

Pedagogical Communication As A Component Of Professional Literacy

Iryna Biletska[†], Olena Fedorenko^{††}, Liudmyla Rozhkova^{†††}, Natalia Kliasen^{††††},
Olena Gurska^{††††}, Oksana Protas^{††††}

[†] Department of Foreign Languages Theory and Practice, Pavlo Tychyna Uman State Pedagogical University, Ukraine

^{††} Department of Pedagogy and Psychology, Kharkiv National University of Internal Affairs, Ukraine

^{†††} Department of State and Legal Disciplines and Ukrainian Studies, Sumy National Agrarian University, Ukraine

^{††††} State Scientific Institution "Institute of education content modernization" of Ministry of Education and Science, Ukraine

^{†††††} Department of Social Pedagogy and Social Work, Vasyl Stefanyk Precarpathian National University, Ukraine

Summary

The article explores the essential characteristics of the teacher's ability to interpersonal interaction in professional activities. The potential of the learning situation as a means of formation of the future teacher's ability to interpersonal interaction in professional activities. A model of the process of forming the ability of a future teacher to interpersonal interaction in professional activities by constructing a system of learning situations is presented. The works on philosophy, psychology and pedagogy devoted to personal competence of the teacher, interpersonal interaction of the subjects of the educational process, the main approaches to the study of the teacher's ability to interpersonal interaction in professional activity; determined tasks, the conceptual apparatus and methodological foundations of the study are clarified.

Keywords:

Innovative teaching, Higher education, Teaching technology, Information Technology.

1. Introduction

The task of preparing graduates of pedagogical universities that are competitive in the labor market comes to the fore, which is largely facilitated by the personal experience gained by the student during training. Of particular importance is the personal competence of the teacher and its constituent abilities, among which is the ability for interpersonal interaction of the teacher with the subjects of the educational process, participating in the formation of the spirituality and morality of the future teacher, in his social adaptation to the conditions of modern life. Moreover, the ability for interpersonal interaction in professional activity allows one to evaluate phenomena from the perspective of another person, possibly belonging to another nation, culture or socio-economic formation.

The effectiveness of the educational process, the success of the translation of moral values depend on the personality of the teacher and his personal competence, which is possible only with a properly organized process of interpersonal interaction between the teacher and learner [2-5].

It is possible to form the ability for such interaction in the process of university training of the future teacher, organizing effective interpersonal interaction of the subjects of the educational process (teachers and students, students among themselves). According to the researchers, the content interactions are the following components: information exchange, interpersonal cognition, organization and regulation of relationships, pedagogically expedient self-presentation of the personality of the teacher and student in the audience. University teacher acts as an activator this process, he organizes and manages it, creating a learning situation.

Thus, the situation is "a chain of collisions that arise in the sphere of the student's relations with the world around him. The situation for the individual becomes that which affects him.

value sphere, status characteristics of its being. The learning situation has a certain potential, which is manifested in its dialogue, dynamism, pedagogical orientation, which allows it to be used as a means of forming the studied abilities in each subject area, in the study of any discipline of the curriculum [1].

In the scientific literature, the concept of "interpersonal interaction" has many interpretations, and so far the complexity and multidimensionality, the conditions for the effectiveness of this complex phenomenon have not been fully disclosed. Researchers note that the most important condition for the development of forms of effective communication is the ability to work with content, highlight semantic blocks, structure data and understand the main purpose of certain information funds; particularly important task of effective communication is the understanding of the meanings of the experience of interpersonal interaction in a professionally oriented environment, acquired as a result of joint activities.

The emphasis is not only on the transfer of information, but also on the creation of meaning; the context of communication (interaction) is especially important in this

case, because communication processes receive one or another meaning only in a certain cultural context.

Consequently, when preparing future teachers, the educational environment should be as close as possible to the real conditions of professional pedagogical activity; is built in such a way that in the process of learning activities students work on solving problems of developing interpersonal communication skills, which is the basis for successful interpersonal interaction in professional pedagogical activity.

The study of psychological and pedagogical literature showed that the issues of interpersonal interaction in pedagogical activity studied quite deeply, but at the same time, in pedagogical theory there is no holistic scientific knowledge about the formation of the ability to future teacher to interpersonal interaction in professional activities. The functions of the learning situation for the development of this ability are not disclosed, the principles of using a system of this kind of learning situations.

Analysis of the state of theory and practice of preparing a future teacher for interpersonal interaction in professional activities made it possible to identify a number of contradictions between:

- the demand for the ability for interpersonal interaction in professional activities as a manifestation of personal competence of the teacher, on the one hand, and insufficient theoretical substantiation of the essential characteristics of the above ability, on the other hand;
- the need to form the future teacher's ability to interpersonal interaction in the organization of educational activities in the university and insufficient development of effective pedagogical tools for solving this problem;
- the need for the most complete realization of the potential of the educational situation for the formation of the future teacher's ability to interpersonal interaction and insufficient development principles of creating such a situation in the educational process of the university.

The purpose of the article is to scientifically substantiate and test the influence of the system of educational situations on the formation of the ability of a future teacher to interpersonal interaction in professional activities.

2. Theoretical Consideration

Initially, the term "competence" appeared in the United States in order to describe the behavioral characteristics of a person that contribute to his success. The term appeared thanks to Professor R.H. White, who defined competence as "... effective interaction (of an individual) with the environment" and considered competence as "acquired capacity" ("achieved capacity"), the scientist argued that the quality of a person's work is influenced, first of all, by the individual's expectations, attitudes and interpretations.

Describing the structure of competence emphasizes the need for a specialist to have competence that contributes to self-realization in society, both in the context of the profession and extra-professional activities.

World (R.H. White, D. McClelland, G. Cheetham, G. Chivers, L.M. Spencer & S.M. Spencer, etc.) researchers among the variety of competencies single out the personal competence of a specialist. According to G. Cheetham, G. Chivers, personal competence is a fairly stable personality trait that allows a specialist to effectively and efficiently perform their job duties, to become successful in their field of activity [1-8].

Thus, the analysis of the works of scientists devoted to personal competence allows us to conclude that in the modern professional community, the personal characteristics of a specialist come to the fore (along with professional skills). Consequently, it is personal competence that is the main criterion for the selection of specialists by employers. Our analysis of researchers' approaches to the interpretation of personal and professional competence shows that they associate the concept of personal competence not only with behavioral characteristics, but also with the skills of effective interaction in various situations. For example, The Austrian qualification system considers personal competencies as a specialist's readiness to improve skills and motivation for relationships, that is, for interaction both at work and in everyday life.

Based on the foregoing, we come to the conclusion that a full-fledged pedagogical education is aimed at developing as a fundamental basis the ability of a future teacher to effectively interact in professional activities. On the one hand, this ability is the basis for the professional development of a teacher at the beginning of his studies at a university, on the other hand, it acts as a result (albeit an intermediate one on the way to further professional development and subsequent improvement) upon graduation from a higher educational institution.

Under teaching ability understand "the totality of individual psychological characteristics of a person that meet the requirements of pedagogical activity and determine success in mastering this activity. Pedagogical abilities are a kind of "projection of pedagogical activity on the personality", a complex, continuous and multifaceted psychological category [1-3].

In the structure of pedagogical abilities, we single out a number of "private abilities": personal (the disposition of the teacher to the pupils, self-control, self-control), didactic (speech ability, academic ability and the ability to explain), organizational and communicative (communication and organizational capabilities).

Let us turn to the definition of the concept of "ability", according to which abilities are defined as "individual psychological characteristics that distinguish one person from another. Abilities are not called any individual characteristics in general, but only those that are related to the success of performing any activity, on which the possibility of implementing and the degree of success of any activity or many activities depends. They don't come down to cash skills, abilities or knowledge, but ... can explain the ease and speed of acquiring this knowledge and skills.

The foregoing allows us to conclude that it is interpersonal interaction that is the natural, natural basis of pedagogical activity, which allows participants in the educational process both to transmit previously acquired knowledge, skills and abilities, and to learn new meanings, assimilate new knowledge, and test them in practice in the process of educational activities.

Thus, having studied the works of scientists, we came to the conclusion that the ability of a teacher to interpersonal interaction in professional activities is a manifestation of his personal competence, carried out through the establishment of pedagogically appropriate contacts with all subjects of the educational process [5].

Based on the analysis of the researchers' work, functions of the ability of the future teacher to interpersonal interaction in professional activities, which she implements in the integral structure of personal competence, and the personal qualities corresponding to these functions, which we consider as structural components of the ability under study.

The perceptual function of the ability of the future teacher to interpersonal interaction is aimed at adequate perception of each other by the subjects of the pedagogical process, aimed at establishing mutual understanding of the subjects of the educational process and, as a result, ensures effective interaction.

The specificity of interpersonal perception is the interpretation by a person of the behavior of another person based on external data, the adequacy of the interpretation depends on how this "perceived" can be compared with the system of social relations.

The adaptive function of the teacher's ability to interpersonal interaction in professional activities is manifested in the fact that that this ability generates in the teacher the need for constant self-improvement, contributes to his professional growth and creative realization [4].

The coordination function of the teacher's ability to interpersonal interaction is manifested in the fact that the teacher organizes the activities of the student team and himself as subject of pedagogical activity. To achieve high efficiency in coordinating the activities of the team, the

teacher must pay attention to the subtleties of emotional states, have the ability to put himself in the place of another person, be an energetic leader of the team, able to direct activity in the right direction.

The implementation of the coordination function of the ability for interpersonal interaction in professional activities allows the teacher to interest students in their subject, since the teacher in the course of work influences the development of students' personal qualities by stimulating their need-motivational sphere, influencing educational and cognitive activity and moral and aesthetic formation, the development of creative abilities and inclinations, contributing to the approval the dignity of students in the process of interpersonal communication, that is, to have practical skills in organizational activities.

The teacher must be ready for organizational activities with all subjects of the educational process, since only when taking into account the interests of all interested parties (students, teachers, parents, administration) it is possible to create favorable external and internal conditions for effective activity teachers, students and other subjects of the educational process.

The teacher must possess the skills of both effective organization of his activities in presenting educational material (the ability to properly plan his own activities, correctly distribute work in time and control the timing of the tasks), and organize his own behavior in real conditions and the ability to organize the student team.

The coordination function is manifested in the ability to rationally organize one's activities in order to increase the efficiency of the educational process [6-8].

It is the coordinating function that allows you to organize the efforts of the participants in the educational process, that is, on the one hand, this function allows you to organize the student team in such a way as to enhance the learning activities of students, influencing cognitive activity of students and properly organize their independent work. On the other hand, it points to the need for proper organization of the teacher's own activities.

The reflexive function of the teacher's ability to interpersonal interaction in professional activities is manifested in the desire to adequately perceive and evaluate their relationship with the subjects of the educational process, focus on understanding their inner world and self-improvement, careful analysis the results of their actions in the past and present, the desire to have a holistic view of the content of their professional activities [7].

In order to better understand the essence of the teacher's ability for interpersonal interaction in professional activities, let's consider the above structural components of the ability we are studying in more detail.

Empathy is one of the main personal qualities of a teacher, which we consider as a structural component of the teacher's ability to interpersonal interaction. Empathy, being a structural component of the teacher's ability to interpersonal interaction, contributes to the implementation of the perceptual function.

The teacher gets the opportunity to fully turn to his "I", show his abilities and, as a result, take part in effective interpersonal interaction.

Self-control, being a structural component of the teacher's ability to interpersonal interaction in professional activity, is the basis for the implementation of the adaptive function. It is self-control that contributes to the successful adaptation of a person to his social environment, which depends on a number of factors: the emotional state of the individual, the level of self-control, how a person regards the situation unfolding at a given moment in time, how responsibly approaches the solution of the tasks set, the implementation of the goals set for itself.

Self-control acts as a structural component of the teacher's ability to interpersonal interaction in professional activities and implements an adaptive function, as it allows the teacher to look at himself as a subject in interaction with the world (i.e. to control one's own subjectivity from the position of a significant Other), to look at oneself from the position the subject of one's own activity and to control oneself as the subject of an emotionally valuable attitude towards oneself (that is, to exercise self-control of the evaluation level). Developed self-control allows the teacher to build a personal-developing interaction as a space that facilitates the personal growth of its participants.

Organizational skills are the basis for the implementation of the coordination function of the teacher's ability to interpersonal interaction in professional activities [8].

This structural component, first of all, allows the teacher to rationally organize both his own activities and the educational activities of the subjects of the educational process, instill in students the skills of working in a team.

A modern teacher must have the ability to lead students, include them in a variety of activities in order to increase the effectiveness of training, be able to interest students in the discipline taught, correctly allocate study time, coordinate the activities of the subjects of the educational process.

Organizational abilities allow the teacher to ensure the inclusion of students in a variety of activities, contribute to such an organization of the activities of the team by the teacher, allowing transform the team from an object into a subject of the educational process [9].

The signs of the formation of organizational abilities include: the ability to coordinate the efforts of the

participants in the pedagogical process, the rational organization of the teacher's own professional activity.

Reflection is the basis for the implementation of the reflective function of the teacher's ability to interpersonal interaction in professional activities. The teacher's professional and personal reflection is "determined by his expectations and requirements for himself as a professional."

It is reflection that allows you to perceive pedagogical reality objectively, makes it possible to know your inner world and compare yourself in the past and present in order to analyze and adjust your activities, strive for self-education and self-improvement.

Conclusions

The ability of a teacher to interpersonal interaction in professional activities is a manifestation of his personal competence and is realized in attracting his personal qualities to establish pedagogically appropriate contacts with all subjects of the educational process.

The ability of a teacher to interpersonal interaction in professional activities has an integrative character, which is due to the multi-vector nature of pedagogical interaction. This feature is manifested in the functions of this ability: perceptual, adaptive, coordinating and reflexive.

The perceptual function is manifested in pedagogical observation, the desire to know the Other, promotes mutual understanding of the subjects of the educational process and, as a result, affects the effectiveness of their interaction. Adaptive function involves organizing the adaptation of the subjects of the educational process to each other and to the learning situation. The coordination function of the ability allows the teacher to expediently manage the efforts of the participants in the educational process, rationally organize the educational process. The reflexive function manifests itself in the desire of the teacher to adequately perceive and evaluate their relationship with other subjects of the educational process, in focus on understanding your inner world and self improvement.

As structural components of the teacher's ability to interpersonal interaction in professional activities, the following personal qualities of the teacher are distinguished: empathy, self-control, organizational skills and reflection.

References

- [1] Winterton, J., Delamare - Le Deist F., Stringfellow E. (26 January 2005) Typology of knowledge, skills and competences: clarification of the concept and prototype, Research report (final draft); CEDEFOP Project No RP/B/BS/ Credit Transfer/005/04.

- [2] White, R. (1959) Motivation reconsidered: the concept of competence, *Psychological Review*, 66, pp. 279 – 333.
- [3] Stoof, A., Martens, R.L., Van Merriënboer, J.G., Bastiaens, T.J. (2002) The boundary approach of competence: a constructivist aid for understanding and using the concept of competence. *Human Resource Development Review*, 1, 345 – 365.
- [4] Spencer, Lyle M. and Spenser, Signe M., *Competence at work, model for superior performance*, John Wiley & Sons, Inc., USA, 1993.
- [5] Gore, J.M., Zeichner K.M., *Action research and reflective teaching in pre-service teacher education. – Teaching and Teacher education*. 1991. Vol.7. Iss.2.- Pp. 119-136.
- [6] Tetiana Kronivets, Yelyzaveta Tymoshenko, Oksana Diachenko, Tetiana Shabelnyk, Nadiia Ivanchenko, Svitlana Iasechko *Artificial intelligence as a key element of digital education / IJCSNS International Journal of Computer Science and Network Security*, VOL.21 No.106 pp. 67-72 <https://doi.org/10.22937/IJCSNS.2021.21.10.9>
- [7] Cheatham, G and Chivers. G : 1996 —Towards a holistic model of professional competence, *Journal of European Industrial Training*, - 20(5), 20-30.
- [8] Calderhead, J., Gates P. *Conceptualizing reflection in teacher development*. London: Falmer Press, 1993. pp.1-9.
- [9] Buscaglia, Leo F., *Living, Loving & Learning*, edited by Steven Short. New York, Fawcett Columbine 1982, pp.268.