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**VECTOR DIRECTION FOR FORMING ABILITY OF THE FUTURE
TEACHER TO THE INTERPERSONAL INTERACTION
IN PROFESSIONAL ACTIVITY**

Sinenko T.N.

Ability of future teacher to the interpersonal interaction in professional activity is submitted as a part of the personal competence. Forming ability of the future teacher to the interpersonal interaction in professional activity is necessary to mind its vectors. In the article the main triads and vectors of the interpersonal interaction (outer and inner ones) of the pedagogical activity are given. The material of this article is of great interest for specialists working out system of teaching situations aimed to form ability of the future teacher to interpersonal interaction in professional activity.

Keywords: interpersonal interaction; ability of future teacher to the interpersonal interaction in professional activity; personal competence; vector direction of interpersonal interaction; interpersonal co-interaction; teaching situation.

**О ВЕКТОРНОЙ НАПРАВЛЕННОСТИ
ФОРМИРОВАНИЯ СПОСОБНОСТИ БУДУЩЕГО ПЕДАГОГА
К МЕЖЛИЧНОСТНОМУ ВЗАИМОДЕЙСТВИЮ
В ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ**

Синенко Т.Н.

Статья посвящена формированию способности будущего педагога к межличностному взаимодействию в профессиональной деятельности,

рассматриваемой в качестве проявления личностной компетентности педагога. При формировании способности будущего педагога к межличностному взаимодействию в профессиональной деятельности важно учитывать наличие векторов межличностного взаимодействия в педагогической деятельности. Описаны основные триады и векторы межличностного взаимодействия (внешней и внутренней направленности) педагогической деятельности. Материал будет полезен при конструировании системы учебных ситуаций предназначенных для формирования способности будущего педагога к межличностному взаимодействию в профессиональной деятельности.

Ключевые слова: межличностное взаимодействие; способность будущего педагога к межличностному взаимодействию в профессиональной деятельности; личностная компетентность; векторная направленность межличностного взаимодействия; межличностное взаимодействие ; учебная ситуация.

In accordance with the Federal State Standard of Higher Vocational School, the main task is a competitive future teachers training for the European labor market. The personal competence of a teacher and involving abilities are of great importance. One of the teacher's basic abilities considered to be ability to the interpersonal interaction in professional activity [1,2].

Ability of a future teacher to the interpersonal interaction in professional activity can be formed through the system of teaching situations. Teaching situation is a structural item of teaching activity (a didactic one) directed to activate educational activity of the subjects through the medium of working their own senses out as a result of their own training achieved by a teaching situation or by the system of the teaching situations having similar object and didactic problems. Teaching situation as a part of educational process turns out to be an item of the vocational training. It encompasses many elements. These elements are represented as a vector direction of teacher's and educational process subject's interaction. Vector directions

Interpersonal interaction in triads “teacher – pupil – pupils’ collective”, “teacher - pupil – parents” are to be distinguished. A certain teaching situation influences interaction being the reason of the interpersonal interaction. Vectors of the interpersonal interaction (outer ones) encompass the following diads teacher – parents (AC), teacher – teacher (AD), teacher – administration (AE), teacher-pupils’ collective (AF).

The above listed vectors are of great importance. They influence both a teaching situation, teacher’s and pupil’s opinion and educational process. These diads are basic for triads of interpersonal interaction, namely, teacher – pupil - parents (ABC), teacher – pupil - administration (ABD) and teacher – pupil – “pupils’ collective” (ABF). In this connection, one should note “outer” directness of the interpersonal interaction that influences significant other. This directness influences teacher’s activities while his/her planning, working out and activity embodying of the teaching situation significantly. It is the outer directness of the teacher’s interpersonal interaction which inspires (restrains) initiative, creativity, intention to improvisation, search of new teaching methods, his/her self-improvement in professional activity.

Let us consider features of the vectors outer direction of interpersonal interaction. Interacting with significant other (i.e. pupils’ parents, administrator, teachers) teacher gives examples of efficient role distribution in cooperative activity (R.S. Nemov), organizing group work, creating emotional well-disposed atmosphere, trains students how to discuss and stand up his/her point of view, the ways of behavior in conflict situations. Thus, an educator trains future teachers to efficient interpersonal interaction in professional activity. Later future teachers will use these interpersonal interaction models (efficient or destructive ones) in their own professional activity.

Interpersonal interaction vector of a diad “pupil – teacher” is a complex one. On the one hand, this vector interaction takes place on the level of interpersonal interaction and on the other hand cannot be implemented in absence of collective subject of the educational process. Being a significant other, a teacher is endowed

with certain rights to take important for pupils' decisions, i.e. he /she is given certain trust thanks to his/her personal authority and administrative powers given him/her by the administration of institution.

On the other side, influence of the collective subject (i.e. pupils, their relatives, colleagues and administration of the institution) gives teacher an opportunity to have a look at his/her own activity on the part of significant other. In interacting teacher and significant other (triads of the outer direction), an independent evaluation of teacher's activity takes place. It assists a pedagogue in correcting mistakes (if there are any) of his/her reflection. Independent evaluation produces need in personal self-improvement and forming of the teacher's personal competence.

In cooperation, as result of interpersonal interaction, the process of enriching of the collective subject with new senses takes place. We have to investigate not only the interaction of the subjects of the teaching process, but also co-interaction (in case of the efficient interpersonal interaction).

Efficiency of the interpersonal interaction in teacher's professional activity depends on his/her authority that depends on the interaction skills with institution administration because a teacher has to inform subjects of the teaching and educational, collective arrangements. A teacher gives his/her opinion on pupil's behavior or on a certain event happened in the institution. A teacher being a member of the pedagogical collective which moral principles he/she shares and broadcasts opinion of the administration and pedagogical collective on various tasks.

Teacher cannot be half "authoritative" either in pupils' eyes or in teachers' and administration opinion. In this case, he/she will not be able to teach sufficiently. This contradiction emphasizes that teacher has to adapt to a situation not trying to find his/her own way out. At last, teacher loses authority and competence. Working out his/her own individual teaching style of interaction with subjects of the educational process on all possible vectors of the interpersonal interaction (outer and inner ones) teacher is able to reach the goals of the professional activity and to realize his/her own personal potential.

A future specialist needs a worthy pattern of professionalism. University teacher turns out to be not only a teaching subject, but also a specialist, presenting professional patterns students can emulate to. Professional personal qualities of university teacher are of prime importance for students. The students evaluate these qualities as standard ones (Slastenin V.A.).

Interpersonal interaction has specific goals in educational process. It is aimed for actualization and development of the subject's personal functions, studying of the discipline. Standard reflects through personal experience of a teacher and technologies implemented in educational process. A teacher should pay attention to personal qualities of pupils (students) in educational process and, from the other side, develops his/her own self-improvement and self-control. Mentioned above goals can be reached if teaching materials will be studied in cooperation by the collective subject

Subject's activity helps to form abilities. Hence, task of a teacher, working in higher vocational institution, is to create conditions for a number of consequent acts that are to become a part of the professional oriented activity for a subject of the educational process in the higher vocational institution. These conditions can be set with methodical or didactic media, through consequence of actions, through organizational peculiarities of the lesson, through teaching situation as media of forming ability of the future teacher to the interpersonal interaction in professional activity.

Designing of teaching situations aimed for forming ability of the future teacher to the interpersonal interaction in professional activity is to be implemented with due regard for vector direction of pedagogical activity. It must be aimed for creating conditions suitable for personal interpretation of teaching situation.

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DATA ABOUT THE AUTHOR

Sinenko Tatiana Nickolaevna, postgraduate student

Volgograd State Social Pedagogical University

27, Lenin Avenue, Volgograd, 400131, Russia

TNSinenko@mail.ru

ДАННЫЕ ОБ АВТОРЕ

Синенко Татьяна Николаевна, аспирант кафедры педагогики

Волгоградский социально-педагогический университет

пр. им. В.И. Ленина, 27, г. Волгоград, 400131, Россия

TNSinenko@mail.ru