PROFESSIONAL COMMUNICATIVE INTERACTION OF TEACHERS WITH STUDENTS IN THE MODERN EDUCATIONAL PROCESS

A set of psychological-and-pedagogical conditions that contribute to the successful solution of the problem of the formation of the personality of a modern specialist is singled out in the paper. They are: 1) students’ comprehensive and in-depth study, their individual characteristics, the types of activities to which they are prone; 2) clear (economical) organization of communication at the exam; 3) organization of communication not only at the information, but also at the discussion level; 4) the manifestation of the teacher’s friendly attitude towards students, which should be manifested in speech, facial expressions, gestures; 5) the formation of high motives for educational activities in future specialists. The notion of “pedagogical communication” which is treated as a system of limited social-and-psychological interaction between a teacher and students, the content of which is the exchange of information, the provision of educational impact, the organization of relationships using commutative means is specified in the paper. A set of verbal (speech) and non-verbal means of communication (gestures, facial expressions) that interact in the system of professional pedagogical communication is characterized in the paper. Two types of the teacher’s initiative which acts as the teacher’s most important communicative task in the system of pedagogical communication are singled out: 1) the teacher openly acts as an initiator of communication; 2) he/she acts as a hidden initiator of activities, and in this case, students get the impression that they themselves are the initiators of this activities.

Keywords: professional communicative interaction; a teacher; a student; an educational process; pedagogical communication.

1. INTRODUCTION

Formulation of the problem. Communication is understood in pedagogical science as the interaction of people, the content of which is the exchange of information using various means of communication, and the result is the establishment of relationships between people. Communication is a complex social process that performs a number of important functions. The first of them is the informational one. According to scientists, four fifths of all information are obtained through interpersonal channels. Of exceptional importance for the formation of the personality of a modern specialist is the communication between the university teacher and the student. Studies have shown that a person experiences in extreme
conditions emotional stress, which often manifests itself as a feeling of pronounced anxiety, i.e. expectations of possible trouble.

**Analysis of recent research and publications.** The formation of communicative competence of specialists of different profiles has been the object of research of many scientists. However, in recent years, the problem of professional communicative interaction between teachers and students in the modern educational process is becoming more and more in the field of researchers’ view [1] – [9].

**The purpose of the article.** The purpose of the article is to describe the specific features of professional communicative interaction between teachers and students in the modern educational process.

2. RESULTS OF THE RESEARCH

The psychological-and-pedagogical conditions that contribute to the successful solution of these problems are:

– students’ comprehensive and in-depth study, their individual characteristics, the types of activities to which they are prone;
– clear (economical) organization of communication at the exam;
– organization of communication not only at the information, but also at the discussion level;
– the manifestation of the teacher’s friendly attitude towards students, which should be manifested in speech, facial expressions, gestures;
– the formation of high motives for educational activities in future specialists.

All pedagogical means, including communication, should be directed at the formation of business and close relationships between mentors and students, and ultimately at the formation of a comprehensively developed personality.

In creative collaboration with students, the teachers’ behavior patterns are extremely diverse, determined by their personality. From the pages of memoirs, we are confronted by prominent scholars who are distinguished by punctuality, rigor in relation to students, and vice versa – extremely condescending, ready to take on the whole burden of responsibility for the unsuccessful outcome of the experiment.
However, with all this diversity, there is always respect for the student’s personality that turns to be the logical center that determines the upbringing and developmental effects of such cooperation. This respect for the student’s personality is the sense of equality that distinguishes subject-object relations. It seems that this is not a parallelism, but a cohesion of the pedagogical, organizational, communicative and actually research “potentials” of a higher school teacher that is naturally connected with the form of his/her interaction with students, the essence of which is joint creative activities. It is inconceivable that such a personality of a scientist-and-teacher grows on the basis of the educational process, organized as a monologue, as an elementary individual reproduction by a student of ready-made formulations proclaimed by the teacher.

The teacher’s personality affects students when they themselves are revealed to meet him/her as a person. Then the teacher, striving for co-creation, is ready for a dynamic change of position. In other words, in communication with students, he is disposed to learn from students. This, we emphasize, is the multi-level, multi-vector nature of communication in the joint creative activities of teachers and students.

Being a complex social phenomenon, communication between teachers and students is displayed by science as a set of relatively independent research subjects. According to observations, not every teacher manages to overcome the barrier of a fixed role position, find a proper manner of communication, mobilize adequate linguistic and paralinguistic means, and relieve internal stress. It must be borne in mind that students are oppressed not so much by the difficulties of cognition as by the difficulties of communicating with the teacher and groupmates. Failures in learning often involve failures in communication. And the older the students are, the more demanding they are to a teacher in the field of organization of relationships.

That is why each teacher must properly establish pedagogical communication with his/her students. Pedagogical communication is a system of limited social-and-psychological interaction between a teacher and students, the content of which is the exchange of information, the provision of educational impact, the organization of
relationships using commutative means. The teacher is the initiator of this process, organizing and managing it.

Communication in pedagogical activity acts as a means of solving educational problems, as a social-and-psychological support for the educational process, and as a way of organizing the relationship between the teacher and the wards, ensuring the success of training and education.

Pedagogical communication should be emotionally comfortable and personally developing. The professionalism of the teacher’s communication is to overcome the natural difficulties of communication due to differences in the level of training, in the ability to help students gain confidence in communication as full partners of the teacher. It is important for the teacher to remember that optimal communication is not the ability to maintain discipline, but the exchange of spiritual values with students. A common language with students is not the language of teams, but the language of trust.

Oral speech is the main means of pedagogical communication. The teacher’s word should influence feelings and consciousness, should stimulate thinking and imagination, create the need for search activity.

Verbal (speech) and non-verbal means of communication (gestures, facial expressions) interact in the system of professional pedagogical communication. A feature of the teacher’s speech is its orientation, appeal to students. The supervisory teacher always builds his/her speech on the foresight of the possible reaction of his students to it. He/she can imagine in advance how the skeptic will react to his/her words, to what extent he/she will affect the speech of the easily injured student, what kind of assessment will be found in their gaze. Such a foresight will help the teacher to organize his/her speech more rationally and adjust it during communication.

The teacher’s spoken language, as a rule, is an improvised speech. This is also its specific feature. A professional teacher always speaks without direct support for the text of the textbook or the lesson summary. Students, listening to him/her, are as if present at the moment of the momentary birth of words, expressions. It seems that
the teacher thinks publicly, reveals the truth along with students for the first time for himself/herself.

Improvised speech is an ambiguous concept. In some cases, this is a speech prepared in advance, invented, but skillfully presented by the teacher as “momentary”. This is not a verbatim retelling, but a truly free exposition created at the time of pronunciation, but taking into account preliminary preparation.

In other cases, the teacher’s speech is improvisation in the literal sense of the word, speech is unprepared, born when the conditions require an immediate reaction from the teacher. It is here that the teacher’s general and pedagogical culture, his/her experience in relations with students is manifested.

Possession of communication technology helps the teacher to organize the right behavior in a specific situation. An incorrect pedagogical influence or an incorrect form of communication chosen for interaction can lead to a conflict between the teacher and the student. It is important for a university teacher to use devices in communication correctly, i.e. a system of techniques (psychological, mimic, pantomimic, speech, motor, etc.), chosen to organize a communication structure that is adequate to the task and characteristics of the pedagogical situation.

The novice teacher must develop the skills of instantly turning on the system of communicative devices in each new pedagogical situation.

One of the means that reinforce the impact of communication is initiative, which requires a certain behavior and sound of speech. In the system of pedagogical communication, initiative acts as the teacher’s most important communicative task. Naturally, the forms of expression of initiative are diverse. There can be two types of initiative:

– the teacher openly acts as an initiator of communication;

– he/she acts as a hidden initiator of activities, and in this case, students get the impression that they themselves are the initiators of this activities.

The next important task is to keep the initiative in communication, giving it the necessary situational forms, etc.
The teacher’s appearance is very important for students: gestures, facial expressions, pantomime, etc. Let's consider them in more detail.

Muscular mobilization is a prerequisite for the beginning of all communication. It is expressed in the general concentration of attention and, therefore, in the direction of the gaze, in the eyes, in the breath, and in the general tightness of the muscles of the body, in particular, in the tightness of the back. This is the working state of the body, the willingness to overcome obstacles that have not yet arisen, but are about to arise. It is good when the muscular mobilization is slightly ahead of the speech impact, as if internally mobilizing the students themselves for the upcoming communication, thereby strengthening its verbal basis.

Mime is the movement of the body, arms, legs. It helps to highlight the main thing, draws an image.

The teacher’s beautiful, expressive posture expresses the inner dignity of the individual. Direct gait, self-discipline speak about the teacher’s confidence in his/her abilities, knowledge. At the same time, stoop, bowed head, limp arms indicate a person’s internal weakness, his/her self-doubt.

The teacher needs to develop a way to properly stand in front of students. All movements and postures should attract them with their grace and simplicity. There should be no bad habits: rocking back and forth, kicking from foot to foot, habits of twisting foreign objects in one’s hands, scratching one’s head, rubbing one’s nose, tugging one’s ear.

The teacher’s gesture should be limited and restrained, without sharp swings and sharp corners. Round and mean gestures are preferred.

There are descriptive and psychological gestures. Descriptive gestures depict, illustrate the train of thought. They are less important, but are more common. Much more important are psychological gestures that express feelings. For example, saying: “Be kind”, we raise the hand to the chest level with the palm up, slightly giving it away from us.

It should be noted that gestures, like other body movements, most often warn the course of the thought being expressed, and do not follow it.
For communication to be active, one should have an open posture: not cross one’s arms, turn to face the audience, reduce the distance, which creates the effect of trust. Moving back and forth across the audience rather than to the side is recommended. A step forward enhances the message, helps to focus the audience. Stepping back, the speaker, as it were, gives the listeners a rest.

Facial expression is the art of expressing one’s thoughts, feelings, moods, and state by the movement of facial muscles. Often, facial expression and gaze have a stronger effect on students than words. Gestures and facial expressions, increasing emotional significance, contribute to its better absorption.

Students “read” the teacher’s face, guessing his attitude and mood, therefore, the face should not only express, but also hide feelings. One should not bring to the audience a mask of household chores and turmoil. It is necessary to show on the face and in gestures only that which is relevant, contributes to the implementation of educational tasks.

Of course, facial expression should correspond to the nature of speech, relationships. It, like the whole appearance, should express confidence, approval, condemnation, discontent, joy, admiration, indifference, interest, indignation in dozens of options. A wide range of feelings is expressed by a smile testifying to the spiritual health and moral strength of a person. Expressive details of facial expressions are eyebrows, eyes. Raised eyebrows express surprise, shifted ones express concentration, motionless ones express calmness, indifference, eyebrows in motion express delight.

Eyes are the most expressive on a person’s face. The teacher should carefully study the capabilities of his/her face, the ability to use an expressive look, and try to avoid excessive dynamism of the facial muscles and eyes (“rolling eyes”), as well as lifeless static (“stone face”). The teacher’s eyes should be directed to the students, creating visual contact. One should avoid contact with walls, windows, and ceilings. Eye contact is a technique that must be consciously developed. One must strive to keep the entire audience in sight.
The process of perception and understanding of the teacher’s speech by students is closely related to the complex process of educational listening. Therefore, it is clear that the process of correct perception of educational material by the audience depends on the perfection of the teacher’s speech.

Students are especially sensitive to the teacher’s speech. The incorrect pronunciation of any sounds makes them laugh, monotonous speech causes boredom. Today, a system of exercises for speech technique has been developed, which is a set of skills in speech breathing, voice formation and diction, allowing the teacher to convey to students all the richness of his/her word. Let’s consider what the teacher needs to take into account when communicating.

**Breath.** In everyday life, when our speech is mostly dialogical, breathing does not cause difficulties. But in the classroom, especially when the teacher has to speak for a long time, untrained breathing makes itself felt: the pulse can become frequent, the face turns red, shortness of breath appears.

There are four types of breathing, depending on which muscles are involved in the respiratory process.

The upper breathing is performed by the muscles that raise and lower the shoulders and upper chest. This is weak, shallow breathing, only the tops of the lungs are actively working.

The breast breathing is carried out by intercostal muscles. The transverse volume of the chest changes. The diaphragm is inactive, so the breath is not energetic enough.

The diaphragmatic breathing is carried out by changing the volume of the chest, due to the reduction of the diaphragm.

The diaphragmatic-rib breathing is carried out by changing the volume in the longitudinal and transverse directions due to contraction of the diaphragm, intercostal respiratory muscles, as well as the abdominal muscles. It is this breathing that is considered to be correct, and it is used as the basis for speech breathing.

What is the difference between speech (phonation) breathing from ordinary? Inhalation and exhalation of ordinary breathing are carried out through the nose, they
are short and equal in time. The sequence of ordinary breathing is inhalation, exhalation, pause. It is not enough for speech. Speech and reading require a large amount of air, its economical use and its timely renewal. In speech breathing, exhalation is longer than inhalation. The breathing sequence is different: after a short breath, there is a pause to strengthen the abdominal press, and then a long sound exhale. Its organization is of great importance for staging speech breathing and voice, their development and improvement. There are special exercises that develop and strengthen the diaphragm, abdominal and intercostal muscles.

In order for the teacher’s speech to be more expressive, he/she must be proficient in voice, diction, rhythm.

*Voice.* What are the features of the teacher’s voice? First of all, it is the power of sound. Strength depends on the activities of the organs of the speech apparatus. The greater the pressure exhaled through the glottisisis, the greater the strength of the sound is.

An important condition for hearing a voice is flight. With this term, experts determine the ability to send your voice to a distance and adjust the volume.

Flexibility, mobility of the voice, the ability to easily change it are essential. The mobility of the voice primarily relates to its changes in height. Pitch is the tonal level of the voice. The human voice can be freely changed in height within two octaves, although in ordinary life we get by with three to five notes. Range is volume of voice. Its boundaries are determined by the highest and the lowest tones. The narrowing of the range leads to the appearance of monotony. The uniformity of sound dulls perception, lulls.

A well-set voice is characterized by a wealth of timbre coloring. Timbre is coloring of sound, brightness, as well as its softness, warmth, personality. In the sound of the voice there is always a fundamental tone and a number of overtones, i.e. additional sounds, higher than in the main tone, frequency. The more of these additional tones there are, the brighter, more colorful the sound palette of the human voice is.
All these properties of the voice are developed by special exercises. Voice training is an individual and time-consuming process. It requires a strictly individual methodology and control by experienced professionals.

**Diction.** For the teacher, the clarity of pronunciation is a professional necessity that contributes to the students’ correct perception of the teacher’s speech. Diction is clarity in the pronunciation of words, syllables, sounds. It depends on the coordinated and energetic work of the entire speech apparatus, which includes lips, tongue, jaws, teeth, hard and soft palate, vocal cords.

If the flaws in speech are of organic origin, then not training exercises, but medical intervention will help.

Improving diction is primarily associated with the development of articulation, i.e. the movement of the organs of speech. This is a special gymnastics, which includes exercises for warming up the speech apparatus and exercises for the correct development of each sound. Naturally, wrong skills will not be able to disappear quickly. One needs labor, patience, regular training.

**Rhythm.** The speed as a whole and the duration of the sound of separate words, as well as pauses in combination with rhythmic organization and dimensionality of speech make up its tempo. This is a very important element of speech, since intonation and pauses in themselves, in addition to words, have the power of emotional impact on the listener. Speech speed depends on the teacher’s individual qualities, the content of his/her speech and the communication situation. The teacher sets out the difficult part of the material at a slow pace, then he/she can talk faster. Speech is necessarily slowed down when it is necessary to formulate one or another conclusion, i.e. definition, rule, principle, law. The degree of excitement should be taken into account: the more excited the student is, the slower and quieter the teacher should speak.

To achieve expressiveness of sound, one should masterfully use logical and psychological pauses. Without logical pauses, speech is illiterate, without psychological ones it is lifeless. Pauses, pace, and melody of speech together make
up intonation. Monotonous speech causes boredom, a decrease in attention and interest.

The following communication skills are important for the teacher:

- to own “face reading” (social perception);
- to understand the student’s personality, his/her mental state;
- to serve oneself in communication with the audience;
- to optimally build one’s speech in psychological terms, speech communication skills, speech and non-speech contact with students.

In the teacher’s independent work to improve communicative abilities, several directions can be distinguished: self-control and development of expressive speech skills; development of general psychophysical personality traits that create the prerequisites for the successful possession of speech skills.

As a result of numerous studies and experiments, psychologists and pedagogists advise teachers to develop the following communicative abilities:

1. One needs to be aware that the institute is part of society, and the teacher’s attitude to students is an expression of social requirements.

2. The teacher should not openly demonstrate a pedagogical position. Students should take the teacher’s words and deeds as a manifestation of his/her own convictions, and not just as a duty. The teacher’s sincerity is the key to strong contacts with students.

3. An adequate assessment of one’s own personality, self-knowledge, self-management should become a constant concern of each teacher. The ability to manage one’s emotional state requires special attention: the irritating tone, the predominance of negative emotions, and cries harm the educational process.

4. Pedagogically expedient relationships are built on the mutual respect of the student and the teacher. It is necessary to respect the individuality of each student, create the conditions for his/her self-affirmation in the eyes of his peers, and support the development of positive personality traits.
5. The teacher needs to take care of a favorable self-presentation: to show the children the strength of their personality, hobbies, skill, breadth of erudition, but unobtrusively.

6. It is necessary to develop observation, pedagogical imagination, the ability to understand the emotional state, to correctly interpret the behavior. A creative approach to analyzing the situation and making decisions is based on the teacher’s ability to take on the role of the other, i.e. the student, parents, colleagues, and take their point of view.

7. An increase in students’ speech activities by reducing the teacher’s speech activities is an important indicator of the teacher’s skill and communication.

8. Even with minor success, students should be generous in praise. Praise is necessary in the presence of others, and it is better to condemn in private. The teacher’s speech should be expressive. And even if you don’t have a voice, gestures, facial expressions, eyes can help you out.

9. The parents of their pupils should be made allies of pedagogical intentions.

10. The content of the conversations should be interesting to both parties. If the teacher follows these tips, then he/she will avoid many problems and difficulties in communication.

3. CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

As a conclusion, we state that to solve successfully the problem of the formation of a modern specialist’s personality both a set of psychological-and-pedagogical conditions and verbal (speech) and non-verbal means of communication (gestures, facial expressions) that interact in the system of professional pedagogical communications should be taken into account.

Prospects of further research embrace the tasks to describe Internet resources that can facilitate the process of professional communicative interaction of teachers and students.

References
Данилюк Сергій. Професійна комунікативна взаємодія викладачів зі студентами у сучасному освітньому процесі

У статті виокремлено сукупність психолого-педагогічних умов, які сприяють успішному вирішенню проблеми формування особистості сучасного фахівця. Це: 1) всебічне та поглиблене вивчення студентів, їх індивідуальних особливостей, видів діяльності, до яких вони схильні; 2) чітка (економна) організація спілкування на іспиті; 3) організація спілкування не лише на інформаційному, а й на дискусійному рівнях; 4) прояв доброзичливого ставлення викладача до студентів, що має проявлятися у мовленні, міміці, жестах; 5) формування високих мотивів навчальної діяльності у майбутніх фахівців.

Ключові слова: професійна комунікативна взаємодія; викладач; студент; освітній процес; педагогічне спілкування.
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