

Organization of psycho-pedagogical communication in the school (psychological services)

Organization of psycho-pedagogical communication in school formed by a group of professionals from the fields of psychology, education and teaching with extensive experience in the areas of infant, child and adolescent psychology, education, special educational needs (specific learning difficulties, social/emotional/behavioral difficulties etc.) and gifted and talented education. The key to success lies in designing individual education plans for each student. Every member involved in a student's learning (teachers, parents, external professionals etc.) takes part in this process establishing a common line of work and shared goals to ensure success. The intervention program is based on structured, cumulative and multisensory teaching methods tailored to the individual needs of each student. Professionals use interactive materials, audiovisual resources, and effective strategies and study skills to ensure learning in all students whatever their needs may be.

Considering the basis of professional pedagogical communication of the future teachers and psychologists, we rely on a number of propositions de-

veloped in psycho pedagogical science. The idea of professional pedagogical communication of the future teachers and psychologists is fundamental to our understanding as the complex formation, which has moral, educational, and psychological components at its basis. This logic of professional pedagogical communication discloses the matter of a teacher-students interaction, the content-transfer of human values by the teacher and the result, which should be achieved in the process of this interaction – establishing well-defined relationship between the teacher and students. Communication always has a personal nature, i.e. it acts as an individual form of social relations, their personal and psychological concretization. That is why the problem of identification of certain features of pedagogical communication of future teachers and psychologists, as well as the use of data obtained at its improvement process, expects the study of psycho pedagogical literature on specific issues. Namely, what personality traits of the teacher are the most important in the process of pedagogical communication: what really represents the importance in the teacher for students with whom he interacts; how the socio personality traits of the teacher are reflected in the communication process, and their relative independence and the dialectical connection in the communication of the future teachers and psychologists.

This formulation of the problem supposes an orientation to the knowledge, skills and personal qualities of the future teachers and psychologists, which are important in the communication, their development in the professional training system. At the same time the communication problems are not the abstract out of time and space teacher should consider, but of a person, who lives in a certain ethnic environment at a particular stage of development of society, as a bearer of certain ethnic properties.

The specific psychology characteristics of different nations are preserved. These characteristics include the following components: 1) national consciousness; 2) ethnocentrism; 3) national feelings, mood, temperament; 4) volitional elements of the nation; 5) national directions; 6) national character; 7) national taste; 8) national stereotypes, prejudices, biases; 9) psychological side of the national symbols of values. One should bear their relativeness in mind, because there is no nation which would have absolutely unique features. There can be different degrees of intensity, which appears in the practice of communion, filling it with specific content.

Both teaching and interpersonal relationships of the future teachers and psychologists are modeled and structured on the pattern of interpersonal relations specific to an ethnic group as well as a person at any social and professional role feels closeness to the customs, habits and traditions of the environment in which one grew up and was educated. The aim and the manner of use

of acquired personalized meaning, norms and values can be most important in the teacher's professional communication as the orientation basis of the interaction. Normative-value system forms the social attitudes to quite definite normative communication. All of the above must be seriously comprehended, since taking into account ethnocultural variables allows completely new way to look at the traditional socio-psychological universals. On this basis, improving of the potential pedagogical communication will expand, identifying the communication peculiarities in different cultures and will favor the better problem solving of the individual's behavior regulation.

Teacher communication experience with different categories of people, his age characteristics, sex, unique understanding of cultural values of communication and other factors reflects in the personal qualities, which degrade pedagogical communication is reflected. For example, S. Kondratyeva in her experimental studies found out that male teachers have more difficulties in understanding students in the communication process than female teachers have. The data obtained suggest that teachers of natural disciplines are less competent in understanding the state of the student and one and a half times higher rate their ability to establish contacts than teachers of humanities. It is known that inadequate self-esteem determine the inner position of those who rely only on force, orders, power, who does not tolerate opposition, remarks in his address, who does not recognize the right of students to have their own opinion.

Thus, inadequate self-esteem of the future teachers and psychologists leads them to the wrong comprehension of the degree of their proximity to the students and measures of influence on them. In this case the syndrome of exaggerated self-esteem comes to the existence, promoting self-satisfaction of the future teachers and psychologists.

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