

EDUCATIONAL COMMUNICATION AS OPTION OF INNOVATION-PSYCHOLOGICAL CLIMATE

Oksana FURMAN

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Оксана Фурман

НАВЧАЛЬНА КОМУНІКАЦІЯ ЯК СКЛАДОВА ІННОВАЦІЙНО-ПСИХОЛОГІЧНОГО КЛІМАТУ

ANNOTATION AND KEY WORDS

This article discusses educational communication as one of the parameters of innovation and psychological climate (IPC). IPC of module and developmental learning system creates a special educational environment, where there is a realization of social activity of members of academic cooperation and is reflected in the ratio of its basic parameters: a) psychological impact and its forms (cognitive and subjective, personal normative, value-individual, spiritual universum) that operating in the context of socio-cultural space-time, b) educational communication and its aspects (communicative, interactive, perceptive, intuitive, spontaneous) as an information, business, meaning and action, self-semantic varieties of exchange (IBMASVE) and c) poli-motivational as a way of activation of educational activities of students. In psychological and pedagogical unity they cause a development of positive and harmonic self-concept of students.

Key words: *educational communication, communication, interaction, perception, knowledge, norms, values; informative, business, meaning and action, self-semantic, varieties of exchange; innovative and psychological climate, parameters, module developmental system of learning.*

FOREWORD

The study of communication as a social phenomenon, its structural components or aspects (communicative, interactive and other), development in ontogenesis, form of expression activity of individual, socio-cultural aspects and

obstacles which appears in its process, phenomenon of communication in context of STA methodology etc. involved by H.M. Andreeva, B.F. Lomov, M.N. Kornev, A.B. Kovalenko, V.M. Fomichova, L.E. Orban-Lembryk, A.Y. Babaytsev, V.M. Kunitsyna, N.V. Kazarynova, V.M. Pohlsha, H.P. Shchedrovetskiy, V.A. Semychenko, V.I. Slobodchykov, Y.I. Isaev, O.O. Bodalov, A. Dobrovych, V.O. Molyako, T.D. Shcherban and other famous scientists. Traditionally during the analysis of phenomenon of communication, it is a fundamental its relationship with the business. To be exact due to joint group activity arise distribution and coordination of performed subjective actions. Because of this it is formed the group needs, aspirations, goals, motivations, interests etc. and implemented processes of regulation and control of each of these intentsitive motivation. That's why in joint activity it is not only developmental course of mental cognitive processes of a human is happen but also its self-affirmation and life realization [1; 2; 8 and etc].

Separately, we emphasize the importance of fundamental research of T.D. Shcherban that dedicated to the development of psychology of educational communication [8]. However, we note only one methodological point: the relationship between the concepts of «educational communication» and «learning communication» is in the plane of dialectics «common - single», «system - component». In other words, learning communication related to the situational opportunities of joint learning activity of students, while educational communication and its aspects as types of exchange related to spatio-temporal organization of human life in all its

basic forms, aspects, dimensions and more specifically relates to variable activation «images of subjective reality - student as subjects, personality, individuality, universe» [5]. That's why during the modular and developmental relationships it is formed intersubjective, interpersonal, intergroup, personal, physical, spiritual (exchange of intellectual and emotional, semantic information), monological, dialogical and other invariants of communication.

Educational communication in our research specifically raises the second parameter of IPC, which operates in modular and developing system of education, which as a research project of innovative education, realizing socio-cultural paradigm of social development of Ukraine; aims at scientific and practical justification of school of the future – the school of culture and spirituality; presented as a unity of interdisciplinary theory, vitacultural methodology, social and psychological technologies and practices of experimentation in educational institutions; implements the requirements of ideas of the culture and development, principles of mentality, spirituality, development and modularity, patterns of functioning didactic, teaching, content and other modules; based on the theory of educational activities, which explains the effect of the basic mechanisms of cultural appearance human as a subjects, personality, individuality and the universe by immersion in social experience [6].

Separately, we note that under the parameters followed by V. P. Kazmirenko, we mean «those complex or single characteristics that, on the one hand, are the properties of the analyzed reality and on the other - can be used as variables of its measurement» [3, p. 81]. These parameters which we mentioned above (influence, communication, polymotivation, I-concept) – is integral properties of innovation and psychological climate of module and developing system of learning.

Clearly that the beneficial or healthy climate [3; 4; 7 and others.] in the most general sense of the word accompanied by scientific and technological progress of society, because solves the issue of social and psychological potential of humanity. So, a positive climate creates appropriate culture in relations it is a factor of formation and activity of the individual, prerequisite of stimulate its creative and spiritual fulfillment. And its important features are satis-

faction of labor, positive attitude, understanding between people, their unity, productivity, stability, intersubjective and intergroup genesis, self-regulation and self-organization and also creative atmosphere.

SETTING SOCIAL PROBLEM

In the social development of people, communication is essential condition for their full development, determines the need for covital union, harmony and interaction causing. Thanks to it are implemented social and interpersonal relationships, interactions between individuals in a loop of social spiritual production, and also there are rational and affective-volitional relations, relationship, feelings, views, and then it is tuned for consistency or organization of joint actions, group actions, mass historical scenes. In general communication as a process gives rise to groups which from their side are a prerequisite for the formation and existence of society. That's why fair this statement: only in the space of human society is able to function, form and improve the communication of people.

Thus communication in its communicative, interactive and other aspects as a form of exchange (information, business, semantic action, self-semantic) – an important mechanism for the formation of groups, communities, ethnic groups, nations and development of the human in general. Besides it also enables you to share information, links, interactions, actions, and comprehend the meaning and sense of humanity, both past and present.

USED METHODS OF RESEARCH

Theoretical – idealization, analysis, design, conceptualization, generalization, systematization and argumentation; empirical – observation, interview, survey, testing, research product of innovation and psychological activity.

THE MAIN RESULTS OF RESEARCH

In modular developing system of study dynamics of social and psychosocial mechanisms (encoding, decoding, coordination, harmonization, identification, empathy, reflection, etc.) between different age groups (classrooms, teachers, school management) mediated by features of IBMASVE. Its variations are interconnected and determined by structural components or aspects of educational communication (communication, interactive, perceptive, intuitive, spontaneous) so alternately

organize segments of relationships between members of various groups.

Educational communication in general holds not only informative phase, but also practical (regulation educational activity of student using interaction), experienced (educational performance activities that cause cognition of each other, understanding), spiritual (self-expansion, self-understanding). So communicative aspect of communication provides exchange of knowledge, abilities, skills, educational search and cognitive activity that form reveals in the system of relevant values, thanks to that there is an influence of one member to another and to the group in general, which also contributes to the emergence of meaning. During the deployment of interpersonal interaction, each participant should implement his contribution, in particular creates and implements plans to move forward in education, comprehends and accepts to implement the scheme of group behavior, follows and provides algorithms to solve social problems and so on. This allows to describe the interaction as a way of organization of joint education activity of teachers and students. In this process an important moment plays not only the exchange of information, as, in fact, interchange of actions that helping implement educational cooperation. Cognition of each other and the group in general is happening through interindividual perception since taken deeds show uniqueness, originality and essence of each. In participants of interactions formed ideas about educational and social intentions, capabilities, etc. as a separate identity and relationship of the group that formed. In addition, interindividual perception provides the regulation of positive relationships in educational communication, because unfolds through process of mutual learning and understanding.

Interindividual perception includes processes: a) perception, b) formation of ideas about the partner and the group in which participants interact, c) mutual learning, d) comparison, e) understanding and f) mechanisms of identification, empathy and reflection. In this context rightly to remember well known truth that learning another it is formed discovering individual itself and from the completeness of understanding of the human by person depends the level of planning and organization of work with it. Mutual cognition by one member of the group the other member and the group in

general in the module-developmental education, appears in the process of appearance of actions which allow: a) emotionally describe and evaluate user of interaction, b) cognize his behavior and c) analyze their educational activities. Such internal analysis involved comparing themselves with participants of interactions, and later there is understanding. Last is interpreted as understanding and perception by partners the educational communication in general and also goals, objectives, motives of each other in the process of mutual action. For passing these c helps mechanisms understanding - identification, empathy and reflection.

Implemented taken actions allows to isolate in perceptual communication as processes of identification, empathy, and also realization that what impression formed about «me» in the other, and how it is formed positive emotional relationships, but also the opportunity to experience a real acceptance or rejection of the partners in the group. This arises through polidialogical feedback that enables assertion, discussion not only their embodied in educational activities, ideas and ideals, values and meanings, but also interlocutor. Thus, questions of accuracy of interindividual perception it is solved.

So, during the functioning of the mechanism of perceptual aspect of communication mutually overlap: a) students as subjects of interaction that involve their individual psychological characteristics; b) the process of rethinking and sense of awareness; c) sense of sources (modulus of values); d) sense carriers (educational actions of successors) and e) semantic creators (individuality of developmental relationships that not only produce, but also share results of activity, filling time space of new positive emotions, ideas, ideals, beliefs, etc.).

All this is happening through the process of goal-setting. It includes meaningfully created content of practice that consist in formation of goal as subjective ideal image of the desired (goal formation) and implementation it in an objectively real activity (goal realization) (by V.I. Shynkaruk). In order to make education act (copyright achievement, such as creating the book of problems), successors consciously define goals, develop a program of action for its implementation, namely involve a process of goal formation. When the goal is embodied in a real educational activity, than goal realization is happening which solves the internal and external

contradictions between the subject (student) and object (educational content). The goal is achieved through the tools (in this case the objective – it is developing a mini-tutorial, program of self-realization, and intellectual – the sphere of semantic module). However, the purpose and means can be interchanged. So, for instance, the successors of copyright means, such as program of self-realization for classmates, becomes a target; at the same time achieved goal is a means to implement other purposes (in particular, implementation by peers tasks proposed to them program of self-realization). In this case the educational goal objectified in a specific result of activity – innovative action.

In general, the process of goal-setting helps to form successor in practical aspect, since setting a goal, they analyze ways to achieve them. Therefore, goal-setting associated with the presence in participants the developing cooperation of educational concept (and implement it in result of activity), which enables to each move into the future, design by itself and implement the goal in the author's product and achieve self-understanding in the context of spiritual endeavors.

Varieties of exchanges that determined by aspects of communication – necessary and dynamic components of any social organization (in this case the organization is secondary school of modular developmental type). It is thanks to these exchanges there is a «streamlining of goals and structure of organization as a community, creating the basis for appearance and development of multiple subjective complex actions, forming three main mechanisms of improvement of activity – integration, coordination, concentration of action (T. Kotarbinsky)» [3, p. 154]. In addition, educational communication as IBMASVE is adequate coherent link between the first and the second parameter of IPC.

In functioning of module and developmental structure, there is fundamental ontological unity of communication and educational activity, which causes alternating predominance of images of subjective reality – subject, personality, individuality and the universum as carriers of organizational properties of innovative system of studying. Educational activity integrates in its structure into unity of other activities, such as games, educational, research, labor and spiritual. It is confirmed in such a complex phenomenon of human as creation.

The specificity and content of IBMASVE

which functioning within the educational group relations of students and teachers, fully reflects the actual state of innovation and psychological climate of specific experimental school [7]. In particular, in the information exchange of module and training technostructure is reflected: a) the content of educational activities, b) features of formation of attitudes to it, c) the specificity of coordination of common subjective activity between mentor and study group. In addition, it (informational exchange) creates conditions for the development of processes of understanding, encoding, decoding, identification etc.

Business exchange in the system of module and developmental training – is a systematic complex of actions and interactions between the participants of the educational process, which is carried out through practical norm imitation. In the same time it organizes social roles (researcher, designer, companion, criticism, etc.) and the position of successor and mentor that create conditions for the appropriation of norms of behavior and at the same time forming social identity («accessory of innovative educational activities», «student as an equal partner norm imitation etc.). The last one allow each to self-determination and to adapt in the educational environment.

Semantic action exchange in educational process – it is a complex of value-worldview semantic mutual exchanges which impel everyone to goal-setting process (the formation of the goal and implementation it into a result of activity). Moreover this exchange activates the processes of occurrence of individual identity («Apprentice – author of mini-tutorial, book of problems, review” etc.) and ego-identity (his own worldview, experiences, ideas). They enables an opportunity to form features of human uniqueness, uncover and identify own I with products of creativity.

The highest level of exchange – self-semantic – causes in participants of modular and developmental interaction an experience of psychospiritual state of inner freedom, the meaning of life, harmony, etc., and also causes the appearance of ego-integration as a process of positive self-knowledge, self-acceptance and combining all of your I (past, present, future) in system-functional integrity.

Thus information exchange in educational communication performs the function of removing of educational contradictions, business

– organizes relations, semantic promotes cognition of process of goal-setting and awareness of maturity and innovation of its products and self-seman – stimulates self-understanding, self-disclosure.

So, thanks to these exchanges between different educational groups is formed complex of cognitive, normative, valueable and spiritual interactions that enrich components of communication. Besides, they are also responsible for the organization and integration of the educational system in general.

CONCLUSIONS

1. The phenomenon of communication as an important source of development and culturalization of people is organized and functioning in space of public (political, economic, ethnic) and interpersonal relationships that regulating various civic roles, positions of person, stimulate expression of their life activity, satisfaction of the material and spiritual needs, interests and purposes.

2. By modular-developing system of learning, educational communication is not only a specific form of information exchange, cooperation, understanding and self-understanding, but also attributive characteristic of running of search activity of cognitive, regulatory, valuable-aesthetic and spiritual content of student groups, and thus a means of regulating their behavior in the functional context of educational activities.

3. Our goal was to prove the relationship of structural aspects or components of the communication with IBMASVE, considering mediate nature of these exchanges that consistently dominate during deployment of educational communication. The last one reflects the cycle of communicative-informational (knowledge, abilities, skills, values), interactively-business (rule-making activity, regulation of social roles, relationships), perceptual-semantic (comprehension of values, empathy, reflection, understanding, behavior action, creativity), intuitively-self-semantic (internal dialogue, self-expansion, inner experience, harmony of thoughts, desires, emotions and will, etc.) interaction between participants of module-developmental relations, in process of which are formed and implemented interpersonal, intergroup, monologue, dialogic, social and spiritual opportunities-potency of every participant.

4. IPC which contains in its structure educa-

tional communication as its second parameter, covers the content of socio-psychological (thanks to developmental interaction appearing positive emotions, moods, attitudes, motives and is happening norm-creation and semantic-creation, is forming equal, developmental, intersubjective, interpersonal, interindividual, relations) and organizational climate (educational organization where are happening interpersonal and intergroup relations), and also is reflected in the system of above mentioned parameters (influence, communication, polymotivation, I-concept). Under the innovation-psychological climate we understand a set of stable characteristics which essentially define modular-developing system, affect on forms of activity of people in the group, their emotional and morale state and mood, intergroup relations.

5. Innovation-psychological climate as a theoretical construct is a self-sufficient integrality of resistant characteristics of the school environment which essentially inherent to modular-developing training and cause various forms of mental activity of students, their emotional state and morale mood, efficiency of interpersonal and intergroup relations, rhythmically develop each as subject, person, individuality and universum. At the same time innovation-psychological climate – is actually available complex phenomenon of school life which is created under the influence of several factors: 1) socio-psychological atmosphere, or «humanitarian aura» (L. Kostenko) of society – mainly the sphere of socio-cultural influence; 2) «school spirit» (L. M. Tolstoy) – the sphere of parity educational interaction and communication in the space of general school; 3) trusting-business character (in the terminology of A.S. Makarenko – style) interpersonal relationships – main sphere of polymotivation of educational activity of each participant of training; 4) particularly active-reflexive state of consciousness of teacher and the student – their positive-harmonic I-concept.

6. So, innovation-psychological climate integrating both as properties of organizational climate of the school and socio-psychological climate of study groups and content of innovation and experimental activity of specific pedagogical staff is certainly an empirical phenomenon which has place in the practice of modular-developing systems and was thought by us in the process of made research as a construct of high parametric complexity.

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