

Development of Subject Position as a Condition for Forming Communicative Competence of a Future Teacher

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ABSTRACT

Since the demand on specialists with broad professional competence grows nowadays, high education is filled with new contents and presupposes formation of a professionally competent teacher. Professional education considers communicative competence of a student as a dominant. This fact requires from a student active attitude to himself and his activity, i. e. ability to construct and organize interaction with pupils, estimate and realize correction of his own activity. This is possible when the subject position of a student is activated. The aim of this article is working out functional-structural model of forming communicative competence of a future teacher under the condition of transforming pedagogical education. The leading method is the method of experimental modeling, which enables to analyze the usage of technology of forming communicative competence of a teacher at studying the block of pedagogical subjects and practice. The model reflects the usage of integral-modular technology. One of the qualities of the module in question its possibility to serve as an invariant for structuring an unlimited number of competitive modules of educational process in different types of institutions.

KEYWORDS

Communicative competence of a teacher, subjective position of a teacher, the principle of contextual summary and making education fundamental, integrative- modular technology, modeling

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Introduction

The strategy of modern pedagogical education includes development and self-development of a teacher, who is able to orientate himself in complex socio-cultural circumstances, and to act professionally in solving actual educational tasks. Under present conditions higher education is filled with new contents and presupposed formulation of professional competence of a teacher (Serikov, 2010). The peculiarity of educational activity which includes every day close communication with the pupil,

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demands communicative competence as a dominant in professional tuition. Building up communicative competence of a future teacher presupposes development of active-selective attitude to oneself, activity, orientation on the profession and its values, ability to construct and organize interaction with pupils, estimate and correct one's own pedagogical activity, which is possible thanks to activation of the subjective position of a student (Sharples et al., 2014). The change of a teacher's position from passive-observant concerning himself and educational reality to creatively-active requires change of the orientation of the present pedagogical education to personal professional development of the future teacher and sets a task of creating conditions for showing and development of the subjective position of a teacher (Kiryanova, 2010), which is characterized by realization and acceptance of aims of activity, adequate self-estimation of personal abilities and possibilities, necessity of self-control; ability to act purposefully and individually; readiness to take decisions and take responsibility for their realization; student's being active and interested in organizing work, in achieving positive results, imitativeness; demand to self-determination and self-realization, ability to analyze his activity, to look at himself and the surrounding world reflectively (Asadullin, 2013). We consider the subjective development of a future teacher as a condition for forming his communicative competence (Araslanova et al., 2015). The existing educational practice does not suggest any technology of forming a specialist, who has such characteristics. The growing attention to scientific solution of the problem of forming communicative competence of future teachers in the educational space of higher educational institutions actualized by a non-complete description of its specific characteristics, incomplete theoretical development of criteria of its formation, fragmental insurance of tutorial material.

Literature Review

The definition of competence has common features in all investigations, such as readiness of an individual to cope with various tasks, as unity of knowledge, skills and experience attitude, which are necessary for fulfilling concrete work (Schadrikov, 2011; Raven, 2002; Khutorskoi, 2003).

Professional competence exists only within the frame of a concrete profession, professional activity (Zeer, 2007; Markova, 1996; Kubrushko, 2001).

According to A.K. Markova (2003), professional competence is "such work of a teacher, in which pedagogical activity is realized on a rather high level, pedagogical communication, the personality of a teacher is realized, in which good results of tuition and upbringing of pupils are achieved". The most urgent condition of forming future professional competence of a teacher is his own subjective active position.

New school accepts self-value of the experience of the subject as a valuable way of his life activity. Education, therefore, is a process, which organizes integration of the social with the subject experience of an individual as a process of environmental culturalizing, his knowledge, skills and ways of life activity (Asadullin, 2013).

The subjective position is a total value of relations of the individual and ways of their realization, which reflect the actual level of personal- professional development of a teacher (Brushlinskii, 1994). Subjective position actualizes general- personal and professional development of a human being, showing itself in authorship of the organization and development of his personal life activity; it is formulated under the influence of environmental and upbringing (Asmolov, 2009).

We made an attempt to prove in our investigation, that the development of the subjective position of a future teacher leads to the formation of his communicative competence.

The study of the problem of communicative competence as a component of professional education, its formation and development found its reflection in the works of a number of investigations both of foreign and Russian scholars – psychologists, Works of A.T. Araslanova et al. (2015), U.N. Zukov (2001), I.A. Zimnaja (2005) are devoted to working out theoretical foundation and organization-methods aspects of developing and improving communicative qualities and abilities. Most of them state that communicative competence presupposes a certain level:

- in developing subjective position, social sensuality, empathy;
- in the field of communicative disciplines and practical skills, which provide successful communication (possession of social perceptions, adequate modeling of the personality of an interlocutor; his emotional condition according to external features);
- ability to build his speech optimally in psychological plane, i.d. to process skills of verbal and non-verbal contact.

We think, that the most complete and distinct definition is given by U.M.Zukhov (2001), who thinks that “communicative competence “is readiness and ability to plan and realize effective communicative actions, using external and internal resources (p.14). That it is – an important and essential component of professional, social and interpersonal competence, What is more, “communicative competence, not only includes into all mentioned varieties, but also uniting all these educations. From the point of view of the contents communicative competence is a unity of knowledge, skills and disposition (purposes and value orientation) (p. 20).

Connections between the development of subjective position of an individual and forming his communicative competence are described in many investigations (Kiryanova, 2010; Zimnaya, 2005; Thomas & Wyckoff, 2013; Sharples et al., 2014).

But in the above mentioned works do not describe the model, which realizes the technology of forming communicative competence of a future teacher, the basic condition of whom is the development of his subjective position.

Aim of the Study

The aim of this study is working out functional-structural model of forming communicative competence of a future teacher under the condition of transforming pedagogical education.

Research questions

The overarching research question of this study was as follows:

What is the system of professional tuition of a future teacher, possessing the necessary competences, among which communication takes the important place?

Method

A set of methods of investigation were used in the process of investigation: method of theoretical analysis (comparative-confronting; concretization and generalization; modeling); diagnostically (questionnaire, talking, interrogation, interviewing, ranging, estimation-rating), empirical (study of practical experience,

normal and curricular-methodical literature), experimental (testing, formulating, creation of new experience under registrations and controlling conditions), methods of mathematical calculation and graphical design of the results. The investigation underwent certain stages:

The first stage- defining methodological and theoretical aspects of the investigation, specifying and generalization of the educational process in pedagogical university concerning the formation of students' competence.

The second stage: working out and inculcation of structural functioning model of forming communicative competence of future teachers and experimental testing of its effectiveness.

The third stage: The results of the experiment were systematized and generalized, the results were formed.

Results

The structure and contents of the model

The structural-functional model of forming communicative competence of the future teacher includes the following components: purposeful, methodological, richness in content, organization-processional, regulative. According to the model the educational process is built on the basis of competent, businesslike and module approach, and the leading principles are putting a student into a position of his own activity, isomorphness of the educational process, well-grounded generalization and solidity of education. The model reflects four levels of structural contents of educating the future teacher, possessing communicative competence: informational, methodological, methodical and practical. Within each level we observe contradictions between educational and professional activity, which acts as a system-forming factor of professional education of teachers. In the process of extension of pedagogical knowledge we observe not only enlargement of professional actions arsenal, but also their emergence into one complex, that brings to establishment of the pedagogical activity. Integrative-modular technology brings to formulation of communicative competence of the future teacher. According to the theory in question pedagogical education includes professionally-oriented, theoretic-methodological, theoretic-practical and methods-practical modules. The technology provides concentrated organization of the educational material; study of pedagogical knowledge with the help of theoretical scheme of systematic analysis; usage of didactic means, enabling the future teacher to reflex the solving of pedagogical tasks. The basic condition of forming the communicative competence of a teacher is the development of his subjective position, which presupposes his understanding of aims and tasks of professional activity and realization of its importance and significance of its separate functions, subjective attitude to himself and others, realization of responsibility for the results of the educational process (interaction with pupils), necessity of independent conscientious choosing of his way in life and his profession. Besides the extension of the semantic field of 'communicative competence of a teacher' is a pedagogical condition, which is directed on the development of the professional thesaurus and knowledge component of the investigation subject; inculcation of the increasing complexity of communication-oriented tasks, which provide the effective formulation of professionally-competent skills of the future teacher. (Figure 1).

Stages of the module inculcation

The given stage of search-experimental work enabled us to state a student's personality motivation value, the degree of his subjective position development to clear out the initial level of his understanding the importance of professional communication, the degree of formation of future teachers communicative skills. We have worked out a questionnaire for clearing out the role of communication in professional activity. The analysis of the gained data enabled us to divide the respondents into three groups: directed to communication with pupils; directed to teaching the subject; directed to a situation.

According to the results, the percentage of the respondents, who place the communication with pupils on the first place in their future profession, is medium (1st course-16.4%; 2nd course- 12.7%; 3d course- 10%; 4th course- 13.3%).

The future teacher's subjective position occupies a special professional significance in his activity. But the analysis of the investigation results showed that , that the number of students with developed subjective position is not bigger than 4.3% (Table 1).

Table 1. The trend of subjective position development of students from 1st to4th courses.

Subjective position	1st course	2d course	3d course	4th course
high	3.7	2.9	4.3	3.2
normal	85.1	79.4	69.5	80.6
low	11.1	17.6	26.1	

We carried out testing according to the modified method of M Rokhich aimed at defining hierarchy of life values of pedagogical university students. Our ranging showed that the respondents considered the following values as prier: 'material stability in life', 'happy family life', 'love', ' education', 'honesty'. We supposed that the basis of forming communicative competence of students is acquiring communicative values: tolerance, self-control, manners, responsibility, and resistance to stress. According to our results, the above values are not significant hierarchy of values of future teachers.

The method of self-estimation was used for defining the level communicative skills being formulated. Objective diagnosring was held with the help of specially worked out diagnostic material, which consisted in a complex of pedagogical communication situations which enabled to clear out, that 13% of student have the high level of formulated communicative skills, normal- 72, low- 15% of the total number of respondents.

At the same time when students estimated the level of formulation of communicative skills 65% of respondents think that they high level; 23%- normal level; 12%- low level. The results gained at the stating stage of the experimental-search work, prove that, firstly , that educational process of the pedagogical university forms students' notion about the importance of communication in their future work. But this question is not reflected properly in general professional special disciplines and in the program of professional practice. Secondly, the development of subjective position is on the medium level among students. Thirdly, low level of communicative skills prevails among students.

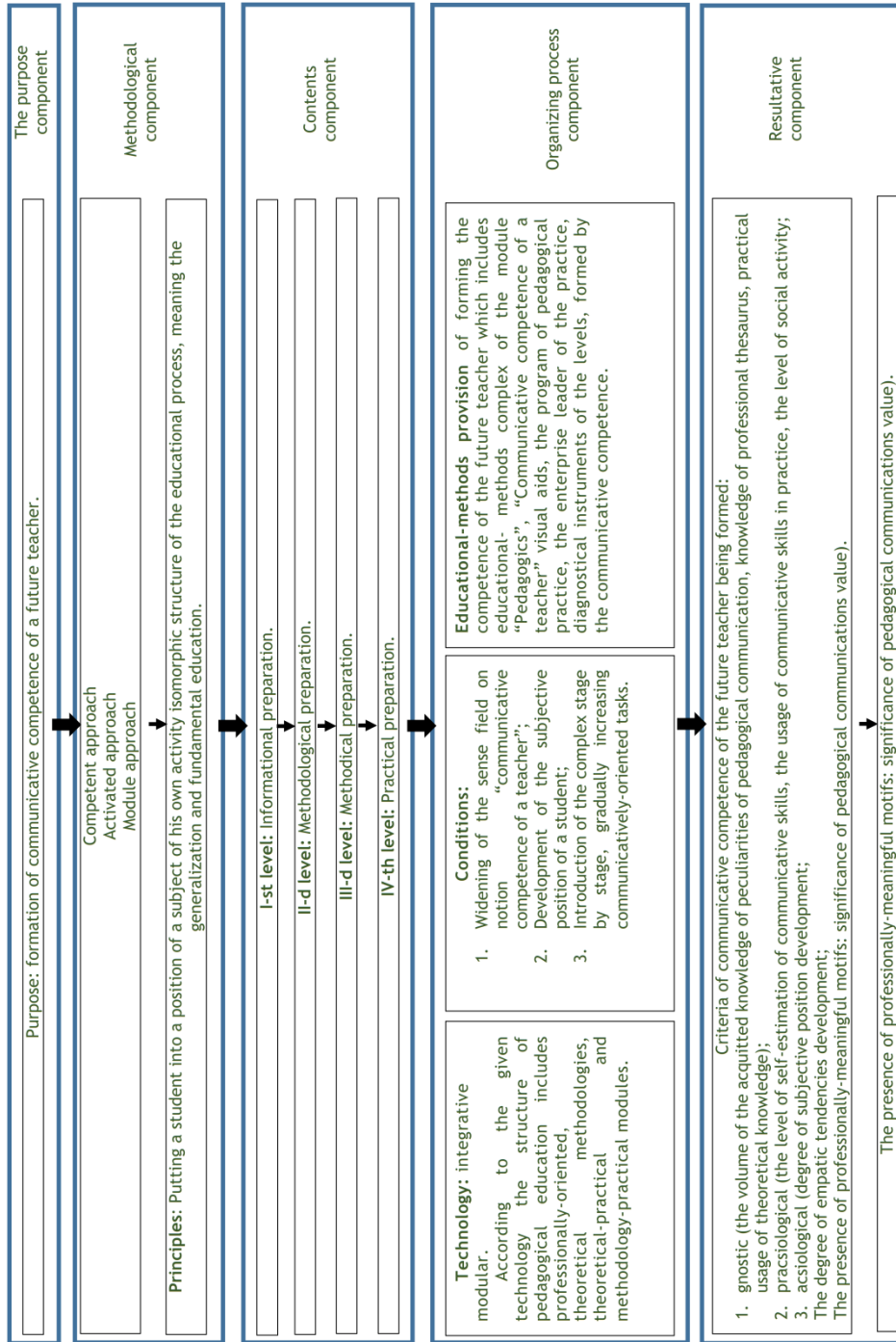


Figure. 1. The structural-functional model of forming communicative competence of the future teacher

The formulating stage of the given investigation was directed on the realization of the model forming communicating competence of the future teacher. Bachelor students of “Pedagogical education” of 2-4th courses, experimental (78 people) and test (72 people) were included into the experiment, who were identical in all their tests and also neutral characteristics.

The influences of three system factors were investigated in our work: theory of fundamental knowledge, theory of contents generalization, and also technology of activity organization of pedagogical education. The usage of these approaches presupposed the following: concentrated organization of the educational material; block-module structure of the educational process. In view of this, we used integrative-modular technology of realization of the educational process. Within the frame of this approach professional education is built as reproductive conveyer process with clearly fixed expected result which is described in detail. The module organization of the educational process presupposes structuring of the educational material according to the principle ‘concentric modules’. Every following module of the educational process, creating the situation of fulfilling normal structure of the pedagogical activity, enables the future teacher to use more and more differentiated and concrete skills under pedagogical environment conditions. All modules contain the material which enables a student to take a pedagogical decision and estimate its success based on the analysis of the pedagogical situation. The module organization of the educational material enables to determine every following step of acquiring knowledge by the previous one. At every stage a student can reconstruct any previous fragment logically and define the next step of cognitive and practical activity. The least module which fulfills the function of a fractal is a chain of actions, which enter the structure of the subject pedagogical activity: analysis- purpose-planning- realization-control- estimation. It determines the structure of each seminar and practical lesson and is treated as a unit of the educational process.

A student’s professionalism is changed qualitatively and quantitatively in the process of studying pedagogical subjects, “differentiation” of subject activity is reached thanks to development of operational structure and acquiring professional skills. The task is that students should acquire all mental (and desirably practical) actions, necessary for realization of the pedagogical activity. The essence of each following stage of forming pedagogical activity is in widening, deepening and differentiation of actions, which are included into activity and taken in their full value. Students form abilities to fulfill eristic procedures on the bases of fulfilling normal algorithmic tasks.

The formation of communicative competence of the future teacher, having a subjective position was realized by studying the module “Pedagogies” According to the requirements of the concept of meaningful learning of the educational material is realized by going from abstract to concrete, from general to particular, and cognition of the essence of the concrete- from theoretical learning of one fact to another. This condition requires, first of all, to acquaint students not with private but with general statements and laws, and only after that study concrete pedagogical problems as an individual case of general conformation to the law. This movement of the thought of the learner of educational process must be directed by one theoretical idea. As a result of such structuring students study one and the same material on different levels of theoretical description and use different knowledge and means for its reflection.

Inculcation into the educational process the course “Communicative competence of a teacher” contributed to widening the cognitive field of the notion “Communicative competence of a future teacher”, the purpose of which was acquainting students with parameters of competent approach in education, with essence and structure, functions of communicative competence of a teacher; algorithm of solving communicative tasks. The following tasks are included into the course: “Competent approach in education”, “the essence of communicative competence of a teacher”, “Pedagogical values”, the structure of communicative competence of a teacher”, “communicative skills of a teacher”, “Solving of communicative oriented tasks as a condition of forming communicative competence of a student- future teacher”.

Special role in the formation of the teacher as an executor of pedagogical activity is given to pedagogical practice, which is a separate area of their training. But the functional purpose of the practice is changing. During the teaching practice there is the educational process, but with more structure of practical and research components of the triad "science – education - practices (execution)." In the educational process students are involved in projecting and construction work, creating educational projects and designing real pedagogical objects.

In this respect students were offered to solve asset of communicatively-oriented tasks which gradually became more complex. The first level of complexity of the tasks were developing informative skills of students, connected with the process of exchanging information between teacher and pupils: formulating diagnostic questions; usage of verbal and non-verbal expressive means in their speech of positive back connection, coding and decoding non-verbal signals of pupils. Students were given the following types of tasks: “Forming informational data about pupils”, “Talks with the pupils’ parents”, “Designing maps of psychological state of pupils”. The second level of the tasks complexity provides further improvement of students’ informative skills, development of empathic perceptive skills and understanding pupils by the future teacher: emotional reaction on the pupil’s sufferings, positive attitude to him, empathic listening. The given level is realized by solving the tasks as: “Depicting a personal portrait of a specialist” “Analysis of situational communication with pupils from the point of view of emotional response”. The third level of complexity of communicatively-oriented tasks provides the development of skills of interactive relations of the future teacher with pupils: establishing psychological contact; organization of mutual activity on the basis of cooperation; correct behavior in a conflict situation.

To implement the goals and objectives of the training of the teacher as the executors of educational activities we offer the following methods of training and education:

- problem-based learning, which includes heuristic conversation, research method, problem presentation. This group of methods allows forming in future teachers the ability to navigate in unusual situations; identifying, analyzing problem situations and establishing causal relationships, solving specific educational problems, solving creative problems during the pedagogical practice.
- project method that allows you to generate future teachers the ability to set goals, design, content design of learning activities, skills of research work.
- thematic discussions, contributing to the formation of communicative competence of future teachers including certain personal qualities and formedness of skills to argue and defend their point of view in a dispute, to convince their

opponents, ask questions and answer them tactfully, ability to conduct internal and external dialogues.

- modeling - a method that allows future teachers to develop skills in the field of future professional activities;

- role plays, presentations, practical work contests with discussion, competitions of pedagogical skills that allow to develop skills to work in a group actualize the future teachers' vocational-significant values to activate subject position of the student;

- case techniques that we take for basic training in the organization of training multifunctional teachers as subject of teaching.

Implementation of competence-based approach should include the widespread use in the educational process active and interactive forms of employment (computer simulations, business and role-playing, case studies, psychological and other training) combined with extracurricular activities with the purpose of formation and development of students' professional skills.

The results of the experimental work enabled us to come to conclusion that in the process of purposeful activity students changed their attitude to the role of communication in pedagogical activity. 28.4% of students with communicative orientation were observed in the experimental group, the number of students with situational orientation was reduced. The gained results enable us to make a conclusion, that in the process of experimental searching work in the experimental group the number of students with high (7.4%) showed the increase and normal (86.2%) level of subjective position development. Ranging of terminal and instrumental values in experimental groups showed the increase of normal range such as: 'manners', 'creativity', 'self-confidence', 'self-control', 'purposefulness', 'tolerance', 'resistance to stress'. (Figure 2). The study of the level of dynamics knowledge component of communicative competence of students being formulated was connected with made by testing the basic questions of the course. The results enabled us to state by the end of the forming stage of experimental search work the number of students of the experimental group of high level (10.2%) knowledge component of communicative competence being formulated exceeded the corresponding result in the test group (4.3%).

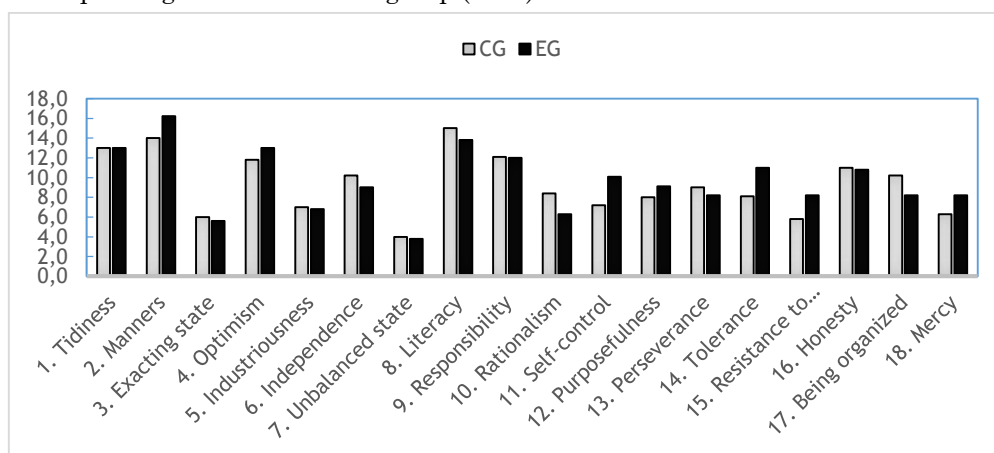


Figure2. Ranging the instrumental values of students in the test and experimental groups.

The experimental search work contributed to forming skills of interaction of the future teacher. We used the analysis of communicative activity during the professional practice for objective estimation of communicative skills. This practice enabled students to feel the real situation of pedagogical communication with learners. We have come to the conclusion that the real estimation and self-estimation practically coincides of the experimental group students. It shows that they are able to analyze their level of communicative skills critically and give adequate self-estimation.

Generalized result of the experimental- search work on formation of communicative competence of students is shown in Figure 3.

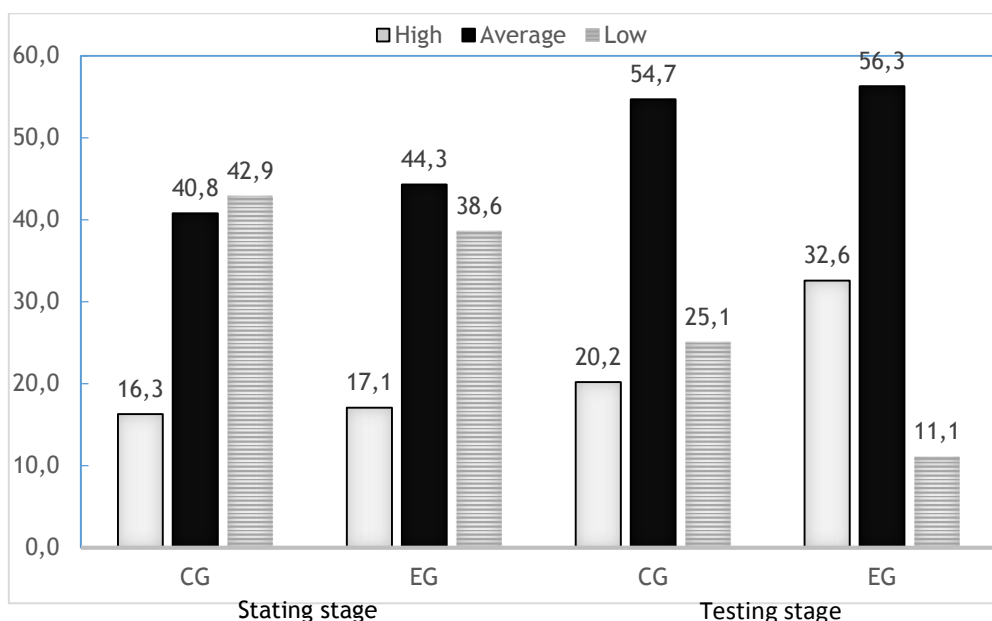


Figure 3. Dynamics of the levels of communicative competence of future teachers being formulated.

The general way of the work, statistic processing using χ^2 -criterion and t -criterion of a student, the growing activity of students, the development of valuable attitude to communication, to the future profession, to the personality of a learner proved the effectiveness of the suggested structural-functional model of forming communicative competence of students.

Discussion and Conclusion

A certain fund of knowledge is accumulated in science now, which is necessity for setting and solving the problem in question. The problems of interaction of people and culture of communication were worked out by I.A. Zimnaja (2005), V.A. Kan-Kalic (1987), A.N. Leontiev (1996), R.M. Fatikhova (2003). The problems of professional education were investigated by A.K. Markov (1993), A.V. Khutorskoi (2003). In pedagogical science the conditions of forming subjective position of a teacher are investigated and described in the works of R.M. Asadullin (2013), A.V. Kiryakova (2010). Foreign investigators R.C. White (2010), D. Thomas & J. Wyckoff (2013), M. Sharples et al., (2014). Suggest the condition of forming a teacher,

possessing a number of professional competences, including communicative. However, the enumerated approaches are oriented on dealing with the problem from the point of view of rationalism, without taking into account affective-moral, estimating-contextual aspects. In the above works the technology of forming communicative competence of the future teacher is not described, the basic condition of which is the development of his subjective position.

The suggested structural-functioning model of forming communicative competence of the future teacher enables to realize in the educational process of the pedagogical university the principles of contents generalization and fundamentalisation of education, and of the isomorphic structure of the educational process. The model realizes a four-level structure of the contents of tuition of the future teacher, possessing communicative competence: informational methodological, methodical, practical. The model reflects the usage of integrative-modular technology, providing concentrated organization of the educational material, block-module structure of the educational process. Pedagogical technology enables to modulate in dynamics of real conditions of students' exercises in fulfilling educational and professional actions, master the general ways of pedagogical activity and solve non-standard communicatively oriented tasks.

Implications and Recommendations

One of the features of the suggested model is its possibility to serve as an invariant for constructing an unlimited number of competitive models of the educational process in different types of educational institutions. In this respect the material of the investigation can be used in special educational institutions, in refresher courses for teachers.

The following problems remain actual: the development of pedagogical activity of students in the system of continuous pedagogical education, investigation of inter-subject integral disciplines of humanitarian, psycho-pedagogical and other blocks from the point of view of forming competence of students in pedagogical universities.

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Disclosure statement

No potential conflict of interest was reported by the authors.

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