



The impact of a physical education teacher's style of pedagogical communication on the efficiency of professional activity

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Abstract

The relevance of the topic presented is since an important condition for improving the effectiveness of the physical education process at present is the development of a high level of motivation in physical education practitioners. Achieving this high level of motivation can be achieved by optimizing the time spent in the lesson, i.e. by increasing the motor density of the lesson. This paper assumes that one of the important components of a physical education teacher's activity that affects the motor density and therefore the motivation of students to engage in physical education is his style of pedagogical communication. At the same time, an analysis of the scientific and methodological literature and one's own pedagogical experience makes it possible to highlight the contradiction between the need to target certain styles of physical education teachers and the lack of attention to this problem by specialists in physical education and sports. Thus, the relevance of this work is beyond doubt regarding the development of recommendations for physical education teachers that help correct certain style characteristics that reduce the effectiveness of teaching. The aim of this study is to develop psychological and pedagogical recommendations aimed at improving the effectiveness of physical education teachers by correcting certain style characteristics. The research has made it possible to formulate psychological and pedagogical recommendations, which make it possible to have a targeted impact on certain manifestations of the style of pedagogical communication that reduce the effectiveness of pedagogical activities. During the pedagogical experiment, the effectiveness of the developed recommendations was proved and reliable indicators of the motor density of the lesson were obtained.

Keywords: styles of pedagogical impact, motor density of lesson, efficiency of pedagogical activity

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INTRODUCTION

«Pedagogical communication is a multifaceted process of organization, establishment and development of communication, understanding and interaction between teachers and students, generated by the goals and content of their joint activities». According to V.A. Slastenin (2000), the style of pedagogical communication means individual and typological features of interaction between teachers and students.

In the opinion of Y.P. Vavilov (2012): "Pedagogical communication is one of the types of professional communication. It has the properties of any communication, the features of professional communication and the specifics of pedagogical communication itself. Since pedagogical activities are

carried out in the form of communication, there is a close connection and mutual dependence between them. In pedagogical communication, business and personal communication between its participants are combined.

This notion, like all others reflecting the processes of people's life activities, is concrete and emotionally colored. It reflects direct impressions from various meetings with children and teenagers, a state of satisfaction or, on the contrary, dissatisfaction with the established relationships, etc.

Already at the level of empirical notions it becomes clear that the organization of pedagogical communication depends on many circumstances, age

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and typological characteristics of the group of young people about whom the teacher is communicating, the culture and experience of the educator, as well as personal qualities and personalities (Levina et al., 2019). In addition, the form of interaction between the teacher and the pupils, the current atmosphere and, finally, the social and domestic conditions of their joint activities are also influenced. Even a small pedagogical experience (e.g. a student's practical training) shows that the teacher engages in interaction and communication not only with his students, but also with colleagues (teachers, classroom tutor, heads of educational institutions). Due to the variety of roles that teachers perform and the types of activities in which they are involved as professional educators, pedagogical communication appears as a continuous flow of its various types, the «totality» of communication (Mudrik, 1984).

The following styles of pedagogical communication are distinguished:

Styles of pedagogical communication in the psychological and pedagogical literature are divided into three general styles: authoritarian, democratic, and liberal-legal, while at the same time being filled with «pedagogical» content itself.

Authoritarian style. A pupil is seen as an object of pedagogical influence, not as an equal partner. The teacher alone decides, makes decisions, establishes strict control over the fulfilment of his requirements, exercises his rights without considering the situation and opinions of pupils, and does not justify his actions to pupils. As a result, pupils lose their activity or only carry it out when the teacher is in the lead, discover low self-esteem and aggressiveness. In an authoritarian style, pupils' strength is directed towards psychological self-protection, rather than learning and developing themselves.

Democratic style. A pupil is seen as an equal partner in communication, a colleague in the joint search for knowledge. The teacher involves pupils in decision-making, considers their opinions, encourages independent judgement, and considers not only their progress but also their personal qualities. The methods of influence are inducement to action, advice, and request.

Liberal style. The teacher moves away from decision making, passing the initiative on to his pupils and colleagues. The organization and control of pupils' activities is carried out without a system, showing hesitation and hesitation. The classroom has an unstable microclimate, hidden conflicts (Markova & Nikonova, 1987).

During a study by some authors of the profession, teachers and university teachers found that they may have different levels of authoritarian, liberal or democratic development in their communication styles. It follows that it is possible to distinguish between high,

medium and low levels of each of the three communication styles described and to consider 9 new, modified styles of pedagogical communication accordingly. They can be named and briefly described as follows: super-authoritarian style; medium-authoritarian style, etc. In addition to the above classifications, there are other approaches to structuring styles of pedagogical communication.

One of the private problems with the style of pedagogical activity of a teacher is the issue of efficiency. The issue of the effectiveness of different styles is widely considered, and many authors (Slastenin & Isaev, 1993; Tolochek, 2000; Faibishevich, 2007; Chernyavskaya, 2007) agree that the most productive style is democratic, because it has the most pronounced systemic approach to management and includes such principles as: minimizing impact, complexity of impact, systemic impact, internal consistency of impact. Therefore, only if these principles are properly applied will the success of the manager be guaranteed, but in practice, the application of these principles requires the manager to be highly competent, capable of appealing through a variety of means and methods of influence, able to take into account the personal characteristics of the personnel, situational factors, etc.

Based on the above, the conclusion is that the most effective style is one that is realistic and more adaptive.

The effectiveness of a teacher's work is determined by many factors. Some of them are manageable and can therefore be specifically organized to ensure that the goal is achieved with the greatest probability. Other factors are unmanageable, and therefore should only be considered by the teacher when building professional strategy and tactics.

An analysis of literature sources shows that there is no uniform approach to assessing the effectiveness of different styles of activity among academics, as some believe that different styles are also required for groups at different levels of development. In their opinion, the most suitable style for the team is democratic or conniving. For a diffuse group that is not ready for self-government, these styles, especially a democratic style, will be the least suitable.

In V.A. Slastenin (2000)'s opinion, the common features of conniving and authoritarian styles, despite the seeming opposite, are the distance between teacher and students, the lack of trust between them, the apparent isolation, the alienation of the teacher, the demonstrative emphasizing of his dominant position. An alternative to these communication styles is a style of cooperation between participants in pedagogical interaction, more often called democratic. In this style of communication, the teacher aims to increase the subjective role of the student in interaction and to involve everyone in solving common issues. The main feature of this style of communication is mutual understanding and mutual orientation. As a result of the open and free

discussion of problems, pupils and their teacher come to a solution together. The teacher's democratic style of communication with students is the only real way to organize their cooperation.

A.L. Zhuravlev (2004) considers democratic and mixed leadership among the most effective. At the same time, pointing out the dynamic nature of the style of activity, it is noted, in particular, that style features are undergoing changes caused by a) the socio-psychological peculiarity of the team and the objective conditions of its activities; b) individual-psychological properties of the manager (typological properties of the nervous system and personality traits).

Thus, it is necessary to use different styles of communication in the same team, depending on the different aspects arising in the process of interaction between the object and subject of training. It must be remembered that each individual reacts in his or her own way to the manifestation of different ways of influencing his or her personality, so it is appropriate to take into account the specifics of the team's response to achieve the goals and objectives set.

The style of pedagogical communication is one of the most important components of a physical education teacher's activity, because it has a huge impact not only on the course and structure of the pedagogical process, but also on the personality of the student. Therefore, a teacher's ability to correctly assess his own style, to take into account its positive and negative aspects, to use various techniques in the process of organizing training and education is one of the most important stages on the way to the top of pedagogical excellence.

METHODOLOGICAL FRAMEWORK

The methodological positions of the research have been determined based on the principles of Russian pedagogy and psychology, as well as research by scientists involved in the problem of teaching style. In particular, the issue of activity styles has received serious theoretical study in studies by the following domestic psychologists (Brushlinsky, 2002; Klimov, 1988; Merlin, 1986; Rean, Bordovskaya & Rozum, 2002; Rubinstein, 2002; Tolochev, 2000). The following representatives of the Russian psychological school were involved in research into the specifics of style and the individual psychological characteristics of its subject (Ilyin, 2000; Klimov, 1988; Merlin, 1986; Vorobyov, 2014). The specifics of manifestation and formation of individual style of pedagogical activity and communication were considered in their works (Kan-Kalik & Nikandrov, 1990; Markova & Nikonova, 1987; Slastenin, 2000).

It should be noted that E.P. Ilyin (2000) and his students made a great contribution to the development of the problem of the style of pedagogical activity of a teacher of physical culture.

The features of different styles of activity and communication were considered by the following Russian scientists (Zhuravlev, 2004; Ilyin, 2000; Klimov, 1988). The following scientists have studied this issue abroad (Meskon & Hedouri, 2002; Levin, 1968).

Styles of pedagogical activity and communication of teachers of different profiles are reflected in the following works (Kan-Kalik & Nikandrov, 1990; Kuzmina, 1995; Slastenin, 2000; Vorobyov, 2007; Burkhanova et al., 2000; Bystritskaya et al., 2020; Vorobyov, 2012).

Despite the considerable amount of work devoted to various aspects of the management of the pedagogical process, a whole complex of problems concerning the effectiveness of different styles of pedagogical communication, the reasons for the formation of an individual style, and possibilities for its correction remain unsolved. The reason for such a close examination of pedagogical styles as one of the components of management is that this factor is one of the fundamental in planning and implementing effective pedagogical activities.

RESULTS AND DISCUSSION

According to E.P. Ilyin (2000), half of physical education teachers have a democratic style of communication, while 40% of teachers have an authoritarian style and 9% have a liberal style. Pupils in most cases (58% of the answers) prefer the democratic style of communication, less often liberal (26%) and even less often authoritarian (16%).

In order to confirm the above facts, we used a method to identify the prevailing styles of pedagogical communication among physical education teachers, and obtained the following data: the majority of teachers prefer the democratic style of pedagogical communication, the choice of liberal style is not great and the intermediate position is taken by the authoritarian style.

On the other hand, students in different situations may have exhibited features inherent to other styles of pedagogical communication, which suggests that the individual style of communication is heterogeneous. The basis for the study was the predominant manifestation of one of the styles of pedagogical communication. A total of 15 teachers from various schools in Nizhny Novgorod took part in the survey.

The following data were obtained:

- The democratic style of pedagogical communication is used by 60% of physical education teachers, which is explained by the demand for this style among students;
- The authoritarian style of pedagogical communication is preferred by 27% of respondents, as it requires more tension from the teacher and is unpopular with pupils;

- Liberal style is used by 13% of the respondents, which is explained by the inexpediency of using this style.

In the next phase of the survey, we investigated the relationship between the chosen pedagogical style of communication and the motor density of the lesson. At each lesson, many actions are taken motor, service, mental and rest. Their importance in solving physical education problems is different, but all of them are necessary, and when we discuss the effectiveness of a teacher's work in a lesson, we cannot reduce everything to just an assessment of children's motor activity. It is necessary to assess in detail the appropriateness of a teacher's actions and his efforts to ensure the educational and educational impact of the lesson. Therefore, all activities should be divided into those that are pedagogically justified and inappropriate. The following are considered to be pedagogically justified: performance of physical exercises, participation in a demonstration, participation in mutual learning, listening to the teacher, observation of the performance of the task by the teacher and his comrades, comprehension of the perceived, planning of forthcoming activities, analysis of the performance of movements, mutual control, evaluation, discussion, installation and movement of projectiles, distribution and collection of equipment and teaching aids, preparation of places for lessons, rest.

Timekeeping is used to assess lessons. For this purpose, the average student is taken under observation. A stopwatch is activated with a bell and does not stop until the end of the lesson. The supervisor writes down all the activities in which the student takes part in a specially prepared protocol.

When the total density is determined, the teacher's pedagogical skills and organizational abilities cannot be assessed. Different teachers spend varying amounts of time installing and cleaning shells, preparing class locations, moving the group to the next class location, setting tasks, communicating the next task, etc., to determine the total density. Therefore, in addition to the total density of the class, the motor (motor) density of the class is also determined.

By comparing the motor density data and the total density of the lesson, you can find reserves to improve the quality of each teacher's work.

The teacher must strive for a total density of 100%. The motor density in training lessons is 70 - 80% and in training lessons 50% and below.

This indicator allows us to judge the pedagogical skills of a physical education teacher. The style of pedagogical communication is one of the most important structural elements that make up the pedagogical skills of a teacher.

This paper tests the assumption about the impact of pedagogical communication style on the motor density of a lesson.

At this stage of the experiment, a survey was carried out aimed at identifying the motor density of the lesson for students with different styles of pedagogical communication. Out of the total number of study participants, 6 teachers with different styles were selected (this means that style is predominantly a manifestation of style, as individual styles are very rare in the 'pure' form).

Thus, the motor density of 6 lessons for each of the teachers was studied. Lessons were taught in high schools with the same program. Lessons were held in the 3rd and 11th grades (two lessons each) and belonged to the third stage.

The following data was obtained:

A study of the relationship between the pedagogical communication style and the motor density (MD) of a lesson revealed the following picture: MD for students with a liberal style averaged 39.6%, for students with a democratic style 41.8% and for students with an authoritarian style 48.9%. In this section of the curriculum (sports games) the MD rate varies between 40% and 60% depending on the stage of study.

The authoritarian style of pedagogical communication has proved to be the most effective, which is explained by the brevity of the teams and high requirements for discipline, but the high motor density does not yet indicate the effectiveness of the learning process (as MD reflects only the formal side of the lesson and does not take into account other factors, in particular, the emotional sphere of the child, etc.) MD in the liberal style has the lowest indicators due to the difficulties they have in conducting and organizing the lesson (using a request instead of a team, long organization, etc.);

At the formative stage of the study, we applied psychological and pedagogical recommendations aimed at correcting certain style characteristics that reduce the effectiveness of pedagogical communication and the motor density of the lesson.

Recommendations for adjusting the style of pedagogical work.

The following methodology has been used to develop a conscious attitude towards the chosen style of pedagogical communication, consisting of several stages:

Stage 1 - theoretical:

At this stage, a detailed analysis of the pros and cons of each style should be carried out together with the subjects.

Authoritative style of pedagogical communication.

In an authoritarian style of communication, the teacher alone decides on all matters concerning life activities, both in the classroom and for each student. The authoritarian style of communication is implemented

Table 1. Results before and after the pedagogical experiment

Motor density before pedagogical experiment (%)							
Liberal	36,5	39	43	38	42	39	36,5
Authoritative	51	47	48	46,3	52	49	51
Democratic	44	41,5	42,2	40	41	42	44
Motor density after pedagogical experiment (%)							
Liberal	42,6	45,4	45,6	43,5	44,7	46,1	42,6
Authoritative	49	50	48,3	49	48,3	51	49
Democratic	46	44,7	43,4	44,8	45,7	45	46

through the tactics of diktat and guardianship. Schoolchildren's opposition to the teacher's power pressure most often leads to the emergence of sustainable conflict situations.

Negative aspects: suppression of initiative; lack of autonomy; focus on the negative aspects of communication; inadequate assessment.

Positive aspects: good academic performance; excellent discipline.

Liberal style of pedagogical communication

An authoritarian (anarchist, ignoring) style of communication is characterized by the teacher's desire to be minimally involved in activities, which is explained by the fact that he or she is not responsible for the results. Conniving communication style implements a tactic of noninterference, which is based on indifference and disinterest in the problems of both schools and students.

Negative aspects: lack of control; formal approach to activities; poor discipline and performance.

Democratic leadership style

An alternative to these communication styles is a style of cooperation between participants in pedagogical interaction, more often called democratic.

Negative aspects: low level of control over the classroom due to the joint fulfilment of tasks and "humane" ways of influencing students; interference of students in decision-making by the teacher; difficulties in coordinating students' actions in non-standard pedagogical situations.

Positive aspects: a friendly attitude creates a favourable psychological climate and develops initiative and independence.

Stage 2 - diagnostic:

At this stage, a diagnostic of pedagogical communication styles was carried out, aimed at identifying the predominantly used style by students of the Faculty of Physical Education and comparing the data obtained with the motor density of the lesson. During the timekeeping exercise, the main shortcomings that reduce the density of the lesson were recorded and the points related to the style of pedagogical communication were isolated from these problems.

Step 3 - corrective

At this stage, students were asked to apply types and forms of impact not typical of their style of pedagogical communication. The main forms of impact used by students were recorded at the same time as the timekeeping in the remarks column.

Testing in the course of the pedagogical process of the developed methodology aimed at correcting the style displays of various students allows us to state that its application is appropriate and justified, the implementation of the proposed program has led to an awareness of the positive and negative aspects of certain styles of pedagogical communication, and most importantly, to the analysis of their own style of communication, identification of deficiencies and their correction.

Analysis of the data obtained suggests that the proposed recommendations have had a positive impact on the indicators we are interested in.

CONCLUSION

1. The experiment revealed that the democratic style is the preferred style (60%) by teachers of the Faculty of Physical Education, the liberal style (13%) of pedagogical communication is much less frequently used, and the authoritarian style (27%) is in an intermediate position;
2. A study of the relationship between the style of pedagogical communication and the motor density (MP) of the lesson revealed the following picture: MP for teachers with a liberal style averages 39.6%, for teachers with a democratic style 41.8% and for teachers with an authoritarian style 48.9%. In this section of the curriculum (sports games), the MD rate varies between 40% and 60% depending on the stage of study;
3. the authoritarian style of pedagogical communication has proved to be the most effective, which is explained by the brevity of the teams and high requirements for discipline, etc., but the high motor density does not yet indicate the effectiveness of the learning process (as MD reflects only the formal side of the lesson and does not take into account other factors, in particular, the emotional sphere of the child, etc.) MD in the liberal style has the lowest indicators due to the difficulties they have in conducting and organizing the lesson (using a request instead of a team, long organization, etc.);
4. Testing in the course of the pedagogical process of the developed methodology aimed at correcting style manifestation makes it possible to assert that its application is reasonable and justified; the implementation of the proposed program has led to an awareness of the positive and negative aspects of

individual styles of pedagogical communication, and most importantly, to an analysis of one's own style of communication, identification of shortcomings and their correction;

5. The mathematical processing of the data obtained showed high reliability of some of the results, while the MT has increased among teachers who mainly use liberal ($t = 3.83$, with $p < 0.01$) and democratic ($t = 3.69$, with $p < 0.01$) style of pedagogical communication, which allows to assert the effectiveness of the proposed measures in relation to students with these styles. As for the authoritarian style, the changes that have taken place in this group are statistically unreliable ($t = 0.35$, at $p > 0.05$), which may be due to a reluctance to use softer techniques to replace those developed.

RECOMMENDATIONS

During of the research work carried out, recommendations were made to adjust the style of teaching. The proposed recommendations consist of several complementary stages. The purpose of the first stage was to ensure the theoretical readiness of teachers to form a positive style of pedagogical activity. The main tasks of the first phase include: learning about communication styles; improving professional thinking and professional orientation. The aim of the second stage was to bring theoretical knowledge and practical skills closer together in the professional training process. In the third stage, the main objective was to develop the ability of teachers to adequately assess situations arising in the course of pedagogical activity and, based on the data obtained during the analysis, use the most appropriate style of communication.

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