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## **TECHNOLOGIES OF INTERACTION BETWEEN TEACHERS AND STUDENTS IN THE CONTEXT OF THE FORMATION OF AMICABLE RELATIONSHIPS**

*The article presents a number of psycho educational conditions to encourage teachers and pupils to create amicable relationships. The author concretizes pedagogical styles of communication in the context of a positive type of teachers and students' dialogical collaboration.*

*The author uses the theoretical research techniques to analyze psycho pedagogical literature, which allows distinguish the most important communication styles that can help to encourage children to take initiative and to overcome feelings of distrust in regard to the teacher. The emotional state of the student plays the important role in the process of learning. If they feel a psychological comfort during interaction with the teacher, it allows express them in training more actively and creatively. The teacher can achieve this result can only when he shows tact and patience in dealing with students, listens to their opinion and does not impose their own.*

*Only the ability to listen to the interlocutor, to perceive his thoughts without judgment can help to create relationships that contribute to a fruitful cooperation. The conditions of development of ability to carry on a dialogue or to soliloquize are highlighted in the following article. Special attention is paid to the trust method as long as in pedagogy this concept is quite similar to benevolence, which is one of the most important factors in the development and education of socially adapted personality that is capable of cultural development. A significant role is given to the use of pedagogic manipulation, the aim of which is not to develop student's individuality management, but, on the contrary, it contributes to self-development.*

*Tolerance, sense of humor, humanity, correctness of the statements contributes to the encouraging teachers and pupils to create amicable relationships.*

*Keywords: amicable relationships, psycho educational conditions, trust, dialogue, teaching manipulation, joint activity, communication styles.*

Formulation of the problem. The need to form amicable relationships between the teachers and students in the educational environment is extremely important, because the ideas of democratizing relations with students are often only declared, but not incorporated into mass pedagogical practice. In the modern education system, there is a tendency to the development of subject-subject relations in the educational environment, but it rarely takes into account the fact that the formation of subjectivity occurs through self-development. People around are able to create the conditions for this or prevent it by replacing self-development with development management. The effectiveness of the educational process depends on the format of the relationship between teachers and students.

Analysis of topical studies of such scientists as A. A. Bodalev, V. A. Kan-Kalik, V. N. Myasishchev, A. V. Petrovsky, K. Rogers, and others discovered a search by psychologists and educators for methods that are more effective and techniques of interpersonal communication with the purpose of its improvement. However, it should be noted that the pedagogical and psychological literature does not

fully disclose the conditions for the formation of amicable relationships between the teachers and students. Analysis of the situations of relations between teachers and students in the educational process of the school allowed us to formulate and justify the pedagogical conditions that contribute to their emergence.

The purpose of the article is to highlight the technologies of the formation of amicable relationships between teachers and students, which contribute to the effectiveness of the educational process. Theoretical research methods (analysis of philosophical, psychological, educational and scientific-methodical literature).

The presentation of the main material. The need for amicable relationships is a characteristic of a person from an early age and it manifests itself in the choice of individual adults by children whom they can trust. Since teachers are in the circle of adults with whom students have to communicate more often, the teacher has the greatest influence on the formation of children's social skills.

Friendly communication is one of the conditions for the development of personality and the identification of an adequate attitude to the outside world.

It manifests itself in the subject – the subject of informing about their thoughts, feelings and experiences. Therefore, one of the tasks of the teacher is the implementation of a democratic style of communication, during which the teacher gives the students confidence in a positive direction that will meet the ethical standards of society and, thus, the correct formation of personality [5, 54].

Analyzing the results of research by psychologists, we can see how students' attitudes toward their teachers change with age, and also have the opportunity to note a general tendency to increase student alienation from teachers. All of the above factors are proof of how topical the problem is the formation of friendly relations between students and teachers. If the hostile attitude towards others becomes a character trait, then it becomes an obstacle to the further development of the personality.

Therefore, the formation of a friendly attitude towards others is a pressing issue for several reasons. First of all, the educational space is an environment where the formation of both goodwill and hostility towards other people. Secondly, the issues of the formation of amicable relationships is extremely important because of its connection with the problem of students' personal development, since goodwill is one of the important personality traits through which the system "I and the Other" is actualized.

When forming a benevolent attitude of pupils to teachers, it is necessary to take into account the peculiarities of character traits of students, since social and psychological personality traits are formed on the basis of a deterministic scenario of education, formed under the influence of social factors and means of pedagogical influence. This is due to the fact that students of different social and psychological types of personality treat other people differently, to themselves, their capabilities, to the manifestation of volitional efforts, to the collective, to activities and, especially, to criticism.

In order to talk about the teacher's application of a democratic style of communication, it is necessary to dwell on the characteristics of other styles and analyze them. V. A. Kan-Kalik identified the most common styles of pedagogical communication [2]. One of the most effective, he considered communication, which is based on the capture of joint creative activity. The basis of this style is the teacher's knowingly positive attitude towards students, his passion for his work, which is passed on to students and encourages them to creative search. Next in performance he considered a style of pedagogical communication based on friendly attitude. This style of communication A. Kan-Kalik considered as a preparatory stage in the transition to communication based on the seizure of a joint creative business, because a friendly

attitude allows you to create a positive attitude for further interaction. At the same time, the teacher needs to be very careful when forming amicable relationships with students so that they do not turn from amicable business relations to "crony relations" [2, 98].

The most common style of communication between a teacher and students is distance communication. Such a style drastically reduces or even limits the creative level of interaction between the teacher and the students, then that this style of communication is close to authoritarian through the distance in the relationship, which the teacher uses as a limiter. Such a style of communication is a prerequisite of communication – intimidation, which arises because of the conditions the teacher's unwillingness or inability to interest students in joint creative activities that would lead to productive interaction.

In the process of the subject – the subject interaction of the teacher and the student, the mutual influence of the participants of this process is carried out. One of the indicators of a teacher's positive attitude towards students and vice versa is the identification of humanity, humanity, and therefore, goodwill towards the interlocutor [6].

In the process of cognitive activity, the emotional state of the student plays an important role. If he experiences psychological comfort when interacting with a teacher, then this allows him to be more active and creative in his studies. A teacher can achieve such a result only when he shows tact and endurance in communicating with students, listens to their opinion, and does not impose his own.

Speaking about the pedagogical technologies of the formation of amicable relationships between the teacher and the students, it is necessary to pay attention to the development of perceptual abilities and skills, certain features of thinking associated with the person's ability to see problems: the development of verbal and non-verbal means of interaction, the formation of social attitudes that determine human behavior as a subject of interaction; development of communication skills.

The formation of amicable relationships becomes possible under the condition of "free behavior" [1, 149], that is, bold use of the initiative in joint activities. Usually, children are fairly free to take the initiative in interpersonal relationships with their peers, but in order for such a model of behavior to be key in a relationship with a teacher, he, the teacher, must first of all help the students overcome the obstacle of mistrust, necessarily arise in children when communicating with adults. To achieve this goal, the teacher must be friendly to his students, both externally and internally.

If the teacher does not understand that the interests of students in the classroom and his interests do

not coincide, then his behavior has a tinge of ill will that children feel very clearly when they communicate with him. It is this that becomes one of the most difficult obstacles in the further joint work and makes the activity of the class only formal, which as a result does not at all bring pleasure from work to either the teacher or the students.

That is why at the beginning of work with students, the teacher needs to pay special attention to the preparatory period of the process of communicating with children, when the "free behavior" of students can be viewed from a negative angle. P. N. Yershov notes that teachers very often do not want to wait out the relaxed attitude of children and therefore in communicating with them they show authoritarianism, which in itself is only a defensive reaction to its unpreparedness for the goodwill of students towards teachers.

Thus, we can identify several communication techniques that can help the formation of amicable relationships at the stage of the teacher's acquaintance with the students. To achieve a positive attitude, first of all, attention should be paid to addressing pupils by name, since this will allow children to feel the desire of the teacher to cooperate with them in the future. The use of a benevolent intonation and a medium level of voice also sets students on the desire to listen to the teacher and further joint activities with him. Finally, the teacher's ability to control his desire to take away his own initiative from students to accelerate the learning process also has a positive background in communicating with students, because they feel free to make choices without pressure and attitudes, which, in turn, allows development of unlimited confidence in the teacher.

The next condition for the formation of amicable relationships between the teacher and the students is to enrich the cognitive aspect of the interaction between the teacher and the students during the learning process. To fulfill this condition, the teacher must teach the students to engage in dialogue, does not turn into an argument, and build a monologue that does not turn into inappropriate statements. The teacher needs to clarify to the students that the dialogue differs from the dispute in that its condition is the understanding of the opponent, and not the proof of his thought.

Dialogue arises only under the condition of joint interaction the ability of participants to listen to each other. During the learning process, the teacher first of all needs to demonstrate by his example the ability to conduct a dialogue: not to interrupt the student, to give him an opportunity to speak, thereby expressing his desire to listen. In order for students to have a productive dialogue or monologue, it is necessary to develop their communication habits. This refers to the ability to clearly and briefly express your thoughts, as well as to listen to the speaker, since it is in this way

that productive interpersonal relations are formed, which are the basis of friendly relations.

The formation of amicable relationships between the teacher and students is possible, provided that the student is pedagogically expedient to include in the process of forming relationships through a rational combination of traditional and innovative methods of education. The method of trust is one of the methods of education, stimulates students to certain activities and behaviors because of the desire to be important to the people around them and to improve their status. A. S. Makarenko applied the method of trust in his work with children. He came to the conclusion that the student himself is the main educational force if he is put in an active position when words coincide with deeds, when he feels real, and not formally responsible for what happens due to his actions [3].

Considering the heritage of the great teacher, the modern teacher only needs to be guided by the establishment of trust, that is, create conditions for trust to become the basis of the pedagogical method. The method of trust is a situation or activity of students, which is organized by the teacher, which is perceived as the teacher's trust in the students, which, in turn, generates positive emotions and high activity. Trust creates the conditions when participants in the learning process can maintain their creative position and uncover cognitive interests without coercion, based on trust, expand the boundaries of freedom and, at the same time, the responsibility of both teachers and students.

In the process of forming amicable relationships between the teacher and student, the teacher should not be limited only by the method of trust. M. Montessori believed that the best indicator of pedagogical skills is raising a child in such a way that he did not notice this, using manipulation [4]. Manipulation is a hidden influence or control with a specific purpose, which differs from other methods of education in that it affects the consciousness or behavior of the student under the obligatory condition of hidden control. In addition, manipulation is not only an influence, but also an interaction, which is possible only when the one to whom it is aimed, gives in to the cunningness of the manipulator and is included in it. The use of manipulation helps the teacher to influence the educational process unnoticed. Provided that pupils feel like personalities and the teacher achieves the goal, then manipulation can be considered a constructive pedagogical tool that helps create conditions for the formation of friendly relations between participants in the educational process.

Conclusions. The development of a benevolent attitude of pupils to teachers is possible if there are certain psychological and pedagogical conditions (development of a student's personal qualities that contribute to the

formation of a benevolent attitude towards a teacher, taking into account the personal characteristics of students) and pedagogical conditions (educational environment of a school in which a student masters skills and abilities to interact with different teachers, the implementation of the content of the program of formation of a benevolent attitude of the student to the teacher).

The formation of amicable relationships with others becomes most relevant in a critical adolescence. The greatest number of personal and communication problems are students who go through a positive phase of adolescent crisis, which is accompanied by the presence of negative communication with teachers, whose authority drops sharply, because during this period, students actively manifest the features of their character. The nature of the relationships that

develop between participants in the learning process, is very important condition for their productive interaction. Because the relationship between the teachers and students are quite diverse, they are cognitive, emotional and behavioral component.

The formation of amicable relationships between teachers and students contribute to such features of a teacher as a sense of humor, a correctness in statements, tolerance, humanity, restraint, poise. The friendly attitude of the teacher towards the students is not only the perception and evaluation of the positive qualities of students, but also the implicit perception of his personality, such as it is. This is possible with the application of a positive dialogical type of interaction and cooperation between participants of the educational process.

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#### **Анна Бублик. Технологии взаимодействия между учительским и ученическим коллективами в контексте формирования доброжелательных взаимоотношений**

*В статье описываются технологии формирования дружеских отношений между учителями и учениками. Автор статьи рассматривает стили педагогического общения, в контексте позитивного диалогического типа сотрудничества учителя с учениками. Освещаются условия развития умения вести диалог или монолог. Значительное внимание уделяется методу доверия, поскольку в педагогике это понятие подобно доброжелательности, которая является одним из важнейших факторов развития и воспитания социально-адаптированной личности, способной к культурному развитию. Существенная роль отводится применению педагогической манипуляции, цель которой не управление развитием индивидуальности ученика, а, наоборот, способствует ее саморазвитию.*

*Ключевые слова: доброжелательные взаимоотношения, психолого-педагогические условия, доверие, диалог, педагогическая манипуляция, совместная деятельность, стили общения.*

#### **Анна Бублик. Технології взаємодії між учительським і учнівським колективами у контексті формування доброзичливих взаємин**

*У статті описано технології формування доброзичливих взаємин між учителями і учнями. Автор статті розглядає стили педагогічного спілкування, у контексті позитивного діалогічного типу співпраці учителя з учнями. Висвітлюються умови розвитку вміння вести діалог або монолог. Значна увага приділяється методу довіри, оскільки в педагогіці це поняття подібно до доброзичливості, яка є одним з найважливіших факторів розвитку та виховання соціально-адаптованої особистості, здатної до культурного розвитку. Суттєву роль відводиться здійсненню педагогічної маніпуляції, мета якої не керівництво розвитком індивідуальності учня, а навпаки, сприяння її саморозвитку.*

*Ключові слова: доброзичливі взаємини, психолого-педагогічні умови, довіра, діалог, педагогічна маніпуляція, сумісна діяльність, стили спілкування.*