

## The characteristics of the model for development of communicative deontological culture of school principals in the system of their refresher training

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**Abstract.** In the article there are characteristic of model of development of communicative ethics (deontological) culture of schools heads (a school director and his deputies, chairmen of methodical association of teachers) in the system of refresher training and professional retraining. The article discusses methodological approaches, principles, stages of implementation of this model, and provides a brief description of realization results of the designed model in real conditions of operation (activity) of Kuban State University (Russia, Krasnodar) and Russian State Social University (Russia, Moscow).

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### Introduction

For a present-day school director the ability of qualification extending and professional development of culture and competence (including communicative and deontological) are considered to be necessary (Vulfov, 2004 [1], Grebennikova & Nikitina, 2014 [2], Snook, 2003 [3], Gibson & Dembo, 1984 [4]) Therefore the courses of professional development for school principals, focused on implementation of requirements of pedagogical deontology and management in educational area, are widely spread in modern Russia.

For the successful implementation of the above courses it is important to design and scientifically to prove the model of process of development communicative ethics (deontological) culture of schools heads (school director and his deputies, chairmen of methodical association of teachers) in the system of refresher training and professional retraining. It is necessary for this model to correspond modern requirements of didactics, educational psychology, andragogiks, theory and methods of professional education.

### Methods and methodology

The article gives real data which were gathered by the authors in the process of realization (from 2006 to 2014) at Kuban State University (Russia, Krasnodar) and Russian State Social University (Russia, Moscow) of model of development of communicative ethic (deontological) culture of schools heads in the system of their professional development and professional retraining

At various stages of years of experiment the study covered over 2850 students of refresher training for education managers (in particular, courses of professional retraining "Management in education", 513 h). All students on a voluntary basis were involved in the experimental work. For experimental detection of the managers of education level of formation of communicative professional ethics culture the following methods were used: interviewing, poll, observation, method of expert judgement; mathematical methods for data handling.

Methodological platform of the research is based on: philosophic-methodological assertion about general linkage and mutual conditionality of phenomenon and process; dialectical statements about accord of general, peculiar and identical in the developing object; culture-logical, sociological, psychology-pedagogical conceptions disclosing multi-aspect nature of continuous professional educating of teachers as the subject of interdisciplinary research.

### Main bod Design model of development process of communicative ethics (deontological) culture of schools heads in the system of professional development and professional retraining

The process of development of deontological communicative culture of an education manager in the system of professional refresher training is directed at adoption and perception by a practical specialist ethic-official, imperative-code norms, values, ideals of pedagogical profession. The process of development the above named culture at refresher training courses is based on acquirement by

a specialist various skills of personal and business communication and inter-ethical, inter-cultural cooperation; on perception by a specialist his/her own high mission as a carrier of native culture, speech culture, as a representative of pedagogical intelligentsia, and also on adoption the values of tolerance as the basic component of pedagogical communication and communicative culture of a manager.

For revelation capabilities of state university faculty of professional development and retraining in the sphere of realization the model of communicative deontological development process for heads of educational institutions in the system of their further professional training, there were observed curriculums of preparation and retraining courses from 72 hours to more than 500 hours, there were interviewed practical specialists and lecturers from institutes of professional development for education staff.

The model for development of school principals' (education managers') communicative deontological culture in the system of their professional refresher training involves interconnection of modules:

1) *problem-content* module, which includes professionally-applied and practice-oriented content of course training subjects, providing development of communicative deontological culture of a specialist, gratification of his/her professional educational requirements;

2) *managerial-technological* module, which includes academic-methodical, logistical support of course training, combination of various educational technologies;

3) *praxiological* module, which includes accumulation by course students the experience of manifestation of acquired communicative and deontological competence in different types of practice and probation;

4) *result-integrative* module, which includes monitoring (with cooperation of external experts) the quality of assimilation by students professional-educational programmes of course training.

It should be noted that the process of realization in the system of professional retraining for a model of school principals' communicative culture development calls for integration of deontological approach with a number of following methodological approaches:

1) *personal and panhuman* approach, which stipulates for taking advantage of life and professional experience of adult students, direction at cooperation in dialogue communication; priority of self-educational activity and self-evaluation of results

of course training (Galkina & Nikitina, 2012 [5]; Cummings, Harlow & Maddux, 2007 [6]);

2) *context* approach, which provides taking into account during a period of course training of an education manager professionally-environmental, socio-cultural, regional contexts of his/her labor activity; reflecting the specifics of specialist professional communication in the content-methodological supporting of program subjects (Nikitina & Tolstikova, 2012 [7]);

3) *competence* approach, in accordance with which professional personal development of education managers in the sphere of business communication is provided by development of deontological communicative competence system (Zeer, 2005 [8]; Miller T.W. & Miller J.M., 2001 [9]);

4) *socio-culturological* approach, which anticipates that in the course of professional retraining socio-cultural experience of education managers is to be used; this experience should be taken into account while creating psychologically comfortable atmosphere of cooperation in different types of communication in the following systems: "courses instructor – a student of courses", "an adult teacher – a learning group (colleagues from a learning group)", during the training course psychological age-related and ethno-cultural peculiarities of adult students should be considered. Apart from that realization of socio-culturological approach involves taking into account primary tendencies of modern multi-cultural education in multi-national society within the content and methodology of training courses, as well as taking into consideration ethno-pedagogical peculiarities of a particular educational environment (Bim-Bad, 1994 [10]; Abilkhairova et al., 2014 [11]; Carr, 2006 [12]; Freakley, 2007 [13]).

Basic principles of realization communicative and deontological culture development model for school heads in the system of their professional retraining are the following: 1) *principle of individualization of teaching*, i.e. creating favourable conditions for detection and development of personal and communicative potential of an adult student (Angell, Heffernan & Megicks 2008 [14]); 2) *situational principle*, i.e. assorting situations from professional activity of an educational institution principal, which require demonstration of various deontological and communicative competences, and organization of the educational process, based on the analysis of the above named situations; 3) *principle of dialogue*, cooperation, partnership in andragogical interaction (priority of inter-active techniques of teaching) (Nikitina & Grebennikova, 2012 [15]; Lyman, 1981 [16]); 4) *principle of uniformity and*

*succession* of regulatory, psychological and pedagogical, deontological, communicative, social, special-administrative grounding of an education manager; 5) *principle of subject*, i.e. contributing to development of an adult student's ability to be aware of own personality in relationships with both people and the world, evaluation of own actions and precognition of their consequences, holding personal moral and civic grounds, resisting to negative exterior influence; 6) *principle of development of professional mobility* and competitive ability of educational managers.

Stages of realization of the model are: 1) *diagnostic tentative stage* (includes: diagnostics of relevant level of communicative deontological culture development, of specific character of refresher courses students' contingent, detection of their actual and potential abilities, professional and educational needs), 2) *organizational-procedural phase* (contains elaboration and realization of scientific-methodical coverage of all forms, directions, kinds of course training, activation of innovational activity of refresher course faculty); 3) *professional-training phase* (consists in adult trainees' application of newly-acquired communicative and deontological knowledge in various kinds of practicum, training, probation); 4) *expert-monitoring phase* (includes expert evaluation of effectiveness of realization of refresher course programme for school heads).

The model of the development of communicative deontological culture of school principals (education managers) is implemented with consideration of the following psychological-andragogical attitudes:

character of professional educating in the system of retraining courses is individually peculiar for every adult person;

a person has a certain attitude toward surrounding reality (including the essence of professional activity) through the prism of own perception and understanding;

an individual studies most efficiently in a climate of support, facilitation of professional and personal development, but not in a climate of formal leading by teachers-instructors;

the process of professional refresher development is based on inner motivation of an adult student, and also on a need of a person to participate in a fledged dialogue with other subjects of professional educating process (teachers, course-mates, specialists of probation bases and others);

for every adult student his/her own inner world of perception surrounding reality (as well as professional reality) is significant; this inner world

can never be completely perceived by anyone ab extra;

in the process of studying an adult student is generally aimed at professional and personal self-knowledge, possesses inner needs and abilities to self-development;

professional and personal development of a retraining course student occurs on the basis of interaction with all factors of professionally-educational environment, with other people; development of a specialist's personality occurs holistically, in unanimity of intellect, senses and feelings, moral and physical;

an exterior (impartial, reasonable and benevolent) estimation of professionally-personal self-modification of a refresher course training student is extremely important for a person.

*About problem substantial model module realization*

It should be emphasized that analysis of curriculums and programs of professional refresher courses for heads of educational institutions in a number of institutes of higher education in Moscow and Moscow region gives possibility to state, that in modern situation of reformation of the system of professional retraining of pedagogical staff, traditional educational models of course training for education managers were significantly exposed renovation. Thus, for instance, in the content-methodological basis of professional retraining courses on the program "Manager of education" (more than 500 hours) the following discipline (subject) modules are presented:

discipline module of management in educational environment (provides studying theory-methodological and technological essential principles of administration as peculiar and specific kind of professional activity),

module of disciplines for professional-communicative training (includes: studying different aspects of communicative basis in managers of education activity, peculiarities of various kinds, types, forms of personal-business communications),

module of psychological-pedagogical disciplines (suggests studying of theoretical-methodological and technological aspects of psychological-pedagogical basis for administrative activity),

module of specialized science-research disciplines (includes: studying of various of analytics and expert, research, marketing and prognostic basic aspects of administrative activity in the sphere of education).

Using the method of unfinished sentences by S.L. Bratchenko six semantic units of personality for communication were identified: *dialogic attitude* (focus on mutual understanding and interaction),

*authoritarian attitude* (egocentrism in communication, availability of authoritarian plants); *manipulative attitude* (the desire to understand the communication partner in order to use him for personal purposes, to change his behavior in the right direction, the unwillingness to be open); *intercentile attitude* (focus on voluntary renunciation of equality in favor of a partner, trying to understand another in the absence of desire to be understood by this other); *conformistic attitude* (orientation to a more powerful partner); *indifferent attitude* (no pronounced orientation of a personality in the field of communication, indifference to the problems of another and to communication, the attitude on a purely business relationship with your partner) (Table 1).

**Table 1. Diagnostic results of refresher course “Education manager” graduates of individual orientation to communicate (by the method of S.L. Bratchenko) (in %)**

Kind of orientation	2010 graduates (n=283)	2013 graduates (n=285)	Teachers of refresher courses (n=282)
Dialogic	32.5	46.5	37.8
Authoritarian	26.4	20.6	24.1
Manipulative	18.2	15.3	13.2
Intercentile	10.5	7.1	11.1
Conformistic	6.3	7.2	8.3
Indifferent	6.1	3.3	5.5

Deferred control over professional activities of refresher course students was conducted using a combination of methods: questionnaires, interviews, conversations with colleagues, administration, analysis independent rating in the process of certification of educational institutions administrative and pedagogical staff, complex diagnostic techniques. Analysis data of deferred control results showed that for education managers it is typical to show a sufficiently high level of the communicative culture. In general, the results of deferred control confirmed a trend in professionally important qualities and professional competence of a specialist development, which were developed during the training in the system of professional development.

### Conclusion

The model of development process in system of professional development of communicative deontological culture of an education manager includes the relationship modules: substantive problem; organizational and technological; praxeological; effective-integrative.

Didactico-technological support to implement the model of communicative deontological culture development of education managers in the system of professional development is based on combination of the following

technologies: technologies of vitagen education; interactive technologies, design technologies, adaptive learning technologies; training technologies, technologies of pedagogical workshops.

Administrative-legislative basis of development of communicative deontological culture of school heads presents in organic unity the following: valid and multi-aspect diagnostics of individual (personal and professional) peculiarities of attendees of refresher training courses, based on ethical norms of psychological pedagogical diagnostic work: development of reflexive culture of a training course attendees; stimulating the process of manifestation various communicative and deontological competences by attendees of course training during practical works and probation periods, conducted by teachers for their course students, activation the process of self-development of communicative and deontological culture of an education manager in their self-dependent self-educational activity.

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