**Lecture5**

**HIGHER SCHOOL EDUCATION AS A PROCESS OF PERSONAL-PROFESSIONAL INTERACTION**

Teachers’ vocational (professional) development is a lifelong process. It goes through several steps and requires some profession decisions – beginning with the child’s fantasy about being a primary school teacher similar to the teacher the child meets, over high school selection and the teacher faculty selection, to the employment within the school system). Teachers’ vocational development consists of the improvement of the teachers’ awareness about: what he/she does, how he/she does it, how he/she can improve professional dealing?

Vocational development of teachers should provide relevant and formative impact of teacher professional skills, knowledge and abilities on the students’ development as well as on the realization of teachers’ potentials in their professional engagement. Teacher profession is the profession of specific educational services. Considering that characteristic, the teachers’ vocational/professional development is the sequences of chosen activities which increase the teacher’s professionalism in educational/educational interaction.

Professional competences are the system of knowledge, skills, abilities and motivational disposition which provide the effective realization of the professional teaching activities. Teachers’ professional competences are determined by the social-interaction characteristics of the instructional process. The investigators agree about differentiation of the educational and program teacher competences. But, they don’t agree about the status of the communication competence: is it a different competence, is it the third teacher’s professional competence, and is it the part of the educational and/or program competences?

According to the continuality of the teacher’s professional/vocational development, the teacher’s professional improvement means the development of three fundamental professional competences: (1) educational competences, (2) program (content) competences and (3) communication competences.

COMMUNICATION COMPETENCE Teachers’ professional action is the component of the sociointeractive procedures of education realization. Since the teaching process is an interactive category, the conditions of effective social interaction are at the same time the conditions of the effective teaching process.

Communication is the most obvious manifestation of the social interaction. Thus, the effectiveness of education in the school situations is determined by the quality of the communication process. Teacher professional action is a dimension of educational process of teaching, so the frames of educational communicology are to be applied. Also, it is a dimension of the teacher’s job, thus the business communicology rules should be applied.

Educational communicology formulates the following principles of the teachers’ communication: mutual respect and esteem of students (the actors of education situation); arousing students to communicate, communication process reversibility; awareness of the communication activities and means repertoire; awareness of the communication behaviour and the manner of the changing (Sevkusic, 1995; Bjekic, 1999: 231.).

Business communicology formulates the following communication principles of teachers’ communication: communication process reversibility; communicator flexibility; self-esteem, esteem of the communication partner and situation; team work, continual learning of the communication skills (Adler & Emhorst, 2004; Mandic, 1996; Bjekic, 1999).

Developed empirical and frequent experimental investigations of the professional dealing and communication competences confirmed the following: there is the causal link between the learning and training of adequate communication behaviours, and the effectiveness in professional dealing (Bjekic, 1999; Rubin et al. 2004). The teachers with developed communication competences are more effective in all segments of the teaching process. They have skills to model and manage teaching communication (to regulate the interaction and control social situations, define and change the aims of communication and teaching conversation, etc.).

**Communication competent teacher is:**  adaptable and flexible;  involved in the conversation – he/she manifests the involvement in conversation by behavioral manifestations (gests, visual direction), and by cognitive activities (concluding, repeating key sentences, paraphrasing);  he/she has skills to manage conversation (to regulate interaction and control social situations, define and change the aims of the conversation);  considers the social relations and make a plan of the engagement;  he/she has developed empathy;  he/she is effective in the communication process – sustain the aims of conversation and personal aims;  he/she has expectations coordinated to the situation;

 he/she is ready to team work;  he/she is learning continually about communication process, and is gaining insights about communication situation; he/she is aware of his/her own behaviour;  continually develop the communication skills, train and test messages exchange;  continually master the use of different communication means (the means of the ICT in teaching, increasing the teachers’ informatics literacy, dealing with PC as the functional teaching means to demonstrate and investigate technical processes and phenomena).

Communication competence is considered as a person’s ability to choose communication behaviour which is suitable to achieve the aim of the social relation. Communication competence integrates the two dimensions, cognitive and behavioral, and the basic communication skills (cognitive skills and behavioral skills). Keatlen Reardon (1998: 76) considers the cognitive dimension of communication competence as a broad concept.

Cognitive dimension consists of the awareness process and cognitive processing of information. Behavioral dimension indicates different manifestations of communication competence (fig. 1).

Roloff and Kellermann (1984) believe that the social cognitive processes are important for the planning and assessing communication behaviour. They investigated the impact of the interpersonal awareness and social knowledge to the communication competences assessment. Interpersonal awareness is the level at which a person is paying attention to other people’s and his/her own communication behaviour during interaction and how that person responds to what he/she is observing.

**References:**

1.Effects of professional activities on the teachers’ communication competences development.Dragana Bjekic, PhD (psychology), associate professor Technical Faculty, Cacak, Serbia Lidija Zlatić, MA of psychology, assistant, Faculty of Teacher Education, Uzice, Serbia