

Formation of professional and pedagogical communication culture of future teachers

B.A. Zholdasbekova, N.A. Esimkhanova, K.Zh. Azhibekov, K.A. Zholdasbekova, M.K. Mambetov

M.Auezov South Kazakhstan State University Shymkent, Kazakhstan

Abstract. Reforming all levels of education, the modernization in the sphere of higher pedagogical education due to an increase in the quality of training of highly qualified specialists, stimulate the development of new educational paradigm preparation of students - future teachers, mobile responsive to changes of labor market capable of productive careers in the context of integration of education. Despite the current system of scientific views in modern pedagogical science, culture of professional and pedagogical communication as a component of teacher education content, features and ways of forming part of the quality of the students are not studied sufficiently. In particular, the content, the means and methods of forming part of the quality of the students in the educational process of the university are not defined.

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Introduction

Today special significance is attributed to the formation of this part of the overall educational culture as a culture of professional pedagogical communication of future teachers, providing professional development of integrative thinking, expanding common cultural horizons, formation of professional communication skills of the future specialist.

Building a culture of professional and pedagogical communication is the need of practical teaching in higher education. Ability to communicate in a professional sphere can and should be developed in the students of the university – who are future teachers as effective ways to correct ownership and cultural organizations of communicating largely determines the success of professional work, provides rapid adaptation and high level of professionalism of the young specialist. It is evident by the fact that effective cooperation with other subjects of the pedagogical process (pupils, parents, colleagues, school administrators, etc.) in various fields of pedagogical activity, the successful implementation of the vital needs of the future teacher must possess a high level of professional and pedagogical communication culture.

To the issues of development of communication skills and intercultural competence and culture of interethnic communication is given much attention in the writings of K.T. Zhazykbaeva, S.E. Kozybayev, U.I. Kopzhasarova, K.E. Ibrayeva etc.

Research on different types of culture of teacher personality of D.M. Dzhusubaliyeva, Z.A. Isayeva, Sh.T. Taubayeva and etc. suggest that the specificity of the concrete manifestations of the

culture of the teacher is given considerable interest to the modern Kazakh scientists. However, the problem of formation of investigating element of professional culture is not fully implemented.

The aim of the research: theoretical justification of holistic system of forming culture of professional pedagogical communication of future teachers using innovative teaching technologies.

Methods

Problem solving by a complex of methods, among which the leading position took the followings: the methods of theoretical analysis (comparative benchmarking, system modeling) diagnostic (test, questionnaire, interview, survey, self-assessment, peer assessment) and empirical (the study of practical experience, observation) and experimental methods of mathematical statistics.

The theoretical analysis is based on the study of the fundamental works of philosophers, psychologists, educators, scientists and trainers on the issue of building a culture of professional pedagogical communication between future teachers; Empirical analysis is based on the study of mass and innovative teaching experience of teachers, as well as personal teaching and research experience of the author.

The program of experiment was developed, the verification of system developed by creating a culture of professional and pedagogical communication of future teachers through the use of innovative teaching technologies.

The practical significance of the study is that the theoretical conclusions and methodical recommendations contribute to effectively address the problem of forming a culture of professional

teacher communication with students. The integrated system of forming professional pedagogical communication culture of the future teachers was developed and implemented in the educational process of the university, which can be used in the work of teachers of universities, colleges and specialized secondary educational institutions.

The theoretical part

Core quality in the form of the modern teacher is the culture of professional pedagogical communication, because the style of the relationship depends on the teacher and students solution of educational problems. Today anyone can rarely meet a teacher who does not perform his/her duties professionally, does not carry the multifaceted qualities of a creative personality, as only a creative person is able to convey to his students the richness of human culture. Thus, the high title of "teacher" indivisible from the concept of "culture."

The most important criterion of severity of human culture is his communication with colleagues, friends, relatives, acquaintances and strangers. [1] The roots of this relationship go far into the past: Kazakhs national etiquette was and is to this day the vault unwritten rules of behavior, which indicates compliance culture, breeding rights. Speech-based forms of communication in the folk culture of Kazakhs make up formulas in certain speech situations: greetings and dating formula, farewell, treatment, invitations, requests, advice, gratitude, consent or refusal, sympathy, resentment, etc. In language, in speech communication, resistant formulas of pedagogical interaction rebelled rich experience of traditional pedagogy, unique customs, lifestyles, living conditions of each nation.

With all the variety of approaches to understanding the nature of professional pedagogical communication and its role in educational activities beyond doubt that the teaching activity has communicative nature and is based on the laws of communication. The goals of training and education is carried out in the process of communication and through communication as a specific type of activity [2].

Modern training and education is not possible without an intelligent, well-educated teachers, who owns professional skills, able to convey the richness of

Culture and the mechanism of its functioning can be viewed through the prism of a number of categorical: general, special, separate, single, each element has its own subject and the corresponding level of analysis [3]. Our approach is to look at the culture at four levels of analysis. On the first level of analysis it is seen as a dialectical unity

of material and spiritual component; on the second - as a manifestation of the professional culture of certain social groups who are carriers of a particular profession, the third - as disclosure of particular human activities, e.g. as pedagogical culture, the fourth - both professional and pedagogical culture, analyzing the work of people professionally engaged in specific teaching activities.

The level of professional and pedagogical culture depends on the teacher, the characteristics of his personality. [4] Personal level of professional and pedagogical culture implies conformity to human activity and the spiritual, and practical - normal human in man, synonymous with what in our case are the concepts of humanity, spirituality and humanity. [5] Their main methodological tool supports dialogue, during which the teacher using leading questions brings the student to the correct conclusion and thus, as it helps to be born right knowledge. This again emphasizes the importance of communication in place a system of pedagogical culture. Many researchers consider the communication and behavior of the teacher as components of its professional and pedagogical culture, because they express the personality of the teacher as a whole. Position of interest to researchers is presented, which proves that higher education should teach culture, activity, including the ability to communicate with the culture and in the culture, the ability to reproduce the culture and the ability to replicate in culture.

The base of teacher communication culture is general and pedagogical culture of teacher.

In Figure 1 it is shown a schematic representation defining culture teacher communication. Designations min, media and max indicate the extent, depth, making pedagogical values, orientation for free interpersonal communication, expression and personality- forming properties of the original partners.



Figure 1. The professional-pedagogical communication culture

Under the structure of professional-pedagogical communication should be understood set of basic elements that make up this process [6]. In this structural feature professional-pedagogical communication can be given with regard to both its basic elements, so in turn, and on the internal structure of each.

Based on the results of the theoretical study, we consider it appropriate the selection in the cultural system of professional pedagogical communication of three structural components: communicative, interactive and perceptive, each of which has its own structure. Functional aspect of the system analysis involves determining the mechanisms of its internal functioning, interaction of its elements and external functioning and its interaction with the environment.

Based on the foregoing, as well as research on the theory of culture, we highlight the following features of culture of pedagogical communication: cognitive, affective and regulatory.

In aggregate, these functions reflect the multipurpose nature of professional pedagogical communication.

In solving the problem of research, we relied on the following theoretical propositions: the educational process - a process of training and education, which proactively beginning connected with the person of the teacher, pedagogical communication partners is the personality of the teacher, on the one hand, and the individual student or group of students (total subject)-with other. Professional and pedagogical communication - is mostly interpersonal communication in which the teacher acts as a carrier or social role, or as a person.

These provisions are the basis for the allocation of the following forms of professional-pedagogical communication culture. They are interpersonal - group, role - private, direct - indirect. In addition to these forms, there is a need for types of professional and pedagogical culture of communication that reflect the specifics of its structural and functional components. This communicative culture, including the culture of speech and culture of non-verbal communication, culture and culture interaction of perception and understanding of another person, the culture of interethnic communication.

Based on the foregoing, we consider the culture of professional pedagogical communication system as a future teacher in the unity of the interaction of its structural and functional components (see Figure 2).

In the present professional and pedagogical communication culture system, as in any other system, there are still highlighted its historical plane, which has two aspects - the genetic and prognostic.

The first aspect determines the need to consider the process of formation of the system, and the second - the prospects for its future development. Accordingly, we consider the peculiarities of culture of professional and pedagogical communication of the future teacher in the course of his training in high school and identify possible ways of further development in the vocational and educational activities.

Communication culture		Professional pedagogical communication culture of future teacher				Culture of interaction
		Culture of acquisition and understanding	Culture of nonverbal communication	Culture of speech	Culture of international communication	
STRUCTURAL COMPONENTS						
communicative		interactive		perceptive		
FUNCTIONAL COMPONENTS						
cognitive		affective		regulative		
FORMS						
Interpersonal-group		Role-personal		Direct-mediate		
LEVELS						
normative		creative		spiritual		

Figure 2. The system of forming a culture of professional and pedagogical communication of future teacher

The process of creating a culture of professional and pedagogical communication of future teacher passes, thus, a number of interrelated and successive phases: knowledge - assessment - experience - understanding - action - behavior.

The analysis of professional-pedagogical communication culture of the future teacher with a systems perspective allows us to consider it as a system, which is a component of meaning- structure teaching. In relation to it we have the following system features: multidimensionality, multilevel, multiple relationships in which it exists, and dynamism.

The problem of forming a culture of professional pedagogical dialogue of the future teachers in the university training is the subject of scientific research of many researchers [7,8]. However, as the school practice shows, this element of the professional culture of the future teacher requires more advanced training.

The above indicates a contradiction between the social needs of the society, the growing need for teachers who hold a high level of professional and pedagogical culture of communication, and theoretical undeveloped problems, weak methodology supports the learning process of

students of teacher training Universities. Obvious to us is the fact that the main direction of scientific research conducted by us must be directed to new teaching technologies, a promising multi-faceted nature and range of applications which means that a significant amount of modern scientific and educational research.

As pointed out by many scientists (G.K. Selevko, V.A. Slavenin, A.K. Kolenchenko etc.), technological approach opens up new possibilities for the conceptual and design development of different areas and aspects of the educational, pedagogical, social reality.

Experiment. Analysis of research in the field of educational innovation has allowed us to identify a set of innovative educational technologies to ensure the effectiveness of building a culture of professional and pedagogical communication of future teachers, and consequently a high level of readiness of students to the profession as a whole. Among them we include the following: technology "Developing critical thinking through reading and writing"; technology "debate"; technology "Portfolio"; technology "case study"; technology of problem-based learning, gaming technology; ethnopedagogical technology.

Complex application identified by learning technologies can significantly enhance the ability of the educational process in high school and how to optimize the achievement of educational objectives (and the formation of special pedagogical KSA, focus on teaching profession, the development of professional skills and significant qualities of future professionals) and communicative orientation tasks [9,10].

Psycho-training communication program included exercises on pre-communicative orientation in a partner on the development of skills to establish contact and communication exercise. Much attention is paid to the development of confident behavior, communicative tone, positive installation at interlocutor, from the standpoint of communication styles of Parent, Adult and Child. There were picked up special exercises to develop skills both verbal and nonverbal communication. The program of psycho training includes analysis of situations and pedagogical dialogue with their subsequent playback (case), and communication with friends and teachers.

Experiment

Used in experimental work innovative learning technologies were selected based on our focus on the phenomenon under study, with a focus on the individual student, the future specialist, his interests, aptitudes and abilities. As part of group communication operation built in the form of subject-subject relations, sayings of the students acquired the

natural character: in the course of conversation, dialogue, discussion of any matter that everyone can express their views, agree or disagree with the opinion of a friend, do the findings, conclusions, perfected the formula of speech etiquette, non-verbal communication patterns.

Inclusion in appropriate within the meaning of thematic cycles of professional orientation plots through role/business games, case study provides students with the opportunity to reflect on the knowledge and translate them into professional-oriented plane.

The use of information technology in professional and pedagogical training of the future teacher the object "evaluation" as an interlocutor becomes literate writing, presence or absence of spelling and other errors, style statements, the use of written speech etiquette formulas for judging the level of general culture. Therefore, great attention was paid to the development of written communication skills (logical, right, accessible and clearly in writing to articulate and express their thoughts, knowledge of standard samples design business communications and documents, rules of writing emails, request information, etc.).

Conclusion

Developed on the basis of theoretical positions and received during the development of educational data, we made the following conclusions and recommendations:

1. Insufficient development of the studied problem and its social and educational significance necessitated undertake a special study for purposes of scientific study and practical development of the formation of a culture of professional and pedagogical communication of future teachers using innovative learning technologies.

2. In accordance with this task, it was clarified the concept of "culture of professional pedagogical communication," which is defined as a measure of teacher adoption of pedagogical values and focus on free interpersonal interaction, which can be realized in a subject-subject relations, formed and appeared personally peculiar properties of partners.

3. The structural-functional model of culture of professional and pedagogical communication of the future teachers is theoretically proved and developed, and levels of formed part of the quality of the students are defined.

4. Educational and communicative possibilities of innovative technologies to create a culture of professional pedagogical communication of the future teachers are theoretically grounded, the implementation of which in the course of university training provides:

- Establishment of organizational, design, communicative skills;
- Enrichment of the educational process through the introduction of active, analytical, communicative ways of learning;
- Linking theory and fundamental approach to the practice of science and applied research;
- Developing the ability to decide in specific teaching situations.

Corresponding Author:

Dr. Zholdasbekova Bibisara Abdimanatovna
 M. Auezov South Kazakhstan State University
 Bakytty Str., 58, Shymkent city, 160015, Kazygurt
 mcd, Kazakhstan

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