

Testing of Psychological Preparedness of Master's Studies Undergraduates for Pedagogical Communication

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Abstract: Issues of pedagogical preparedness of master's studies undergraduates for pedagogical communication are considered in this article; the authors made analysis of the results of psychological and pedagogical works aimed to define notion of preparedness for psychological communication. Special attention is paid to the analysis of contents of components and levels of preparedness of master's studies undergraduates for pedagogical communication. The authors provide the results of empirical research (test) of pedagogical preparedness of master's studies undergraduates for pedagogical communication in which students of Kazakh National pedagogical university named after Abai participated.

Key words: Personal preparedness • Functional preparedness • Pedagogical activity • Pedagogical communication • Components of pedagogical communication • Orientation of behavior • Communicative control • Communicative organizational skills

INTRODUCTION

Modern changes taking place in educational policy of Kazakhstan directly influence functioning of educational system. Professional educational institutions which train pedagogical specialists must be especially mobile in the current circumstances.

Training of a good specialist is possible if specific educational system is functioning and the organization of the process of professional training corresponds to it: quality of education of master's studies undergraduates depends on quality of educational process. Professional training of a specialist is a process which is aimed for increase in his orientation to the profession, updating of professional competence, development of personal professionally-significant characteristics [1, 2].

The problem of preparedness in the context of professional formation of a person is one of the most important for general and pedagogical psychology. Significance of the notion of 'preparedness', first of all, for pedagogics demands re-thinking of its contents and functions on methodological and experimental levels [3].

This idea directly refer to the training of master's studies undergraduates for pedagogical activity and in particular, for pedagogical communication.

The problem of particularities of psychological training of master's studies undergraduates for future pedagogical activity is on the one hand a separate issue of general system of professional training and psychological support and on the other hand - it accumulates unsolved tasks of psychology (as a science) connected with personal features, its psychological states, opportunities, which determine successful professional training of specialists [4].

In order to understand the essence of pedagogical preparedness of master's studies undergraduates for pedagogical communication we must study works devoted to contents and structure of psychological preparedness of a person for performing some activity. In modern psychology there are two main approaches to definition of the contents and structure of pedagogical preparedness: functional and personal. Recently these approaches have drawn nearer to each other in their interpretation of pedagogical preparedness for activity.

In particular, Dyatchenko and L. Kandibovitch [5], L. Savenkova [6] prove the unity of personal and functional preparedness. The first one is of steady long-term character, it includes mindsets, skills, knowledge, techniques, experience, quality and motives of activity which have been learned by a person. Functional (situational) state of preparedness is an actualization of personal preparedness, creation of psychological opportunities for successful acts now. L. Savenkova argues that investigation of psychological preparedness for pedagogical communication must be based on person-orientated approach to understanding of essence of pedagogical preparedness. This kind of preparedness is a result of special mindset obtained in the process of professional training of a specialist. Personal preparedness of future teachers for pedagogical communication, L. Savenkova points out, is a necessary base for producing situational preparedness.

As for interpretation of the notion of pedagogical preparedness we follow person-orientated approach in accordance with which, as L. Karamushka says, "preparedness can be understood as stable, multi-aspect and hierarchical education of a person, which includes a number of components, adequate to the requirements of contents and conditions of activity which in their combination allow to act successfully" [7].

Fruitfulness of pedagogic activity to a great extent depends on the level of mastering of pedagogical communication technology by a teacher [8].

Pedagogical activity is impossible without communication and analysis of pedagogical practice demonstrates that many big problems in education/upbringing result from inability of a teacher to organize communication process with students in a right way because influence of a teacher on schoolboy's personality is only possible through face-to-face and direct communication.

Believing that pedagogical communication is a creative process V. Kan-Kalik points out to the main difficulties experienced by a teacher in communication with schoolchildren. These difficulties originate from the absence of skills in establishing contacts, inability to control students' behaviour during a lesson, to build-up relations and re-build them depending on the essence of pedagogical tasks, misunderstanding of internal position of a schoolchild. Finally, these are difficulties in verbal communication and transformation of one's own emotional attitude to the material which is studied, as well as inability to control one's own psychological state in the process of communication [10].

Pedagogical communication is not just socio-psychological, communicative, but first of all, professional phenomenon [11].

We understand professional-pedagogical communication as the system of interaction between a teacher and a student, based on exchange of information, understanding of a person, support in upbringing. A teacher is an activator of this process, he organizes and controls it, in other words, communication becomes a kind of professional activity [12].

Therefore it is important to form preparedness of master's studies undergraduates for pedagogical communication. This will allow a young specialist to do his professional duties well after graduation, to use obtained knowledge effectively, to control himself and re-arrange his activity depending on the current situation.

Analysis of theoretic studies of the issue of pedagogical communication allowed to find out the components of pedagogical communication, shown in Table 1.

Psychological preparedness for pedagogical communication as integral feature of a person of future teacher must be formed in a complex way. Motivational, conceptual and pragmatist components must be formed in their integrity as a single whole thing and be interrelated with each other on all stages of training of future teacher.

Process of formation of preparedness of future teachers for communication has its own structure and inner logics. As an integral process it develops under influence of deliberate and target-oriented activity of a student, stage by stage. Forms and methods of pedagogical work in this case are viewed as means of students' training and dynamics of forming of components of preparedness (in their interrelation) is the essence of this process.

Taking mentioned above components as the base, we can describe the levels of pedagogical preparedness of future teachers for communication.

High (creative) level of preparedness for communication with schoolchildren, as we understand it, is such a state which is characterized by complete formation of all components in their integrity and interaction, knowing by students of the foundations of communication and free use of communicative skills, their steady application in pedagogical work.

Medium (realized by a student) level is characterized by non-fully formed integral structure of preparedness for communication in pedagogical process, uneven development of the components of preparedness but with a trend to reach their steadiness and interrelation,

Table 1: Preparedness of master's studies undergraduates for pedagogical communication

Component	Contents
Motivational-personal	Strong belief in importance of pedagogical communication, understanding it as factor of success in becoming a professional, understanding of the necessity to learn technologies and techniques of communication; deliberate orientation to communicative activity; wish to implement it in a creative way
Conceptual	Knowing of the essence of communication, its kinds and functions; regularities (patterns) and mechanisms of psychological influence; technologies and techniques of communication as well as opportunities and their use in pedagogical activity.
Pragmatist (connected with activity)	Skills in planning and realization of the process of communication; to perform analysis and forecast one's own communicative activity; effective use of verbal and non-verbal means of communication; deliberate use of style and means of communication; to understand psychological and emotional state of a schoolchild; to use effective ways in order to solve conflict situations.

by rather full knowledge of the foundations of communication, mastering of basic communicative skills, but with little wish to use them in practice.

Low (adaptive) level of preparedness for communication with schoolchildren reflects such a state when only separate components of it are functioning, communication skills are developed to a small extent, students do not have ability to use these knowledge and skills in practice.

So, preparedness for communication with schoolchildren is a harmonious combination of personal features, positive attitude to activity, sufficient quantity of psychological-pedagogical and special knowledge, possession of pedagogical skills which provide effectiveness in teaching activity.

Empirical (factual) survey of pedagogical preparedness of master's studies undergraduates for pedagogical communication was carried out on the base of Kazakh National pedagogical University named after Abai in spring of 2013. It was a survey in which groups of master's studies undergraduates participated which were the students of 1st year (40 students), among which there were 29 girls and 11 young men.

The survey was performed with the use of questionnaire of behaviour's orientation (V. Smeikl, students Kucher), the methods of studying of the level of communicative control (M. Schneider), methods of study of the level of communicative and organizational skills (COS-2).

Tests by means of questionnaire of behavior's orientation showed that 10 of master's studies undergraduates or 25% of a sample have business orientation or orientation to the task. It means that these students are characterized by their concentration on activity. In spite of their personal interests such people eagerly contact with others if these contacts can bring some results. At any circumstances they will stand up for their own opinion which is, as they believe, the only right one for performing a task.

22 students (55% of the sample) have demonstrated orientation to themselves which characterizes a person which is led only by motives of his own happiness. As a rule, such people want to achieve their own aims regardless of interests of their colleagues, partners.

Only 8 students from 40 (20% of the sample) have shown behaviour oriented to interaction. It is too little value, if we take into consideration that pedagogical activity suggests constant close contacts with other people, collective work, work with children. Orientation to interaction is connected with human need in communication, wish to keep good relationship. Such people expect support from other people's side, depend on the group, do not reveal aggressiveness.

The level of communicative control is closely connected with behaviour orientation; this is determined by ability of a man to communicate sincerely, to control his own emotional state, ability to interact with surrounding people effectively. The results of testing when the methods of study of communicative control level were used were as follows: 12 students (30%) are characterized by low level of communicative control. They are characterized by too much "sincere" revelation in communication. Some people think that such persons are non-suitable in communication because of their habit to say what they think directly.

20 students or 50% of the sample are characterized by medium level of communicative control. These respondents are sincere but self-reserved in their emotions, they think about others when do or say something.

8 students or 20% of the sample demonstrated high level of communicative control. It means that such people easily take any role upon themselves, flexibly react to the changes of the situation, feel themselves well and are able to predict impression which they will make on the surrounding people. But only 1 student scored maximum points by this test - it shows that communicative control must be developed.

Use of methods COS-2 (finding out of communicative and organizational skills) allowed us to establish each from these 2 levels of capabilities.

Minimal number of points were scored by 8 students or 20% from the sample, which demonstrates very low level of capabilities for communicative and organizational activity in general. 11 students or 27,5% from the sample showed communicative and organizational skills on the level below average. Such persons do not strive for communication, feel themselves not at ease in a company of other people, group and prefer to spend free time in isolation, experience difficulties in establishing contacts with people and when they have a speech before audience, they badly orientate in unknown situation, never stand up for their opinion, take offence were deeply. They rarely demonstrate initiatives in social activity, as a rule they avoid making decision by themselves.

17 students of 42,5% are characterized by medium level of communicative and organizational skills. They are striving to establish contacts with people not limiting the circle of their friends, stand up for their opinion, plan their work. But potential of such skills is not very stable.

Only 4 students or 10% from the sample can be classified as people with high level of communicative and organizational skills. They are not lost in a new situation, quickly find friends, constantly want to broaden the circle of their friends, perform social tasks, help their relatives and are initiators in communication, organize social events with pleasure, are able to make their own decision in difficult situation. The highest points were scored by no one of the students. People, who score the highest points, can be classified as those who possess the most developed level of communicative and organizational skills.

We see, that most part of tested students in regard to orientation of their behaviour are oriented to themselves, possess rather low or medium level of communicative control, in regard to the level of communicative and organizational skills no one from the respondents scored the maximum number of points which characterizes a person as the one with highly developed communicative and organizational skills.

So, all kinds of methods have demonstrated utter importance of development of communicative component in students which in future will become teachers. Such development can be realized in several directions but it is necessary to mention the necessity of implementation of psychological programs and trainings intended for development of pedagogical preparedness, in particular,

communicative skills. Besides that, individual-differentiated approach to the students should be developed which will allow with higher possibility to infuse students with professionally important qualities of a teacher.

Also testing has found, that in terms of pedagogical psychology some difficulties in communication are observed. Modern teachers pay little attention to development of communicative skills, that is why in their activity they often face problems of pedagogical communication which can be divided into 3 big groups: informative, regulation and affective.

Process of education is a system of socio-psychological interactions. Communication plays important part in solving didactical problems of pedagogical activity. Necessary condition of successful flow of the process of communication is communicative competence of the participators, which includes a set of communicative techniques.

In communicative training of future teachers one of the key components is social-psychological interaction and perception. The development of programs of active social-psychological studies is also of utter importance - this in the end will influence positively communicative training of master's studies graduates leaving higher education pedagogical institutes.

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