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PROFESSIONAL PEDAGOGICAL COMMUNICATION IN THE ACTIVITIES OF A FOREIGN LANGUAGE TEACHER

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Abstract. This article explores the challenges faced by university teachers in professional pedagogical communication. It also highlights the complexities of teacher relationships with colleagues, administration, and students, and offers possible solutions for resolving emerging conflicts. Particular attention is paid to the challenges in pedagogical communication specific to foreign language teachers. In addition to an analytical review of research findings on pedagogical communication, the article also presents the results of a survey conducted among students.

Key words: pedagogical communication, professional development, teaching staff, foreign language teacher, student, university.

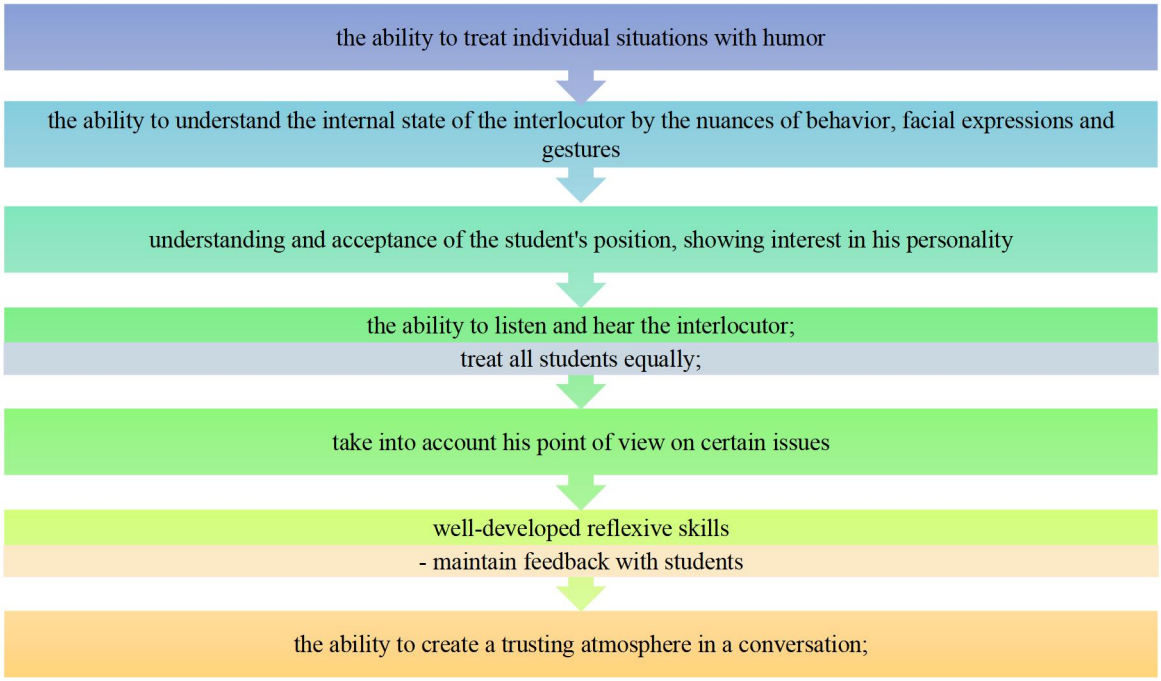
Introduction

Human activity is characterized by many components of life, but communication is its most important component. Through communication, people's actions acquire meaning and purpose. This occurs through mutual understanding through verbal and nonverbal agreement on the goals of their actions, as well as the methods and means of achieving them. Through communication, a person's consciousness and inner qualities are formed; they understand themselves and the world around them, becoming full members of society. There are many interpretations of the concept of "pedagogical communication," each scholar embedding their own understanding of the term. Thus, it is traditionally believed that the basis of pedagogical communication lies in the effective interaction of teachers and students, aimed at achieving certain goals and objectives of education and training and ensuring the professional and personal development of both parties (I. F. Isaev, Yu. V. Sorokopud , M. V. Kochetkov et al.), However, some scientists also understand this term as the interaction of teachers with each other, their communication with the administration of the educational institution, with the parents of students, etc. (A. K. Markova, S. D. Reznik, T. L. Shabanova et al.). The studies of these scientists note that not only young teachers face problems in the field of professional pedagogical communication, but also their already experienced colleagues. This paper presents an attempt to analyze the typical problems that teachers face in the process of pedagogical communication, as well as difficulties specific to foreign language teachers. As noted earlier, pedagogical communication of a university teacher, which affects his work activity and professional development, occurs in three directions: teacher - colleagues, teacher - administration, teacher - students. Let's examine each of these in more detail. Teacher – colleagues. Considering that any teacher is part of a team, and that any supervisor, in addition to being a representative of the university's administrative apparatus, also performs a teaching load and, in this function, stands in line with the majority of teachers, being their colleague, it makes sense to begin the study with the relationships between teachers within the team. A team is a group of people characterized by the presence of common social activities, common goals, attitudes, and interests [2, pp. 276–278], direct personal communication, implying the presence of an emotional component, as well as the emergence of intra-group norms and processes . Successful professional communication within a teaching team is determined by the group cohesion of its

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members and the maintenance of a corporate spirit within the department, faculty, and university as a whole. Only when a teacher is committed to the ideals, goals, norms of behavior, and values of the educational institution, when he or she identifies with the image of the university, can a normal socio-psychological climate be formed, which is so necessary for successful interaction and fruitful work of the entire teaching staff. The formation of a favorable socio-psychological climate within the team contributes to an increase in interest in work, an increase in the creative activity of teachers, the normalization of their work discipline, an increase in the feeling of satisfaction with the results achieved, the development of such personal qualities as goodwill, mutual respect for people, tolerance, tolerance towards each other, responsibility, integrity, etc. [2, pp. 276–282]. However, there are often cases when the creation of a positive socio-psychological climate in the team is difficult due to various reasons: a very high or low level of professional training of individual employees, their work qualifications, high social needs of some employees, hyperactivity of some teachers or passivity of others, personal psychological characteristics of some members of the team, etc. [4, p. 248]. In her study, T. L. Shabanova presents the opinions of the teachers themselves regarding the causes of communication problems within the team [5, pp. 80–81]: – unsociability, isolation of some teachers; – failure to accept the motives of their colleagues' behavior; – ill will, envy; – incompetence, unprofessionalism of some teachers; – conservatism, lack of initiative; – bribery, careerism. The resolution of these problems mainly falls on the shoulders of the head of the relevant educational unit – the head of the department, the dean of the faculty, the rector of the university, who are recommended to staff the team and organize work within it, taking into account the age and psychological characteristics of the employees, so that the strengths of one could compensate for the weaknesses of another [4, p. 252]. However, the teachers themselves can also help themselves in resolving conflicts within the team by following the following simple rules: – try to understand your colleague instead of condemning him; – try to recognize something good in other teachers; – make it a habit to put yourself in someone else's shoes [6, p. 75]. It is worth noting that the timely determination of the level of teacher communication as one of the leading professionally significant qualities allows, if necessary, to adjust and develop communicative skills designed to ensure the successful participation of the teacher in the pedagogical process, ensuring a high level of pedagogical communication, and, consequently, his professional development . Teacher – students. When studying literary sources and the results of research on the problem of pedagogical communication, it was revealed that interaction with students is considered key in the work of a teacher. Transfer of knowledge and experience, the ability to interest students, involve them in scientific research activities, organizing useful cooperation with students - these are just some of the functions that pedagogical communication carries. The ability to build trusting relationships with students, to become an authority for them are qualities necessary for any teacher working at a university. The characteristics of a professionally competent teacher emphasize the mandatory presence of the following communication skills, which contribute to a high level of professional and pedagogical communication [2, pp. 147–148; 8, pp. 23–24]:

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1-picture . Pedagogical components

– understanding and acceptance of the student's position, showing interest in his/her personality; – ability to listen and hear the interlocutor; – ability to treat certain situations with humor; – ability to understand the interlocutor's inner state by nuances of behavior, facial expressions, and gestures; – take into account his/her point of view on certain issues; – ability to create a trusting atmosphere in conversation; – treat all students equally; – ability to thank the student and apologize to him/her if necessary; – ability to develop one's own pedagogical memory (remember students' names, their personal characteristics, character traits, etc.) to create a more emotional atmosphere of communication, to find the most effective approach to students in each specific case; – maintain feedback with students; – well-developed reflective skills. Since the author's area of scientific interests includes the professional activity and development of a foreign language teacher, we will try to consider the features of pedagogical communication in the context of the activities of a foreign language teacher. First of all, it should be noted that pedagogical communication is more important for a foreign language teacher than for a teacher of any other discipline, since in the process of teaching a foreign language, it is speech activity and intercultural communication that become the objects of learning and mastering [9, pp. 73–74]. Professional and pedagogical communication between a linguist and students, from the point of view of V. V. Molchanovsky, is a form of communicative activity in a foreign language, i.e., communication between the parties in the learning process takes place in specially organized conditions. To implement this type of activity, a linguist must strictly comply with certain specific requirements and norms that differ from other types of interaction, and a high level of his professional and pedagogical training should contribute to the successful achievement of the set goals and objectives [10, pp. 265–268]. According to E. A. Maslyko [11, p. 48–58], in addition to the already mentioned elements of pedagogical communication between teacher and student, the linguistic component of this process includes: − creation of foreign language speech samples in the context of teaching speech activity; − personal example as a constant reinforcement of learning (a model of foreign language speech behavior in the educational process); − management of

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foreign language communication of students in the classroom (role-playing, discussion, etude, etc.), as well as in pedagogical situations in real life; − stimulation and development of students' linguistic thinking. The principles of pedagogical communication in a foreign language identified by S. V. Sorokina are intended to help the teacher to approach creatively the construction of the pedagogical process, to promote the growth of students' motivation in studying a foreign language, to create an atmosphere of communication that is as close as possible to the real communication of native speakers, etc. The author emphasizes that the principles of authenticity, emotionality, linguocultural adequacy, sociolinguistic correspondence, variability, and political correctness are capable of forming in students an adequate perception and attitude toward a foreign language culture, as well as respect for others [12, pp. 67–74] E. A. Melekhina supplements the listed principles of professional pedagogical communication with the need to use active methods in teaching students by including in the course under study tasks that simulate real professional situations, which, of course, is intended to promote the growth of positive motivation for studying a foreign language, and a joint search for a solution to the problem - to strengthen friendly relationships between students and the teacher [13, p. 141]. The relevance of this study is confirmed not only by the results of a theoretical analysis of psychological and pedagogical literature on professional pedagogical communication, but also by the results of a questionnaire survey conducted among 300 undergraduate and graduate students at Novosibirsk universities in 2014. Undergraduate and first- to fifth-year students at Novosibirsk State Technical University, Novosibirsk State Agrarian University, and the Russian Presidential Academy of National Economy and Public Administration were asked to create a model of the ideal foreign language teacher, defining the necessary characteristics.

Conclusion

It is worth noting that the survey participants, drawing on their own experiences interacting with faculty at foreign language departments and analyzing the challenges they face in their teaching, sought to provide a detailed description of the qualities required for teachers to effectively fulfill their professional responsibilities as university instructors. The survey revealed that the ideal foreign language teacher model contains 160 characteristics, 102 of which relate to the communicative component of professional competence. Early identification of the causes of these problems, as well as determining a teacher's level of communication as one of the key professionally significant qualities, allows for adjustments and development of their communication skills, if necessary, to effectively resolve conflicts and ensure successful teacher participation in the teaching process.

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