

**PECULIARITIES OF EDUCATIONAL INTERACTION
WITH FUTURE PSYCHOLOGISTS**

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Are considered some theoretical aspects of features of value orientations influence on the teacher's attitude toward students and the empirical research on this subject. The analysis of different forms of teacher performance appraisal is given in relation to students and presented is the classification of types of educational interaction.

In psychology there is a term that is used to display the higher sides of the inner world, which is manifested in humanity, warmth, kindness, frankness, openness to others. The term is “spirituality”. It is based on the breadth of views, scholarship, culture, and overall personality development. Loss of spirituality is equivalent to the loss of humanity, and its prolonged crisis in individuals leads to deterioration. It can be understood, comprehended as a manifestation of intelligence. That is why education system should worry about building spiritual potential of each student, which was involved in the achievement of material and spiritual culture. Spiritual and moral development of the individual proceeds in the process of interpersonal interaction, especially the interaction with the teacher. Therefore, the current higher education puts high demands on the personality of a teacher who should be the bearer of spiritual assistants needed for personal and professional development of future psychologist.

In recent decades, a number of works appeared, in which it is studied the problem of spiritual and moral values of the participants of pedagogical interaction. Among these works are works by K. Abulhanova-Slavskaya, O. Bodalev [1], L. Buyeva, M. Kagan, A. M. Leontiev, A. A. Leontiev, B. F. Lomov and a number of other authors.

Summarizing the theoretical and experimental experience of the above authors we

can propose to allocate spiritual referents that must serve the basis of the education activity in higher education institution:

1) in the sphere of philosophical, ethical positions and orientation of the teacher crucial things are altruism, humanism, the presence of a stable system of values, spirituality, developed empathy, no-evaluation attitude to customer sensitivity, sensibility, social steadiness dominance, morality and humanity, social maturity, tolerance and flexibility, sequence;

2) in the area of interpersonal interaction we determine: diplomacy, flexibility, tolerance, adequate level of communication skills, listening skills, responsibility, commitment, confidence, activity, energy, kindness, emotional stability, endurance, adaptability, capacity for reflection, friendliness, courtesy, tactfulness, correctness, cheerfulness, openness, moderate dominance.

Considering great interest of experts in studying peculiarities of spiritual values of the pedagogical interaction participants, we are interested in the issue of values impact on the teacher in his student assessment activity. That became one of the objectives of the study.

Considering that value orientations are expressed in purposes, ideals, ideas, beliefs, interests, and other manifestations of personality, and determine the content side of personality, and express the inner basis of its relation to reality, we have used the method of unfinished

sentences to study the attitudes of teachers to future psychologists.

For the first statement “Students for me are ...”, which teachers continued, we had the following definitions: “eternal youth”, “energy”, “happiness”, “tears”, “work”, “people”, “images”. Summing calculations, we note the positive orientation of teachers towards students in study groups. Predominant were the following statements: students – “future professionals” (17 %), “people” – (15 %). There were statements: Students – “work” (17 %), “children” – (2,4 %), “images” – (2,4 %). As seen from the results, the expressions of the second type do not occupy the leading positions in determining perceptions of teachers on students.

Results of completion the statement “Students are different, but ...” showed that in this case evident influence of attitudes “all students are equally good” and “all should be treated equally” (19 % and 15 %).

Equally interesting were the responses that completed the following statement “I like the students ...”. Teachers noted the following traits as “neat”, “sociable”, “smart”, “active”, “educated”, “good”, “taught my subject,” “disciplined” and so on. Data indicate that these characteristics reveal features that regulate behavior

in society, presenting the appearance of the child and the properties that are conditions of future success. The most common are “smart” (17,2 %), accuracy (9,4 %), communication (9,4 %), activity (4,7 %).

Thus, the analysis of concepts and values of teachers towards students showed that there is some difference of humanistic orientation and educational activities. Teachers focus on the development of those qualities that provide socially desirable behavior of students and help them as favorable external presentation. Formation of qualities that help personal-professional development of a student remains beyond teachers.

The next stage of studying peculiarities of values in pedagogical communication, we used a questionnaire “Social and psychological characteristics of the subject of communication”. The results allowed identifying the following trends:

1. A large number of scales were informed only to a few respondents indicating that, firstly, the significant impact of individual values, life and professional experience of teachers on the their assessment of students, and, secondly, indirectly indicates on superficial learning of the identity of the last.

2. Many teachers just limited by undifferentiated general impression about their students.

Table 1

**Value orientations of teachers in the assessment of future psychologists
(part-time and correspondence form of study)**

Scale categories	Weight of category	
	Full-time form study	Correspondence form of study
general assessment of readiness for professional activity	1,00	0,59
level of professional knowledge	0,35	0,27
peculiarities of attitude to studying, assignments	0,55	0,58
peculiarities of attitude to clients (in time of practice)	0,65	0,78
peculiarities of interactions with other students	0,70	0,15
peculiarities of interactions with teachers	0,55	0,03
Importance of intellectual features	0,35	0,25
Characteristics of moral features	1,05	0,86
Characteristics of individual psychological features	1,05	0,75
Characteristics of communicative features	1,25	0,66
Characteristics of peculiarities of appearance and physical state	0,20	0,17
Total number of scales for a person	8,2	4,41

3. Teachers often made semantic errors in determining antinomic personality traits of students, resulting in the opposite poles of the scales were “responsible – does not prove assigned work to completion”, “disciplined – he can not be relied upon”, “active – inert” and so on.

To further analyze the proposed scale of teachers were rallied according to certain categories (Table 1).

Analysis of the content of received evaluative scales indicates that some teachers have common values principles they use in constructing such scales. Greatest weight (4,3 to full-time and 1,72 in correspondence form) and, accordingly, the largest share (52 % of full-time and 39 % in correspondence of the total array) got the scale that are categorized as “Characteristic of professional activity”. If we consider the structure of the named category, teachers most often appreciate the professionalism of students (1,0 point from the total array for full-time and, therefore, 0,59 points for correspondence form). Full-time students, according to teachers, pay much more attention to communication with teachers (0,55 points against 0,03 points), as well as their relationships with students (respectively 0,70 points against 0,15 points).

Differences between groups of full-time and correspondence form on other components of this category of evaluation scales (“rating attitude to customers (during practice)”, “assessment of professional knowledge”, “estimate attitude towards learning, assignments”) are unprincipled character. In addition, these components occupy a small place in the structure of evaluation criteria of the teachers.

Category “Characterization communication skills” gained 1,25 points for a group of full-time and 0,66 points for the group of correspondence form (share more than 15 % of full-time and about 15 % in the correspondence).

Category “Characterization of moral character” got weight 1,05, and 0,86 points for groups of full-time and correspondence forms (respectively, 13 % and 19 % of array).

The same was for full-time form the weight category “Characteristics of individual psychological qualities”, though for correspondent stu-

dents it will be 0,75 points (13 % and 17 % of array).

Still less important in the structure of the criteria of values in communication plays the category “Characteristics of intellectual qualities” (respectively 0,35 points and 4 and 0,25 % and 6 % for both groups).

The value of the category “Characteristic of features of appearance and physical condition” in general is unimportant in terms of values.

Conclusions and prospects. The study analyzed a large number of forms of teacher performance appraisal in relation to students. All forms of appraisal effects were classified by modality as positive or negative. And besides, there have also been mapped communication styles and style attitude inherent to teachers:

1. Agreed-positive type of pedagogic interaction is characterized by a combination of a democratic style of communication and a positive attitude style to students (sustainable, passive, and sometimes situational). To this type belongs 42 % of teachers.

2. Agreed-negative type of pedagogic interaction is characterized by a combination of an authoritarian style of communication style with negative attitude toward students (negatively-resistant, passive-negative). Were diagnosed 3,8 % of the teachers of this type.

3. Unsolicited positive-negative type of teaching is characterized by a combination of positive attitude style and authoritarian style of communication. To this style belongs 23,1 %.

4. Unsolicited negative-positive type of pedagogic interaction is characterized by a combination of a democratic style of communication and negative attitude styles towards the students. In this study were found such teachers.

5. Common type of pedagogic interaction is characterized by a combination of liberal communication style with different styles of teacher to student. To this type can be included 30,7 %.

Analysis of the stylistic features of communication and attitudes, as well as typological differences of interaction allows considering that their combined effect depends on the socio-psychological characteristics of teacher assessment activities. Studying these aspects is the prospect for further research.



Literature

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In the context of studying influence of value characteristics of orientations of teachers on students' attitudes is submitted data of the results of experimental studies on this subject, defined are the types of evaluative characteristics of the teacher in relation to students, the types of educational interaction and aer studied the features of values in pedagogical communication.

У контексті дослідження особливостей впливу ціннісних орієнтацій викладача на ставлення до студентів наведені дані результатів експериментального дослідження з цієї проблематики, проаналізовані види оцінювальних характеристик викладача стосовно студентів, визначені типи педагогічної взаємодії та досліджені особливості ціннісних орієнтацій у педагогічному спілкуванні.

В контексте исследования особенностей влияния ценностных ориентаций преподавателя на отношение к студентам приведены результаты экспериментального исследования по данной проблематике, проанализированы виды оценочных характеристик преподавателя относительно студентов, определенные типы педагогического взаимодействия и исследованы особенности ценностных ориентаций в педагогическом общении.

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