Chapter 22

USE OF COMMUNICATIVE BEHAVIOR AND CULTURE FRAMEWORK TO UNDERSTAND TEACHERS' NOTIONS IN PEDAGOGICAL SITUATIONS

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ABSTRACT

The aim of this research was to examine teachers' implicit notions in difficult pedagogical situations. Two empirical studies were conducted. The first study was carried out using an anonymous poll method with 196 secondary school teachers, who previously indicated modes of behavior in ten difficult (conflict) situations for the "ideal" and "real" (ordinary, typical) teacher, and after that it was offered to them to point out which of the behavior modes they would use in each situation. The second study was carried out using a poll method with 40 secondary school teachers. They were offered to put 109 modes of behavior in 10 difficult pedagogical situations in compliance with the types of communicative behavior and the levels of communicative culture. To the data obtained correlation analysis was applied. For 55 modes of behavior, statistically significant coefficients of correlation between reference of these modes of behavior to the types of communicative behavior and to the levels of communicative culture of the teacher were found. These modes of behavior (both positive and negative ones) can be considered as a kernel of teachers' notions about communicative culture.

Keywords: teachers' notions, communicative culture, communicative behavior.

1. INTRODUCTION

This research is devoted to examining teachers' implicit notions about communicative behavior and culture in conflict situations. The theoretical framework of this study is based on the concept of teacher's communicative culture (Aukhadeeva, 2012; Glotova & Wilhelm, 2013). Teacher's communicative culture is a multilevel construct that includes moral values, cultural norms and behavior modes, which are used in communication. Teacher's modes of behavior in difficult pedagogical situations have a great influence upon emotional conditions of pupils and psychological climate in a classroom community. Researchers consider a problem of teacher's communication with pupils in the context of ensuring teacher's support to pupils in educational process (Frisby & Martin, 2010; Short, 2013), creation of positive climate in the classroom (Cefai & Cavioni, 2014; Patrick, Ryan, & Kaplan, 2007), and solution of arising conflicts between classmates (Afnan-Rizzuto, 2011; Wang, et. al. 2014). It is noted that teacher's support has a positive effect on pupils' feeling of happiness and communication satisfaction (Wang et al., 2014). Studies have shown that supportive teacher-pupil relationship increases considerably both, emotional and behavioral development of pupils, as well as, although to a lesser extent, their educational achievements (Short, 2013; Wentzel, Battle, Russell, & Looney, 2010), influences pupils' motivation, interests and pursuit of social objectives (Wentzel et. al., 2010), emotional and cognitive aspects of learning (Frisby & Martin, 2010).

There are grounds to believe that teacher's choice modes of behavior in conflict pedagogical situations are influenced by his/her social representations and implicit theories of communicative culture and communicative behavior. Teachers' social representations and implicit theories about communicative culture and behavior are formed of many sources: knowledge acquired in the course of occupational training at higher educational institutions, reading relevant materials, refresher courses on pedagogical communication, direct interaction with students in class and after hours, communication with colleagues as a part of occupational

associations (methodological councils, etc.), and direct personal discussions (exchange of opinions and impressions, as well as discussions dedicated to complicated situations).

In our research, it was offered to allocate four levels of teacher's communicative culture (communicative illiteracy, literacy, competence, and creativity) and three types of communicative behavior in difficult pedagogical situations (destructive, ambivalent, and constructive ones) to which specific modes of teacher's behavior in conflict situations can be correlated according to teachers' representations (Glotova & Wilhelm, 2013).

Communicative *illiteracy* is the lowest level of development of teacher's communicative culture. Communicative *literacy* allows working effectively in standard situations. Communicative *competence* allows the teacher to cope with non-standard situations. Communicative *creativity* gives a chance to interact with pupils effectively in extraordinary situations.

The *destructive* type of teacher's behavior means that the teacher ignores interests of the pupils or uses the condemned methods of communication. The *constructive* type of teacher's behavior leads to cooperation between the teacher and pupils. The *ambivalent* type contains destructive and constructive elements of teacher's behavior.

Studying teachers' representations about their modes of behavior in difficult (conflict) pedagogical situations and their representations about communicative culture and of themselves as communicators is a topical issue for educational psychology and teacher training practice at higher educational institutions.

2. BACKGROUND

This research is based on the concepts of social representations (Moscovici, 1988) and implicit theories (Kelly, 1970; Kover, 1995; Dweck, Chiu & Hong, 1995; Dweck & Ehrlinger, 2006; Leroy, Bressox, Sarrazin, & Trouilloud, 2007). Social representations are a specific form of individual's ordinary collective knowledge, where scientific knowledge and common sense are combined. Several researchers have indicated that social representations are stable formations, although changeable in the process of communication and that social representations have cognitive, regulatory, and adaptive functions (Farr & Moscovici, 1984; Moscovici, 1988).

Now, social representations of various phenomena connected with pedagogical activity are actively studied. It is possible to call such researches the studies of teachers' notions about the pupils (Hamilton, 2006; Rubie-Davies, 2005), about pupils' intellect and abilities (Hamilton, 2006; Blackwell, Trzesniewski, & Dweck, 2007); teachers' notions of their professional role and of themselves as professionals (Kuzmenkova, 2005). Teacher's abilities to choose the most effective modes of behavior in difficult pedagogical situations were studied in research conducted by Aukhadeeva (2006). Teachers' notions about what modes of behavior testify to professionalism can have a great impact on a teachers' behavior in conflict pedagogical situations and seems to be most topical.

3. OBJECTIVES

The first research objective consisted in revealing and describing features of teachers' representations about specific modes of behavior in difficult (conflict) pedagogical situations. One more research objective was to study how representations of specific modes of behavior in difficult pedagogical situations correspond to teachers' representations about types of communicative behavior: destructive, ambivalent and constructive. The third research objective was to study teachers' notions about levels of communicative culture, such as communicative illiteracy, literacy, competence and creativity, and also about what specific modes of behavior in difficult pedagogical situations correspond in their consciousness to implicit representations of each of the levels of teacher's communicative culture mentioned above. And finally, the last research objective consisted in revealing as far as teachers' implicit notions about types of communicative behavior are coordinated with their notions about the levels of teacher's communicative culture.

4. DESIGN

The mixed research design (Onwuegbuzie & Johnson, 2006) that means combination of quantitative and qualitative methods was used. The explanation for use of such design is connected with lack of information on teachers' implicit representations of specific modes of behavior in difficult pedagogical situations, three types of communicative behavior, and four levels of communicative culture which have been entered into scientific use by the authors of this article (Glotova & Wilhelm, 2013). In addition, descriptions of original pedagogical situations were used as stimuli in the research. That demanded application not only quantitative, but also qualitative methods of processing of data obtained in the research. A poll method was applied to data collection. In addition, the content analysis was used. Statistical processing of the data obtained was carried out by means of criterion φ* – Fischer's angular transformation and the correlation analysis according to Spearman.

5. METHODS

Two empirical studies were carried out for the purpose of studying teachers' implicit representations about communicative behavior and communicative culture of the teacher.

5.1. Methods of the first study

On the basis of results of the preliminary poll with participation of 42 secondary school teachers concerning the most typical and difficult pedagogical situations, which were found in their pedagogical activity, and also on the basis of analysis of psychology and pedagogical literature, 10 situations were selected and included into the list for the subsequent poll for teachers (Rean & Kolominskij, 1999: situations 1-4; Glotova & Wilhelm, 2013: situations 5-10). Situations were selected by two criteria: those met rather often in pedagogical activity; possessing complexity for permission.

The first study was conducted by means of an anonymous poll with participation of 196 secondary school teachers. At first, the participants were offered the descriptions of ten difficult pedagogical situations, with regard to which they were supposed to indicate how the "ideal" teacher and the "real" (ordinary, typical) teacher would behave in an each specific situation. With the purpose to minimize the effect of social desirability of examinees' answers, to reduce uneasiness and to increase the interest, the poll took place in an anonymous form (to each examinee the code was appropriated). In addition, it was offered to participants to specify their sex, age, the subject they teach and their experience in this profession. To the data obtained, the content analysis was applied. After that, the teachers were supposed to indicate how they would behave in such situations. This helps find out who each teacher identifies him/herself with – the "ideal" teacher or the "real" teacher. The respondents were allowed not to answer some questions, so, while processing of the results, out of 196 research participants, the number of teachers who identified themselves with the "ideal" teacher or the "real" teacher in each of 10 pedagogical situations was assumed to be 100%.

5.2. Methods of the second study

The second study was carried out by a method of poll with participation of 40 secondary school teachers. They were offered to put those modes of behavior in 10 difficult pedagogical situations which were revealed in the first study in compliance with a) levels of communicative culture and b) types of communicative behavior. The concepts connected with types of communicative behavior and levels of communicative culture, were explained to the teachers. The list of behavior modes obtained in the result of the content analysis in the first study was offered for each of 10 situations. It was required to specify to which level of communicative culture (communicative illiteracy, literacy, competence, or creativity), according to respondent's opinion, each mode of behavior belongs (the results were coded as 1, 2, 3 and 4). Then it was required to specify, which type of communicative behavior (destructive, ambivalent, or constructive), according to respondent's opinion, can be applied in each mode of

behavior (the results were coded as 1, 2 and 3). Correlation analysis (according to Spearman) was applied to the data obtained.

6. FINDINGS

The research findings demonstrated features of teachers' representations about specific modes of behavior in 10 conflict pedagogical situations, and also about compliance of these modes of behavior to the types of communicative behavior (destructive, ambivalent, and constructive) and to the levels of communicative culture (communicative illiteracy, literacy, competence, and creativity).

6.1. Teachers' notions about modes of behavior in conflict pedagogical situation

Teachers' notions (n=196) about modes of behavior of "ideal" and "real" (ordinary, typical) teachers in 10 difficult pedagogical situations were analyzed. In the answers processed by the method of content analysis, 109 various positive and negative modes of behavior were allocated. Descriptions of 10 pedagogical situations and 109 modes of behavior listed by teachers are presented in Table 1.

The research shows that teachers' notions of the "ideal" teacher are much more positively painted, than about the "real" (ordinary, typical) one. Actions of the "ideal" teacher in difficult pedagogical situations are estimated as more favorable and humanistic in comparison with actions of the "real" (ordinary, typical) teacher.

Results of teachers' identification of their own modes of behavior in each of 10 pedagogical situations with behavior of the "ideal" or "real" teacher are presented in Figure 1.

Figure 1. Teachers' identifications of their own modes of behavior in 10 pedagogical situations with behavior of the "ideal" or "real" teacher.
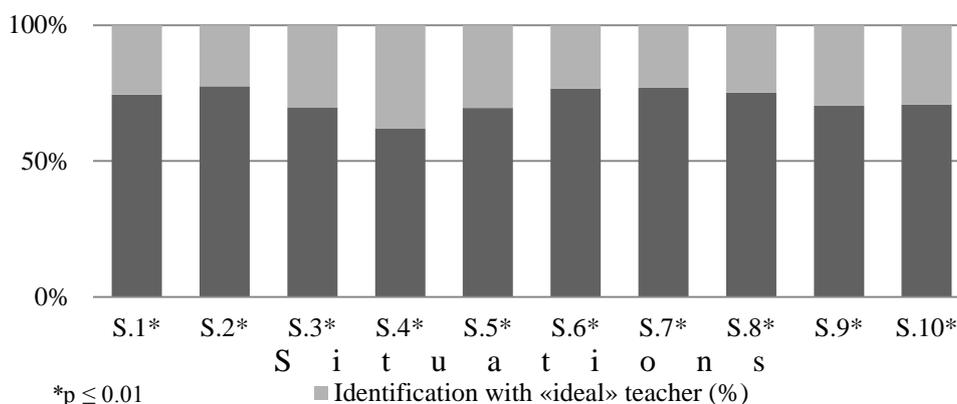
As we can see from Figure 1, in each of 10 situations the percentage of teachers who identified themselves with the "ideal" teacher was higher than that of teachers who identified themselves with the "real" teacher. All distinctions are statistically significant, $p \leq 0.01$ (by criterion φ^* - Fischer's angular transformation). The research shows that the number of identifications with the "ideal" teacher increases with experience of pedagogical activity. Age dynamics of teachers' identification of their behavior with that of the "ideal" teacher also was observed. Three age groups pairs were allocated: 1) "36-40 years" and "more than 50 years" which have shown statistically significantly highest level of identification of their behavior with that of the "ideal" teacher; 2) "31-35 years" and "41-45 years" which have shown significantly lowest level of identification of their behavior with that of the "ideal" teacher; 3) "30 and less years" and "46-50 years" which have shown the intermediate level of identification of their behavior with that of the "ideal" teacher.

6.2. Interrelations between teacher's notions of the types of communicative behavior and the levels of communicative culture.

For correlation analysis (according to Spearman), 40 teachers were offered to carry the above-mentioned 109 modes of behavior allocated on the basis of the content analysis to one of the four levels of communicative culture and to one of the three types of communicative behavior. As for communicative culture, on the whole on 10 situations ≥40% of teachers referred 46 modes of behavior to the level of communicative illiteracy, 30 modes of behavior - to the level of communicative literacy, 8 modes of behavior - to the level of communicative competence and 20 modes of behavior - to the level of communicative creativity. (Other modes of behavior didn't gain ≥40% of answers. Some modes of behavior were referred to different levels of pedagogical communicative culture by ≥40% of teachers). In addition, the same teachers (n=40) were also offered to refer 109 modes of behavior in 10 pedagogical situations to the types of communicative behavior – destructive, ambivalent and constructive. As a result, ≥40% of teachers referred 43 modes of behavior to the destructive type of communicative behavior, 17 modes of behavior - to the ambivalent type of communicative behavior, and 53 modes of behavior - to the constructive type of communicative behavior. (Other modes of behavior didn't gain ≥40% of answers. Some modes of behavior were referred to different types of communicative behavior by ≥40% of teachers).

It is visible that there are considerable individual distinctions in teachers' notions about the levels of communicative culture and the types of communicative behavior. So, for 6 of 10 modes of behavior in a situation 1 ("The teacher made a mistake in a formula"), this or that percentages of answers were noted on each of levels of communicative culture – from illiteracy to creativity. For example, a mode of behavior "attention switching (to smooth a mistake)" 28,4% of teachers referred to the level of communicative illiteracy, 34,3% – to the level of literacy, 20,9% – to the level of competence, and 16,4% – to the level of creativity. For 4 of 10 modes, three levels of communicative culture were involved: such modes of behavior as "the praise, thanks for attentiveness" and "the offer to the pupil to correct an error" none of the teachers (0%) referred to the level of communicative illiteracy whereas at three remained levels these modes were presented; such modes as "sneer" and "justification" none of the teachers (0%) referred to the level of communicative creativity, but at three remained levels they were available.

Comparison of teachers' notions about the types of communicative behavior connected with destructive, ambivalent and constructive modes of behavior, with their notions of four levels of pedagogical communicative culture – communicative illiteracy, communicative literacy, communicative competence and communicative creativity, revealed a number of statistically significant correlations. Significant coefficients of correlation of teacher's identifications of 109 modes of behavior in 10 conflict pedagogical situations with types of communicative behavior and levels of communicative culture obtained are given below in table 1 (only significant coefficients are noted: r_s crit. = 0.49, p≤0.001; r_s crit. = 0.40, p≤0.01; r_s crit. = 0.31, p≤0.05).

Table 1. Significant correlations between results of teacher's identifications of 109 modes of behavior in 10 conflict pedagogical situations with the types of communicative behavior and the levels of communicative culture.

Pedagogical situations	Modes of behavior
1. When drawing a chemical formula, the teacher made a mistake. A pupil pointed this out to the teacher. The teacher is worried about how pupils' opinion of him/her may change.	Trick (I made it intentionally) (0.672); Recognition of the mistake (0.521); Internal revision of the position (a right to make a mistake) (0.407); Sneer; Praise, thanks for attentiveness; Offer to the pupil to correct the mistake; Justification; Attention switching (to smooth the mistake); Apology; Mistake correction.
2. During the class one of the pupils asks the teacher a difficult question. The answer lies outside teacher's competence; he/she is, therefore, is unable to give the correct answer to it.	Internal revision of the position (recognition of not knowing, a right not to know) (0.489); Suggests the pupil to study the question independently (sends to the library, prompts where to find) (0.484); Explains as he/she can now (0.325); The answer later (understands and explains to the pupil); Cooperation (together we will find the answer); Asks not to distract the teacher at the lesson (including rough reply); Praise; Switches attention (rides off on a side issue).

Table 1. Significant correlations between results of teacher's identifications of 109 modes of behavior in 10 conflict pedagogical situations with the types of communicative behavior and the levels of communicative culture (cont.).

3. A visit to the theater by the 9th grade is planned. But there was some hustling at the doorway. Tired after a long day of work, the form master loses his/her nerve and snaps: "Are you all crazy?! What theaters, for God's sake! Return back and put your record-books on my table!!!". What is to be done in this situation?	Joke (0.721); The appeal to culture and maturity of pupils (0.486); Apology for the shout (0.372); Calming the pupils (an appeal to an order, to organize) (0.327); Threat ("there will be no visits"); Calms down; Refusal of the visit; Returning to the class and shouting; Remarks in the record-books; Visit to the theater, but without good mood; Conversation with the pupils (verbalization of his/her own feelings, understanding of pupils' feelings); Visit to the theater.
4. The bell has rung. The corridor is empty. But there is one pupil left behind, slightly out of breath. He looks back and slips into the classroom. Behind him there are two more pupils who want to rush to the classroom. And this is not the first time when it happens…	Clarification of the reasons of delay (0.606); Sanctions and control for delay (0.564); Won't let to the lesson (0.510); Will send to the director (0.508); Remarks in the record-books (0.473); Stops the lesson, waits for all pupils late (0.473); Makes them sit at the entrance (0.454); Appoints "patronage" over those late (0.440); Oral remark (0.402); Calls for parents or threat (0.386); Will start talking on an interesting subject (0.376); Shout, anger; A discussion after the lesson (during the class hour, at PTA meeting); Lets into the classroom; Will leave to stand at an entrance; Look.
5. The teacher summons the pupil to the blackboard. The pupil is unable to answer the teacher's question. At this time his classmate tries to prompt to him. How will the teacher react to this and treat the prompter?	Joke (the correct answer – 2, wrong - 1) (0.635); Will praise the prompter (0.517); Remark and threat (0.472); Decrease in the assessment of the answer (0.448); Task to the prompter during the classmate's answer (0.405); Assessment for both (0.387); Will suggest the prompter to answer the question (help to the classmate); Will ask the prompter to wait and give his classmate a chance to answer; Remark in the record-book ("the record-book on the table"); Calls the prompter to the board.
6. There is a history lesson in the fifth form. The teacher is conducting a lecture. One of the pupils, who is fond of history and reads a lot of extra-curriculum literature, says: "I don't agree with you. In what book did you find it?"	Will ask to wait until the break (0.381); Praise (0.361); Will give a chance to the pupil to speak (0.345); Will answer the question indignantly, discontentedly; Calls the source (book); Reasons his/her point of view ("will show the ambiguity of the problem"); Discussion of the question with the whole class; Won't allow the pupil to speak (won't allow altercations, will accuse of ignorance, "how dare not to trust the teacher").
7. The teacher writes on the blackboard. At this time the silence is broken by the sound of the book falling. The teacher speaks to the one who dropped it: "If this happens again, you will have to leave a classroom". Having estimated the situation, another pupil intentionally throws the book.	Takes away the book (0.525); Look, oral remark (0.479); Points to mediocrity of actions (0.441); Prevention of the situation ("it wasn't necessary to tell these words", not to pay attention from the very beginning) (0.418); Remark in the record-book (0.372); Relieves emotionally the tension (0.362); Removal from the class (0.320); Threat (about sanctions), shout; Search of "guilty"; Punishment for both; Conversation with pupils (about the value of books), clarification of the reasons after or during the lesson; Inclusion of the pupil into work.
8. There is a lesson of mathematics. The teacher tries to write a formula on the blackboard, but the chalk doesn't write. He guesses that someone has soiled the blackboard with wax.	Shout, lecture (0.562); Persons on duty wipe the blackboard (0.460); "Responsible" prepares the blackboard for the following lesson (0.454); Search for the "guilty" (0.397); Uses other forms of work (without the blackboard, oral work) (0.375); Study the material yourself (0.321); Invitation of the director; Will explain unclear, and then will discuss the situation; Refuses to conduct the lesson; Punishes everybody.
9. The teacher begins a lesson but as soon as he/she turns away to the blackboard, a noise is heard in the class. As soon as the teacher turns to the class, everybody becomes silent. This repeats several times.	Switching to another form of work (facing the class) (0.432); Does not pay any attention to the situation, continues the lesson (0.423); Remark (0.420); Independent study of the material (0.403); Shout (0.348); Joke; Conversation with pupils ("current situation discussion"); Threat of independent work; Punishment; Search for the "guilty"; Lesson termination; Switching to another forms of work (to interrogate pupils, to summon to the blackboard).
10. The teacher is having a lesson. Another question that the teacher addresses to the class is again answered by one of pupils with a caustic joke. The class bursts out laughing. The reputation of a "clown" has stuck firmly to this pupil among the teachers.	Look (0.544); Shout and nervousness (0.480); Threat ("there will be an examination") (0.472); Remark to the "clown" (0.471); Conversation after the lesson (0.408); Joke in reply (joke acceptance, from the joke to the topic of the lesson) (0.387); Task which will be checked after the lesson (0.343); Punishment of the "clown" (let him stand during the lesson; "2"; remark in the record-book; call for parents; to the director; to expel from the class); To laugh together with the class; Remark to the class as a whole; To offend the "clown".

As it is possible to see from Table 1, 55 significant correlations between teachers' notions about the types of communicative behavior and the levels of communicative culture concerning an assessment of the same modes of behavior in 10 specific pedagogical situations were obtained (12 – were obtained at $p \leq 0,001$; 25 – at $p \leq 0.01$; 18 – at $p \leq 0.05$). These modes of behavior (both positive and negative ones) can be considered as a kernel of teachers' notions about communicative culture.

Let's note that 75 significant correlations (positive and negative) were also obtained between different modes of behavior (2 – at $p \leq 0,001$; 22 – at $p \leq 0,01$; 51 – at $p \leq 0,05$).

7. CONCLUSIONS

The behavior of the "real" (ordinary, typical) teacher in difficult pedagogical situations was estimated as more destructive and illiterate in comparison with that of the "ideal" teacher. In all situations most teachers identified their behavior with that of the "ideal" teacher. In different age groups, however, the degree of such identification was different.

Teachers' notions of the types of communicative behavior and the levels of communicative culture were characterized by considerable individual variability. Teachers differentiate the level of communicative illiteracy well, while experiencing more difficulties at differentiation of the three levels remained, especially, at differentiation of communicative competence and communicative creativity. On the opposite, the teachers are better at distinguishing the options of the constructive type of behavior, than the destructive one. The destructive type of communicative behavior in teachers' representations accurately corresponded to the level of communicative illiteracy, whereas the constructive type of communicative behavior was distributed on the three remained levels of communicative culture. For 55 modes of behavior (of 109) significant correlations between the types of communicative behavior and the levels of communicative culture were obtained. At the same time correlations were insignificant for 54 modes of behavior, teachers' notions about which are more various and less certain.

The applied value of research results is connected with influence of teachers' notions about the types of communicative behavior and the levels of communicative culture on their relationship with pupils, on their behavior in conflict pedagogical situations. The research findings are important for conducting teacher communication training sessions aimed at specifying teachers' representations of communication behavior and of themselves as communicators.

8. FUTURE RESEARCH DIRECTIONS

The directions of further researches are caused by limitations existing at the research considered. The main limitation is connected with use of the unique specially made set of 10 conflict pedagogical situations, which wasn't used in researches of other authors. It didn't allow comparison of our results with the results presented in scientific literature. The second limitation is caused by the small samples formed by teachers of different age and experience of pedagogical activity.

Therefore, as one of the directions of further researches, it is necessary to conduct similar research on a wider group of teachers with use of the list of the same 10 conflict pedagogical situations. Besides, it is supposed to expand the list of difficult communicative situations for identification of possible modes of teachers' behavior in these situations. It is also supposed to study the definitions what teachers of different ages and experience of pedagogical activity can give to specific concepts of types of communicative behavior and levels of communicative culture such as "communicative illiteracy", "communicative creativity", "constructive type of communicative behavior", etc., that is to reveal individual distinctions in teachers' interpretations of these concepts. It is important to study the factors influencing formation of communicative culture of the teacher.

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KEY TERMS & DEFINITIONS

Three types of communicative behavior of the teacher: destructive, ambivalent, and constructive.

Destructive type of behavior: the teacher rigidly insists on the position, ignores interests of the pupil or resorts to condemned methods of fight that finally leads to destruction of the relations between the teacher and pupils.

Constructive type of behavior: the teacher isn't beyond ethical standards, respect, acceptances of partners in communication that finally leads to realization of strategy of cooperation between the teacher and pupils.

Ambivalent (uncertain) type of behavior: contains both constructive elements of behavior and destructive elements, therefore, it is intermediate.

Communicative culture: the multilevel construct including moral values, cultural norms and the modes of behavior used in communication.

Four levels of communicative culture of the teacher: communicative illiteracy, literacy, competence, and creativity.

Communicative illiteracy: absence or very poor development of communicative culture of the teacher.

Communicative literacy: existence at the teacher of the qualities allowing working effectively in standard, stereotypic situations of professional pedagogical communication.

Communicative competence: existence of qualities, which assume rather free interaction in rather difficult, non-standard pedagogical situations, existence of skills of management by communication.

Communicative creativity: a set of the qualities, helping to cope with non-standard, extraordinary professional pedagogical situations. This level means existence of reflexive mechanisms, developed consciousness and appeal to valuable aspect of pedagogical activity.

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