

Emotional Component of Communicational Activity in the Process of Making a Future Teacher Ready to Competitive Relations

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Abstract: Readiness to competitive relations is nowadays necessary skill of future teacher. Competitive relations in professional pedagogic are understood as the complex of social phenomena related to interaction of two and more teachers. Communicative interactions may be used as system forming factor for making the students of pedagogical colleges ready to competitive relations. Communicative interactions are direct or indirect communications of two and more people related to delivering information or sharing of some other results of individual activity. Emotional component of communicational activity is related to apprehending, processing and communicating sensually colored information that is fixed in symbols and acts as a special prism which the environment, its components including people are evaluated through. Organization of emotional (psychological) component of communicational activity promote direct or indirect impact on positive apprehending of present and future that have primarily emotional color. It will also promote success of emotional self-presentation, adaptation to learning, self-control of emotional relations, emotional openness and sincerity in relations with peers and teachers, emotional compatibility of the members of academic group.

Key words: Competitive relations • Readiness of a teacher to competitive relations • Emotional component of communicational activity

INTRODUCTION

Using of communicational interaction to make future teacher ready to competitive relations. To Competitiveness in labor market is considered now as a capability of an employee to satisfy market requirement and as a set of characteristics that define the position of a certain worker or group of workers in labor market that allow them to appeal for a certain vacancies [1].

Scientific progress and development of information technologies cause high dynamics of requirements to modern teacher. The system of professional pedagogic education now is unable to prepare competitive teacher “once and forever”. So the task of preparing competitive teacher as an aim of professional pedagogic education is replaced by “making future teacher ready to competitive relations”. Competitive person is a person characterized by commitment and ability to high quality and effective activity as well as taking leading part in competitiveness, contention and intensive struggle with competitors [2].

Analysis of pedagogical, psychological, psychological and pedagogical and other researches led to the conclusion that the concept of competitive relations in professional pedagogic activity covers the complex of social phenomena related to interaction of two and more teachers with each other aimed on proving their professional competence and ability to carry out professional functions on the same level as others or better. So readiness of a teachers to competitive relations in general means his(her) ability to prove, maintain and improve qualification achieving certain results of their professional activity compatible or better than the results of other teachers [3, 4].

Diversity of factors that allow making students of teacher training colleges ready to competitive relations requires searching pedagogically manageable determinative process that stirs up action of these factors. Search for this determinant led us to conclusion that it may be possible to use the experience of organization of communicational activity of the future

teachers gained by pedagogical science and practice to achieve the aim of making them ready to competitive relations.

In the most general meaning communicative interaction of direct or indirect interactions between two and more people related to delivery of information or sharing other results of individual activity.

Development of communication instruments, computing in the first place, opens the possibility of distance (electronic) education that is actively introduced into educational landscape [5]. At the same time even electronic education cannot eliminate the impact of personality of a teacher his(her) I direct interaction with students. So organization of direct communicative interaction is primary task of training a teacher.

Let us define concretely the understanding of communicative interaction by separation into the most important components. Urge for satisfaction of the most actual needs and interest is the major psychological base of human behavior. So each communicative interaction between students must be aimed on their needs and interests and must be the cause of their needs and interests.

The most popular in today science are the conceptions of bio-psycho-social and spiritual nature of a man. It is reasonable to assume that each structural component of personality has relevant needs and interests that "serve" it's activity and provoke the need for communicative interaction.

Basing on this assumption we should point out four components of communicative interaction: biological, psychological, social and spiritual. It is reasonable to exclude biological component of communicative interaction because it is fully matured for each person at the age of student.

Creating the experience of communicative interaction in psychological, social and spiritual spheres are extremely actual because the beginning of student life means from social point of view the beginning of self-reliant life.

Information exchange is the base of communication. According to one of the pioneers of cybernetics W. R. Ashby [6], information is the result of interaction of two and more objects and is embodied on dimensions gained by interacting objects in the process of interaction. So the concept information is much wider that specific forms of information exchange developed by mankind in the process of social development. Information is literally spread in the world. Apprehending of any object is reading information about its type; features and history form this object.

Each person despite his own will is a source of limitless information exchange about him that is coded in his look, in his glances, manner of speech, movements, etc. In the process of interaction with this person as with object all the information is fixed by the subject of interaction although the latter is rarely aware of this process and logically analyze it. More often this information is fixed by our subconsciousness and is embodied into emotional attitude. The vector of emotional evaluation (positive/negative) may depend on the events that happened so long ago that they were almost wiped out from memory and thus they are unconscious by definition. Psychological component of communicative interaction is related to these situations.

To activate mechanisms of management of one's own emotional communication from positions of its participant (inside communication management) a person should be capable to self-management. It requires development of individual responsibility for the result of interaction [7]. In that case positive result may be obtained by self-managing of interaction.

Taking into the account information nature of people interaction with environment emotional component of communicative activity is connected with digestion, processing and sharing sensually colored information fixed in symbols and acts as a special prism which the environment, its components including people are evaluated through. Organization of communicative activity in this component is aimed on one hand to optimize emotional-information exchange and on the other hand to create the students-communicant experience of controlled and managed emotional exchange.

The last of defined aspects of organization of communicative activity in its emotional component is important for us because it is closely connected with professional practices of a teacher. So if in the process of organization of communicative activity we get the possibility to affect personal qualities that relates to professional maturing of a future teacher. At the same time we affect his getting ready to competitive relations [8].

Organization of Emotional Component of Communicative Activity in the Process of Making Future Teacher Ready to Competitive Relations: The beginning of professional pedagogical training of future teaches means as a matter of fact the beginning of a new period in their lives. Completion of previous education choice for future specialty is very significant milestones. On one hand it defines the necessity to set new communications, mastering in new skills and on the other hand it creates

unique conditions for self-presentation. Experience of interactions with peers, beginning of a new life allows manifesting oneself in a new way. So the most actual for this period are emotional and communicative needs of students.

To support creation of emotional component of communicative activity of students the following measures should be taken:

- Creation of positive emotional dominant and support of positive emotional apprehending of each other among students and teachers working with them. To fulfill this task curator and his assistants – senior students should work actively with first-year students. The main task is to create conditions for positive emotional self-presentation of students.

Positive effect may be as well given by involvement of professors and other teachers working with first-year students into organization of emotional and communicative activity of first year students.

- Creating conditions for functional and activity-based relations. General training disciplines should play role at this step: physical training, local history, pedagogic, psychology.

Organization of classes together with schools, joined events with working teachers – graduates of the college, etc., may help in development of activity-based relations at this emotional and communicative step.

Anyway organization of communicative activity should promote active positive emotional presentation of all students without exceptions.

- Introduction of axiological elements in communicative activity. The most important (on this step) potential of axiological component of communicative activity is related to development of attitude to emotional interaction as meaningful value.

Creation of such ability is possible only under the condition of rational understanding of emotional interaction experience that defines priorities in emotional interaction.

One of the valuable elements of axiological component of communicative activity at this step may be introduction of students into the history and traditions of the faculty. It is important to create axiologically-based attitude to their own past, present and future. Students' satisfaction with the past and confidence in the present is in many ways caused by the attitude to college they are studied in. Pride for the history of the faculty, awareness

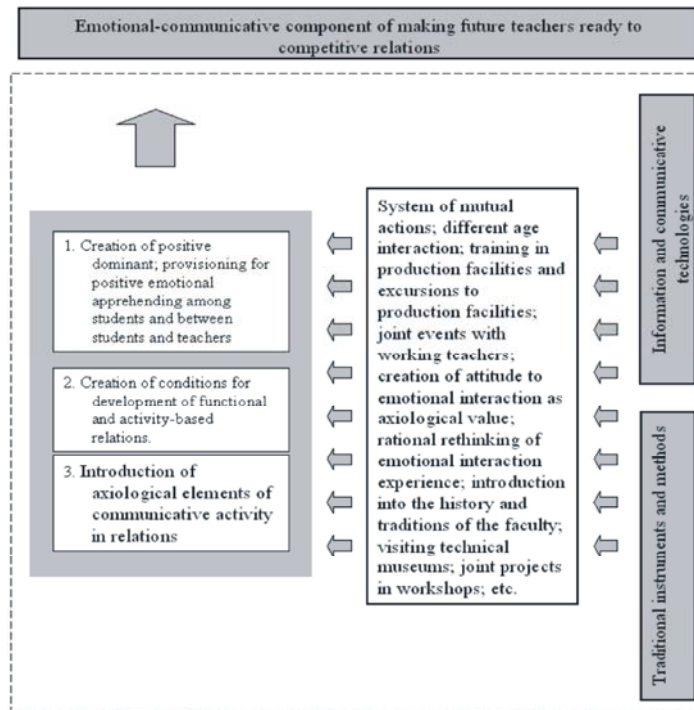


Fig. 1: The model of creation of emotional and communicative component of making future teachers ready to competitive relations.

of the stories of the most successful graduates, confidence in competence of professors and teachers stimulate the growth of the confidence in the proper future of students too.

Besides events where students get acquainted with the history and traditions of the faculty, conversations with teachers, etc. helps to create joint “information space” for all students [9].

Considering all the above we can present a model of emotional and communicative component of readiness of future teachers to competitive relations as follows (Fig.1).

CONCLUSIONS

Summarizing all the above we may note that by organization of emotional component of communicative activity it is possible to make direct or indirect impact on:

- Positive apprehending of the present and future that have primarily emotional color. Success of emotional self-presentation also may correct emotional rejection of somebody's past. Success in the present levels psychological effects of failures on the past which was proved by a number of psychological researches.
- Adaptation to learning at least on the first stage related to creation of external emotional contacts both vertical and horizontal.
- Self-control in emotional sphere that helps internalization [10] of emotional interacting.
- Emotional openness and sincerity in relations with peers and teachers.
- Emotional compatibility with peers.

Resume: Competitive relations between teachers will be positive only if they have high cultural level, follow civilized norms and rules of competition. Otherwise competitive relations will take a form of open or latent conflict and will manifest themselves as professional dysfunction leading to degradation of both parts.

Capability to control emotions, self-presentation, creating necessary emotional atmosphere is extremely important professional quality of future teacher.

Such capability plays important role also in axiological and activity-based interacting not only because the characteristics of emotional apprehending are shown in all levels of interpersonal relations but because tolerant attitude to other person and capability to reasonably control one behavior is the base of conflict-free emotional axiological and activity-based interacting.

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