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The communicative resource as an acmeological factor of the educator's professional development

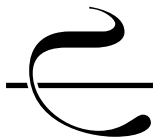
The article examines the communicative resource as an acmeological factor of the educator's professional development. It presents the results of empirical research of expressiveness of components of the educator's communicative resource: empathy, readiness for cooperation, communicative self-control, communication style. It describes projections of the communicative resource in professional pedagogical activity.

Keywords: *communicative resource, educator, professional activity, acmeological development, pedagogical interaction, communication models, cooperation, social trust, empathy, communicative self-control, communication style.*

Modern innovative educational space needs teachers of a new type with wide resource possibilities, high level of psychological readiness for subject immersion into innovative transformations. The problem of creation of effective system programs of diagnostics, development and correction of communicative competence as an internal determinant of the success of pedagogical activity is actualized in this context. It is connected with specifics of pedagogical activity where a communicative side is a basis and means of goal achievement [2]. The problem of increase of the educator's resourceness, his/her motivation and ability to achieve a professional acme becomes more urgent in modern conditions.

The purpose of the present research was studying of features of the communicative resource as an acmeological factor of the educator's professional development. The communicative resource of the educator as an acmeological factor of his/her professional development was the research subject. The complex of the methods, that allowed to realize the research purpose and aims was used: theoretical analysis of scientific literature, modeling; empirical methods: questioning, testing, method of expert evaluations; content analysis; statistical methods: methods of mathematical treatment of primary data (correlation analysis, factor analysis, ranking, scaling). A number of psychodiagnostic techniques were used: "The research of a subjective control level (SCL)" (J. Rotter), "Educators' ability to empathy" (A. Mekhrabien, N. Epstein), "Estimation of communicative control in communication" (M. Snyder), "Diagnostics of social and communicative competence (SCC)" (D.Ya. Raigorodsky), "Behavior strategy in a conflict" (K. Thomas), "What is your communication style?" (S.A. Shein), "Diagnostics of a level of pedagogical cooperation in the process of training" (T.V. Morozova), "Scale of interpersonal trust" (J. B. Rotter), "Estimation of self-trust" (T.P. Skripkina); a questionnaire, projective mini-composition, statistical data processing, substantial interpretation of results.

The model of the empirical studying program was realized on the basis of schools of Nalchik and the "Rostov Institute of Professional Development and Professional Re-



training of Educationalists" within five years (from 2007 to 2012). As a research result we present a complex analysis of the concepts developed in psychology to present and the directions of studying of the content of mechanisms and determinants of the communicative resource of the person as a special psychological phenomenon. It is shown that the educator's communicative resource makes a significant component of his/her professional activity and further development. The system of the educator's communicative resources as an acmeological mode of his/her professional growth is structurally presented and described for the first time. The theoretical model reflecting the content, structure and determination of development of communicative resources is constructed. The typified psychological portraits of educators with high and low level of development of communicative competence and resource possibilities are made on the basis of empirical results. The components of the educator's communicative resource, possibilities and risks of his/her professional development in this direction are revealed and systematized, qualitatively and quantitatively described. It is shown that the communicative resource exert influence on acmeological development of the educator as a subject of professional activity. On the basis of the developed model and results of empirical research we offer a development program of the educator's communicative resources, including the following blocks: axiological, diagnostic, motivational, developing, control and consultative, reflexive, prognostic. Results, conclusions and generalization of the conducted research can find application in the work of psychological service of education, in the work of acmeological service and consulting support of the educator's professional growth. In result of the conducted research it is proved that the communicative resource of the teacher is a complex hierarchic system of specific psychological constructs and it includes the following components: value and sense, motivational, communicative competence, individual and personal and also conative. Their expressiveness has individual specifics; a level of development of communicative resources is determined by a system of different levels of factors of a macrosocial, microsocial and subjective kind.

The communicative resource of the educator is an acmeological factor of his/her professional development that is defined by a place and value of the subject's communicative resources in pedagogical activity, their influence on his/her efficiency and success, by a role of communicative competence as a pivotal component of the educator's professionalism providing sense identity, suitability and adequacy of the realized models of activity to its purpose. The individual system of communicative resources of the educator is projected in pedagogical interaction: in translation of constructive models of communication, competent use of positive experience, expansion of information resources, productive cooperation, creation of situations of comfort and success, integration of the substantial and technological aspects of pedagogical interaction.

The findings of the empirical study of a level of pedagogical cooperation with the pupil in the process of education showed that 82% of educators are characterized by a moderate relation to pedagogical cooperation with pupils at the lesson; 16% are



supporters of pedagogical cooperation. Negative attitude to cooperation as to a priority form of organization of joint activity with pupils was shown by 2%. It is obvious that such results are caused by on the one hand, the fact that cooperation runs through all educational technologies today, and on the other, that the instrumental aspect of its realization is mastered insufficiently.

Intensive introduction of active training methods, project activity demands educators' acceptance of an idea of cooperation, at the same time they experience a number of difficulties of the practical kind caused by insufficient level of methodical, psychological and communicative competence. Thus, there is a probability of risks of substitution of cooperation for its declarations or its implementation at a superficial level.

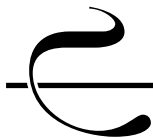
Among personal characteristics of communicative resources empathy occupies a special place since feeling-into allows deeper understanding and acceptance of the pupil as a partner in the context of activity [1].

The statistical analysis of findings showed that educators have average (71%), high (23%) and low (6%) levels of ability to empathy, but very high level of ability to empathy is absent. At the same time findings show existence of a vector of development of professionalism of teachers, form a request for empathy development as a resource quality. It can be one of directions of the developing program implementation.

A high level of development of empathy provides depth of a social and perceptual perception, more adequate interpretation of social masks, avoidance of stereotypes, facilitates decoding of nonverbal signals that, undoubtedly, promotes expansion of the communicative resource and transfers pedagogical interaction to another level. The received empirical picture reflects two tendencies of professional activity: the first is connected with the fact that the pedagogical profession has a pronounced emotional and interactive component and feeling-into is a professionally significant quality. The other tendency is connected with conscious, protective blocking of empathy owing to value and sense divergences of sense barriers in a dyad "the teacher – the pupil", the educator's inadequate psychological portrait of the modern pupil. This fact can speak about existence of the effect of emotional burnout including psychological protection.

The analysis of distribution of empathy expressiveness among educators concerning various objects is of interest. As the empirical data show the highest rates of empathy manifestation are in relations with parents (11,98 %) and with seniors (9,36 %), as for children, expressiveness of empathy towards them is lower (8,6 %) and is practically at the same level with empathy towards heroes of works of art (quasipersonalities – 8,2 % and strangers – 8,5 %). The received results and the marked tendency can provoke the risk of inadequate social and perceptual perception of the pupil "as a stranger" and increase in a psychological distance, effect of distancing – "relation as to a quasipersonality". From here there is a problem of development of empathy within a system of actions for expansion of communicative resources.

The internal-external expressiveness in the field of interpersonal relations sets certain coordinates of development of the educator's communicative resource, re-



flecting his/her ideas of locus of control and attribution of responsibility for failure and achievements in this area. The expressiveness of general internality – externality exerts a direct influence on a character, dynamics and productivity of acmeological growth of the subject of activity. Diagnostic findings are of interest in this context. More than a half of respondents (56 %) have the expressed general externality, 44 % show internality. At the same time, the other picture is shown in the sphere of interpersonal relations: 68 % of respondents consider that they control their character and quality by themselves, 32 % give a priority to an external locus of control. The analysis of data shows existence of an interesting tendency: at a general average externality, respondents show internality in the field of achievements – 53,7 %, in family relations – 60,0 %, in the sphere of productive relations – 57,3 % and health – 70 %. At the same time in the field of failures it is clearly expressed externality in attribution of responsibility for failures and control over a situation.

Thus, in this sphere there is a certain contradiction which is connected with risk of a reflexive mistake – underestimation of value of own activity in organization of productive growth, development of communicative resources. In this regard harmonization of a system of subjective control of educators can become one of the perspective directions of the communicative resource development program.

Communicative self-control in communication enters a personal construct of communicative resources; by means of that it is possible to regulate emotional conditions, corresponding expressional manifestations, intensity of speech activity, dynamics of psychological roles in the process of interaction. Deficiency of communicative self-control produces restrictions in creation of productive interaction in complex pedagogical situations, thereby reducing the success of activity as a whole. Thus, the target group of development of resource opportunities in this direction was designated. The analysis of the results of diagnostics showed that among educators there prevail average (53,9 %) and high (32,7 %) levels of communicative control in communication. Therefore, these educators can effectively operate the emotional condition, react to change of a situation in a mobile way and are capable to adapt flexibly in it. A low level of communicative control is revealed among 13,4 % of educators. Effectiveness of the educator's communicative resource is obviously shown in a conflict resolution strategy. According to testing 34,3 % of teachers prefer adaptation as a way of pedagogical conflict solution. 11,7 % of respondents prefer avoiding as a way of settlement of conflicts; 20,5 % – cooperation; 8 % – rivalry and 13,5 % – a compromise.

Adjustment as a model of behavior and the chosen priority strategy can serve as an indicator of uncertainty in self-efficiency as a subject of interaction, speak about insufficiency of variety and width of the communicative resource for correction of interaction or creation of cooperation. At the same time an individual style of pedagogical communication acts as a significant component of a conative level in a structure of communicative resources, and its character – as an integrated indicator of competence. Constructive individual styles of communication correlate with the success of pedagogical activity. The analysis of empirical findings on this parameter



showed that 51,9 % of teachers adhere to a democratic style of communication, being characterized by an ability to cooperation, establishment of partner relations, ability to accept a pupil's position, to consider an opinion of pupils and colleagues, trust in people around, rational demands and individual approach; 17,9 % prefer a "laissez faire" style of communication; they are distinguished by excessive sensitivity to influence from people around, anxiety, inconstancy, aspiration to avoid conflict situations; an authoritative style of communication is peculiar to 16,1 % that is connected with aspiration to solve all problems independently, relying on self-efficiency and personal experience, with rigid formatting of situations of communication; the authoritative style can arise owing to personal communicative resources. Among the factors determining aspiration to expand own communicative resources, there are named, first of all, such as: "desire to understand difficult pedagogical situations", "interest", "personal problems", "communication with a difficult child or group", "need to work creatively", "desire to grow professionally and personally".

The conducted research has revealed groups of risks of a communicative, social and perceptual, interactive character as a result of insufficient communicative resources; their typification can become a basis for development of developing and modeling programs directed on improvement of communicative readiness of the educator to construction of the developing positive and safe environment of professional communication.

Thus, there is a request for scientific and methodical programs of the educator, systemically representing techniques of solution of psychological problems which are typically arising in pedagogical activity; communication harmonization; expansion and intensification of a psychological cycle of educational programs of additional professional education; creation of a network of basic educational institutions and internship platforms focused on increase of communicative competence as conditions of pedagogical development of the educator.

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