for singling out the following communication skills: linking the content of the communicated information with the vital interests of the listeners and making it personally significant; not imposing ready-made conclusions to lead to their independent "maturation"; orienting the content of the information communicated to a particular listener, interlocutor etc.

The function associated with influencing listeners in the process of communicative action is aimed at the transformation of the personality. Its success depends, firstly, on the characteristics of information that, being internalized in the subject of the impact, would cause its internal and external effect; secondly, on the methods of influence that are adequate to the subjects

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of communication and the communicative situation; thirdly, the personality of the subject that exerts influence.

Due to the fact that communicative actions are performed by a certain subject, he also represents in the communication process those properties that characterize him as a subject. Separating this inner personal side of communicative behavior, A.I. Kharash notes that "[...] the visible and audible activity of the communicator includes two interpenetrating processes": a) "presentation of the communicators themselves"; b) "presentation of the text" [Kharash 1955, p. 85].

This distinction is of practical importance, since focusing on the second process (it is, as a rule, under control of our consciousness), we do not attach sufficient importance to personal information, which often turns out to be decisive in achieving the goals of communication. "Immunity of rejection" to cognitive information is often generated due to the mistrust or negative attitude towards the person who produces it. If this person is an authority for the listeners or interlocutors, then the information communicated by him is willingly accepted.This is evidenced by the student`s positive answers to the question: "Have you ever had to listen to people who did not have a special gift of speech, and still, you were influenced more by them than by great speakers? If so, what is the secret of their influence?" Of the 200 respondents, the majority answered positively, explaining the "secret of influence" by personal characteristics: "a rich spiritual world", "original", "has a clearly expressed position", "peculiar" etc.

It is quite obvious that all this requires activation of the reflexive-transforming relationships (I–I), which on the basis of deepening into the students' own psychic world, especially their personality and "internal discussion", will help to select those qualities that would be relevant for listeners or interlocutors in a particular communicative situation as personal information.

Specifying the thesis that the communicative action realizes not only the objective thought, but also the subject`s attitude to it, we should turn to the conclusions of Sh. Bally about singling out two elements in the structure of the utterance: dictum (information about the content of the utterance) and

modus (expression of modality to content), which are very significant for our research in terms of highlighting some of the communicative skills.

In accordance with this two-sided approach, I. Vassilieva identifies two types of information: dactyl and modal [Vassilieva 1990]. As she rightly notes, the dactylic (named above cognitive) information submits to the modal information, possessing a greater motivating force and is according to Sh. Bally, its "soul". Practice shows that it is one of the main conditions for the success of communication.

On this basis, we have identified the following communicative skills: expressing one's own emotional attitude to what is being communicated; showing sincere interest and attention to listeners, respect opinions of others; sharing their own thoughts and experiences etc.

Conclusions

Thus, on the basis of the analysis of the basic components of communication in general and pedagogical communication in particular, singled out by the classics of Russian psychology, we have made an attempt to create a model of communicative skills and to specify their main blocks. The significance of the system lies in the fact that firstly, such a model provides a systematic view of the main aspects of the communication of the teacher and the students on the basis of establishing internal connections between the main components of pedagogical communication and the blocks of communicative skills that serve this process; secondly, such a model facilitates the constructive determination of communicative skills and their main characteristics; thirdly, the model of communicative skills could become a strategic guideline for preparing the future teacher for communicative activities, as an important component of his pedagogical skills and professionalism in general. In our article, we consciously and purposefully relied on the results of scientific research by classical scientists, since they laid the foundation and clearly outlined the main theoretical positions in the study of the problem of communicative activity.

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