

Acta Pedagogica Naturalis

Former Annual of Konstantin Preslavsky University

Journal homepage: <http://acta-pedagogica.shu.bg>

Received: 20.12.2017

Accepted: 09.03.2018

Communicative-behavioral stiles of the modern teacher

Ivelina Ivanova

„Sava Dobroplodni” Secondary School, Shumen,

E-mail: ivelina_s.ivanova@abv.bg

Abstract: *The enrichment and research of the phenomenon communication in a pedagogical aspect is a problem that is especially pressing and important for the efficiency of the educational process. The teachers are required to direct their efforts towards meaningful pedagogical interrelation with the students and creating of the necessary conditions for their actual realization. Communication is a basic mechanism of the personal stimulation and development and it is a priority in teaching. The communicative styles of Bulgarian teachers at present are influenced by the renewed communication. The competency of the teacher for optimum pedagogical communication is essentially important for the realization of qualitative and efficient learning process. It is liable to constant updating and accomplishment.*

Keywords: *teacher, pedagogical communication, interrelation*

The changes that take place in our society lead to the necessity of reconsidering of the interrelation between the participants in the educational process. The intercourse is vital for all the human activities but it has an exceptionally important role in some more specific professions as the teaching. As early as the origin of the human society, the necessary knowledge, skills and experience were handed over through the immediate communication connected with the process of labour. The communication in the educational process develops and improves with the development of the social formations.

The handing over of the social experience is a special function of the society. The degree of the development of the contemporary society more and more imposes the necessity of the building of entire theory of the communication as well as a theory of the communication in school.

The enrichment and the research of the phenomenon communication in a pedagogical aspect is a problem that is exceptionally pressing and important for the efficiency of the educational process. Thus teachers are required to direct their efforts towards pedagogical interrelation of full value with the students and creating of the necessary conditions for their actual realization as original partners in this process. Hence the necessity for every teacher to have social skills for purposeful and effective interrelation with the students.

There is no other social group for which upbringing, education and teaching are direct professional obligation. The new realities dictate more and more difficult pedagogical tasks. Hence the teacher is

required to be well trained. Besides, the personal qualities of the teacher attain professional function. The teacher's profession is a typical example for non-coincidence of the notions „profession” and „specialty”.

Not until recently people began talking about the fact that the specific scientific training (the specialty) is not enough for the fulfillment of the social function of the teacher. In order to use his/her special scientific training for the aims of the upbringing and teaching, the teacher also needs his/her professional-pedagogical training. The first type of training is judged on its merits but, unfortunately, the second is underestimated with all the resulting consequences for the pedagogical activities in school.

Communication is a main mechanism of the personal stimulation and development which is the aim of teaching. Hence, communication turns out to be its main mechanism. The personality of the teacher has its special role in his/her profession. Through it, he/she can stimulate positive qualities in social and individual plan or, quite the opposite, to have negative influence. In that sense, the teacher needs fast, operational and true orientation; he/she should find the adequate communicative means.

The present moment of quick changes in the social relationships imposes the necessity of new behavioral models which have to express a higher degree of social integrating of the teacher. This is connected with the finding of new professional styles, the inlaying of new behavioral elements. It is imposing to reconsider the regularities of the interpersonal communication with colleagues, students, parents, directors.

The exceptionally hard, but especially valuable for the profession, skill to express feelings, on one hand, and to control personal experiences, on the other, deserves special attention.

The complete pedagogical communication in its three dimensions – communication, interrelation and social-personal perception – combines two levels that are mutually connected but different in essence. The one is outward, behavioral, operational-technical and the other – inward. It concerns the personal-notional formations and has a determinant role as regards the outward, the behavioral.

The skill for emotional communication means achieving of an adequate estimation of one's own strong and weak points. The teacher constantly compares his actions with the expectations of students, colleagues, parents and directors and considers their opinion, requirements, assessment and feelings. Non-formal self-estimation is practically unavoidable. On the other hand, the disparaging of the social status and the prestige of the teacher's profession leads to the establishment of a permanent unsatisfied personal self-confidence, to mental stress in certain situations and to constant specific tension. All this can lead to uncertainty if there is a personal disposition. In this sense, the uncertainty has a relation to the irrational behavior.

Every renewing of the social communication supposes and premises a renewing of the pedagogical communication. At this stage, the communicative styles of Bulgarian teachers are under the influence of the renewed communication. It is not only a result but also a specific precondition for the fast changes which take place in society.

Taking the role of the teacher, a person changes a variety of special features of his/her behavior. This is unavoidable consequence of the public opinion about the teacher's behavior as well of the constant realization of the typical teacher's position in school. On one hand, society imposes a variety of stereotypes and, on the other, the position in relation to the students is constant in the important moments. The various movements towards and inside the teacher's profession have an effect on the behavioral style of the teacher. For good teachers are considered those teachers who speak as it is appropriate in the right moment, who have good mediatory skills, have the ability to accept the individual differences, to direct the attention towards creating of possibilities for choice and not towards the differences and the hindrances in communication.

Communication is an exchange of information about the different sides of reality, about processes, phenomena, facts, an exchange of knowledge. The communicative aspect of communication leads to stimulation and development mostly of the cognitive abilities of the students, of the intellectual sphere of their personality. The teacher has an important role in the stimulation.

The professional activities of the teacher are a sequence of solving of pedagogical tasks that differ in character and content, of collision with various and non-standard problematic situations which, most often, have their manifestation in the strenuous emotional atmosphere. In the completeness of the whole pedagogical process, the emotional element is viewed in an inseparable relation with the rational (conscious) element. It is hard to imagine all the consequences of the negative emotional presence of the

teacher in teaching and non-teaching activities, of his/her irrational behavior despite all „good” reasons for that.

The tendency for the teacher to declare himself/herself for a bearer of infinite number of values is wrong. Having in mind the difficult and extremely dynamic human interrelations and the relativity of all norms and criteria, the concentrating of maximum number of positive qualities in a teacher is a dogma and does not sound serious.

The complex process of juxtaposition of „old” and „new” moral, professional and other schemes finds its expression in experiencing hesitation, uncertainty, doubt and lack of self-confidence as concerning outward factors – institutions and personalities that have been indisputable authorities until now – as well as in someone’s own strengths and abilities. This is strengthened by the underestimation of the teacher’s profession that is magnified with the years and contradicts to the appraisal in words.

The original „coding” of the personality in the profession leads to the necessity of constant self-analysis and self-control, ascertainments as concerning behavior and communication and even the appearance of the teacher. Under certain conditions, this can become an extremity and lead to irrational behavior.

Another factor which can result in a similar reaction is the enormous volume of teaching material (especially for the teachers who teach two and more subjects). This is mostly valid about the teachers who teach in village schools. In order to have a norm of lessons, they have to teach subjects that are not their specialty. Besides the overload, there is also the anxiety that they cannot keep track of the scientific achievements in the fields they teach.

With the help of his/her personal qualities, the teacher creates, pushes forward, modifies and improves but he/she also can also hold back and even cause degradation because the emotional instability, the loss of balance and the irrational behavior are not his/her inevitable companion. The above mentioned characteristics can be found in those who accidentally have become teachers and have not adapted to the profession.

The emotional stability of the teacher is in direct relation to his/her rational behavior. It favors the communication in the educational-upbringing process. The optimistic disposition of the teacher predetermines the success of this process.

An important characteristic of the individual communicative style of every teacher is his/her mood. It is defined as a background of the communication; emotional state which adds a certain coloring to the personal behavior. It turns into an important factor in the communication with the students: a factor which, in certain conditions, stimulates and, in others, hinders the educational-upbringing process.

The ability of the teacher to choose the most appropriate behavior and way to address the students is exceptionally important for the effective communication. Often, the whims, rudeness and neglect of duties are not personal qualities of a certain student but a specific reaction to wrong style of behavior and communication with him.

Communicative styles can be divided into two groups: positive and negative.

Democratic style can be characterized as positive. Communicating in a democratic way, the teacher does not show creativity but is equally attentive to all students of the class. He gives them the opportunity to voice their opinion. In that kind of communication, all participants show their striving for positive disposition. Stereotypes in behavior are not characteristic for the democratic style. The teacher acts according to a certain situation and chooses adequate means for a spontaneous interrelation.

The integrative style also can be defined as positive. In most cases, the teachers for whom that style is characteristic initiate the communication. Considering the interests of the students, they help them and support their initiative in deciding the problem. The integrative style helps the student to realize as an original partner in the communication in accordance with the characteristics and the abilities of his/her age. The frequency of communication depends in a considerable degree on the extent it (through the knowledge and the experience, including emotional, that participants get) satisfies the expectations and the needs of both the student and teacher. In that sense, the integrative style is uniting. The positive styles of communication create preconditions for the development of the student’s talents and, at the same time, his dignity is respected and he is given the possibility of free choice. However, we have direct our attention to the problems which are connected to the well-being of the child when the child has his/her right to be heard but does not have the right of choice.

If these problems are neglected and their specific is not considered, the border between the democratic style and the misplaced liberalism can be crossed. The second is a main characteristic of the liberal style of communication. It is a negative style. In the liberal communication, students cannot realize their social role and do not master permanent positive models of behavior and human values. Concomitant scenes in the liberal communication are the useless appeals of the teacher for active participation in the lesson, for keeping an order, for non-violence of the established school rules, etc.

Therefore, love, attention and empathy in communication should be combined with organization, efficiency and exigency.

Negative styles in communication can have different forms – from liberal to authoritarian. They are rendered to restricted and formal communication; the student is not viewed as a partner and the pedagogical results are under the expected level. The teachers for whom the authoritarian style is characteristic are guided by their own views, desires and assessments; they impose their positions. Monologues are characteristic for that style. The individual approach is not applied and, concerning the student, the teacher is guided by his/her own subjective expectations. The specifics of the concrete situation are not taken into consideration and one and the same stereotypes of behavior and assessment are applied. In certain cases, when the irrational behavior is dominant, the authoritarian style can turn into dictatorial. The dictatorial style is characterized with suppressing of every attempt for independence and initiative of the student.

The remote style of communication is rare but, nevertheless, existing. The teacher reduces his/her contact with the students only to giving the information without establishing any interrelation with them.

The question about the distance between teacher and student arises. The violation of the necessary measure in both directions (excessive distance or its lack) leads to negative results for both teacher and student. The isolation of the students, the distancing from them leads to the false hope that it helps to build an authority. In their striving to be closer to the students, other teachers endeavor to erase the distance which leads to insignificant results concerning their professional realization.

That is why an important task for every teacher is to create his/her own optimum style of communication which has to be adequate to the personality of the teacher and, also, to the personalities of the students. The mechanical importing of different examples of interrelation which do not respond to the individual qualities of the participants in the educational-upbringing process does not lead to achieving the desired results, i.e. the communicative style is individual and depends on the professional, pedagogical and personal qualities of the teacher.

The professional work of the teacher, done in a certain way and under certain conditions (including social ones), reflects on the personality of the teacher and bears the influence of the teacher's personality; certain personal features are formed.

The recent changes in society influence every person, his/her emotional dispositions and the abilities and possibilities to communicate which inevitably leads to changes in the communicative styles. They adapt to the changing conditions and requirements, medium and tasks. The need of frequent redirecting and reconstructing of the communication makes it complex and creative. The complexity also comes from the rich individual originality of the students and the dynamic of it, on one hand, and, on the other hand, from the individuality of the teacher and the way he/she combines the individuality in question with the group of people he/she communicates with.

In conclusion, we can say that the competency of the teacher for optimum pedagogical communication has significant importance (it is an important factor) for the accomplishment of qualitative and effective studying process. It is liable to incessant enrichment and improvement. This must be a priority and striving of every teacher who has self-respect, respects his/her profession and strives to answer to the dynamics of modern society.

References

- [1.] Zhekova, S., Psychology of Pedagogical Mastery, S., 1984.
- [2.] Leonetov A., Pedagogical communication, M., 1996.
- [3.] Lisina M., I. Dimitrov., Communication and self-knowledge, S., 1982.
- [4.] Velichkova A., Personality and inner motivation. Psychology of Personal Control, 1989
- [5.] Savova G., Pedagogical Communicative in Education, S., 1989.

- [6.] Petrov, P., Communication in the Modern Educational Process. *Pedagogy*. **1991**, No. 1
[7.] Ivanov, St. Basics of professional-pedagogical communication. Shumen: Ed. Axios, **2004**