

The role of pedagogical strategies of effective communication in the process of teachers interaction with students

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Abstract. The importance of effective pedagogical interaction between teachers and students is underlined in the article. A number of theoretical generalizations of research results of home and foreign scientists in the field of pedagogical communication is provided. A great attention is paid to the importance of scientific heritage of the American scientist Thomas Gordon in the development of new ways of successful pedagogical interaction and communication. The role of proposed by Thomas Gordon pedagogical strategies of effective communication during the teachers' interaction with students is studied.

Keywords: *Thomas Gordon, pedagogical strategies, teacher, students, communication, interaction.*

Introduction. Communication is an integral part of human relationships. Its efficiency depends on how much people want to communicate, accept and understand each other. In everyday life a successful solution of conflicts often depends on the tactics of talk and communication culture. Tactics of conversation is an art which should be taught. The sooner people understand the need for the ability to communicate effectively and begin to work on the development of such a skill, the more experience they will receive for life and sooner begin to implement their skills in practice. Effective communication skills also help in the professional sphere. The man who owns his speech, knows the tactics of talking and effectively solves the conflicts will be indispensable employee in any organization [3, p.88].

Current approaches to solve existing problems of education in Ukraine also put forward new requirements for teachers training, whose professional activity is determined by their professional, personal and communication skills. Thanks to the continuous search for ways of improving the educational process, the researches of both home and foreign scientists become more and more important.

Short review of the publications on the subject. The importance of effective pedagogical communication, through which the positive interaction between teachers and students takes place, is underlined in the works of such famous Ukrainian scientists as G. Ball, V. Haluzyak, I. Zyazyun, V. Kan-Kalyk, O. Leontiev, M. Leshchenko, S. Maksymenko, N. Nychkalo, L. Orban, S. Sysoieva, N. Chepeleva and others. Their researches substantiate the understanding of pedagogical communication as an essential, deep characteristics of pedagogical process, a type of professional communication, through which the social and psychological interaction between teachers and students occurs [1,2,4,5]. Among foreign scientists a great attention is attracted to J. Dewey, G. Retter, C. Rogers, B. Sliverski, R. Tanner, J. Holt, D. Hornby and others [6,7,8,9]. To their mind, the content of pedagogical interaction means the knowledge of each student's personality, implementation of educational influence, creation of optimal conditions for development of learning motivation, etc.

Unfortunately, the scientific heritage of American scientist Thomas Gordon, who spent a lot of time searching for effective ways of successful pedagogical interaction, and proposed a number of strategies for

effective communication, has been out of scientists' sight for a long time.

According to the analysis of psychological and pedagogical literature, the problem of effective pedagogical communication and cooperation has not yet found a final solution. So, **the purpose of the article** is to consider the pedagogical strategies of effective communication proposed by Thomas Gordon, and determine their role in the process of pedagogical interaction between teachers and students.

Presenting main material. According to Thomas Gordon's beliefs, the communicative competence of teachers is formed due to their ability to realize the democratic principles of communication with students in practice. Therefore, every teacher must learn to speak properly with students, master the skills of active and passive listening; develop an ability to resolve conflicts constructively; examine special ways to increase the productive time of pedagogical interaction to enhance students' creative development and training [6, p.4-5].

Thomas Gordon emphasized that teachers' practical mastering techniques of professional psychologists would create effective learning environment where students prosper, and teachers feel satisfaction from their work [6, p.58]. The scientist stressed that there are negative and positive factors which stimulate the emergence of teachers' intentions to improve their communicative competence.

The negative factors include the lack of joy and pleasure, expression of students' hostility to the teacher. The main cause of the emergence of negative incentives for improving the teachers' communicative competence is the lack of their skills to establish constructive relationships with students [6, p.3-5].

To Thomas Gordon's point of view, the positive factors of motivating teachers to improve their communicative competences include teachers' awareness of feasibility to master the skills, through which it is possible to create constructive relationships with students. Such basic skills are simple enough, though, like any others, they require to be studied and practiced. Another positive motivational factor is the teachers' comprehension that teaching any subject can be turned into an interesting and exciting learning process, if the teacher knows how to build relationships with students so that students respect the work of the teacher, and the teacher respects the work of students.

So, the positive factors of motivating teachers include awareness of the concept that the acquirement of communicative competence will increase the effectiveness of educational activities, create conditions for originitive self-realization, stimulate the emergence of pleasure and joy feelings because of professional activity, improve personal self-esteem [6, p.5].

To Thomas Gordon's mind, the effective alternative to obstacles on the way of establishing positive relationships between teachers and students is a series of the pedagogical strategies: 1) the language of acceptance strategy (acknowledgment + passive listening); 2) the active listening strategy; 3) the communicative statements strategy (I-messages, You-messages); 4) the no-lose conflict resolution strategy; 5) the modification of classroom environment strategy.

It is necessary to emphasize that the strategies of pedagogical communication coordinate the content and variety of educational activities, and outline ways of transmission, processing and exchange of educational information. All the strategies of effective communication between teachers and students are characterized by specific features of their application in the educational process.

The language of acceptance strategy is based on the following principles: 1) always perceive the other person as it is; 2) in the process of communication to formulate and share ideas which promote constructive dialogue; 3) master the techniques of therapeutic conversation and provide advices to solve the students' problems. As Thomas Gordon underlined, teachers' acceptance of students has a positive impact on them, facilitates effective communication and allows students to open up and share their feelings and problems [6, p.54-59].

To possess the skill of therapeutic conversation is very important as it is one of the main methods to provide pedagogical assistance in the process of personality-oriented communication in which the personal characteristics and challenges are clarified, the style of symmetrical relations is established and maintained, the necessary assistance is provided in accordance with the needs, issues and nature of training activities. The main task of the teacher is to help students to look at the problems and difficulties in their life from different points of view, demonstrate and discuss the aspects of relationships which are the sources of difficulties, and are not understood or controlled. As a result of therapeutic conversations, students feel better, talk about themselves, express more clearly their feelings, find a sense of self-worth and self-esteem, and their fears of life problems disappear [6, p.57-59].

Thomas Gordon's studies show that the listening skill is of great importance for the educational process. Nature gives each teacher the ability to hear. Teachers do it every day. But what they think they hear is often not what students try to convey them. Thomas Gordon offered teachers to master the active listening strategy with the help of which it is easy to check the accuracy of their perception and make sure that they hear exactly what students want to tell them to convince the students that teachers hear them and understand correctly [6, p.59-60].

The application of active listening strategy is particularly useful when teachers have to set the sincere

and open relationships with students. Active listening contributes to various discussions and helps the addicted and dependent students feel more confident due to the growth of their independence, self-confidence and self-support [6, p.91-124].

Taking into consideration the importance of the communicative statements to impact on students, Thomas Gordon offered to apply the communicative statements strategy (I-messages, You-messages), thanks to which the verbal information in the form of short messages is transmitted from teachers to students and vice versa. "I-messages" are used with the intention to express one's own feelings, emotions, thoughts, not obliging the listener to feel guilty for their occurrence. "I-messages" are opposed to "You-messages" which focus attention on interlocutor's personality and behavior [6, p.137-138].

According to Thomas Gordon, the constructive and efficient communicative statements strategy includes the following elements: understanding the difference between "I-messages" and "You-messages"; understanding "You-messages" fallibility; understanding "I-messages" efficiency; understanding the causes of the emergence of internal negative emotions; demonstration of different behavioral styles; understanding the possible consequences of the "I-messages" or "You-messages" use [6, p.138-155].

Thomas Gordon also believed that teachers can prevent unacceptable behavior of students using the modification of classroom environment strategy. According to his point of view, most classrooms are designed, constructed and equipped so that students do not become motivated to participate in the educational process. The atmosphere in the classroom often dissipates the attention of students and causes the behavior which is unacceptable for the teacher and impedes students' studies [6, p.156].

Thomas Gordon offered several ways to change the situation in the classroom in order to avoid and prevent unacceptable behavior of students. The scientist drew attention to the shortcomings of the typical interior, insufficient illumination and ventilation, acoustics problems, temperature control, exceeded number of people present [6, p.157-158]. To improve the atmosphere of communication in the classroom Thomas Gordon also suggested eight possible variants for classroom environment modification: enrichment, impoverishment, limitation, expansion, reorganization, simplification, systematization, perspective long-range planning of classroom environment [6, p.160-168].

The no-lose conflict resolution strategy is considered to be the practical answer to the question how teachers should do so that there are no losers in the pedagogical interaction between teachers and students. It should be noted that this strategy has evident advantages over the authoritarian and liberal communication methods which assume the presence of the winner and the loser. According to the no-lose conflict resolution strategy the best solution to the problem is provided by cooperation, not competition. Teachers must master this strategy for the successful resolution of conflicts with students, no matter how complicated these conflicts are [6, p.218-219].

Thomas Gordon distinguished the main advantages of the use of no-lose conflict resolution strategy in educational establishments: 1) the lack of affronts; 2) the inten-

sification of the motivation for effectuation of the decision; 3) the unique decision-making due to its cooperative development with the involvement of both sides; 4) the absence of necessity in conviction; 5) the absence of consequences from the use of power because it is not applied; 6) the development of confidential relationships between teachers and students; 7) the emergence of opportunities to reveal the real problem; 8) the emergence of the students' opportunity to become socially mature and more responsible [6, p.242 -249].

Conclusions and prospects for further scientific research. Thus, the pedagogical strategies of effective communication are interrelated and complement each other. A characteristic feature of the teacher training system for effective pedagogical interaction is its practical focus on the development of teachers' communicative skills and competences through interactive training that creates the conditions for all participants' self-revelation and self-improvement in the field of pedagogical cooperation. Development of communicative competence is possible during interactive lectures, analysis and modeling the situations of pedagogical interaction. The use of visual aids reveals the features of pedagogical cooperation, contribute to generalization and systematization of educational information [6].

Modeling various situations, business- and role-games, take dominant place because with its help it is possible to make sure in deep understanding, accuracy of reception and reproduction of communicative strategies. For example, in the "Teacher Effectiveness Training" book Thomas Gordon offered 117 scenarios of modeling pedagogical interaction through which he organized business- and role-playing, and analyzed the possible ways to resolve conflicts.

Effectiveness of Thomas Gordon's teacher training system is tested and proven in practice. According to the Association "Gordon Training International", hundreds of thousands of American teachers have successfully mastered the skills of effective verbal and nonverbal communication with students; formed no-lose conflict resolution skills; learned how to modify the educational environment for increasing productive time of pedagogical interaction.

We should emphasize that Thomas Gordon's educational system helps to increase the effectiveness of teaching any subject, and promotes the creative implementation of all persons of the educational process. However, it should also be noted that this article does not claim to be an exhaustive study of the problem, and therefore requires its further consideration and contemplation.

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Роль педагогических стратегий эффективного общения в процессе взаимодействия преподавателей со студентами **С. Д. Исаева**

Аннотация. В статье подчеркивается важность эффективного педагогического взаимодействия между преподавателем и студентами. Выделяется ряд теоретических обобщений результатов научных исследований отечественных и зарубежных ученых в сфере педагогического общения. Внимание акцентируется на огромном значении научного наследия американского ученого Томаса Гордона при разработке новых путей успешного педагогического взаимодействия и коммуникации. Изучается роль предложенных Томасом Гордоном педагогических стратегий эффективного общения во время взаимодействия преподавателя со студентами.

Ключевые слова: Томас Гордон, педагогические стратегии, преподаватели, студенты, общение, взаимодействие.