The role of pedagogical optimism and the teacher’s communication abilities in the process of children’s learning

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Abstract. In this article, we consider the features of a teacher’s professional orientation as pedagogical optimism and the teacher’s communication skills as a single whole on which the success of the learning process depends. If we compare these qualities as professional in every teacher, then they serve the success of the teacher’s practical activities, and if we consider from the point of view of students’ mastery of educational material, then we can safely say, according to our empirical research, that the process of mastering educational material is built effectively and fruitfully; children willingly communicate with the teacher and find ways to master the programs provided for training and development. In our work, we provided scientific substantiation of the fact of mutual conditionality, i.e. correlation of two directions of success of the professional activity of the teacher himself and the process of mastering knowledge by students.

1 Introduction

The teacher’s orientation in his professional activities such as communication and pedagogical optimism are considered as a special approach in teaching activities that influence the effectiveness of teaching and development of those accountable. Pedagogical optimism arises from a combination of humanistic orientation and empathy for students. This unity in the activities of the teacher becomes more and more reliable and non-random and serves as a stable basis for the future, thus, about the pedagogy of the future: activation in teaching children while maintaining faith in their students, thereby developing their motivational sphere for the process of searching for knowledge.

The psychological and pedagogical foundations of the formation of an optimistic worldview of an individual were analyzed in the works of famous educational psychologists - Uschinsky A.P., Blonsky P.P., Makarenko A.S., Vygotsky L.S., Rubinshtein S.L., Kon I.S., Rogov E.I., Abulkhanov - Slavskaya K.A., Stolyarenko L.D., Solonchuk N.M., Arskieva Z.A. and many other researchers. [2, pp. 8-12] Optimism in academic circles is a collective sense of belief in the strengths and positive aspects of the school and its constituent elements, namely teachers, students, and all participants in the educational process, etc. A teacher with such qualities sees opportunities in difficulties and takes constructive steps to impart knowledge to his students. Research shows that optimism produces a variety of positive educational outcomes including...
increased teacher and student confidence, self-efficacy, classroom rapport, resilience, well-being, engagement, and academic performance. In our opinion, the teacher’s optimism and faith in his student are factors in the development of universal educational actions. The presence in teachers of characterological traits inherent in pedagogical optimism and the development of communication skills act as correlates, which serve as complementarities in professional activities.

2 Materials and methods

The purpose of the study: to study pedagogical optimism and the communicative orientation of the teacher. The objectives of the study are:

1. Study and conduct an analytical review of scientific literature related to the problem of pedagogical optimism;
2. Conduct an empirical study of the interdependence of activity orientation: pedagogical optimism and communicative orientation.
3. Based on the obtained theoretical and empirical results, assess the unity and integration of these aspects as a holistic approach in teaching activities.

The object of the study is the unity of pedagogical optimism and communicative aspects of teaching activity. The subject of the study is pedagogical optimism and the communicative orientation of the teacher.

Research hypothesis: pedagogical optimism acts as a single correlation of a teacher’s communicative orientation.

2. “My optimism” test. F. Schiller;
1. Test-questionnaire “Communicative and organizational aptitudes (COS-2)”. 73 people from teachers took part in this study.

At the first stage of our research, we diagnosed the optimistic orientation of the personality of teachers; the data is reflected in Table 1.

3 Results

The development of communicative ability affects not only the success of a young teacher in communication, but also the success of achieving the goals and objectives of teaching. The effectiveness of the formation of the communicative ability of young teachers in the conditions of modern professional training, which largely depends on knowledge of norms, values and attitudes implemented in communication, is shown; relationship to a person as a subject of communication; knowledge of communication psychology. Communicative ability is the basis of pedagogical activity and determines its success.

Interaction between teachers and students can be both a resource for building mutual understanding and trust, and a block not only for relationships, but also for the formation of the student’s activity and focus on self-development. The problem has a considerable history of scientific study, however, the practice of modern school states even more that certain difficulties have not been resolved. The main attention should be focused on the components of the relationship between teachers and children: the development of communication skills and pedagogical optimism. The basis of communication skills is the attitude of teachers towards children.

The value components of a teacher’s communicative competence are the orientation of the individual, the system of relationships between the teacher and children and the characteristics of their value orientations. The content of the concepts “communicative competence” and...
“pedagogical optimism” is presented and is aimed at the attitudes of teachers towards children. Analyzing the relationship between the personality orientation data of teachers and the characteristics of their attitude towards children in professional interaction. The role of value components in professional activity and the level of communicative competence of a teacher is studied. Internal meaningful connections of the communicative and optimistic orientation of a teacher's professional activity are value components of the socio-psychological interaction of teachers with children.

Another branch of teacher optimism is communication skills, which is a core element of effective teaching. This refers to the extent to which teachers feel satisfied with their work and push themselves to demonstrate improvement in job performance. In other words, teacher optimism is a major force associated with teacher performance, attendance, retention, and propensity for success and achievement. This construct is influenced by both internal (personal) and communication skills, which influence the performance of a teacher's work and the quality of teaching. A dedicated teacher is eager to take on additional responsibilities and embraces the goals of the school/university in which he/she works with passion and energy. This strong sense of duty can help teachers overcome the adversities and tensions that characterize education. Moreover, having communication skills along with optimism can increase teachers' work engagement. This work engagement relates to job satisfaction, concentration, productivity, positive aspiration, resilience and adaptability. Teachers' work engagement as a positive mental state has been found to influence their self-efficacy, reflectivity, self-regulation and well-being. The teacher's optimistic approach, aimed at positivity, effectively influences the educational process and successfully resolves all communication barriers, where the basis is trust in each other and the search for positive resources for the educational process.

Given that, what is missing from the research focus is the study of the interactive and dynamic interaction of teachers' optimism, commitment and work engagement. Considering this gap, this review study aimed to present the theoretical basis of each variable and their possible association and interaction in the context of communicative and professional relationships in the learning process, which is the relevance of our study.

For a detailed consideration of the integrative orientation of the interdependence of pedagogical optimism and the communicative orientation of the teacher, we will determine the conceptual orientation and consider each of them:

1) optimism was previously considered as a socio-intellectual basis according to Bandura, and the modern theory of optimism as academic optimism is the basis of the author Seligman. Seligman introduces the construct of positive psychology into the basis of optimism, which serves as the basis for pedagogical activities and serves as a motive for the successful education of children. Optimism in pedagogy expresses the academic aspect and includes the teacher’s trust and faith in the success of students. This orientation refers to positive expectations for the future, regardless of the difficulties and failures that a person faces in the present. This is the orientation of a person who is inclined to believe in a good future and does not imagine bad results in the future, and this is a position of optimism. If we consider this position in the context of a teacher’s professional activity, optimism means the teacher’s faith in what can improve the learning of students with a special approach to teaching everyone, taking into account the individual characteristics of each student, while placing trust in parents and students as participants in the educational process, as well as faith in their professional ability to overcome difficulties and see positive results in their actions. Consequently, they do their best to carry out instructions perfectly, ignoring failures. What to look for: When children fail, what type of thinking determines whether they bravely move forward or fail to recover. Therefore, it is very important to develop appropriate thinking patterns in children in early childhood. Which category among ways of thinking does...
“optimism” belong to? How to teach children to move in this direction? How does pedagogical optimism influence the formation and development of students’ educational process.

We proposed dimensions of teacher optimism, including academic emphasis as teacher trust, humanistic aspect, and communicative effectiveness. Teachers face the challenge of effectively assessing communication skills. Traditional exams may not reflect a student’s ability to collaborate, adapt their communication style, or empathize with a diverse audience. Alternative assessment methods such as group projects, portfolios and reflective essays offer a more holistic view.

Communication goes beyond language; this involves understanding cultural nuances, nonverbal cues, and context. In an increasingly globalized world, cultural competence is essential. Educators must foster an inclusive environment where diverse perspectives are valued.

Communication skills are not limited to the classroom; they shape professional trajectories. Lifelong learners adapt to evolving communication technologies, collaborate across boundaries, and communicate their experiences persuasively.

4 Discussion

**Table 1 The degree of development of teachers’ optimistic orientation**

<table>
<thead>
<tr>
<th>No.</th>
<th>Indicators of the level of optimism and pessimism</th>
<th>Number of points</th>
<th>Number of people</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>sick pessimist</td>
<td>11–17 points</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>glimpses of optimism, pessimism most often takes over</td>
<td>18–24 points</td>
<td>6</td>
</tr>
<tr>
<td>3.</td>
<td>pessimistic sentiments</td>
<td>25–30 points</td>
<td>3</td>
</tr>
<tr>
<td>4.</td>
<td>optimist from birth</td>
<td>31–41 points</td>
<td>52</td>
</tr>
<tr>
<td>5.</td>
<td>unbridled frivolity</td>
<td>42–49 points</td>
<td>8</td>
</tr>
</tbody>
</table>

Data on the level of development of personality orientation we revealed the following results:

1) 4 people suffer from painful pessimism;
2) glimpses of optimism, occur in 6 respondents and are often not firmly established, leaning towards pessimism;
3) pessimistic moods are expressed in 3 people;
4) 52 people have an optimistic attitude from birth;
5) unbridled frivolity is expressed by 8 respondents.

At the next stage of our research, we examined the severity of communication skills among these respondents, the results are shown in Table 2.

**Table 2 Results of the level of development of communication abilities among teachers**

<table>
<thead>
<tr>
<th>Item no.</th>
<th>Grade</th>
<th>Number of people</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 1</td>
<td>short</td>
<td>4</td>
</tr>
<tr>
<td>2. 2</td>
<td>below the average</td>
<td>6</td>
</tr>
<tr>
<td>3. 3</td>
<td>average</td>
<td>12</td>
</tr>
<tr>
<td>4. 4</td>
<td>high</td>
<td>40</td>
</tr>
<tr>
<td>5. 5</td>
<td>very tall</td>
<td>8</td>
</tr>
</tbody>
</table>

The results of the development of communication abilities were revealed among teachers at a low level - 4 people; at the lower average level - 6 people; at the average level - 12 people;
40 respondents have a high level of communication skills; a very high level was found in 8 teachers.

Next, based on research data from communicative and optimistic studies, we decided to compare the results to confirm the hypothesis about the correlation and mutual conditionality of development in two areas of teachers: communicative and optimistic. The comparative analysis is shown in Table 3.

<table>
<thead>
<tr>
<th>Development level</th>
<th>Communication skills</th>
<th>Optimistic orientation of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>short</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>below the average</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>average</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>high</td>
<td>40</td>
<td>52</td>
</tr>
<tr>
<td>very tall</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

When comparing data for two areas of teachers, we found the presence of similar levels of basic indicators, for example: teachers with a high level of development of pedagogical optimism, 52 respondents, have a correlation with the communicative indicators of teachers, 40 and 12 people, and these are holders of an average and high level, which thoroughly confirms our hypothesis about the mutual conditionality of the optimistic and communicative orientation of the teacher in the professional activity.

5 Conclusion

Pedagogical optimism is a mental association that a person creates between his beliefs and work in such a way that all devotion is directed towards his profession. This key element serves as the basis for the teacher’s activities, as it contributes to the creation of a favorable environment for the learning and development of students. According to Schaufeli V.B., Salanova M., this is possible if the teacher takes on additional responsibility to achieve success in his work. Therefore, it all comes down to the teacher’s dedication to his work and at the same time being able, mentally, to identify himself with the work, while using prompt actions to improve the process of learning and development. A teacher's feelings of emotional commitment include duty to the school, students, parents, and loyalty to the profession. An optimistic orientation in a teacher’s professional activity is a source of teaching quality and improving student performance. Therefore, it is imperative to establish, support and promote this psycho-emotional variable among teachers around the world.

There are a number of characteristics of dedicated teachers. They generally put in sustained effort and strive for greatness, have strong interpersonal skills, and care about the success of teaching, learning, and goal achievement. Moreover, dedicated educators, optimistic teachers tend to consider the needs and desires of students, know how to motivate students, can encourage students to participate in classroom activities, and strive to achieve the short and long-term goals of the school. Optimistic educators create a positive learning climate, are mentally connected to their work, and are enthusiastic about taking extra steps to advance the teaching-learning cycle.

Finally, researchers can benefit from this review article as they will be able to conduct replication and additional studies focusing on existing gaps in this line of research. As noted, most studies on optimism, goal orientation, and work engagement are correlational and one-time studies. Likewise, the possible impact of teachers' interpersonal skills, such as...
authenticity, clarity, caring, affirmation, and the like, on teachers' degree of optimism, commitment, and engagement is an interesting avenue for research. Finally, the relationship between teachers' personality and these ideas show that work on these two variables as pedagogical optimism and communication is still fresh in the context of professional educators and requires more attention from researchers around the world.

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