

An Education Manager's (School Principal's) Communicative Culture and its Development in the System of Postgraduate Qualification Based on Pedagogical Deontology

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Abstract: The authors prove that manifesting of a school principal's communicative culture depends on his/her moral, professional and ethical values, on the level of individual culture in personal and practical communication. Contents, technologies, foundations and terms of a school principals' communicative culture development process based on pedagogical deontology at the extension courses are considered in this article. The authors of the article present their many years' experience of teaching education managers (school principals) at the extension courses of Kuban State University (Russia, t. Krasnodar), Russian Academy of Justice (Russia, Moscow) and Russian State Social University (Russia, Moscow).

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1. Introduction

Big social responsibility entrusted to a school director makes high demands to his professional culture. Today the Russian society, as never before, needs pedagogical staff owning high culture of personal and business communication. In this case the question of extension courses improvement based on the requirements of pedagogical deontology (Galkina et al., 2014; Ahmad et al., 2014; Carr, 2006; Campbell, 2003; Lovat, 1998; Levitan, 1994) communication culture of education managers (school directors and their deputies) is very important.

The importance (significance) of high level of communicative culture for successful professional activity of a teacher is shown in works of different scientific branches representatives. For example, (Cummings et al., 2007; Glanzer and Ream, 2007; Killen and Smetana, 2006; Carr, 2003; Bodalev, 1982; Kagan, 1992) emphasize the role of the communicative culture of a teacher in the establishment of humane relations in the social micro-environment.

Deontological communicative culture of a school director is an integral part of his overall professional and personal culture, it reflects mastered by a specialist complex of professional-applied,

professional ethics knowledge, abilities, skills, competencies, formed in the process of continuous professional training and revealed in everyday business and personal communication with consideration of socio-cultural specifics, traditions and ethnic mental features of recipients.

According to the authors of the article, pedagogical deontology as applied sciences include the system of professional normative-ethical (imperative code) rules, restrictions (limitations) to intervene into the inner world of other person (in particular, by the representatives of teaching profession), provide the possibility of applying sanctions for their violation. Also the tasks of the pedagogical deontology include the study of motivational and axiological assumptions of professional behavior of workers of education system, definition of model of professional-personal communications, development of methods and mechanisms to mitigate adverse factors of conflict situations arising in the course of professional activity, prevention of formal attitude of teachers to their functionality, to determine ways to increase the prestige of teaching profession in the modern society.

The conceptual idea, validated by the authors in this article, serves as following: effective management or administrative and pedagogical

activity of an educational institution's principal (a director of school, gymnasium, lyceum or college) in many aspects is defined with the high level of his/her deontological communicative culture which requires its permanent development in the system of professional refreshing. The named culture determines the principal's ability to create pedagogically rational and ethically professional relationships in the systems: "a principal of an educational institution – employees", "a manager of education – a parents' community", "a school principal – students", "a manager of education – social partners of educational establishment", and to organize the optimal functioning of teaching and educational process in general.

2. Material and Methods

The materials of the article provide experimental data of many-years' developmental work of the authors (2003-2014 years) at the courses of professional development for school principals at Kuban State University (t. Krasnodar), at Russian State Social University (Russia, Moscow) and for law college principals at Russian Academy of Justice (Russia, Moscow). At various stages of the ten-year experiment the study covered more than 3800 students of different refresher courses for education managers, heads of educational institutions. Students of refresher training (for example, the program "Pedagogic deontology and professional communication of an education manager" (286 hours) and professional retraining courses program "Manager of education" (526 hours) were different according their age (from 28 to 65) and basic vocational education (psychological – 46%, engineering – 21%, socio-humanitarian – 20%, and even military education is 13%), and work experience in educational institutions (from 3 up to 30). One characteristic of each students group was the same: it is the predominance of women (average: 72% of women and 28% of men). All refresher training adult students were involved in experimental work consciously and voluntarily. 68% of above mentioned training courses teachers have experience of working as school teachers, and school principals and their deputies.

During the study valid methods of psycho diagnostics, interviews, questionnaires, observation were used. In processing the experimental data were used mathematical methods (in particular, T-criteria by Student), and packages of applied statistical programs.

Refresher training teachers used trainings, business games, discussions, master-classes for the development of professional and communicative deontological culture of education managers.

Many universities in modern Russia have positive multiyear experience in conducting professional refresher courses on development of necessary communicative and deontological knowledge, skills and abilities for education managers (directors of schools of general education, gymnasiums, lyceums). Today, it is possible to detach in the practice of above named courses several content and methodological (technological) directions of work in the sphere of development of communicative and deontological (professional-ethical) culture of educational institutions' heads.

The first direction is linked to theoretical preparedness of education managers in the sphere of personal-business communications. This direction is realized by studying by adult students (courses attendees) the following theories: a) the theory of professional reflexion of a pedagogue and the theory of a pedagogue's professional culture development (Wulfov, 2003); b) the theory of professional self-education of a pedagogue (Nikitina, 2004); c) the theory of cogitation of a pedagogue (Orlov, 1994).

The second direction of the process of development of communicative and deontological (professional-ethical) culture of educational institutions' principals is associated with teaching them various communicative techniques and technologies. Thus, for example, at professional retraining courses managers of education master: a) techniques of dialogue and cooperation (Nikitina and Grebennikova, 2012; Abilkhairova et al., 2014), b) technologies of self-control of professional conduct in disputes and stressful situations (Grishina, 2008); c) techniques of dialogue of cultures and international communication (Nikitina and Tolstikova, 2012).

The third direction is connected with teaching courses attendees the models (patterns) of professional-deontological conduct of an educational manager in various spheres of administrative activity. This direction is realized by including adult students into different types of social-significant and professional practice in educational practical work, probation periods, trainings (e.g. trainings in the sphere of relationships with colleagues and other groups of subjects of pedagogical activity (Mitina, 1998); training on development tolerance of a pedagogue as professional essential quality of personality (Bondyreva and Kolesov, 2003).

3. Results

Monitoring (table 1 and table 2) of the effectiveness of deontological approach to the development of communicative culture of managers of education in the system of professional development is based on the following criteria:

– personal-semantic criterion (includes: adoption by a specialist on a personal level the social importance and humanitarian values of norms of pedagogical deontology for the development of communicative culture; presence of a motive to systematically improve the ethical culture of an education manager);

– professional-cognitive criterion (includes: consistency of specialist knowledge about the peculiarities of his own communication style, private receptions implementation reflective-perceptual skills in the field of personal and business communications; possession of a complex of variable verbal and non-verbal, psychological and socio-pedagogical technologies in the field of personal and business communication and intercultural contacts);

– the productive-interactive criterion (includes: formed communication skills, providing effective personal and business positions adequate to professional objectives; the ability to interpret

correctly social and cultural behavioral responses of recipients; the ability to establish a constructive dialogue with representatives of different ethnic, cultural, social and professional groups; ability to manage his own professional conduct, to self regulate emotional states, to choose appropriate model of situational regulatory role of conduct expert taking into account the socio-cultural specifics, traditions and ethno menal features of recipients, norms of deontology; tact of professional speech behavior of a specialist even in non-standard situations);

– professionally-reflective criterion (includes: development of the skills to conduct self-analysis of communicative culture manifestations in different situations of personal and business interactions, the ability to predict the consequences of his communicative and professional activities; ability to adequately identify individual-style of professional speech tactics in situations of cooperation and competition).

Table 1. The results of expert estimation of development of professional communication deontological skills of refresher training graduates “Manager of education” (on a 10 point scale)

Skills	2009 graduates (n=375)		2013 graduates (n=368)		p
	\bar{x}_1	σ_1	\bar{x}_2	σ_2	
Ability to present information clearly in personal and business communications	7.63	1.55	8.21	1.04	<0.05
The ability to prevent conflicts and to negotiate a compromise	7.58	1.46	8.35	1.07	<0.05
The ability to show empathy in personal and business communications	7.46	1.42	8.41	1.05	<0.05
Ability to work in a team	7.21	1.68	8.38	1.02	<0.05
Ability to interact productive and tolerant with representatives of various ethnic groups	7.24	1.53	8.37	1.01	<0.05
Ability to understand the religious views of different nationalities representatives, ability to build personal and business communication taking into account confessional peculiarities of communication partners	7.25	1.47	8.46	1.06	<0.05

Table 2. Level of deontological professional communicative culture graduates of refresher training “Manager of education” have (in %)

Level of culture	2009 graduates (n=375)		2013 graduates (n=368)	
	The beginning of training	The end of training	The beginning of training	The end of training
Adaptive-base (low level)	34.4	27.9	27.2	14.5
Productive-situational (intermediate level)	38.9	41.9	42.1	46.4
Professional-creative (high level)	26.7	30.2	30.7	39.1

To verify successful experimental work χ^2 -criteria was used: $\chi^2 = \sum_{k=1}^m \frac{(A_k - E_k)^2}{E_k}$, where E_k and

A_k – the frequency of observations in 2009 and 2013, respectively (E_k and A_k are expressed in per cent); m – the number of groups (in our case $m = 3$ according to the number of levels). The formula has shown that changes in the levels of development of

professional communicative culture of refresher training graduates are so significant that the probability of error is infinitesimal.

4. Discussions

School head's deontological communicative culture by origin is considered a social-professional category (it arises and manifests itself in the process of interaction between specialist and different participants of integral pedagogical process, socium

on the whole).

The main components of communicative content of a school principal's professional activity, which we address now, are important for explicating the nature and structure of an educational manager's communicative deontological culture.

Constructive-gnostic component of communicative content of a school principal's professional activity includes: a specialist's ability to carry out multi-factor analysis of particular situation in personal-functional communication (from the viewpoint of pedagogical deontology); ability to model different variants of the occurrence developing in the process of professionally-personal communication; the ability to plan inter-activity of professionally-personal communication subjects' according to professionally-ethical and moral requirements.

Organizational component of an education manager's professionally-personal communication includes: manifesting of tact and adhering regulations of pedagogical deontology in the process of solving various organizational, administrative and situational problems in the sphere of professionally-personal communications; ability to demonstrate the high level of self-organization in different types of activity; ability to realize competently essential professional informing participants of the whole pedagogical process, social partners of the educational institution; creation of communicative-administrative skills for providing effective co-operation while solving the professional problems collectively.

Interactive-perceptive component of communicative content in an education manager's professional activity contains: ability to realize individual, psychology-age-specific, socially-status and other communicative characteristics of subjects of professionally-personal interoperating; a specialist's ability to develop on the basis of constructive dialogue positive and productive relationships with various subjects/objects of administrative activity, social partners of the educational institution; ability to prevent and deal with conflict situations in the process of interpersonal relationships.

Reflexive-cognitive component of an education manager's professionally-personal communications includes: abilities to study and realize his/her own personal, psychological and age-specific peculiarities in different types of communication, ability to study the experience of colleagues' professionally-communicative activity; ability to detect adequately strong and weak points in the individual style of personal and business-like communication, ability to develop and realize the programs of self-correction and compensation of

weak sides in professionally-communicative activity, programs of self-improving and self-development of a specialist's professionally-communicative culture.

Characteristic feature of this culture of school head is stability of its manifestations in everyday realities of pedagogical practice. During the research gender differences have not been identified. Managers of education, both men and women can achieve the same high level of development of deontological and professional communicative culture.

This kind of culture is inseparably linked with legal culture of both a single personality and society on the whole. Deontological communicative culture of education manager could and should be developed, thereto it is necessary to form and realize certain conditions in the system of continuous education of pedagogical personnel.

According to complexity, multi-aspects of deontological culture of communication of a head of a school phenomenon, and polyfactorial and complexity of its development process in the system of professional development, we believe that the uncoordinated efforts of teachers, methodologists on the training of specialists of institutions, which are the bases of training, cannot fully ensure the full training of students manifestations of the high level of the communicative culture of a manager of education. It is therefore their professional unity is important, creative harmony in the process of implementation of the principles of individualization and variability of additional professional education of a head of a school.

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