

THE COMMUNICATIVE MODULE IN THE STRUCTURE OF THE CULTURE OF THE INTERPERSONAL COOPERATION BETWEEN STUDENTS OF THE PEDAGOGICAL COLLEGE

The article has been devoted to the diagnostics problem of the formation the communicative component in the structure of the culture of interpersonal cooperation of the students of pedagogical college. The matter has been determined and the notion "the culture of the interpersonal cooperation" has been clarified. The main structural components: axiological, communicative, cognitive and personal have been defined. The special attention has been devoted to the communicative component which is based on the communicative abilities, skills, habits and the organization of the practical work, which promotes the effective model of the cooperation and communication in the society. The conversational, social, and the perceptive parts have been distinguished as a part of communicative component. The main factors which affected on them have been defined. It is stated that the diagnostics supposes the observation of the results, the study of the methods and the reception of the reasons which contribute of interrupt the achievement of the objective. The used methods for the diagnosis for of all the components have been justified. With the purpose of the determination of the formation level of the speech part the dominant style of the students' communication has been tested in the process of the cooperation, the efficiency of the pedagogical communication has been established, the method of the expert assessment of the nonverbal communication has been applied. For the determination the social part the students' imagination due to the pedagogical cooperation and the pedagogical conflict has been defined, the method of the copying strategy and the ways of the emotional reaction in the pedagogical situations in the process of the cooperation were used. Towards the research of the formation the perceptive part the level of the students' emotional intellect was estimated. According to the obtained results we have made the conclusion of the necessity the perfection the program content of the professional students' arrangement of the pedagogical college into the side of the formation the communicative component of the interpersonal cooperation.

Key words: culture of interpersonal cooperation; communicative component; language part, social part, perception part.

Introduction. The modern tendencies of the informative and communicative transformation of the society generally touch upon the educative sphere, which changes the system of the professional acquirements of the specialists to the side of improvement the cultural and communicative part. Especially this concerns the future educators, who work in the sphere of the communication and realize the activity through the communicative cooperation [4, p. 3948]. The school is designed to help the younger generation in the formation of skills and qualities, which are necessary for the successful socialization. Naturally the modern requirements to the professionalism of the teachers imply the possessing of skills and competencies that relate to the field of teacher communication with the students. So the particular importance appears in the culture of the interpersonal cooperation, which orientate the specialists in different spheres of the social and professional life, also it promotes the formation of the tolerance cooperation skills, the basement of the interpersonal and business contacts.

The study of the works due to the research of the culture of the interpersonal cooperation in the sphere of pedagogical aspect has offered to fix the great amount of the variety of the phenomenon ,

such as: the prospective demand of the modern education (O. Bondarevskaya, T. Bilousova, V. Slaktionin and others); the important part of the pedagogical structure (N. Volkova, I. Zaretskaya, S. Kozhushko, M. Limonova, G. Maksimova and others); the component of the professional and general teacher's culture (G. Zvezdunova, G. Maksimova, M. Rud, O. Yastrub and others); parts of pedagogical and professional culture, the community of the knowledge in the sphere of pedagogical communication (N. Muronchuk, S. Romashina); the person's social criteria (A. Mudryk); the integral quality of the specialist (O. Gavrylyuk, M. Limonova, O. Popova, V. Sokolova, V. Ternopilskaya and others); the important element of the professionalism (O. Frolushkina and others).

The integration of the scientists' studies has allowed us to imagine own sight of the culture of the interpersonal cooperation as the personal developed creation which has been the component of the general personal culture that is based on the interior complex of the specific knowledge, skills, abilities and historical experience which have been the mental, social and emotional matter of a personality and also have dealt with his self-realization in cooperation [3]. It has

been believed that such an interpretation has estimated the multitask, difficult structural organization of the researched phenomenon and it offers to definite the axiological, cognitive, communicative and personal components. The axiological component has gone straight to the formation of the motives, the interior of the social meaningful values, needs, interests, personal idols. Cognitive component consists of the amount of the person's knowledge of the forms, rules, ways, methods and the variety of the organization of the interpersonal cooperation moreover it manages the keeping and sharing with the social experience. The basement of the communicative component has been stated on the communicative abilities, skills, habits and the organization of the practice which improve the effective model of the cooperation and coexistence in the society. The personal component shows the qualities and person's psychological features that have been turned to the regulation of the own actions and decisions which were made in the process of the interpersonal cooperation.

In accordance with that, the "communication" in our research means the ways of the connection, means of relation and also the processes of the communication and the transfer of the information, we have distinguished such parts as: communicative that deals with the change of information; the social that characterized the organization of the cooperation and also the perceptive that shows the influence and the common ground.

It stands to mention that speaking activity has special peculiarities due to the pedagogical activity and it depends on:

- 1) the level of the knowledge and the understanding the matter, peculiarities and the meaning of the language for the optimized pedagogical communication;
- 2) the peculiarities of the communicative activity and the teacher's behavior;
- 3) the teacher's speaking technique [1, p. 64].

The social part of the communicative component provides the organization the common cooperation structure by its subjects. In our opinion it depends on:

- 1) the level of the knowledge and the understanding of the matter and the meaning of the pedagogical cooperation;
- 2) the technology of the creation the pedagogical cooperation due to the scheme subject – individuality;
- 3) the formation of the cooperation subject-individuality of the pedagogical cooperation;
- 4) the concept of the formation the personally orientated pedagogical cooperation on the basement of the modern educative invariants;
- 5) the understanding of the pedagogical conflict as the phenomenon of the pedagogical cooperation, the dynamics and the reasons of its appearance, the forms of the appearance, the kinds and the structure, the constructive and destructive functions;

6) the peculiarities of the conflict-generating demonstration by the members of the cooperation;

7) the technology of the prevention and the realization the pedagogical conflict; the necessity of the humanization the educative sphere as the condition of the prevention the pedagogical conflict.

Due to the perceptive part, it has comprehended the personal and the emotional and conative personal features, it characterizes the consciousness and the skills, which are in the close correlation with the adaptation for the real life and the processes of the cope with the stress.

In accordance with the perceptive part it has ensured the common reception and the understanding between the subjects. The perception is the process of the formation the image of other person in the consciousness of interlocutor. That provides the main mechanisms of the perception the other person: identification and reflection [5]. So the perceptive part depends on the knowledge level and the realization of the matter:

- 1) the mechanisms of the improving the cooperation in the sphere of pedagogical cooperation, the conditions of its formation;
- 2) the psychological and pedagogical orientation between the subjects of the cooperation;
- 3) the means of the influence on the formation the common ground between the subjects of the cooperation;
- 4) the dependence of the understanding from the existence and the power of influence of the complications and the barrier in the pedagogical cooperation;
- 5) the different limitation and the installation of the confidence, natural pedagogical communication their influence on the definitive and efficiency.

Thus has governed the choice of the methods for the determination of the figured level of the certain parts with the students of pedagogical college and the communicative component at large.

Method. We note that diagnosis involves reviewing the results, studying how to obtain them, and the reasons that contribute to or hinder achieving the goal. Most researchers identify diagnosis as a special type of knowledge aimed at disclosing the nature of phenomena that characterizes the internal state of the object through its multilateral examination with the use of special means and methods, and in the beginning the definition of diagnostic features of this object happens, their comparison and identification, and then establishment of a final diagnosis about belonging of this object to a definite, already known scientific class, species, series for the purpose of using the received knowledge for forecasting. The purpose of diagnostics within our research is the identification of the initial level of the formation of components of the communicative component. In accordance with the goal, we selected the following methods:

1) the prevailing style of communication of students in the process of interaction was tested, the efficiency of pedagogical communication was determined (modified version of the questionnaire according to O. Leontiev), the method of expert evaluation of non-verbal communication was used (A. Kuznetsova);

2) to identify the social component students were offered a series of questionnaires aimed at revealing their perceptions of pedagogical interaction and pedagogical conflict (N. Dus), the method of choosing a coping strategy and methods of emotional response in pedagogical situations in the process of interaction (WCQ) by R. Lazarus, S. Folkman (the adaptation of T. Kryukova, O. Kuftak, M. Zamyshlyeva);

3) to study the level of formation of the perceptual component, the students responded to a test question, which determined the level of their emotional intelligence by the method "EmIn" by D. Lucin.

The study covered 226 students – future teachers of elementary schools, among them: students of the Dnipro pedagogical college named after Oles Honchar, the Humanitarian College "Beth Khan" (Dnipro), Zaporizhzhya Pedagogical College.

Results. The results of the conducted diagnostics according to the language criteria showed that 175 students (77,4%) are characterized by low efficiency of pedagogical communicative activity, in which there is a one-sided orientation of their educational influence and the invisible barriers of communication present in them prevent the establishment of contacts. Their audience of communication is passive; the initiative is suppressed by the teacher's dominant position. Students' authoritarian style and non-contact model of communication predominate. 25 students (11,0%) are generally characterized by the lack of any interaction with pupils. Their communication develops by models of narrative or hyporeflexive style, it is depersonalized, in its psychological content is anonymous and practically does not differ from mass public lectures or speeches on the radio. Pedagogical functions are limited by the information side.

To obtain data of the methodology of peer review of non-verbal communication (A. Kuznetsov), 8 experts-teachers of pedagogical colleges were involved. They determined the range of visually reproducible and communicatively significant body movements reflecting the nonverbal repertoire of the subjects. The results showed that more than half of students (150 people – 66,4%) have an average level of non-verbal communication development. Only 10 students (4,4%) showed a high level, characterized by sensitivity to non-verbal behavior of other people, the ability to adequately self-identify and manage their own non-verbal repertoire. A significant percentage of students with a low level of development of non-verbal communication was established (29,2%).

As for the diagnosis of future teacher communication styles, we have received the following data: 149 students (65,9%) have a liberal style of communication with schoolchildren, 50 (22,1%) are authoritarian and 27 (12,0%) are democratic. In addition, we were interested in the level of awareness of future teachers of the problem of styles of pedagogical communication. Thus, 40 (17,7%) students at the low level characterized the main styles of pedagogical communication (democratic, authoritarian, liberal). As it turned out, 174 (77,0%) respondents are not guided by the content of these concepts. The respondents failed to depict these communication styles in graphic or in any other form, to describe the teachers in the determined forms of the teacher's attitude towards the students in communication and to determine the styles of pedagogical communication in which they are expressed.

The next stage, we have diagnosed the social component of the communicative indicator. According to the results of the questionnaire it became clear that the concept of interaction of the majority of students (155 (68,6%)) are defined as a "sense of mutual responsibility"; "Interconnectivity and cooperation". Positive in their characteristics, the model of cooperation in interaction they project only for cooperation in the learning process. At the same time, they quite correctly (though narrowly) explain other models of teacher-student relations: the relationship of dictat; neutrality relations; the relations of guardianship – and do not understand the essence of relations of confrontation. As it turned out, students are not able to simulate the conditions for achieving mutual understanding between teacher and students and the emergence of teacher credibility among students. According to the respondents in the process of pedagogical communication, the teacher should not offend students, instead they need to respect their dignity, to show patience and persistence, to love them as their children, not to humiliate them or beat them. As we can see, the position that students adhere to is quite acceptable, although, as a rule, is based on their own student experience. As a result of further work with the questionnaire it turned out that students do not understand the essence and significance of the subject-subject character of personally oriented pedagogical communication. The positions of "understanding the child", "recognition of the child", "adoption of the child", "cooperation" were explained by the students in part.

We were interested in whether students understood the essence, causes of the occurrence and consequences of pedagogical conflicts and their role in pedagogical communication. As a result of the questionnaire, we found that students also quite narrowly understand the concept of pedagogical conflict and give it mostly negative features, not men-

tioning their constructive function. The main reasons for the emergence of conflicts respondents called incontinence teacher, his bad temper, cruelty, disrespect for the student, poor response of the student. Students were not able to explain the styles of solving the pedagogical conflict (style of suppression, actions, cooperation, "step towards", competition, evasion, adaptation, compromise, cooperation), to reveal ways to prevent it.

The results of determining the ways of emotional response in pedagogical situations in the process of interaction between students of pedagogical colleges showed that the coping strategies for avoidance (65 (28,8%)) and distancing (60 people (26,5%)) are the most developed. Such strategies are aimed at removing emotional stress and lead to temporary comfort, because the situation is not solved and continues to affect the personality. In the conversation with future teachers choosing such coping strategies, it was found that they are trying to avoid thinking about stress situations, do not believe in their own strengths and intellectual resources, deliberately underestimate the troubles. Most of the respondents (80 (79,6%)) stated that such behavior often leads to an internal conflict, a collision of contradictory personal relations. Problem-oriented strategies take the second place: responsibility (32 (14,2%)), planning the solution of the problem (28 (12,4%)), self-control (25 (11,1%)). But in the process of conversation with students who selected the above-mentioned strategies, we found that 25,0% of the strategy of "self-control" hide from the surrounding experiences in connection with the problem situation; 20,0% of those who choose "take responsibility" strategy tend to unjustifiably self-criticize, feel guilty and dissatisfaction with oneself. The least studied are inclined to accept a positive revaluation of the problem (10 (4,4%)), search for social support (6 (2,7%)). It should be noted that in the study group, no student selected the strategy of confrontation with the problem.

The next step was to diagnose various aspects of the emotional intelligence of students in pedagogical colleges. According to the data, among the respondents, the average level of emotional intelligence prevails (117 respondents (51,8%)); 52 students have a high level (23,0%). The analysis on the scale of the questionnaire showed that 65 people (28,8%) have a low level in terms of "understanding of others' emotions". Similar results on the scale of "management of someone else's emotions". The average level of "management of your emotions" was detected in 120 (53,1%) respondents, but the indicators of the low level are also significant – 60 (26,5%). The results of the studies on the "control of the expression" scale showed an average level of 48,8% of students and a low of 23,8%. Concerning the interpersonal aspect of emotional intelligence, the dominant level of its

development in the subjects (50,9%) was revealed here, while the low level was recorded in 24,8% of respondents. According to the scale of "interpersonal emotional intelligence", 41,8% of people with an average level and 34,3% with a low level of development were identified.

The generalization and systematization of data showed the prevalence of the average level of development of all components and the communicative component of the culture of interpersonal interaction in general among the students of the study group (49,4% of respondents). At the same time, the indicators of the low level are also significant – 32,1% of people.

Discussion. Thus, the results of the diagnosis of the speech component once again confirm the idea that personal communication and pedagogical communication are different things. Basically, even with enough level of personal communication, sufficient communicative potential, it is still difficult to communicate effectively with class members in the same way for the student. In this process, the teacher organizes this interaction with the students and the students interaction with cognition subjects, which is an independent process of their cognition of knowledge, of the properties and relations of objects, conditions of their origin and transformation [2]. Therefore, students should be trained for pedagogical communication. A significant percentage of students with a low level of development of non-verbal communication indicates the need to adjust the educational process towards its improvement. The predominance of students in the liberal style of communication is quite predictable, because, as confirmed by our observations in pedagogical practice, future educators seek to gain the affection and authority of their students precisely because of the organization of a friendly psychological climate, the establishment of trusting equal partnerships. But, because of the lack of experience and the scientific and theoretical foundations of such work, they naturally lose control in communication, cease to be its direct organizers, directly communicating in a liberal style.

As for the social component, lack of knowledge of students in the deontology of pedagogical interaction, and the lack of readiness to resolve conflict situations will negatively affect the establishment of interpersonal relationships in future professional activities. In general, we see that students are not ready to take positions "understanding the child", "recognition of the child", "adoption of a child", "cooperation" in their professional activities, since, first of all, they are not oriented in their content and features. It was also worthwhile researching the choice of coping strategies by students of pedagogical colleges. Observance of the strategy of avoidance and distancing are reflected in the going inside a closed circle of the situation with the inability to exit from it: "the impact of the situa-

tion – avoidance – temporary comfort – the impact of the situation”, which significantly worsen the psychological state of the individual and his somatic health. The use of problem-oriented strategies involves problem analysis of difficulties and possible ways of solving them, identifying personal values, believing in their strengths and resources to overcome difficult situations. Such strategies consist in minimizing the effects of negative experiences, high control of behavior. Students who have chosen strategies for a positive reappraisal of the problem and the search for social support, try to reduce the effect of professional stress factors by intensifying their efforts to find emotional, informational and effective support. The lack of students choosing a strategy of confrontation with the problem shows that the respondents are not hostile to it, are not subject to unpredictable changes, they do not have readiness for risk.

Regarding emotional intelligence, students have a low awareness of the perception and understanding of others' emotions and, accordingly, their management. In addition, the findings point to the inability to control the intensity and external manifestation of their own emotions. Specialists of the study group do not understand how to harmoniously “enter” into the system of interpersonal relationships, to adequately interpret the emotions of others, to show tolerance and social adaptability. Diagnosis has shown their uncertainty in their strengths, their own competence, lack of awareness in personal feelings and their ability to differentiate them, as well as determine the causes of their emotions. It affects the ability of future professionals to openly express their thoughts, take a stand, defend their rights, despite the risk conditions and the presence of emotional complexities. Students do not understand, appreciate the feelings of other people enough, they are not always set up for cooperation.

Conclusions. Summing up the material stated, the modern stage of society's development introduces new requirements for the professional training of students of the pedagogical college, which are focused on the formation of productive pedagogical activities, creative orientation of the individual, on the development of spiritual and moral culture, an important component of which is the culture of interpersonal interaction. In the light of a personality-ori-

ented model of education, the teacher acts not only as a mediator in the transfer of values, but also as a translator of a communicative culture. Emphasizing on the field of study of the investigated phenomenon, we determined its structural components. Particular attention was focused on the communicative component, the primary diagnosis of which components showed a lack of degree of their formation. We believe that the development of certain components is possible through a purposeful, specially organized process of integrated communicative training of future specialists. In our opinion, the implementation of this process is possible due to the filling of disciplines with cultural and communicative content, the use of communicative technologies (narrative, discursive, sociosemiological, information and communication), the introduction of a special course “Culture of interpersonal interaction of the future teacher”. Repeated diagnosis after the formative stage of the experiment will give the opportunity to detect the dynamics and evaluate the effectiveness of the proposed changes.

References:

1. Dus' N.A. (2007). The Model of Formation of the Culture of Pedagogical Communication of the Future Primary School. Teaching discourse. Volume 2, pp. 61–68.
2. Shaidullina A.R., Maksimova, O.G., Fadeeva E.Y., Khairullina E.R., Zaripova I.R., Kuzmin N.V. (2015). Development Dynamics Study of Professional and Pedagogical Culture of Communication in Professional Activities of Teachers. Mediterranean Journal of Social Sciences, Volume 6 (2), pp. 216–224.
3. Sinel'nikov I. Yu. (2016). Communicative and interactive culture of the modern school teacher: professional requirements, problems, risks. SHS Web of Conferences, Volume 29 (2016 International Conference “Education Environment for the Information Age” (EEIA-2016)).
4. Sirbua C.C. & Toneab E. (2015). Teachers' management roles in the development of communication skills. Procedia – Social and Behavioral Sciences, Volume 174, pp. 3948–3958.
5. Volkova N.P. (2005) Professional-pedagogical communication: theory, technology, practice. Dnipropetrovsk: DNU Publ., 304 p.

Кожушкіна Т. Л. Комунікативний компонент у структурі культури міжособистісної взаємодії студентів педагогічного коледжу

Статтю присвячено проблемі діагностики сформованості комунікативного компоненту у структурі культури міжособистісної взаємодії студентів педагогічного коледжу. Визначена сутність та уточнено поняття «культура міжособистісної взаємодії». З'ясовані її основні структурні компоненти: аксіологічний, комунікативний, когнітивний та особистісний. Особлива увага приділена комунікативному компоненту, основою якого є комунікативні вміння, навички, звички та організація практичної роботи, що сприяють ефективній моделі взаємодії та співіснування в суспільстві. У складі комунікативного компоненту виділено мовленнєвий, соціальний та перцептивний складники. Визначено основні фактори, що впливають на них. Встановлено, що діагностика передбачає розгляд результатів, вивчення способів їх отримання та причин, що сприяють чи перешкоджають досягненню поставленої мети. Обґрунтовано методики, що використані для діагностики кожного зі складників. Із метою визначення рівня сформованості мовленнєвого складника протестовано переважаючий стиль спілкування студентів у процесі взаємодії, з'ясована ефективність педагогічної комунікації, застосована методика експертної оцінки невербальної комунікації. Для визначення соціального складника з'ясовано уявлення студентів про педагогічну взаємодію та педагогічний конфлікт, застосована методика вибору копінг-стратегії та способів емоційного реагування в педагогічних ситуаціях у процесі взаємодії. Із метою дослідження сформованості перцептивного складника було визначено рівень емоційного інтелекту студентів. На підставі отриманих результатів зроблено висновок про необхідність удосконалення програмного змісту професійної підготовки студентів педагогічного коледжу в бік формування комунікативного компонента культури міжособистісної взаємодії.

Ключові слова: культура міжособистісної взаємодії, комунікативний компонент, мовленнєвий складник, соціальний складник, перцептивний складник.