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Cognitive-efficient component in professional-role communication of the modern primary school teacher

NATALIYA MISHAKA. Cognitive-efficient component in professional-role communication of the modern Primary School teacher. *The author raises the question concerning the importance of professional- role communication of primary school teachers; reveals the efficiency of communication in achieving partnerships and productive interaction in educational process. Empirical evidence has shown that there is a correlation between knowledge, cognitive skills, reflexive role assessment and communication skills.*

Key words: *communication, knowledge, cognitive skills, reflexive-role analysis, communication skills.*

Problem statement. Among domestic and foreign models of a teacher's educational activity, "humanistic education" appears to be one of the most attractive ones. It is based on universal principles of socialization of an individual to achieve mutual understanding, mutual respect, and self-actualization. Definitions as to the humanistic orientation

of communicative means in pedagogical activity of a teacher are presented in theoretical works of both domestic (E.E. Yeromenko and O. Ostryansko, 2013; G.I. Ivaniuk, 2013; R.V. Pavelkiv, 2017; T.V. Potapchuk, 2020; S.I. Strilets, 2020 and others) and foreign psychologists (A. Alnoor, 2011; Alnoor Abdulghani Mutahar, MaHongyu, 2010; Al-Sharif, 2010; Babe Robert, 2010). Communication is determined to be the dominant link in a primary school teacher's effectiveness; thanks to it, he/she accompanies the child's life from education to life-creating and cultural mission, from manipulative, authoritarian pedagogy to pedagogy which is personality-oriented, and communicative one." [4, p.4].

The relevance of the communication phenomenon is interdisciplinary and is studied at the boundary of social sciences and humanities, which led to the birth of a new research field, namely *panetics* [9]. The subject of panetics is the study of mental and physical health, the damage of which arose as a result of misunderstandings, increased sensitivity to conflict stimuli, aggressive reactions to adverse communications, etc. In our opinion, modern changes in the reform of primary school, at the center of which is the figure of a teacher with communication skills to interact with students of different levels of mental and psychological development, the problem of targeted study as regards the characteristics of cognitive-efficient component in the professional-role communication is *relevant*.

Analysis of researches and current publications. Communication is the subject of philosophical researches, which is called "communicative philosophy" (K.O. Apel, D. Bohler, W. Culman, M. Riedel, J. Habermas). The philosophical study of everyday communication is carried out taking into account the theoretically generalized achievements of analytical philosophy, phenomenology, hermeneutics, and pragmatic philosophy. Social studies of the phenomenon of communication are considered by such researchers as K. Levy-Strauss, J. Mead, T. Parsons, R. Rorty, A. Schutz; intersubjective aspects of communication are covered by E. Husserl, M. Heidegger, existential ones – by O.F. Bolnov, M. Dufresne, M. Merleau-Ponty, M. de Unamuno. Philosophical analysis of communication has initiated an existential orientation to define the concept of "communication" in pedagogical activity. Communication is of Indo-European origin (from the Latin *communico* – message, communication). Communication is understood as a type of interaction between people, which involves information exchange, a kind of "information cooperation" [7, p. 85]. That is, the phenomenology of communication has the connotation of partnership, cooperation.

Teacher's professional communication is actively covered in different pedagogical works (N. Volkova, 2002; N. Butenko, 2011; O. Kovalenko, 2017; S. Smotrytska, 2017; G. Tokareva, 2019; G. Yatsenko, 2015). Methodological aspects of communications in pedagogical communication are also revealed in psychological literature (O.O. Bodalov, 2009; O.O. Leontiev, 1997; V. Kunitsyna 2003). The analysis of dialogic communication, as prerequisites of partnership relations and interaction, is considered in the works of I.D. Bekh, O. Ball, G.V. Diakonov, L. Karamushka, N. Kolominskii, N. Koriak, G. Lozhkin, N. Poviakel, V. Semichenko, T. Tytarenko, N. Chepeleva. A special place in determining the destructive stimuli of communication that cause conflicts is occupied by the works of A.Ya. Antsupov [1]. In researches by T. Dovga questions about the factors of communication are raised and the careful analysis of visual-communicative characteristics of a teacher is carried out. The author details a personal-professional image of the effective teacher, reveals communicative attractions, among which observation, reflectivity, empathy take the partial analysis [5]. For instance, O.R. Pavlishak in her work analyzes the professional communication of Austrian teachers, reveals the phenomenon of communicative / non-communicative properties that lead to a clash of opposing views, values, attitudes, negative experiences in the pedagogical activities of teachers [10]. O.V. Pyshyk's researches analyze the components of communication, just: motivational, cognitive and activity ones; communication is considered as "a complex multifactorial and multifunctional process, which is not only a proper area of human life, but also permeates directly or indirectly all other areas. It allows to reveal the social essence of a man, the determination of the inner world of a man and his features, as well as to understand the development of the psyche as a process that occurs by relating socio-historical experience of mankind in the context of communication with other people, living carriers of this experience" [10].

The works of domestic researchers describe the main functions of communication that accompany pedagogical communication, such as informative, educational, socializing, criticism and control, social thought, articulation of interests, integration of subjects. The authors N.P. Volkova [4], T. Dovga [5], M. Oliyar [8] reveal the specifics of conflict interactions that occur in the speech behavior of communicators. Various negative emotional states, decreased productivity of interaction, increased hostility to each other are described [12]. N. Koshkarova identifies the cognitive aspects of the destruction of communication, among which are: evaluative

attitude, emotional tension, threat to the "person", aggression [7].

In our opinion, the study of the cognitive-efficient component in professional-role communication will allow us to analyze one of the least defined phenomena of conflict in the pedagogical activities of modern primary school teachers, and will provide an opportunity to consider which components determine the phenomenon of effective teacher communication with participants of the educational process.

The main material. To prove that the cognitive-efficient component is one of the components of professional-role communication in the activities of primary school teachers, we should first theoretically substantiate the essence of communication as a socio-psychological, psychological and pedagogical phenomenon.

Neobehaviorists were one of the first to approach the problem of communication. In the socio-cognitive theories of learning by A. Bandura the potential that develops in the process of productive interaction is identified. The Bandura model reveals causal relationships of a human cognitive sphere, which depend on motivational and behavioral characteristics. He proved that motivation and behavior are substances that affect each other, and learning occurs through observation and action. Thus, the student's observation of communicative processes in professional activities form the culture (subculture) of his communication skills. In teaching through experience, Bandura emphasized the need to distinguish between "knowledge" and "skills". In order to form skills, in his opinion, motivational and behavioral factors should be taken into account.

K. Levin ("Dynamic Psychology") once solved the problem of cognitive awareness of communication processes. Discussions organized by him in T-groups for the purpose of racial prejudice gave a positive result at the end of classes. Levin concluded that the better the participants were introduced to communication, the more efficient the benefits of communication were.

The study of professional-role communication has an interdisciplinary nature, as the theoretical components were analyzed from different angles of communication theories. In social psychology, communication is defined as the process of exchanging information between two communicators in formal and informal communication, in the process of which the message is loaded with semantic information [12]. That is why, under the conditions of the highest cognitive correspondence, teacher communication is considered as a partnership between communicators.

Given that communication is a complex system of functional significance, in the analysis of the cognitive-efficient component, we took into account indicators of conative, informative, motivational, coordination, and emotional load. In the process of implementation of these functions, for effective professional communication of the teacher, the ability to carry out diagnostics according to nonverbal indicators of internal states of education participants is important. Thus, the problem of social perception is definitely appropriate. The teacher's ability to understand true feelings of others, to recognize desires, motives, true feelings, intentions – all these are indicators of cognitive skills. Thus, the listed functions of communication, under the condition of their conscious use by the teacher, belong to the cognitive sphere.

Consideration of the problem of professional-role communication requires analysis from a psychophysiological point of view, which helps to understand the influence of the teacher, who tends to provoke confrontation due to the vague verbalization of communication information. The authors consider the following disadvantages: fast or very slow tempo, high sound speech techniques, monotony, timbre "deafness", fuzzy articulation, diction. Acoustic vagueness causes emotional tension, and sometimes, according to A.Y. Antsupov and S.V. Baklanovskii, can cause conflict [1].

In the studies of A.Ya. Antsupov and S.V. Baklanovskii [1], S. Ishchuk [6], M. Oliyar [8] it is proved that non-conflict is a low level of social and psychological competence, as it does not contradict the contradiction, which is a movement of dialectical development. The authors note that complex social interactions indicate the unpreparedness of the specialist for communication. N. Koshkaruk argues that it is not enough to establish efficient communication of such properties as empathy, as the expectations of partners exceed the request for feedback [7].

The authors attribute the underestimation, anxiety, uncertainty in the prospects of performing activities to the negative properties, hence for the teacher it is of special importance (N.P. Volkova [4], A.V. Nazarchuk) [9]. An indicator of a rigid style of thinking is also the cause of confrontation in conflict situations, which exacerbates students' feelings of dissatisfaction, lost meaning, confusion. (T. Dovga [5]).

In modern psychology, the list of communication skills is expanding, as indicated by L.R. Akhmadiev [2]. Communication skills include: processes of adequate perception of interaction partners, dynamics of communication process development; the ability to selectively perceive

relevant information and maintain focus and concentration; literacy of adequate interpretation of the information received; reflection of the internal state, motives and their external manifestations; regulation on the inadmissibility of stereotypical patterns of communication; self-control of emotions and their verbal manifestation.

The hypothesis of our empirical study was based on several assumptions:

1. The cognitive sphere is manifested in the activity, so it can be considered as a cognitive-efficient component of professional-role communication and determined by diagnosing the following skills of the teacher:

- *to diagnose internal conditions* according to external manifestations of communication of participants in the educational process;
- *to convey clearly the feelings* in the context of the pedagogical task not from "I" / "Me", but from "We" / "Us" through clear, logical information, metaphorical expressions;
- *to reflexively perceive, analyze information* (both own and communicator's) with the help of formed social perception, ability to listen, react in time, understand the situation, remember;
- *to provide timely feedback* that is pedagogically balanced, clear, logical, specific, understandable;
- *to enter into confrontation* as the most powerful form of communication to determine the personal attitude of communicators to information and opportunities for self-development;
- *to prevent destructive conflicts* due not only to such properties as tolerance, empathy, reflection, but also predictive prognostication.

Thus, we proceeded from the fact that the generation of communication *symbols* (conscious / unconscious nonverbal expressions of emotional states in the communication process, linguistic connotations), *signs* (correspondence of the linguistic text of information to generally accepted norms) cannot take place without cognitive processes which are connected with reproduction, preservation of the acquired communication patterns, representation, coding and reproduction of communication information.

The above mentioned material allowed us to determine at the theoretical level and to empirically verify the fact that between the level of knowledge and the rate of communication in the professional activities of teachers there is an intermediate level, which we determine by *reflexive-role assessment*. Due to the recognition of the role (*Assistant, Consultant, Advisor, Facilitator, Expert, Thinker, Companion*), which the

teacher plays in the process of communication, he is able to adjust the direction of his motivational sphere and to adjust behavior for pedagogical purposes.

Thus, we were able to track how cognitive-efficient skills influence the effectiveness of communication, directed by reflexive-role analysis.

On the basis of empirical material obtained from a sample of 132 people (primary school teachers), the following results were obtained:

- the distribution of expert assessments and subjects' assessments has an insignificant difference, which corresponds to the law of normal distribution;
- the correlation between the level of knowledge, the level of skills (cognitive-efficient indicator) and the change of teachers' own communication by reflexive-role analysis is determined;
- primary results in trial training sessions which confirmed the fact that with increasing levels of knowledge and skills, teachers better recognize the role positions in communication and are able to change to new, constructive and productive communications are identified.

Correlation analysis showed a close relationship between cognitive-efficient and communicative components, which are regulated under the conditions of reflexive-role analysis (table 1).

Table 1. Comparative analysis to determine the correlation between cognitive and communicative skills (Pearson correlation coefficient value, significance level $p < 0.01$)

Parameters	Knowledge	Reflexive-role analysis	Cognitive skills	Communicative skills
Knowledge	-	-	0,36	0,31
Reflexive-role regulation	0,48	-	0,41	0,39
Cognitive skills	0,67	0,59	0,55	0,61
Communication skills	0,61	0,59	0,55	-

As can be seen according to the indicators in the table, there is a positive correlation between the level of knowledge and cognitive skills, between cognitive skills and reflexive role analysis, between cognitive skills and effective communication. The correlation coefficient for

knowledge and cognitive skills is higher than for the skills of reflexive-role control and communication skills. The cognitive level with the same correlation coefficient is related to both knowledge and communication skills, and the correlation coefficient of reflexive-role control is related to communication skills.

This statement makes it possible to consider the relationship of internally individual characteristics of the teacher's personality with externally individual manifestations of professional-role communication. Given the close connection of cognitive skills with knowledge and reflexive-role control allows us to consider the phenomenon of professional-role communication of the teacher as to be formed and developed to improve the effectiveness of this communication. The following hierarchical sequence of the following components of professional-role communication is determined: *knowledge> cognitive skills>> reflexive-role analysis> communicative skills*. Analysis of this pattern proves:

- first, that it is possible to explain the efficient / inefficient communication of the teacher, to reveal the cause-and-effect relations;
- second, it is possible to explore the components of knowledge, cognitive skills, reflexive role analysis and communication skills as those that are closely correlated;
- third, the psychological reality of certain correlations reveals the formation of the phenomenon of professional-role communication, which has an inseparable relationship between the internal characteristics of the individual and their external manifestations.

Conclusions.

1. The identified problem of our study is relevant in the light of the "New Ukrainian School". Reforming primary education involves changes in the organization of socialization of the individual through knowledge into practice, the success of which depends on the readiness of the teacher to professional role communication.

2. The problem of communication is interdisciplinary, it is studied by philosophers, linguists, physiologists, psychologists, sociologists, teachers, culturologists. Mastery of communication skills is a sign of a modern man, which cannot but be associated with the ability of modern teachers to master communication.

3. The process of any communication cannot take place without knowledge, cognitive skills and communication skills. As for professional-role communication, it is considered only at the level of efficient,

partnership interaction, which consists of professionally-oriented *knowledge* about communication (verbal and nonverbal), of *cognitive skills* (ability to observe, remember, reflexively analyze, diagnose, clearly transmit feelings and information, provide timely feedback, engage in confrontation to enhance the conscious definition of functional significance in partnerships, avoid destructive conflicts), of *reflexive-role analysis* (gradation positive reflection, intermediate reflection (introspection), quasi-reflection) and of *quasi-reflection skills* (verbal and nonverbal).

4. Professional-role communication is subject to correction due to the expansion of knowledge, cognitive skills, reflexive-role analysis.

5. Further study of different cognitive styles is in prospect. We are especially interested in the rigid thinking of the teacher and his influence on the efficiency / inefficiency of professional-role communication.

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Abstracts

НАТАЛІЯ МІШАКА. Когнітивно-ефективний компонент у професійно-рольовій комунікації сучасного вчителя початкової школи. Автор ставить питання про важливість професійно-рольової комунікації вчителя початкової школи; розкриває ефективність комунікації в досягненні партнерських стосунків та продуктивної взаємодії в освітньому процесі. На емпіричному матеріалі доведено, що існує кореляційний зв'язок між знаннями, когнітивними вміннями, рефлексивно-рольовим оцінюванням та комунікаційними вміннями.

Ключові слова: комунікація, знання, когнітивні вміння, рефлексивно-рольовий аналіз, комунікаційні вміння.

НАТАЛИЯ МИШАКА. Когнитивно-эффективный компонент в профессионально-ролевой коммуникации современного учителя начальной школы. Автор ставит вопрос о важности профессионально-ролевой коммуникации учителя начальной школы; раскрывает эффективность коммуникации в достижении партнерских отношений и продуктивного взаимодействия в образовательном процессе. На эмпирическом материале доказано, что существует корреляционная связь между знаниями, когнитивными умениями, рефлексивно-ролевой оценкой и коммуникацион-

ными умениями.

Ключевые слова: коммуникация, знания, когнитивные умения, рефлексивно-ролевой анализ, коммуникационные способности.

NATALIA MISZAKA. **Komponent poznawczo-skuteczny w komunikacji rolowo-zawodowej współczesnego nauczyciela szkoły podstawowej.** Autorka stawia pytanie o znaczenie komunikacji rolowo-zawodowej nauczyciela szkoły podstawowej; opisuje skuteczność komunikacji w osiąganiu relacji partnerskich i produktywnej interakcji w procesie edukacyjnym. Na podstawie materiału empirycznego udowodniono, że istnieje korelacja między wiedzą, umiejętnościami poznawczymi, refleksyjno-rolową oceną i umiejętnościami komunikacyjnymi.

Słowa kluczowe: komunikacja, wiedza, zdolności poznawcze, analiza refleksyjno-rolowa, umiejętności komunikacyjne.