

COMMUNICATIVE COMPETENCE OF PEDAGOGICAL INTERACTION IN MOTOR EDUCATION

(Preliminary communication)

Veselina Ivanova

Trakia University, Faculty of Education, Stara Zagora, Bulgaria

Abstract

The article accents the communicative competence of the students at Preschool and Elementary School Education – educational-qualification degree Bachelor at their 4th year of study and educational qualification degree Master in Pedagogy who are trained at the Faculty of Education in Trakia University, Stara Zagora, Bulgaria, in the school year 2012/2013. The results show that the students surveyed know the nature of pedagogical interaction and adequately aim to the most important skills to have as teachers for effective implementation of physical education at preschool and elementary school age. The goal has been conducted by using the inquiry method, as all requirements for holding it are observed. They stand out children's unpredictability as the main difficulty in communicating with children in motor education. Prospective and current teachers have a high level of self-assessment of their communicative competence.

Keywords: *students, physical education, preschool children, children in elementary school, pedagogical students, pedagogical communication, Questionnaire*

INTRODUCTION

The phenomenon **communication** is a vital necessity in all human activities, but in its poly-aspect of personal formation, it is especially significant.

Pedagogical communication has a huge impact on the effectiveness of education and training process. Its role in motor learning is important and specific.

The tendency to democratize and humanize education requires that teachers focus their efforts on full pedagogical interaction with students and creating conditions necessary for their effective implementation as equal partners in this process. The transmission of information (knowledge and driving experience) in physical education is associated with the ability to emotionally expressive demonstration of physical exercises based on good personal and technical training and the use of correct terminology. An important component of competence is the ability to control their behaviour and to balance his verbal - nonverbal expression. The continuous control over the activities of the child / student is impossible without knowledge of verbal methods of rational organization. Basis of teacher's collaboration is productive pedagogical tact and emotional responsiveness, but also expectations towards the trainees, justifies unpredictable situations that occurs which frequently might be in conflict of motor learning. (Momchilova & Ilchev (Момчилова & Илчев) (2008).

Raising teacher's level of competence in commun-

ication is a responsible task. The young teacher is required to acquire knowledge to skilfully communicate with students before they enter the teaching profession which later could develop into valuable experience in the professional environment.

According Sokovnin: "*A significant part of the educational impacts on students is realized in group communication situations. The need of communication is formed during the childhood period and only properly organized inner - communication between the teachers and students may lead to its satisfactory development*" (Sokovnin (Соковнин), 1974). Communication can be realized as a process of interaction between individuals and as a factor in their overall development. Effectiveness of the educational process is largely connected with the collaboration in the pedagogical communication. To complete the implementation of children as subjects in the educational process, the educator needs to be able to properly organize pedagogical communication. It helps build up preconditions for realization of creative contacts and interaction.

The ideas of Amonashvili are of interest (Амонашвили) (1987), according to whom you should make a real change in the psychological attitude of the teacher towards the interaction and cooperation with the children. The author launched the concept of rejection of the authoritarian style of pedagogical communication and implementation of the "idea of cooperation on the principles of humane-personal approach".

By communicating the learner absorbs knowledge about the surrounding reality, processes, phenomena and their objective laws. It enriches its cultural and value orientations, stimulates its cognitive interests. Communicating with students in classroom level and extracurricular activities helps to learn moral norms governing relationships between people, their behaviour, aesthetic values. Perception has an important regulatory role in pedagogical communication and social interaction. Participants enter into this process as individuals and as such they perceive themselves in it. They accumulate experiences that provide valuable information on which to base further actions based on the continuation or interruption of communication. In the process of communication the person knows the other person, but at the same time gets to know him/herself. The success in organizing the pedagogical interaction largely depends on it. According to Dimitrova (Димитрова) (1994) “*Perception can have an effective regulatory role in pedagogical communication only when perceptual - diagnostic functions are fulfilled*”.

When a teacher or a student chooses a particular behaviour or action in a definite teaching situation, it is based on its assessment of itself, a partner or of the particular situation. This assessment is based on perceptual information that the person receives in the process of communication and before it.

The problem of differentiating the functions of pedagogical communication in Bulgarian pedagogical literature is presented in the works of Petrov (Петров), 1991; Savova (Савова), 1989; Dimitrova (Димитрова), 1994; Tsvetanska (Цветанска), 2006. Petrov underlines that pedagogical communication inherent in all the major features of human activity. He examines the following: *communicative, informational, cognitive, creative, conative* (Petrov, 1991). Dimitrova (Димитрова), (1994) adds: *legal, projective, emotional, updating, evaluating, controlling, correcting, stimulating and perceptual-diagnostic* with mainstream implementation of communication in the educational process. Specific didactic aspects of pedagogical communication are specified by Savova (1989), who stands *integrative activating and developing functions* together with the *information and regulatory*.

Discussing the functions of pedagogical communication in education, it is clear that they could not be carried out alone outside the context of organizational and functional unity between teaching

and learning and while they are closely related to global features of the training.

Tsvetanska (Цветанска) (2006) refers to the priority role of teachers to implement the functions of pedagogical communication: “*In a functional perspective, the implementation of the functions reproduces inequality of positions and responsibilities of the parties involved*”. In the acts of communication in teaching process there is an overwhelming teachers’ activity. This is due to the diversity of social roles of the teacher and the learner and the resulting behaviour. A characteristic asymmetry of the process is based on this. A key requirement for successful completion of the professional pedagogical communication is participating personalities to emerge as equal and active subjects. It is vitally important in communication to interact. It contributes to the achievement of the educational process in shaping the personality of the learner.

METHODS

This presentation focuses on the communicative competence of the students in Preschool and Elementary School Education (PESE) – Bachelor’s degree (in their 4th year of study) and educational qualification degree Master in Pedagogy who are trained at the Faculty of Education in Trakia University, Stara Zagora, Bulgaria, in the school year 2012/2013 r.

A research is carried out to:

- Establish the level of students’ skills to put into practice a pedagogical interaction with children.
- Identify the reasons for which future and current teachers have difficulties in communicating with children during the process of motor learning.
- Determine the level of self-assessment of the communicative competence of students.

The goal has been conducted by using the inquiry method, as all requirements for holding it are observed.

RESULTS AND DISCUSSION

Table 1. presents the aggregated responses of the students to the question: *What would you assist in the implementation of pedagogical interaction with children in motor learning?*

The respondents were given an opportunity to choose three of differentiated skills they think are most important for the teacher in the implementation of pedagogical interaction in the pedagogical process in physical education.

Table 1. Ability to implement pedagogical interaction with children in motor learning (in percentages)

	Emotional regularity	Organizational skills	Skills at verbal and non-verbal contact	Skills in creating interpretation
Masters	36	63	95	95
Bachelors	53	74	95	74

Table 2. Difficulties in communicating with children in motor education (in percentages)

	Emotional regulating	Means of communications	Children's unpredictability	Communications	Other reasons
Masters	5	16	94	26	5
Bachelors	21	21	78	5	25

Table 3. Self-assessment of communicative competence in motor education (in percentages)

	Very good	Good	Satisfactory	Unsatisfactory
Masters	56	18	26	-
Bachelors	37	53	10	-

As it can be seen in Table 1., the largest number of students at PESE – EQD Master considers that to implement pedagogical interaction with the children at preschool and elementary school age the degree of moulding skill at verbal – non-verbal contact with students (95%) and the ability in creative interpretation of educational content (95%). These statements are followed by the opinion of 63% of students at Master's degree who consider that organizational skills are necessary to implement pedagogical interaction. The lowest proportion of students of the same degree (36%) believes that their ability in emotional regulating is important.

A greater dynamics is observed in the responses of students at Bachelor's degree. In the responses of 53% of them the level of emotional regulating has been identified as an important condition for the implementation of pedagogical interaction. An equal share of the students surveyed in this degree (74%) stand out as significant the organizational skills and skills for creative interpretation of the curriculum. The largest proportion is regarding having effective pedagogical interaction - verbal and non-verbal contact with the trainees, which is of great importance (95%).

The fact that students from both degrees are realizing that, in order to implement pedagogical interaction with their students, it is necessary first of all to have skills in verbal and nonverbal communication on satisfactory level. They are aware that the achievement of the desired educational goals is related to the content of communication, the forms and style of its implementation.

In Table 2. are presented in percentages the answers of surveyed mothers and teachers to the question: *What causes you the most difficulties in communicating with children in motor education?*

The largest number of students stands out as the main difficulty in communicating with children is their unpredictability. This reason is found in the responses of 94% of the students who study at Master's degree and

in 78% of the responses to those of Bachelor's degree. The child psychology in kindergartens and elementary schools is still insufficiently strengthened, whilst the instituted processes prevails. Children at the preschool and some of those at elementary school age have poorly formed the communication skills. All of this, in addition to insufficient social experience, forms children's unpredictability which, according to the students, represents a serious difficulty in communicating. Reasons such as: the level of communication of the educator, his emotional regulating, means of communication, skills, takes a small portion, takes the percentages range from 5% to 26%. With equal amounts of students studying for Bachelor's degree (21%) are the levels of emotional regulating of the teacher and the means of verbal and nonverbal communication skills.

Between the other reasons for disturbance in communication with the students and their individual responses there are: aggressiveness, lack of interest in academic activities in some of them, common negative attitude towards teachers and school institution, probably formed by the family at an early age, lack of artistry part of a teacher, a lack of patience to listen. It was found that students are directed to both the difficulties caused by the perception of the school and to their character logical deficiencies impeding pedagogical communication.

As it is highlighted in Table 1., the responses of students in the first place among the most important skills for the implementation of interactive learning environment is the ability in verbal and non-verbal contact. This skill is the basis of communicative competence, which is one of the most important professional and pedagogical competences. Because of this fact through the next question our aim is to determine what the students' level of self-assessment of communicative competence is. They are asked: *How would you rate your communicative competence?* The aggregate responses are shown on Table 3.

As the chart shows, in the levels of self-esteem of students at PESE – Master's and Bachelor's degree there

is significant dynamics. The highest percentage (56%) of the students from Master's degree defines their communicative competence as "very good". In 18% of the cases self-assessment is "good" and 26% consider this competence as "satisfactory".

In the responses of students at Bachelor's degree there is some hesitation about self-assessment of communicative competence. The proportion of very good self-assessment was 37% and 10% is satisfactory. The largest share of students at Bachelor's degree (53%) identifies its communicative competence as "good". In none of the cases the above mentioned competence is defined as unsatisfactory. This fact directs to the generalization that students have a high level of self-assessment of their communicative competence and it predetermines the successful realization of the interaction in the teaching process.

The research leads toward the conclusions:

1. Students from PESE know the nature of pedagogical interaction and adequately aim to the most important skills to have as teachers for effective implementation of physical education at preschool and primary school age.
2. The students surveyed stand out children's unpredictability as the main difficulty in communicating with children in motor education.
3. Prospective and current teachers have a high

level of self-assessment of their communicative competences.

REFERENCES

- Амонашвили, Ш. (1987). *Единство цели*. [Unity of purpose. In Russian.] Москва: Просвещение.
- Димитрова, Г. (1994). *Педагогически основи на общуването при възпитанието*. [Pedagogical foundations of communication in education. In Bulgarian.] София: Булвест 2000.
- Момчилова, А., & Илчев, И. (2008). Съвременна методическа подготовка на бъдещия начален учител по Физическо възпитание и спорт. [Contemporary methodological training of future elementary school teacher in Physical Education. In Bulgarian.]. *Сборник, Научни трудове на Русенски университет*: (том 47, серия 5.4, стр. 130-133). Русе: Русенски университет.
- Петров, П. (1991). *Актуални проблеми на педагогическото общуване*. [Current problems of pedagogical communication. In Bulgarian.] *Педагогика*, (1), 43-52.
- Савова, Ж. (1989). *Педагогическото общуване в обучението*. [Pedagogical communication in training. In Bulgarian.] София: Народна просвета.
- Соковнин, В.М. (1974). *О природе человеческого общения. Опыт философского анализа*. [Toward the nature of human communication. An attempt of philosophical analysis. In Russian.] Фрунзе: МЕКТЕП.
- Цветанска, С. (2006). *Предизвикателства в педагогическото общуване*. [Challenges in pedagogical communication. Monograph. In Bulgarian.] София: Просвета.

Correspondence:

Veselina Ivanova

Trakia University

Faculty of Education

9 Armeiska Str. 6010 Stara Zagora, Bulgaria

E-mail: v_g_chipeva@abv.bg