



Characteristics Of Communicative Distance In The Relationship Between Teachers And Students Of Schools

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Annotation. *The article analyses the levels of relationships between teachers and students based on their recipient and communicative roles. As a result, the levels of communicative distance in the relationship between teachers and students were determined. After a certain experiment, a group of students with low levels of communicative distance in relationships with teachers was formed. After conducting psychological trainings, a repeated empirical experiment was carried out and the results were obtained to improve the relationship between teachers and students. The article provides a comparative analysis of empirical indicators of relationships between teachers and students before and after psychological trainings on communicative distances.*

Key words: *teacher, student, middle classes, relationship, communicative, communicator, recipient, distance, training, traditional relationship, positive-formal relationship, sincere trust*

Relationships with teachers, along with family, friends, relatives and other members of the social environment, play an important role in the process of socialization of students. In the relationship with the students, the teacher performs a key supporting function in the development of subjects. In turn, the entry of students into interpersonal relationships is accompanied by an important educational influence of the teacher. Therefore, the relationship between teachers and students is one of the most important methods of educational influence. The teacher has professional responsibility for the organization and implementation of relationships that are related to the student's main activity at school, allowing him to observe his relations with friends and comrades. Interpersonal relationships in school provide the student with a wealth of material for reflection. Through relationships, the teacher helps to achieve educational goals by taking into account the many factors in the lives



of students and influencing them accordingly, teaching them to solve problems that arise in everyday life.

The relationship between teachers and students, especially in elementary, middle and high school students, depends on taking into account age-specific characteristics. The complexity of the teacher-student relationship varies depending on the classroom, which requires professional excellence from the teacher. Teachers do not always manage to establish trusting relationships with students, and constantly treating them as children creates certain barriers to achieving trusting relationships. Impaired relationships with teachers can manifest themselves in the form of mistrust, misunderstanding, injustice, irritability, excessive or insufficient demands, ignoring the opinions of others, ill will, contradictions between words and actions, and deficiencies in learning.

We considered it necessary to investigate the communicative distance in the relationship between teachers and secondary school students. This allows us to study the peculiarities of the psychological aspects of these relationships.

The purpose of the study is to study the communicative distance in the relationship between teachers and students of secondary schools, to identify and psychocorrect inconsistencies in the relationship between teachers and students, as well as to study the psychological features of the teacher-student relationship on the basis of this.

In world psychology, a number of scientists have shed light on the methodological foundations of communication and interpersonal relations [1, 8, 14, 16, 25, 26]. Foreign psychologists (R. Plomin and H. Hermanslar) pointed out that the formation of personality is determined by the influence of three main factors: 1) Biological capabilities of the personality, implying the influence of the type of temperament on the processes of relationships between people. 2) Subjective, i.e., psychological capabilities of the individual, which form the strategy of entering into relationships, chosen by the individual himself and developed in social life. 3) The process of interpersonal relations influencing the socio-cultural and moral-ethical formation of the personality. The socio-cultural environment serves as a key mechanism in the formation of personality in the process of interpersonal relations. Particular attention is paid to the interconnection of these three factors in the development of a full-fledged personality [16, p.54].



J. Caprara showed that the observance of social norms of behavior in relationships contributes to the emergence of mutual cooperation and help, creates sympathy, helps to overcome depression and problem behavior, and improves the educational process. In the process of interpersonal relations, there is an increase in intellectual capabilities not only in students, but also in their peers [16].

A representative of the theory of cognitive development (G. Mead) considered interpersonal relations as the driving force of socialization of the individual, emphasizing the strengthening of cognitive processes and knowledge [17].

At the beginning of the 20th century, scientists (F. Allport in the USA, V.M. Bekhterev in Russia) noted in their research that the presence of other people can both facilitate and complicate human activity and behavior, even the interaction of two people can significantly change the course of their activities [1, 8].

Russian psychologists (L.S. Vygotsky, A.A. Bodalev, G.A. Kovalev, A.N. Leontiev) analyzed the psychological aspects of the relationship between teacher and student in the educational process [10, 13, 19, 21].

Personality as a product of interaction and cooperation manifests itself through different levels of activity, selectivity, and positive or negative aspects of interaction. The importance of taking these factors into account for the effective organization of joint activities was emphasized [25].

L.S. Vygotsky described the interconnection of the human organism with the external environment and the influence of this connection on the formation of the inner psychic world of a person. Both genetic capabilities and social factors play an important role in the formation of a child's personality and healthy development. A child's mental development is determined by his emotional connection with and interaction with more adults. A person's relationship to the environment changes with age, and the role of the environment in their development and growth also changes. The environment should not be considered as an absolute, but as a relative concept, since the influence of the environment on a person is determined through his experiences [13].

In the process of relationships, the individual characteristics, merits and needs of students are taken into account, the psychological atmosphere is formed on



the basis of pedagogical skills and leadership qualities of the teacher. The assessment of the student's personality by the teacher, as well as the students' evaluation of each other, is important. Deficiencies in the relationship between teachers and students affect each of them. An analysis of the descriptions created by teachers about students shows the influence of these descriptions on the mutual evaluation of students [18, 20, 22, 28, 29].

The educational process is distinguished by the national, cultural, traditional and regional characteristics of each nation. From this point of view, the study of the national-regional aspects of the teacher-student relationship provides new opportunities. Studies by local psychologists have also highlighted some aspects of the teacher-student relationship.

The relationship and interaction between teachers and students are analyzed from the point of view of their socio-psychological roles of "teacher-student", the limitations of interaction between the subjects of education, the features of cooperation between teachers and students in the educational process, the dynamics of the formation of communicative qualities in primary school students [5, 7, 31, 36, 37].

If the relationship between the teacher and the students does not manifest the creativity inherent in the mentor, and the pedagogical tact of communication does not develop, then as a result, a stereotypical environment of interpersonal relations is formed. The relationship between teacher and student maintains an average level of understanding. In fact, for the development and perfection of personality, it is necessary to take into account the selectivity of the psyche and sensitivity to novelty.

In the relationship between middle school students and the teacher, it is possible to transform their need for care and recognition into real acceptance. This will lead to the formation of a reflection on their relationship with the teacher. Gradually, the student begins to realize that he is recognized not only as a person by his teacher and classmates, but also that they understand him. As a result, students begin to understand each other as if they were seeing each other in a mirror. In such cases, it is important for the teacher to keep in mind his or her role as the subject who organizes and controls the relationship.



It can be concluded that without proper regulation of relations in the process of education and upbringing, it is impossible to create conditions for the development of positive psychological ties with students. Thus, it seems necessary to solve the problem of interaction between 7th grade students and their teachers before moving on to the next stage of education, when they have to establish contact with several subject teachers.

This can lead not only to internal conflicts in the student's interpersonal relationships, but also to conflicts with teachers. However, the study program and the control experiments conducted within its framework showed that such approaches can effectively solve problems of interaction between students and teachers, even if they are implemented within the same educational institution. This confirms the possibility of using similar methods to solve similar problems in other educational institutions.

Our research and analysis suggest that we have found psychological solutions to the problems of interaction between teachers and students in secondary schools, but we cannot claim that we have solved all the problems completely. Further study of the cognitive aspects of this relationship is to be explored.

Findings:

1. It is important that psychotraining programs have clear criteria and stages to ensure the effectiveness of the teacher-student relationship.
2. The exercises included in the psychotraining program should meet the needs of students in interaction with others and contribute to the achievement of effective results in control experiments.
3. Diagnosis and results after psychological training have shown that psychological exercises have a significant impact on the successful formation of relationships between teachers and students.
4. The "formal-conventional" relationship between teachers and students after the control experiments moved to the level of "trusting" relationships. This indicates the development of students' self-confidence and readiness to interact with classmates and teachers.
5. Positive changes in the behavioural and emotional aspects of the relationship between teacher and secondary school pupils have been



achieved by increasing the effectiveness of their interactions. The cognitive components of these relationships require a separate study.

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