

ПСИХОЛОГІЯ

UDC 159.9

Józef PODGÓRECKI
University of Opole,
Opole (Poland),
podgorecki@uni.opole.pl

Alla BORYSIUK
Bukovinian State Medical University,
Chernivtsi (Ukraine),
borysiuk.alla@bsmu.edu.ua

SOCIAL COMMUNICATION IN DIFFERENT EDUCATIONAL SYSTEMS. COMMUNICATION SKILLS OF THE MODERN ACADEMIC TEACHER ON THE EXAMPLE OF THE INTERNATIONAL RESEARCH IN POLAND, LITHUANIA, RUSSIAN FEDERATION AND UKRAINE

Ключові слова: соціальна комунікація, викладацька діяльність, комунікативні якості, професійні якості, емоційний інтелект.

Подгорецькі Йозеф, Борисик Алла. Соціальна комунікація в різних освітніх системах. Комунікативні якості сучасного викладача на прикладі міжнародного дослідження в Польщі, Литві, Російській Федерації та Україні

Стаття присвячена розгляду соціальної комунікації у системах освіти. Визначено об'єкт, мету, завдання, методи дослідження, окреслено методологію дослідницького проекту. Зазначено, що рівень розвитку комунікативних якостей викладача впливає на продуктивність взаємодії зі студентами під час навчально-виховного процесу.

Contemporary universities pursuing educational goals, give order and meaning to life, help in the future of humanity and to discover their own potential. In other words, the objectives of education are the first point of reference, which you can try on different elements of the school day. Objectives should act as a coordination and organization of work in schools, because the task determine the direction and general activity, which should be given all kinds of educational activities in schools. The quest for educational purposes shall ensure the implementation of education considered as a basis. Quoted in literature teaching lesson objectives, learning objectives, goals, goals of education and others, have one common element – the subject of education.

Many authors suggests that the condition for achieving the objectives of education is the attitude of the university to support teaching and student development orientation (in the case of educational trends – future teachers), his independent thinking and innovative shaping the attitudes and creative. Educated teacher is one that is different than previously

under the responsibility – in terms of total content of more than narrowly specialized, more open than closed, more creative than the reproductive, and for the role of the professional – contemporary teacher goes to the function of the relay and the executor of knowledge and moves to the role of guide and interpreter.¹

The objectives of teacher education may not differ from the general trends in the education of the public appointed directly by the forecasts of social development – the country's economic and education proposals from highly developed countries – those with whom we come together after Polish accession to the European Union.

So far, investigations can be concluded that the objectives of education schools should appoint its organization (system and its components), training programs (standards of education, specialization, and specialization subjects), and also affect the high correlation between teleology and deontology. In other words, educational goals must be a reference point to which you must try on any aspect of school work.² Deontology designating responsibilities and duties of the teacher, with a corresponding general pedagogy, didactics and pedeutology – put forward a

series of demands on what should be the modern teacher. It is a commonplace to say that what shaped largely situational behavior of future teachers and is not – acquiring knowledge, but the style and behavior of teachers shaping the future of higher education teachers.

What features should have a modern academic teacher, what competencies and skills determine its effectiveness and efficiency in the educational process? Interesting observations on the so-called „good” teacher puts D. Fontana, which raises questions:

1. Does a „good” teacher is one who helps children develop cognitive?

2. Does „good” teacher is one who teaches them knowledge relating to the subject matter?

3. Does „good” teacher is one with which children seem to exams?

Responses can be simple – there is no clear universal system of assessing the qualifications of teachers and there is no single accurate selection of teachers. What then do to the modern school teacher could meet the challenges arising from the educational objectives?

At the meeting of the Committee for Educational Studies (PAN) on 13 November 1997, adopted a draft set of professional competence of teachers. The highlights included:

1. Competence praxiological – they express the effectiveness of the teacher in planning, organizing, monitoring and evaluation educational processes. They manifest themselves when the teacher can:

- develop a general idea of working with a group and individual student and working with parents;

- starting to recognize the state of the student and determine the factor organizing knowledge for new messages;

- operationalize the general objectives of education and training, and program content of education for their achievements;

- use the basic elements of teaching technique;

- determine the cause of school failure and determine the form of liquidation;

- recognize common forms of developmental disorders such as aggression, neuroses, etc., and organize and provide assistance to the student.

2. Communicative competence – demonstrated by the effectiveness of language behavior in educational situations. A teacher who has any, powers:

- is equipped with the knowledge of interpersonal communication (probably better to use the term social communication);

- able to listen (not hear) empathy;

- understand the intentions and the acts of expression;

- communicates with the dialogue and is able to teach this style of communication of their pupils;

- use appropriate techniques and discursive reasoning in education;

- well spoken and knows the importance of nonverbal communication;

- respects the principles of ethics in communication;

- adapts language to communicate to the level of development of the pupil.

3. Competence of interaction – they demonstrate their effectiveness in pro-social behavior and efficiency of integration teacher. Teacher manifested when they:

- understand the relationship between professional attitude and their own distinctive personality and his / her preferred style of interaction and social processes in the group (class);

- able to resolve conflict situations (direct conflict, negotiating, etc.);

- knows and applies – adequately to the needs of – the methods and techniques of shaping social attitudes;

4. Competence creative – there are an innovator in teaching and working outside the box, and Custom. Creative academic teacher knows and is able to:

- preferences justify actions to stimulate the student's developmental processes (development interests, skills, learning) of learning activities;

- behavioral trigger creativity and independence of thinking in educational processes;

- use the research techniques in the diagnosis of pedagogical phenomena and the creation of knowledge of the subject;

- think critically and can stimulate the development of this kind of thinking in students.

5. Computer skills – demonstrated by the efficient use of modern sources of information. A teacher who has it:

- know a foreign language and computer language and is able to use information technology to support their own and students' learning processes;

- create their own educational programs and make them available on the network;

- used in education and upbringing of modern tools to transfer information.

6. Moral competence – is characterized by a academic teacher who:

- has the ability to in-depth reflection on the moral assessment of any act ethically;

- knows its own ethical duty to objects interactions and wants to meet their requirements, in practice, and able to think and act for the benefit of students preference;

- raises questions about the legitimacy of the ethical boundaries of professional activities, the boundaries of moral responsibility for the development of ward boundaries and teaching activities.

Kazimierz Denek drew up a list of key competencies – those that will be relevant to the student's university – also provides guidance for academic teachers, and not for who they are creators of these competencies in their wards. Studying, thinking, exploration, retraining, communication, action and cooperation are the manifestation of the areas of competence.

Final document of doctrine to define the key competencies for a teacher – is a graduate of the Minister of National Education and Sport of 23 September 2003 on standards for teacher education. These findings – whether instruction – enjoin all universities with a focus on prospective teachers to design and implement training programs, which will lead to the acquisition of competence in the following ranges:

1. teaching,

2. educational and social – associated with the ability to identify student needs and ability to work in a variety of human relationships;

3. creative – expressing a capacity for self-education, innovation and uniqueness of actions in conjunction with adaptive capacity, mobility and flexibility;

4. theory of smooth operation – expressing their effectiveness in planning, implementing, organizing, evaluation and control of educational processes;

5. communication – expressing their effectiveness and beyond the verbal behavior in educational situations, and knowledge of at least one foreign language at the advanced level;

6. information – media – which conveys the ability to use information and careful examination of the documents governing the training of future teachers in graduate and undergraduate and postgraduate teaching eligibility leads to the observation that the majority of key competencies is reflected in the contents of the program of general education subjects, the basic codes and training teachers. Communicative competence is the exception, that alone does not have to reflect their significant role in training programs.³

Unfortunately, communication is not subject to public education, or basic, or directional, or teaching. Communication, as science has long been operating in highly developed countries, but in our country's social communication was never even the possibility of a course of study, as well as specialties in that you can not win titles and degrees. Communication skills, as shown by specialists in many fields of science, were and are some of the key to effectively and efficiently carry out the purposes of education in the contemporary world.

All powers not take the teacher out of nowhere. Program content and learning objects is not enough. Acquisition of competences and skills is a complex process, and also conditioned by a number of personal and situational factors. Undoubtedly one of the most important factors determining the training of competent teachers is competent university teacher.

What is the modern academic teacher? What is the level of social skills? What personality traits have a view pedeutology expectations? What is the level of emotional intelligence of teachers? Is today's academic teacher is able to create a community of communication in the classroom?

These problems can not remain unanswered. Diagnosis of the status quo seems to be necessary from the standpoint of effective and efficient execution of educational goals at the university.⁴

Goal of research is to know the level of communication competence of academic teachers and its determinants: personality traits, social skills, emotional intelligence. These sources are considered to be those which condition the efficiency and effectiveness of academic teachers.⁵ Comparative analysis of test results will be achieved in schools in Poland, Lithuania and Russia. The practical result of ongoing research, follow-developed model of academic teacher communication competence, it will create centers of creation and Improving communication skills of academic teachers. One of the objectives is also the construction of model solutions for future teacher training programs – changes in the standards of teacher education. The aim of the project is also necessary to describe systematic and synthesizing issues of competence and the shaping of contemporary academic teacher educating future generations.⁶

The subject of research will be: personality, emotional intelligence and social competence of teachers and communication power – expressed in the form of a certain level of communication activity. In order to compare and verify the empirical data obtained during the diagnostic tests will be carried out surveys of students about their perceived personality traits and communication skills of teachers.

Research problems and variables:

Adopted general assumption that the level of emotional intelligence and social competence correlate with the number of academic teachers of the independent variables: age, education (kind of), years of service, level of job satisfaction and personality traits.

Main problem for the research contained in the question: What is the level of communication competence of academic teachers and what personality factors and subjective – that determine the level of situational?

Interest in the planned research will be analyzing the link between the independent variables, intermediate and dependent variables. Given the high degree of complexity of questions, not assumed in this study there is no cause – effect relationship, but merely interdependent.⁷

Given the objectives of the research assumes: Teachers are teaching medium or high level of communication competence and social skills and emotional intelligence determined by a wide range of personality, as well as demographic and subjective-situational.

Independent variables:

1. gender
2. age
3. seniority in the profession of academic teacher

4. position held

5. degree – the academic title

6. type of education

7. family situation

8. material situation

Intermediate Variables:

1. level of acceptance of their profession
2. level of acceptance of the situation in his own university (chair, plant)

3. level of satisfaction with financial situation

4. feedback on students' personality traits and communication skills of teachers

Dependent variables:

– personality characteristics and personality predispositions to act as teachers (the types of life according to MBTI)

- competence level of communication (communication activity)

– the level of social competence of teachers

– the level of emotional intelligence of teachers

Main assumptions of the studies:

The subject of the work is the communication competence of the university teacher.

The main research interests concentrate on varied – individual – features of the studied subjects and also around a broad spectrum of university teachers' opinions expressed with reference to the role and rank of social communication in preparation and performance of the role of an academic teacher of the major of Pedagogy.⁸

The aim of the research is to recognize, exemplify and measure the correlation between individual features and other factors determining communication competence of the university teacher.

The theoretical-practical goal of the studies was constructing a model of communication competence of the academic, which is exposed in educational interactions, and diagnosing the most significant factors shaping the university teacher's communication skills, as well as making a description that systematizes and synthesizes relations of individual features and other variables with various dimensions of communication-oriented activity of the academic.

Generally, in the work the answer is sought to a series of research questions:

– Does the pragmatistic and interactionist viewing of the university teacher's communication competence manifesting itself by a broad spectrum of communication acts in education-oriented interactions, make it possible for a model construction of communication skills within the perspective of context- and situation-based character of events to be formed?

– What factors moderate the communication activity of the academic in the perspective of the educational interaction with a group and in a group of students?

– How do academics evaluate their communication skills and which of the endogenous and exogenous factors correlate with their level of communication activity?

– What individual features (attitudes and individual functions) do the examined university teachers identify in their self-descriptions and how do they describe their preferences towards the categories of behaviour in the course of the educational interaction?

Methodology

1. The paradigm and character of the conducted studies

Contemporary pedagogical studies, categorized in many ways, especially with the use of the criterion of purpose, concentrate on descriptive, diagnostic, explanatory (verifying) and experimental types of research. Studies categorized in dependence on accepted cognitive or methodological assumptions make yet another classification, with empirical quantitative and qualitative research (often referred to as essential) being listed among them.⁹

The problem area of communication competence of the academic can and should be perceived from the point of view of pragmatistic effects of scientific investigations. In other words, the traditional positivist model of quantitative empirical research ought to be balanced by a qualitative one.¹⁰ It is especially significant for penetration of problems of social communicating in education on the level of a college of higher education, with reference to the communication competence of the teacher that the paradigm of symbolic interactionism should be applied. Acceptance of this model results directly from the fact that the person conducting research does not stand 'outside' or 'above' the examined reality of various communication-related situations, in which the university teacher exposes his/her activity.¹¹ A series of features of qualitative studies, also with reference to these applied in this research procedure, possess a tint of 'subjectivism' resulting directly from the fact of interpreting and comprehending, as well as providing meanings by the author of the dissertation. However, going beyond the frames of 'objective data' (quantitative ones) offers a chance of overcoming the error of inadequacy in the perceived social reality.

The above framework has both its advantages and disadvantages. T. Bauman is even of the opinion that the qualitative and quantitative approaches can be treated as complementary to each other. On the other hand, S. Palka distinguished, in his works, a few premises which testify to the need of qualitative-quantitative studies in pedagogy. The aspects of qualitative studies which lead undoubtedly to enrichment of not only theoretical knowledge, but also to enriching educational practice, are particularly valuable.¹² Without a doubt, the data collected from qualitative research in the area of communication competences, a construct of a broad spectrum of components and factors of the contextual character, can – in praxis – support the process of recruitment and selection for the teaching profession, creation of educational programmes and development of social and emotional competences, as well as others that influence the effectiveness and efficacy of educational interactions.

The procedure of connecting the positivist (quantitative) type of studies with the qualitative one, which is to be applied in this project, is based on the concept of D. Silverman. From the pragmatistic viewpoint, carrying out qualitative research in pedagogy is

characterized by an active participation of the researcher: entering others' psychic states (empathy) and subjective character of the studies. This kind of cognition of reality does not mean withdrawing from what is countable and turning to what is uncountable.¹³

In the face of the broad spectrum of factors that affect the structure of communication competence, such as knowledge, skills, motivation and all kinds of contextual factors related to the person of a university teacher and the community, the research area has been narrowed and treated with more precision, concentrating on three aspects of the examined structure. The first aspect is the communication activity of the academic. It is constituted by the full communication activity of the subject who acts in communication interaction, focusing on verbal and non-verbal communication-oriented behaviours referring to commenting on and evaluating utterances, reception of messages, adapting to the interlocutor, empathy and a sense of communion with the interlocutor.¹⁴

The university teacher's individual features are to be the second aspect in the research area. This is to be done on the basis of a description connected with MBTI test, in which there are differentiated 16 types of personality, along with their pairs of preferences for attitudes and psychological functions. Following this framework, it is assumed that Segmentation of MBTI assumes that people:

- have different preferences for concentrating their attention (the extrovert vs. the introvert),
- differ with their preferences in attaining information (the analytical approach vs. the intuitive one),
- have different preferences as regards taking up decisions (through an analysis or being directed by feelings),
- have also a differing outlook on the external world (continuous evaluation of the world or continuous observation of the world).

The third aspect to be analyzed will be academics preferences in the area of categorization of communication-related behaviours in interactions in an educational group, based on API by R. Bales. In an analysis of the process of interaction in a group, while categorizing behaviours, there are accepted categories of positive and negative behaviours referring to the socio-emotional sphere of communicating, as well as the sphere of realized tasks.¹⁵

The operationalization of the theoretical construct – the model of communication competences of the university teacher consists in elaboration of the most significant parameters of the communication situation in the interaction: the teacher – the student, in the perspective of communication with a group and

within a group, as well as various communication-related behaviors with reference to concepts of inter-human communication in the perspective of interaction and the current of pragmatism.¹⁶ Undertaking to describe the predictors (explanatory variables) of communication competence, we will take into account the results of the studies in the sphere of intelligence and its different dimensions, personality, temperament and social skills, especially with reference to their correlation with components of communication competence.¹⁷

In the studies, an ethno-methodological view on the communication interactions between the teacher and the student is also taken into account. Considering this paradigm of social research, a series of survey examinations is planned to be conducted with reference to the opinions expressed by university teachers and students on communicating with each other in the educational interaction.¹⁸ The pilot research to be carried out will provide an opinion as to the reliability of the questionnaire. Purposive sampling and quota sampling should satisfy the criterion of representativeness with reference to variables of the socio-demographic whole of the examined population. It is expected to obtain a very high level of return of questionnaires.

2. Methods, techniques and research tools

– Quantitative methods: diagnostic survey together with a series of research techniques (analysis and synthesis, critique of the literature of the subject, questionnaire-based survey, etc. – empirical data collected in the course of the research will be subject to a qualitative analysis with the use of relevant statistical techniques – in dependence on the character of the research variables.;

– Qualitative methods: questionnaire-based interview with a multiplicity of open questions, examination through common experiencing and ethnographic studies of the educational and rearing systems in colleges of higher education.

Description of the research tools:

In the procedure, we will apply the following research tools:

– Scale of Communication Activity (SCA) (the 10-item/38-question version);

– MBIT (Myers – Briggs Type Indicator) – the non-standardized version – our own construction, upon adapting to the given culture and following the aptness procedure;

– Semantic differential – the self-evaluation sheet of preference for communication behaviours; our own construction;

– Interview questionnaire – our own construction;

3. Characteristics of the research procedure:

In the studies, we are going to apply one survey questionnaire consisting of the following:

1. The part including questions about socio-demographic data;

2. The part containing questions concerning opinions on aspects related to the object of social communicating (including subjects in which classes in the field of social communication were or are being realized);

3. A set of questions (18–21) dealing with the issue of recruitment and selection in the college of higher education;

4. A constructed questionnaire of preferences for behaviours in the situation of interaction within a group – semantic differential;

5. Scale of Communication Activity – a set of 38 statements;

6. An independently-constructed, upon being adapted to the relevant language and culture, questionnaire of self-evaluation of the type of personality on the basis of MBTI.

4. Selection of the sample and representativeness of the examined group

In the empirical studies, we will apply purposive sampling and stratified sampling of respondents. A significant problem in the aspect of eventual generalization of results is representativeness of the sample. This means that all the distributions of variables vital to the subject of the studies are the same (or at least very similar) in the population and in the sample.¹⁹ The population in this case are all university teachers employed in units of academic centres. One can determine, in this population, the distribution of two variables: the gender and the title/degree, and then compare them with distributions of these variables in the examined sample.

Significance

The problem of social communication in different educational systems with articulating competences and derivatives which determine the silhouette of contemporary university teacher so far has not been the subject of studies constructed in such a correct way. Partial studies and contributive research done in various centres at home constitute the frame, on the basis of which we want to make not only a resume of the studies conducted up to now, but also – obtaining results of the research on the international scale – to establish a model silhouette of a modern academic.²⁰

The settlements, resulting from the conducted research, and implementation of the results in individual universities will determine not only

requirements relating to the profession of a university teacher, but also a set of desired and necessary personality traits in one to play the respectable role of the academic – indirectly a creator and shaper of many students' personalities; the above-mentioned background to the intended research project and establishments resulting from it are only too evident.

Reference:

¹ Cf. Bocheński I.M., *ABC tomizmu*, Londyn, 1950, P. 27.

² Woroniecki J., *Katolicka Etyka Wychowawcza*. – Vol. 1. – P. 31.

³ Cf. Woroniecki J., *KET*. – Vol. 1. – P. 58.

⁴ Cf. Policki K., *Filozofia człowieka we wczesnej twórczości I.M. Bocheńskiego*, Wrocław, 2005, P. 123.

⁵ Cf. Gałkowski S., *Ku dobru*, Rzeszów, 1998, P. 49.

⁶ Cf. Woroniecki J., *KET*. – T. 1, P. 332.

⁷ Cf. Chojnacki P., *Wybór pism*, Warszawa, 1987, P. 97.

⁸ Cf. J. Woroniecki, *Wychowanie człowieka*, Kraków, 1961 – P. 27.

⁹ Podgórecki J., *Komunikacja społeczna*, Opole, 2007. – P.21.

¹⁰ Cf. Woroniecki J. // *KET*. – Vol. 1. – P. 237.

¹¹ Cf. Woroniecki J. // *KET*. – Vol. 1. – P. 344.

¹² Woroniecki J. // *KET*. – Vol. 1. – P. 256.

¹³ Cf. Kempys M.J., *Rola cnót moralnych w dążeniu do pełni człowieczeństwa w świetle pism o. Jacka Woronieckiego*, Kraków, 2005, P. 110.

¹⁴ Woroniecki J., *KEW*. – Vol. 2. – Part 1. – P. 15.

¹⁵ Ibid., P. 11.

¹⁶ Ibid., P. 15.

¹⁷ Ibid., P. 20.

¹⁸ Ibid., P. 18.

¹⁹ Cf. Woroniecki J., *Studium nad kardynalną cnotą roztropności*. – P. 11.

²⁰ Cf. Woroniecki J., *KEW*. – Vol. 2. – Part 1. – P. 33-34.

Podgorecki Yuzef, Borysiuk Alla. LA COMMUNICATION SOCIALE DANS DIFFÉRENTS SYSTÈMES ÉDUCATIFS. LES QUALITÉS DE COMMUNICATION DE L'ENSEIGNANT MODERNE SUR L'EXEMPLE D'UNE ÉTUDE INTERNATIONALE EN POLOGNE, EN LITUANIE, DANS LA FÉDÉRATION RUSSE ET EN UKRAINE

L'article est consacré à l'examen de la communication sociale dans les systèmes d'éducation. On a défini l'objet, le but, les tâches et les méthodes de recherche.

Mots-clés: *communication sociale, les activités d'enseignement, les qualités de communication, les qualités professionnelles, l'intelligence émotionnelle.*

Подгорецки Йозеф, Борисюк Алла. СОЦИАЛЬНАЯ КОММУНИКАЦИЯ В РАЗНЫХ ОБРАЗОВАТЕЛЬНЫХ СИСТЕМАХ. КОММУНИКАТИВНЫЕ КАЧЕСТВА СОВРЕМЕННОГО ПРЕПОДАВАТЕЛЯ НА ПРИМЕРЕ МЕЖДУНАРОДНОГО ИССЛЕДОВАНИЯ В ПОЛЬШЕ, ЛИТВЕ, РОССИЙСКОЙ ФЕДЕРАЦИИ И УКРАИНЕ

Статья посвящена описанию социальной коммуникации в системах образования. Определенно объект, цель, задания, методы исследования, очерчено методологию исследовательского проекта. Отмечено, что уровень развития коммуникативных качеств преподавателя влияет на эффективность взаимодействия со студентами во время учебно-воспитательного процесса.

Ключевые слова: *социальная коммуникация, преподавательская деятельность, коммуникативные качества, профессиональные качества, эмоциональный интеллект.*