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CORRELATIONAL INTERCONNECTION BETWEEN SOCIO-PROFESSIONAL COMMUNICATION AND PROFESSIONAL SELF-REALISATION OF WOULD-BE TEACHERS

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Pedagogical process – is always meant as organization of interaction between students in various kinds of activity, and success of teacher's work is determined by character and essence of relations that appear in the process of pedagogical communication and activity.

Aim of this article is to explain that not only knowing and taking into account individual features of students' and self is important to constructive communication, but also using methods of developing optimal strategies of pedagogical influence. In this respect, would-be teachers need to be easily oriented in the formation of communicative features, ability to evaluate adequately interpersonal relations not only of self but in students as well.

Great importance in the development of socio-professional communication of would-be teacher lies in psychological and pedagogical competence. In scientific literature [4, p.56] psychological and pedagogical competence of would-be teacher is mostly understood as a complex of certain features (characteristics) of personality with high level of professional readiness to conduct pedagogical activity and ability to interact efficiently with student in educational process.

From the point of view of elemental and structural analysis, main elements of psychological and pedagogical competence of would-be teacher are: literacy (common professional knowledge); ability to apply present knowledge in pedagogical activity, in organization of interaction, professionally significant personality traits, the presence of which is revealed in organic unity with the process of pedagogical activity.

Essential characteristic of psychological and pedagogical competence of would-be teacher lies in directing student as the major significance of their work, as well as necessity in self-knowledge and self-alteration, ways of educational activity, methods of influence on students taking into account conformity of personality development.

Specifics of pedagogical activity raise special significance of socio-professional traits, which contribute to interpersonal and role interaction of teacher and students. It is possible to attribute to their number: reflexivity, flexibility, empathy, communicativeness, ability to cooperate, emotional curiosity.

Pedagogical introspection – application of all characteristics (thinking, directed to comprehension and realization of own forms and; objective processing of knowledge as itself, critical analysis of its essence and methods of perception; activity of self-knowledge that reveals internal structure and specifics of spiritual world of a person, what gives the teacher possibility to evaluate his work from other person's attitude. Pedagogical introspection determines teacher's attitude towards self as to the subject of professional activity. Ability to compare, contrast self-consciousness with evaluation of other participants of interaction helps teacher to understand the way he is perceived and evaluated by other people – students, colleagues and parents.

Readiness of teacher for constant feedback, ability to interpret received information from student, evaluate effectiveness and appropriateness of using pedagogical solutions of educational tasks and socio-psychological situations – important condition in self-realization development. Reflectivity as personality trait has a tight connection with high level of creativity in professional sphere, in realization of self in this position and evaluation of own activity effectiveness, with comprehension of which not only for oneself, but for others as well.

Permanent alteration of pedagogical activity demands from would-be teacher realization of his role in this process, revealing of creative approach taking into account changing situations of pedagogical interaction. Dynamics of pedagogue's personality is explained by necessity to choose means, forms, methods of communication depending on age peculiarities of students, their individual characteristics and level of education.

Professionally significant quality – flexibility – lies in flexibility of thinking and behavior: independent transfer of previously learnt knowledge, abilities and ways of activity into new situations; vision of problem, that occur in different role positions; revealing new functions of already familiar object; combining previously learnt ways into new ones.

Mental flexibility, ability to take known content into new interconnections, using possibility of choice while resolving problems, which occur in pedagogical activity and in everyday life, rapid changing methods of action according to new conditions has essential importance.

Besides, creativity of pedagogue is a means of revealing students' potential in creativity. In the situation of pedagogical interaction flexibility of teacher becomes necessary condition of development of student personal abilities, widening range of their application.

Next professionally significant quality of teacher is empathy. Psychologies distinguish such peculiar forms of empathy as sharing the same positive or negative emotional states that are experienced by person according to the states of others.

Unity of such features as introspection, flexibility, empathy, positive attitude, form on the basis of interest in partner, his activity, desire to work together, take part in the same affair. Ability to cooperate integrates, absorbs into itself complex skills: forming own views, hearing and listening to other person, finding out other person's vision, figuring out dissensions through logical argumentation, not transferring them into the plane of personal relations, encouraging the activity of the other, promptly revealing own initiative; giving emotional and meaningful support to those who need it; giving the other opportunity to assert himself, try oneself in other kinds of activity; to put oneself on other person's place and coordinate different views, sharing thoughts; taking dialogical but not monological position; combining organically "role" and "interpersonal" business and personal relations.

Emotional interest provides pedagogue's sense of tact, which includes increased sensibility to surroundings and ability to find such form of communication with other personality that would allow saving sense of dignity for both of them.

Results of our previous findings give evidence that 47 % of would-be students-teachers have no pedagogical direction; 30% of students do not possess complex of professionally significant features; 78% do not have developed attitude of saving their psychic health.

Difficulty of pedagogical profession lies in specially organized environment of professional training. Formation of such environment is structured due to the following conditions: strategic approaches, conceptual positions which determine the result; technical technologies of professional training in higher educational establishment.

Introspection has great importance in self-realization in such environment. Introspection in the process of self-realization has 3 main functions. Firstly, it contributes to student's adaptation to environment; secondly, it acts as basis for dynamics and development of student's self-consciousness, which gives opportunity to change conception of self, attitude towards self in the process of activity; thirdly, puts would-be teacher of foreign languages into active position towards own life, making it a subject of activity (subjective life position is formed).

Many scholars, pedagogues and psychologists state that consciousness and activity of individual are influenced by two opposite forces: external (environment) and internal (own will, wish and desire). As a result, every person realizes one's own way of individualization as descending to one's "Self" under influence of internal forces; everyone has own way of socialization and basis of social determination. The second and the third function – development of self-consciousness and formation of subjective life position – element of the process of individualization and basis of internal

self-determination. The third function combines the first and the second, as the processes of individualization and socialization are in constant interconnection, direct integral process of personality self-determination.

Essential side of creating conditions to satisfy major needs of would-be teacher lies in personality significant communication; in formation of own life attitude, position, values; in making independent decisions and gaining skills of socially-appropriate behavior; in revealing different forms of self-expression and self-realization; in appraisal from others; in formation of own life plans for future activity.

One of ways of pedagogical influence on would-be teacher – providing students with information about revealing features of person in society (environment), about mechanisms (motives), which determine person's behavior in her life in general, about ways of self-realization, about things that help person form real vision of self. It is assistance in mastering methods of introspection, in formation of adequate self-appreciation, in understanding relations in society, in determining one's own mirror of "Self" and one's significance in mastering of planning and goal-setting.

Other way – is assistance in solving problematic life situations, such as contradictions between own decision and social conditions; own desires and demands from the side.

Unfortunately, nowadays educational establishments do not provide formation of high general and communicative culture of would-be teacher, his readiness for pedagogical creativity, ability to cooperate with his students, their parents and colleagues.

System of professional training that was formed in higher pedagogical educational establishments lacks different levels, mobility, flexibility, continuity, succession and variedness.

Process of would-be teacher's education is not enough to contribute to forming his systemic vision of pedagogical reality. On the other hand, school itself is in condition that demands first of all functional skills of pedagogue. It reflects contradictions between society's need for specialist as personality, who organizes himself and overload of orientation of higher educational establishments to functional training.

Teacher still functions as an object of massive process of pedagogical reproduction; his creative individual is not revealed and cultivated. There exists no purposeful work that does training of teacher-researcher for school, which is being developed, pedagogical managers able to create conditions of putting school onto the way of development.

Teacher cannot be training beyond connection with time and situation undergone by a country, without relying on modern pedagogical science and practice experience, on achievement of world culture. In view of highly recognized humanistic direction of professional activity, would-be teacher is a

carrier and conveyer of common human culture, common human moral values, his calling to be for his co-citizens and first of all to pupils as a model of high moral behavior and high culture of interpersonal communication.

According to the modern actual, principle task of professional pedagogical training of would-be teachers in pedagogical universities should be distinguished as that of formation and development of would-be teacher personality, who possesses creative individuality.

Culture of pedagogically oriented thinking is based on deep theoretical comprehension of pedagogical as well as social reality, being conscious about rules and principles of pedagogical process, anticipating results of professional activity. Among important characteristics of pedagogical direction of would-be teacher's thinking one should distinguish flexibility, alternative attitude and creativity, in other words ability to find different variants of solving concrete pedagogical situations, ability to search for smart way out from contradictory and conflict cases.

Formation of professionally pedagogical communicative culture presupposes comprehensive learning norms of would-be teacher's relations with students, parents and colleagues. Following these norms, teacher corrects his emotional perception, will, personal character expression.

Would-be teacher's communicative culture presupposes occurrence of dialogue, in which remarks of each participant is important for everyone. During dialogical communication, subject does movement not only from outside to inside, in other words makes interiorization, but as well vice versa, making participants equal. Such understanding of pedagogical communication is based on polite attitude towards student as to equal participant of the dialogue with teacher, the subject of communication.

Understanding the student, readiness to put oneself on his position, ability to pedagogical introspection, to critical evaluation of own activity, one's self – are main features of pedagogically oriented communication of teacher.

As science of education and upbringing, pedagogy may probably be considered as major factor of culture progress in general, as means of society's pedagogization. In the process of studying pedagogical theory and familiarization with existing school practice, would-be teachers form basis for responsible and creative attitude to their own work, they realize more social importance of their profession, reveal respect to students, appears conscious attitude to self as subject of pedagogical activity.

From A.V.Brushlynsky point of view, it is necessary to distinguish commonly equal notions of the social and the public. A.V.Brushlynsky considered the social as one that is always connected with the natural; it is common ascending and the most abstract characteristic of subject and its psyche in broad human understanding. The public in its turn is not a synonym

to the social, but is a concrete typological characteristic of different countless separate realization of common sociality: national, cultural, etc [3, p.5-6]

Dynamism of personality is characterized not only by simple reproduction but a progressive development. Complicated character of human sociality easily becomes deformed, requires directed humanistic development, essence of which lie in understanding the human as inexhaustible individuality. It, first of all, presupposes comprehension of such forms of interaction between subjects of socialization which exist between them as individuals and include any sociological or biological attitude to student. Second of all, there is a necessity in deep analysis of all variety of socio-cultural conditions, as it is one of the central characteristics of person, existing of which is caused by need and ability to live in cultural environment.

Cultural environment, as environment of human life, faces person with choice, forming and realizing his subject qualities, his self. [5,p.141-147]

Self-assertion is understood as real socio-psychological phenomenon, essence of which lies in “realization of human fundamental need in self-expression and self-disclosure through objecting oneself in forms of life” [1, p.117] It is accepted to render motive of self-assertion as person’s desire to reach the maximal completeness of life, available in given conditions of existence, maintaining positive socio-psychological status in group, staff, society. Mechanism to amplify self-assertion is high feeling: moral, intellectual, aesthetic as well as high level of desire and confidence, which mobilizes all sources of person to satisfy vital needs. Asserting oneself, person strives to respectful attitude towards self from other members of society and self-appreciation of own behavior.

Under professional self-assertion of personality we understand assertion of own individuality in professional activity as personality, subject and professional in unity. Basis for professional self-assertion is need for self-assertion that serves as core of personality “pyramid” of needs. Professional self-assertion is revealed as unity of professional and actual “image of self”, which are related to the process of personality formation and depends on level of professional self-consciousness of person. Leading role is taken by value-motivational sphere of personality (career, sense of life orientation, motivation of achievement) and satisfaction from professional activity.

Core element of professional self-assertion structure of personality is professional self-consciousness. It is connected to self-appraisal, professional desires, career, etc.

Indicators of real professional self-assertion are formed professional “image of self”; adequate self-appraisal; combination of means and results of self-realization, confidence in oneself.

During last two centuries teacher works in new socio-cultural situation, significantly different from that existing long time in our society. Along with

school there are powerful sources of educational influence represented by mass media, sections, clubs of varied profile and content, many forms of additional education.

Philosophy of pedagogue's education is formed not as elemental impulse or spontaneity. Vice versa, it is comprehended on the intersection of three ways that determine thinking and activity of teacher: personality – education – culture.

Issues considering sources of personality integrity and ways of its development get us back to culture as place of its existence and alternation. Culture, its philosophic concepts, is a circle where teacher finds resolutions of professional, methodological and world-view and personal character. Pedagogical science is integrally connected with culture, though resting upon its separate fragments, appears from the most developed, in scientific sense, forms.

Pedagogue, who methodologically perceives process of personality education, appeals to those philosophical concepts of culture which sharply distinguish pedagogical origin. Culture forms in person norms, demonstrates examples of attitude to life, patterns of behavior that becomes social, moral and value oriented and regulative.

Difficulty of social (cultural) senses realizations lies in the fact that they cannot be distinguished from phenomenon, event, and process given in abstract form. Cultural phenomenon, “existence of value in culture – is always an invitation to co-creativity, cooperation, it bears in itself desire of personality to self-realization for something, to extension of self, embodying oneself in something else.”[6, p.114] It is personality's creativity with forming own individual world-view, perception of world and understanding it. In other words, general – life sense values (moral ideals, aesthetic criteria, etc.) - can be transferred only through concrete-general, either scientific discovery or fiction story or something else.

New approach to improve professional training of would-be teacher presupposes, firstly, overcoming contradictions between subject-methodical, psycho-pedagogical and socially-cultural training; secondly, maintaining balance of theoretical education and system of pedagogical practices. Thus, it is appropriate, from our point of view, to introduce professionally pedagogical fulfillment of content all educational disciplines cycles under studying and fundamentalization of professional training of would-be teacher. The discussion here should not be about extending the theoretical bases of subject-methodical and psycho-pedagogical knowledge, but about arming the students with methodological information above subject about forming the methodological culture that will allow teacher to consciously realize the right to choose scientific ideas and theories as well as corresponding to them content and technologies of educational process. Ability, on diagnostic basis,

to independently choose optimal model for separate school and students, and projecting real educational process becomes important condition of pedagogue's professional culture development.

In the context of interpersonal interaction and perception it is important, from our point of view, to discuss ability of would-be teacher to respond emotionally to student's problems. It reveals ability to put oneself onto the student's place, to face events from his position. Revealing empathy by pedagogue means that specific of student's behavior is understood and taken into account, and own strategy of behavior is built more flexibly.

Constructive speaking with students depends to greater extent from how emotionally teacher perceives things that are beyond obvious facts. Main factor – is to understand state of student, his mood and prepare oneself to perceive emotions. One needs make student know that adults see him, hear and understand. Major product of communication on the basis of such ability – is understanding, which includes ability to anticipate logics of actions and behavior according to determined position, ability to receive messages, underlining primary and secondary factors in them, argument. Person's ability of empathy (level of its development can be different) is characterized by such features as peculiarity of its direction, width, stability, activity of its manifestation.

Important feature of would-be teacher is – communicativeness. It is formed and developed on the basis of need in communication – on of the main sociogenic (socially specified) human needs.

Combination of such characteristics as introspection, flexibility, empathy, communicativeness, appears on the basis of real interest to partner, his activity, desire to cooperate and participate in common affair. Ability to cooperate embraces complex abilities: to form one's point of view, listen to and hear the other, to find out partner' positions, solve differences with the help of logical argumentation, not to project logical contradictions onto plane of personal relations, to encourage activity of the other and reveal one's initiative in proper time; to support emotionally and essentially those who especially need it; give the other the opportunity to assert oneself, try oneself in different kinds of activity; put oneself on somebody's place and coordinate different views sharing ideas; choose dialogical, but not monological position; organically combine role and interpersonal business and personal relations. Ability to cooperate presupposes openness of pedagogue and his readiness to any forms of interaction.

On A.A.Bodalev's point of view “communication is a kind of human interaction, in which people through their external expression and behavior influence more or less influence anticipation and intentions, states and feeling of each other.” [2, p.65] One teacher, coming in contact with students, due to his own manner of behavior supports and creates conditions for cooperation,

and the other – brings tension into relations, evokes negative emotions and as a result doesn't accomplish pedagogical tasks.

Conclusion: success and constructiveness of interaction are based on psychological peculiarities of pedagogue, include them though do not come to them. Special system of, typical by expression emotional and sensual, rational and willful reactions of personality's behavior, give uniqueness and individuality to every would-be teacher.

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...Don't you forget:

*from now on you are responsible for
those, whom you have tamed.*

Antoine de Saint-Exupéry [1]

Introduction. We cited a famous French writer-humanist Saint-Exupery in the epigraph.

In our opinion, his quotation is a professional credo of all famous teachers humanists. Besides, these Fox's words (the character from "Little