Research Of the Communicative Aspect of Pedagogical Activity

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Summary

The article explores the categories, methodology and types of activities; the pedagogical aspect of the activity is considered; the analysis of experimental studies of the communicative component of pedagogical activity has been carried out.

The task of the psychological study of activity is investigated to reveal the system of its theoretical principles, to reveal how in the process of purposeful activity of a person the practical transformation of the objective world occurs, what is the mechanism of mental regulation of activity, how the person himself changes in the process of activity, how activity affects the development of opportunities man and the completion of his nature and how the activity itself takes on an individual character.

Key words:
Pedagogical activity, education system, educational process, communicative component.

1. Introduction

The pedagogical activity of a teacher, as you know, is realized in certain pedagogical situations by a combination of a wide variety of actions - perceptual, mnemonic, communicative, subject-transforming, research, control (self-control), assessment (self-assessment), etc. These actions are subordinated to certain goals and are aimed at solving certain pedagogical problems, consciously (purposefully) or spontaneously, intuitively created by the teacher in pedagogical situations.

Pedagogical activity is a process of solving an innumerable set of standard and non-standard pedagogical problems, to the solution of which pedagogical interaction is aimed. The obligatory components of the pedagogical task are the initial state of the subject and the desired model of the final state.

For example, when a pedagogical task of explaining a new material arises, the teacher analyzes the situation, selects possible explanations, chooses optimal methods and then carries out a pedagogical action. At all stages of solving pedagogical problems, the teacher also uses an adequate communication system, through which pedagogical interaction is organized. Therefore, one of the elements of the pedagogical task is the communicative task (communication task).

Communication skills are the ability to easily enter into contacts with other people, especially with students, and in the future to maintain correct relations with them.

The relationship of the headmaster of a school or college with teachers, teachers and pupils directly affects all the components of the educational process and its results.

It is much easier to work for someone who is communicative, sociable, outwardly treats everyone with whom he works in the same way. Sincerity in relations with people plays an important role here. At the same time, sincerity should not turn into familiarity, but, on the other hand, have a patronizing tone. The consequences of both familiar and condescending attitude towards people are difficult and very difficult to correct. Wrong tactics of communication with students complicates education and training, separates the team. If a teacher spends all his efforts on fighting the unsuccessful, discipline breakers, disorder and disorganization, and the improvement of classes, extra-curricular contacts with students let it go, there will be no order.

The great work of the teacher, aimed at ensuring the conditions under which every student in the lesson is busy with something interesting and useful, as well as an

excellent psychological climate, manifested in benevolence, respect for the student's personality, removed the issues of establishing contacts, discipline and academic performance from the agenda. And this is not an accident, but a pattern. Not a struggle with students, not conflicts, not constant teachings, but masterful teaching of lessons, loading students with serious educational and extracurricular work, business communication with them on an equal footing contribute to the high efficiency of the educational process, normal communication, and high discipline.

The purpose of the article is to study the communicative aspect of pedagogical activity.

2. Theoretical Consideration

The essential disclosure of activity, leading to the level of socio-philosophical understanding, was facilitated by many works. An important point in the study of activity was the awareness of the limitations of the traditional methods of its study and the application of a new methodology of the systems approach.

What is the subject of the psychological study of activity? Considering this issue, Rubinstein wrote: "Analysis of the mental mechanisms of activity leads to functions and processes that have already been the subject of our study. However, this does not mean that the psychological analysis of activity is entirely reduced to the study of functions and processes and is limited to them. Activity expresses a person's specific attitude to reality, in which personality traits are actually revealed, which are more complex, specific in nature than functions and analytically distinguished processes" [2].

At the same time, limiting the study of activity to internal mental processes and states of the subject would be one-sided. This approach "abstracts from the fundamental fact that activity in one form or another is included in the very process of mental reflection, in the very content of this process - its generation." Consequently, the subject of the psychological study of activity must include the external objective actions of the subject.

Analyzing the problem of the relationship between activity and psyche, any activity has external and internal sides and they are inextricably linked: "The division of activities into external and internal is an artificial division. Any external action is mediated by the processes taking place inside the subject, and the internal process manifests itself in one way or another outside. The task of psychology is not to first separate them, and then look for how they are connected, but in studying the "outer side" of activity, to reveal the "inner side", or rather, to understand the real role of the mental in activity. "

Thus, the task of the psychological study of activity is to reveal the system of its theoretical principles, to reveal how the practical transformation of the objective world takes place in the process of purposeful activity of the individual, what is

the mechanism of mental regulation of activity, how the person himself changes in the process of activity, how activity affects development of human capabilities and the completion of his nature and how the activity itself takes on an individual character.

An important starting point for the development of such a model is the concept of a functional physiological system. On the basis of a set of experimental works related to the development of the theory of functional systems in various physiological directions, a universal model of brain work is proposed and the central mechanisms of integral adaptive acts of any degree of complexity are formulated. Leading in the construction of functional systems are the law of the result and the law of dynamic mobilization of structures that ensure the formation of a functional system and obtain this result.

Based on the principle of psychophysical unity, it can be assumed that a functional psychological system of activity should serve as a theoretical model of activity. In the model under consideration, first of all, the principle of functionality should be highlighted. It means that the system is built from the already existing mental elements by means of their dynamic mobilization in accordance with the goal-result vector.

There is no doubt that the individual qualities of which the functional system is built do not themselves remain unchanged in the process of activity, but under the influence of the requirements of the activity, they set in motion, acquiring the features of efficiency, subtle adaptation to these requirements. The second principle that should be noted is the systematic manifestation of individual qualities of activity. They do not act in isolation, but are combined into a system of activities.

What are the main components of the functional system of activity can be distinguished? Analysis of theoretical works and empirical analysis of various types of activities allow us to present the following main functional blocks:

motives of activity;
the goals of the activity;
activity programs;
information basis of activity;
decision making;
subsystems of activity-important qualities.

The listed functional blocks are highlighted as components of the psychological system of activity for the reason that the structures reflected in them are the main components of real activity. Since this system serves as a heuristic means of researching activity, it is inherent in some convention. So, for example, the separation of individual blocks does not at all mean their ontological autonomy. Naturally, all blocks of the psychological system of activity are closely interconnected and they can be distinguished only for research purposes.

The proposed model is designed to help the consideration of real mental processes that implement the activity. This structure reflects only the fundamental aspects of the architectonics of the functional system of activity, gives a

general idea of the activity and allows us to consider as a system the totality of mental phenomena that realize the activity, in their interconnection.

The productivity of the proposed model is confirmed by research carried out on the professional activities of operators, machine operators, adjusters, drivers, etc. The model makes it possible to identify common components and connections in a variety of private forms of professional activity.

One of the arguments expressed against the attribution of communication to types of activity is the impossibility of finding a place for it in the system of various human activities [3].

With the primacy of the goal criterion, communication is difficult to rigidly localize. It is by its very nature "multipurpose". So, in most studies, the importance of communication is emphasized for consolidating a team, increasing the level of mutual understanding, developing common goals and means of collective activity, etc. But it is paradoxical that communication can also serve to separate people - an example is the various methods of "psychological warfare", in particular the targeted spread of rumors.

The situation is different with the primacy of the criterion of motive. Of course, communication can be directed by motives of a different plan, but in all those cases when it appears as an activity, it receives a specific motive. What does it mean? None of the psychologists who consider communication a type of activity claims that any act of communication is necessarily an activity as a unit, that is, that communication is always an activity. To assert this would be as strange as to deny the presence, say, in theoretical cognitive activity of objective-practical components and, conversely, in material activity - theoretical components. The fact that communication may not be an activity does not mean at all that it cannot be an activity. (By the way, the classification of activities into practical and theoretical, etc., within the framework of the psychological theory of activity does not make sense at all).

Rubinstein believed that communication is still an activity in those cases when it acts as an impact - this can be said, for example, about the activities of a teacher, lecturer, etc. It seems that Rubinstein was right, but the point is not in the intentionality of the impact, but precisely in the fact that the activities of a teacher, lecturer, etc. specific in motive that cannot be realized by any means other than communication.

We emphasize once again: when we talk about the activity status of communication, this does not mean at all that the act of communication always acts as the highest structural unit of activity. Communication can enter into other activity, for example, as an action, just as theoretical activity can enter into practical activity. At the same time, his active nature does not change, the change concerns only his place in the structure of activity. And in this case, there is absolutely no need for a sequence of alternately carried out actions. If the activity is joint, each of its participants can carry out separate, "individual" actions, united by a common object of activity

and purpose, the relation of which is presented in the psyche of an individual participant in the activity as the personal meaning of his action[5-7].

Thus, when we are dealing with joint activity, it is quite legitimate to speak of a collective subject or an aggregate subject of this activity, the relationship of which with "individual" subjects can be revealed only through a psychological analysis of the structure of joint activity. This path turns out to be closed for us if we consider that "the main object of research is the activity of the individual. Investigating it, psychology seeks to reveal the mechanisms and structure of individual activity, considering the individual as a subject of activity. "As you know, he proposed to distinguish between the subject of activity and the person as the subject of relations, there cannot be a "collective personality", but a collective subject of activity or "an aggregate worker considered as one person," as Marx put it, is quite possible. This concept is currently generally accepted, there remains a debatable problem of the "aggregate subject" in communication. If we introduce this concept, then it is inappropriate to oppose the relationship "subject - object" and "subject - subject" [2].

Pedagogical activity is a complexly organized system of a number of activities: the very first of them is the activity of a teacher who teaches directly. The subject teacher is alienated from the function and meaning of the whole, he only performs the functions assigned to him from the outside. The following activities are reflexively superstructure over the first (i.e. serve it). Such is the activity of generalizing the learning experience, which consists in comparing the teaching procedures and highlighting the most effective techniques and methods of teaching - the activity of a methodologist who constructs techniques and teaching methods. The third activity is also methodical, but aimed at building educational aids, academic subjects. The fourth activity consists in linking academic subjects into one whole - the activity of programming, drawing up curricula. To implement such programming, it is necessary to have a clearer idea of the learning objectives, however, the training program is often built, focusing only on some general outline of the goal. Such goals were previously formulated by politicians, cultural figures, but not by educators. The modern socio-cultural situation and educational tasks require that a teacher, a teacher-methodologist, deal with the description and design of learning objectives. This is necessary, firstly, because modern production and practical activity often sets very specific goals, tasks that can only be solved by specially trained people. Secondly, modern methodological thinking can design educational processes very effectively, but it requires clear and definite goals from the customer. Thirdly, the modern technological society is developing rapidly and intensively and requires the same from learning systems, i.e. requires monitoring the professional sales market, a quick and systematic description of the human properties required by society, and operational design for the task of training

programs. In a broad sense, the result of such teleological thinking is a project of a person, in a narrower sense - a project of a specialist, i.e. should be described and correlated with each other intellectual functions, knowledge, abilities, which should be available in the person of the future [1-4].

The task is to select simple elementary ones from complex professional types of activity with the aim of subsequent construction from such simple activities as necessary complex ones. Thus, the first principle of pedagogical reflection consists in the selection of elementary activities and their translation. But this is often not enough, since it is impossible to completely decompose the activity into simple elements, more complex connections and relationships turn out to be in the activity. Therefore, a second principle appears, consisting in the design and translation of symbolic means that allow you to build (design) a complex activity from the mastered elements. These symbolic means are means of describing and designing activities [13].

On the other hand, the procedural and technological side, the educational process, the system of educational activity is described as a sequence of two learning situations. These situations are constructed in such a way that the previous situations set the means, material, etc. for the follow-up. That is, the learning system is built as a chain of a technological process through which a person is passed (with certain initial properties or) and at the end comes out completely transformed, having mastered the totality of socio-cultural abilities necessary for society.

Thus, in methodological language, the learning system can be described as a system that develops from a situation of learning complex activities through reflexive division of activities to learning, first, simple activities, and then from simple ones to building complex activities that satisfy the conditions of a given task.

You can consider pedagogical activity: 1) as organizational and administrative activity (i.e., a means of managing educational activities) and 2) as an understanding of the student's consciousness and the organization of understanding [6-8].

An essential aspect of the teacher's work is communication and understanding of the student's condition. Understanding means systematic becoming to his inner point of view, understanding from the inside of another person, i.e. work with consciousness. On the other hand, the teacher must also organize and understand himself, convey to the student something, from his point of view, important, but understanding is not transmitted directly, it can be achieved only on the awareness of his personal experience (or the organization of such experience, if it is not It was). A pedagogical act (action), therefore, is a communicative, diagnostic act.

The teacher performs a specific function in society. This normatively given functional certainty of the teacher in our culture tends even to simplify, to shift from the pedagogical function proper to the function of broadcasting culture,

transferring activity, i.e. to completely passive reproductive activity. And this, of course, is bad (for such a broadcast, more suitable means are radio, television, etc.). True, this shift towards the cultural sphere (cultural shift) has some reasons. The teacher is indeed a bearer of culture, but he is also (at least in the person of his best representatives) and a living example of culture.

Pedagogical communication is a specific form of communication, which has its own characteristics and at the same time obeys the general psychological laws inherent in communication as a form of human interaction with other people, including communicative, interactive and perceptual components [11-13].

Pedagogical communication is a set of means and methods that ensure the implementation of the goals and objectives of education and training and determine the nature of the interaction between the teacher and students.

Research in the field of educational psychology shows that a significant part of pedagogical difficulties are caused not so much by the shortcomings of the scientific and methodological training of teachers, as by the deformation of the sphere of professional and pedagogical communication.

An analysis of the first professional steps of teachers and teachers reveals a phenomenon that could be called pedagogical imprinting (instant imprinting): the results of the very first contacts with students determine the choice of the direction in which the further evolution of professional and pedagogical communication will go. Moreover, not only evolution is possible, but also the formation of pedagogical communication from a passive-informative style to an authoritarian-monologue or confidential-dialogical one.

Interaction between people, along with substantive and practical activities, are the main factors of human development. Human relationships, including in the educational process, should be built on a subject-subject basis, when both parties communicate on equal terms, as individuals, as equal participants in the communication process. If this condition is met, it is not inter-role contact "teacher-student" that is established, but interpersonal contact, as a result of which a dialogue arises, and hence the greatest sensitivity and openness to the influences of one participant in communication on another. An optimal basis is created for positive changes in the cognitive, emotional, and behavioral spheres of each of the communication participants.

Thus, replacing inter-role communication with interpersonal communication contributes to a departure from formalism and dogmatism in teaching. But the transition from directive-imperative to a democratic, equal way of communication, from monologic to dialogical communication will never happen if both parties involved are not ready for it. For this type of communication to become a reality, the formation of a humanistic in nature communicative core of the personality of both the teacher and the student is necessary. The content of the concept of "communicative core of personality" includes all the

psychological properties that have managed to develop in a given personality and which are manifested in communication. These properties reflect the personal experience of communication with different categories of people, both positive and negative. It is necessary for each participant in communication to instill a culture of communication and form a positive experience, to develop the ability to see the highest value in a person, and in the interlocutor, a participant in communication, a person as significant as himself.

Whether pedagogical communication will be optimal depends on the teacher, on the level of his pedagogical skills and communicative culture. To establish positive relationships with students, the teacher must show goodwill and respect for each of the participants in the educational process, be involved in the victories and defeats, successes and mistakes of the students, empathize with them.

The main forms of pedagogical activity take place in the context of communication. Be it a lecture, seminar, exam, test, defense of a course project or essay, the teacher communicates with the stream, group, subgroup, personality.

The content of communication is the exchange of information. But communication is not limited to this. The most important aspect of communication is the desire to capture the image of one person in another, to translate oneself into another through joint activities. This is already personal communication.

Communicating people tend to share their being with others, to discuss some events that excite both parties. This is a personal interaction in the joint activity of a teacher and a student. And in this sense, communication acts as the most important tool for solving educational problems. Without the organization of productive communication between the teacher and the student body, it is impossible to fruitfully implement the didactic and proper educational tasks of the teacher of the university.

Numerous studies of scientists and practice show that young teachers who begin their pedagogical activities experience difficulties in establishing pedagogical communication, relationships with students in the field of personal contacts, namely, students make significant demands on it.

To master the basics of professional and pedagogical communication with students, it is necessary to know its content and procedural characteristics.

Pedagogical interaction is a creative process, regardless of what aspect of communication is meant: solving educational problems or organizing relationships. The solution of pedagogical problems and the process of implementing this solution in communication with students are also creative in nature [5].

The success of the lecture, the quality of knowledge, and mutual contact depend on what information is selected, how it is built, how the general and the particular are combined in it, and how it is conveyed to the audience, discussed, verified, understood and evaluated by students.

The success of pedagogical interaction depends on the level of the teacher's communicative culture, the formation of which is one of the important tasks of the teacher's professional development and especially his self-development and self-education.

The spontaneous formation of a teacher's communicative culture often leads to an authoritarian style of communication, the emergence of frequent interpersonal conflicts, tension in relations between the teacher and students (a group or an entire class), a fall in discipline, a decline in academic performance, an unwillingness to learn, mental trauma and irreparable losses in moral education, and as a consequence of this, in some cases to the behavior of schoolchildren deviating from social norms.

The basis of the teacher's communicative culture is sociability - a steady desire for contacts with people, the ability to quickly establish contacts. The presence of a teacher's sociability is an indicator of a sufficiently high communicative potential.

Sociability as a personality trait includes, according to researchers, such components as sociability - the ability to experience pleasure from the communication process; social kinship - the desire to be in society, among other people; altruistic tendencies - empathy as the ability to empathize, empathy and identification as the ability to transfer oneself to the world of another person.

Pedagogical activity involves constant and long-term communication. Therefore, teachers with undeveloped sociability quickly get tired, irritated and do not feel satisfaction from their activities in general.

In the communicative culture of the teacher, the level of his moral upbringing is manifested. Pupils, first of all, highly value the intelligence and delicacy of the teacher, i.e. his ability to be polite, correct, to spare the pride of students, to sympathize with them, to be sincere, unforgettable. Pedagogical etiquette presupposes an agreement on what is considered accepted in behavior and activity, and what is not accepted. Pupils quickly enough learn to assess whether the teacher is delicate, to what extent his exactingness and adherence to principles are observed by him in communication with his colleagues, parents, students.

Proposing a strategy for the success of communication, he noted that our attitude towards another person should disarm his bad intentions, demobilize them, put him in such moral conditions in which his bad deeds are deprived of soil, motive.

The communicative culture of a teacher presupposes the mastery of communicative skills and the development of communication skills. This refers to the ability to establish emotional contact, gain initiative in communication, manage your emotions, as well as observation and switchability of attention, social perception, i.e. understanding of the psychological state of the student by external signs, the ability to "present oneself" in communication with students, speech (verbal) and non-verbal (non-verbal) communication skills,

etc. In their totality, such skills and abilities constitute the technique of pedagogical communication or characterize the technological side of the teacher's communicative culture [10].

The function of social perception in pedagogical communication is that the teacher is attentive to the child's behavior, his words, gestures, intonations, changes in appearance and behavior. But the main thing is that the teacher "sees" his thoughts and feelings behind the external manifestations of the child's behavior and state, foresees intentions and actions, and models the student's personality characteristics [2, 4-7].

It is mainly about the teacher's ability to take into account the interests of students, both cognitive and personal. The student will always respond with a kind attitude towards the teacher, if he has managed to understand his passions, hobbies, interests. Actually, the exchange of human values is the core of their communication.

By entering into a relationship with children, the teacher offers himself as a communication partner. This presupposes a certain activity of the teacher. It is desirable that he creates a positive impression of himself in the eyes of the students. Some authors call this ability of "interference" of a living object of perception into the process of forming its own image in the interlocutor self-presentation. There are three main motives for self-presentation: the desire to develop relationships, self-affirmation of the individual and the need for a professional plan.

There are a variety of factors known as communication barriers that can hinder effective communication. Objective factors such as distance, lack of visibility and audibility are the subject of analysis by physicists and engineers. We will consider in the future subjective factors associated with the personality of the communicators and the circumstances accompanying communication.

People with high communicative control, constantly watch themselves, know well where and how to behave, control the expression of their emotions. At the same time, they have difficulty in spontaneity of self-expression, they do not like unpredictable situations. Their position: "I am who I am at the moment." People with low communicative control are more direct and open, they have a more stable "I", little subject to changes in various situations.

Conclusions

The task of the psychological study of activity is to reveal the system of its theoretical principles, to reveal how in the process of purposeful activity of a person a practical transformation of the objective world occurs, what is the mechanism of mental regulation of activity, how the person himself changes in the process of activity, how activity affects the development of human capabilities and to the completion

of its nature and how the activity itself takes on an individual character.

None of the psychologists who consider communication a type of activity claims that any act of communication is necessarily an activity as a unit, that is, that communication is always an activity. To assert this would be as strange as to deny the presence, say, in theoretical cognitive activity of objective-practical components and, conversely, in material activity - theoretical components.

Pedagogical activity is a complexly organized system of a number of activities: the very first of them is the activity of a teacher who teaches directly. The subject teacher is alienated from the function and meaning of the whole, he only performs the functions assigned to him from the outside.

Pedagogical communication is a specific form of communication that has its own characteristics and at the same time obeys the general psychological laws inherent in communication as a form of human interaction with other people, including communicative, interactive and perceptive components. Pedagogical communication is a set of means and methods that ensure the implementation of the goals and objectives of education and training and determine the nature of the interaction between the teacher and students.

In general, when studying the activities of a teacher, two approaches can be applied: objective, in which indirect methods are used, when the study of teacher's work is carried out according to objective indicators of the development of schoolchildren, which are checked by experts; and subjective (direct methods), when diagnostics is carried out on the basis of what the teacher reports about himself (his self-esteem, "loud thinking" - speaking aloud while solving a pedagogical situation, etc.). Currently, diagnostic maps of the teacher's work are increasingly appearing in schools. We see their important role in the fact that they prepare the teacher's consciousness for a differentiated assessment of his professional competence, contribute to the discussion of this problem.

Pedagogical activity involves constant and long-term communication. Therefore, teachers with undeveloped sociability quickly get tired, irritated and do not feel satisfaction from their activities in general. In the communicative culture of the teacher, the level of his moral upbringing is manifested. Pupils, first of all, highly value the intelligence and delicacy of the teacher, i.e. his ability to be polite, correct, to spare the pride of students, to sympathize with them, to be sincere, unforgettable.

Summarizing a number of works on the severity of a particular style of activity among teachers with different typological characteristics of the manifestation of the properties of the nervous system, it is possible to distinguish styles that characterize preparation for the lesson, styles of motivating students to learn, styles of presentation of educational material, styles of leadership, styles of knowledge assessment, etc. etc.

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