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Communicative strategies of teachers as an initiation factor of students' sense formation

Sense communications in the educational process essentially depend on communicative potential of the teacher's personality, on a level of sense saturation of the educational process planned by the teacher as the subject of influence on the student.

Keywords: communication, pedagogical influence, communicative style, communicative strategy, sense formation.

As researches show, the volume of knowledge, abilities and skills does not guarantee a high professional level of the expert. Therefore today there are developed new approaches to the analysis, estimation and management of the education quality, personally focused technologies, allowing to prepare a competent expert, apprehending and developing own personal qualities and abilities, possessing the personal resources, capable effectively to solve professional problems in the conditions of dynamically changing activity requirements. A specific aspect of the problem is a pedagogical activity. Now an indispensable condition of the teacher's effective work is development of the pedagogues' communicative culture, formation of the teacher's communicative abilities, along with knowledge of the subject and the bases didactics. According to our hypothesis, the pedagogue's individual communicative style is formed with due regard for not only technology requirements and natural preconditions, but also in many respects depends on of the teacher's value attitudes and sense orientations. In the whole of integral structure of the educational process the sense formative context manifests itself as a sense formative activity initiation of learners through sense communications in the form of the directed transmission of sense from the teacher to the pupil. The external world knowledge and knowledge of various phenomena, the experience of the learner take on value only in the relation to some wider informational-cognizable context in which it is the pedagogue who defines a vector of the purposeful cognitive process as a sense communication. Such approach allows on to consider the whole variety of categories connected with pedagogical communications in a new fashion. So, the teacher's personality communicative potential which is traditionally considered as an individual-original complex of communicative features of the pedagogue (intrapersonal and behavioural), characterizing his/her possibilities in realization of the pedagogical activity communicative constituent, it is necessary to supplement with the value-sense component initiating students' sense formation.

Many authors of our country investigating questions of communicative features of personality have noticed the fact that the complex of the person's communicative possibilities is a difficult system (V .M. Zhukov, V .I . Kashnitsky, R.A. Maksimova, V.V. Ryzhov, etc.).



In the structure of communicative potential of the teacher's personality they distinguish four interconnected levels: base, substantial, operational, reflective.

The purpose of each level is to provide a certain aspect of communicative constituent of the teacher's professional activity.

The base level of communicative potential defines the teacher's general orientations and motivation of communicative actions, its correlation with professional problems. The base level includes the teacher's deep attitudes and value orientations in the communicative sphere.

The substantial level of communicative potential provides the teacher's construction of communicative programs and plans of professional communication with the purpose of solution of a concrete pedagogical problem. Each teacher models own communicative behaviour differently, proceeding from specific features of mental processes, from temperament and character features.

Besides, the success of construction of individual communicative programs is defined by width and depth of the teacher's complex of knowledge.

The operational level of communicative potential of the teacher represents a system of individual communicative abilities and skills. This level is called to ensure the fulfilment of necessary communicative actions during practical realization of communicative plans for a pedagogical problem solution.

For the teacher there are important such communicative abilities as ability to organize contact with the class; ability to listen and hear learners, ability to realize individual communicative possibilities in public speaking, in conversation; ability to take an optimum communicative position in contacts; ability openly to express own feelings and relations; ability to find conflict situation escaping; ability to give an appropriate response to acts and statements of learners and etc.

The individual system of communicative skills and abilities is directly shown in the teacher's communicative behaviour.

The reflective level of communicative potential ensures the teacher's estimation and analysis of own professional work.

The reflective level of communicative potential of the teacher contains a unity of intrapersonal features, i.e. abilities to self-research, self-improvement, analysis of cause-and-effect relations, doubts, realization of value criteria; and behavioural features, i.e. application of the above-named features to the pedagogical activity difficult conditions and circumstances.

Thus, the reflective level of communicative potential represents a system of individual ways and methods of introspection and self-analysis, acting as a condition of self-improvement of the teacher in the pedagogical activity communicative sphere.

The interrelation of all levels of communicative potential of the teacher's personality ensures realization of the teacher's complete communicative action directed on a pedagogical problem effective decision.

It is obvious that for distinguishing of the communicative component of pedagogical styles and the work perspective of the teacher as a directional translator of



senses in the educational process, from the structure of leading factors of pedagogical abilities it is necessary to isolate those that are most closely connected with formation of the pedagogical activity communicative components, to define the relative contribution of its certain components and expressiveness of the communicative component of pedagogical style in the personal organization structure.

Observations and special researches have shown that the pedagogical activity efficiency is caused by the relations formed between the teacher and the student in a great measure (A.A. Bodalev, N.I. Gutkina, E.I. Iliin, V.A. Kan-Kalik, S.S. Kondratieva, N.V. Kuzmina, A.V. Mudrik, I.V. Strakhov, A.I. Scherbakov).

Since among the data the leading personal formation initially is individual distinctions in understanding and empathy, this is the quality that may be a base component of the communicative factor of pedagogical abilities, conjugately connected with the mechanisms of communicative sense formation, and the other two factors – with the pedagogical activity style (i.e. ability to choose the methods of pedagogical influence and self-realization). More often in social-psychological works this quality is called as empathy.

In the psychological-pedagogical literature there are more often distinguished the following pedagogical communication styles: cooperative, organizational-active, expressive and passive (inefficient). It was revealed that at the pedagogical communication style realization it is defined by the personal properties connected with objectively-psychological manifestations of communicative potential up about 90 percent. As a successful enough typology we have used the characteristics offered by S.A. Shein (1990) and have received the following distribution:

- for the first pedagogical communication style (approximately 29% of pedagogues) there are characteristic activity, sociability and high communication efficiency;
- the second style (6%): self-submission to professional work purposes, devotion to work and pupils in combination with mistrust to their independence, substitution of their efforts by own activity;
- the third style (4%): superficial, deproblemitized, harmonious communication with the insufficiently clear defined pedagogical and communicative purposes, turning to the passive reaction to a situation change; absence of aspiration for profound understanding of pupils, substitution of his/her orientations for “non-critical” compliance, external formal benevolence at internal indifference or the heightened anxiety;
- the fourth style (10%): cold detachment, extreme restraint, expressed distance, superficial role communication orientation;
- the fifth style (3%): egocentric orientation of personality, high need for success achievement, the expressed demands, well masked self-esteem; high development of communicative abilities and their flexible use for the purpose of the latent management of the people around them; good knowledge of pupils’ strengths and weaknesses coupled with own closure;
- the sixth style (25%): aspiration for domination, “education-compulsion” orientation, prevalence of disciplinary methods over the organizing; egocentrism,



claiming of compliance at ignoring of the pupils' point of view, intolerance to their objections and mistakes, the lack of pedagogical tact and aggression;
–the seventh style (7%): nonacceptance of communication and own professional role, pedagogical pessimism, the annoyed-impulsive rejection of pupils, complaints of their hostility and “in corrigibility”, aspiration for minimization of communication with them and aggression manifestation at impossibility to avoid it.

According to I. V. Abakumova and L.T. Kagermazova, the individual pedagogical style influences the educational process sense saturation. The sense communications (an essential component of the pedagogical communication) should be understood as an intension – actual intention of the pedagogue to enter into communication with the learner as a value interaction for the purpose of reflective-sense stretch of available knowledge in a new consideration context and assumes the active inclusion of information received, comprehended, interpreted and included in the learner's life experience system. The sense communications in the educational process should be considered as a system of influence on the person, causing changes of a semantic dynamics through which there are realized any changes of the subjects' of learning sense sphere. It is a procedural component of the group sense formative content, first of all focused on development of learners' sense, value sphere, makes possible “the substantial generalization” in the educational process (V. V. Davydov), allows to construct the model of sense formative education forming the semantic orientation directing personality to search of certain higher senses, the sense of life strategy of personality.

The directed transmission of senses in the educational process essentially depends on an orientation of communicative attitudes of the teacher's personality. The most general are the following attitudes:

- 1) equality in communication or its rejection;
- 2) creativity or stereotypification in communication;
- 3) achievement of mutual understanding or its refusal.

Ensuring of the sense formation mechanism is possible only in conditions of the subject-subject communications in which frameworks the interaction of the teacher and the learner is organized in a dialogue mode.

A teacher-student vector of interaction considered as a sense formation intension has a certain stable orientation, however the logic of this process realization may be various. In real practice pedagogical communications are subjected to considerable changes mainly accompanied by transformation of the influences which it is necessary to render on students as a target audience. The communicative strategy as a work on management of senses (at all convention of management of that is generated by mentality intentional essence) is understood in educational process as a strategy directed on “management of processes of creation of a picture of the world peculiar to this segment of the world, united by both a uniform system of values, and uniform communicative possibilities”. The stronger these communicative possibilities are, the more active the general sense formation processes occur. We distinguish the communicative processes from the purely informational in the same relation in which



we distinguish informational processes from data transmission technical processes proper. Communicative streams are the sense formational, and informational – as a form in which this sense is presented. Till now this problem has been remained out of view as it was not one of the basic practical questions problems of the modern educational technologies. However as a whole the existing changes may be designated as a change of communication educational strategies and this problem certainly becomes one of the major in the psychological-pedagogical conception. The communication strategy is a value-sense intention and its realization presented in a technology, i.e. a choice of space, type of interaction, a set of transmitting senses concerning which the knowledge transmission system is constructed.

Empirical researches of pedagogue's communicative styles have allowed to reveal the following.

In the educational process pedagogue's communicative strategies may be differentiated according to the way there are transmitted the senses which are presented in informational constructs, subject to mastering. As the basic strategies it is possible to distinguish the manipulative and conventional ones. At the manipulative strategy realization the sense is generated and transformed before the process of its transmission. In this case actions of the "teacher-student" parties are unequal, and one party (a sense producer) governs the other party (an addressee). At the conventional strategy use the sense is generated and transmitted in communication process where actions of the parties are equivalent. In the conventional communication the management of audience is open and equivalent.

Efficiency of communicative activity as a directional sense transmission in many respects is ensured by a complex of individual communicative features of the teacher and shown in possibility to understand a communicative situation, to define a level of its sense saturation, to orientate correctly in it and according to this to generate a certain strategy of sense translation; and also the pedagogue's tactical abilities providing sense actualization and synchronization of senses of the educational process subjects, level of the learner's personal inclusion into the processes of directional cognition. The teacher as a sense communicator influences the student's personality from a level of personal senses to the higher senses directing him/her to search and formation of the integral sense of life strategy as a stable tendency to a certain interpretation of the occurring social phenomena and readiness to operate according to arising sense attitudes.

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