Psychology of relations "teacher-student": expectations and challenges

Olga Romanenko¹, Yuriy Baranyuk²

¹Associate Professor of Financial Analysis and Control, chairman of the Scientific Society, Kyiv National University of Trade and Economics, UKRAINE, Kyiv, Kioto street 19, E-mail: romanenko_olya@ukr.net
²Student, chairman of the student government FOAEK Kyiv National University of Trade and Economics, UKRAINE, Ivano-Frankivsk region, Kosiv town, Quiet street 9A, E-mail: yura24041994@mail.ru

Abstract. – Peculiarities of teaching in higher education based on the totality of relations that arise between the parties to the educational process. The purpose of research is the system of psychological relationship between teacher and student. The research is isolating patterns of relationships and behaviors of the teacher, depending on the model. Results are based on research and practical recommendations are novelty designed for teaching staff of educational institutions.

Key words: psychology, personality, behavioral responses, pedagogical culture, communicative intent, communication styles, tactics dialogue

I. Introduction

Formation, in its general sense - the development of something under the influence of purposeful action.

The study of the socio-psychological climate can build on the practical and psychological methods that require special training.

The term "interaction" is now not only one of the basic psychological and educational categories, but also acts as an object of interdisciplinary research. In a broad sense, interaction - a kind of embodiment of ties, relations between people who are solving common tasks complement each other and achieve success in solving tasks.

Teaching process - a dynamic interaction between educators and students, aims to achieve educational goals and to obtain new knowledge last.

II. Main part

"Education - not just the transfer of information, knowledge, and the complex human relations ... Word – Thinnest and the sharpest tool that teachers, have skillfully touching the hearts of the pupils" V.A. Sukhomlinsky, Ukr. teacher

Prepare any specialist depends not only on the student's ability to absorb certain material, but his professional filing with the teacher. The preparation process specialist (bachelor, master) - the process is complex, multifaceted and requires a lot of effort. Characteristics of labor expended on training professional based on length of professional pedagogical communication, which includes the following steps:

1) teacher modeling future communication with the student or group (prognostic stage);

2) organization of direct communication at the time of the initial interaction ("communicative attack");

3) management of communication during the educational process;

4) analysis of the situation and its last communication on the future modeling activities.

The relationship between teacher and student are formed on the basis of the relevant knowledge base by performing the following functions:

• Communications - the establishment and regulation of the relationship between teacher and students;

• psychological - creating conditions for psychological freedom of the student, our individual uniqueness of his personality;

• cognitive - ensuring full perception of educational information of students, formation of their personal, emotional and value attitude to knowledge;

• organizational - efficient organization of teaching and practice of students.

Factors that influence the formation of teacher-student relationship in teaching activities (see Chart 1).

Fig. 1. Factors influencing the formation of relationships, %

For communication to be constructive (not destructive) at each stage, the teacher must have psychological and pedagogical culture of communication, namely:

• know the psychology of college-age students and characteristics specific audience;

• objectively evaluate behavioral responses, communicative activity of individual students adequately respond emotionally to them;

• be able to quickly organize and audience draw its attention to the content of training (techniques of self-presentation and dynamic effects), involve the active work of all students;

• choose their behavior follows that best corresponded to features and mental state of students;

• intellectual stimulation techniques have initiative and cognitive activity of students, organization dialogic interaction;

• timely adjust its communicative intention according to the real conditions of pedagogical interaction;

• analyze the communication process, set the value goals, means and results of communicative interaction.
The practical justification for the above items psychopedagogical culture is an analysis of non-verbal elements conducted by the candidate of psychological sciences, dean of Rivne Institute "Ukraine" Elena Savitskaya based on students led by faculty (see Table 1).

**TABLE 1**

<table>
<thead>
<tr>
<th>№</th>
<th>On first impression of the subject of communication influences</th>
<th>Yes %</th>
<th>No %</th>
<th>Perhaps %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>His gestures</td>
<td>52</td>
<td>30</td>
<td>18</td>
</tr>
<tr>
<td>2</td>
<td>His facial expressions</td>
<td>93</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>Location in the audience during class</td>
<td>59</td>
<td>18</td>
<td>23</td>
</tr>
<tr>
<td>4</td>
<td>Is it often looks into the eyes</td>
<td>63</td>
<td>37</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>Do touches upon meeting</td>
<td>11</td>
<td>63</td>
<td>26</td>
</tr>
<tr>
<td>6</td>
<td>The way he dresses</td>
<td>85</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>How loud it provides information</td>
<td>85</td>
<td>11</td>
<td>4</td>
</tr>
</tbody>
</table>

In pedagogical communication successes also depends on respect for the unity of maxims (basic rules):

1) the completeness of information: information statement should contain no more and no less than required;
2) the quality of information, do not say that what you do not have sufficient reason (factor of trust is essential for successful communication);
3) relevance maxim: do not lean on the subject of the message (example, dispersed audience attention, if you are not able to link it with the proclaimed theme);
4) the manner maxim: speak clearly need to be organized and concise, to avoid confusing statements;
5) tact maxim, generosity detect (encumbrance interlocutor their interests), modesty (rejection of rejoicing in his address) consent (opposition).

Adherence to the basic rules will ensure the success of communication and establish effective dialogue with the students, but for professional communication is more important the ability to:

1) transmit personal "I" to another entity;
2) to hear and see the other person;
3) empathize with another "I";
4) take the other for granted;
5) respect the other person;
6) store features its own "I".

Depending on the position of teacher and considering the use of appropriate skills psychologist V.A. Can-Kalyk singled out the following communication styles:

1) based on mutual admiration creative activities;
2) based on the friendly affection;
3) communication - distance;
4) communication-bullying;
5) communicating, flirting .

There are other classifications teacher communication styles and professional position of teachers. For example, the model of interaction of teachers and students offered M. Taglioni:

- Model 1 - "Socrates". This teacher with a reputation as a lover of controversy and debate, deliberately provoking them in the classroom.
- Model 2 - "Head of group discussion." Central to the educational process and believes an agreement establishing cooperation between students, assigning the role of a mediator.
- Model 3 - "Master". The teacher serves as a role model, to be unconditional copy.
- Model 4 - "General". Avoid any ambiguity, emphasized picky, hard seeking obedience since said that always and everywhere wrong.
- Model 5 - "Manager". Style, which has received widespread in radically oriented institutions associated with the atmosphere and efficient operation of the group, encouraging their initiative and independence.
- Model 6 - "Coach." The atmosphere in the group communication permeated the spirit of corporatism.
- Model 7 - "Guide". Incarnate image encyclopedia. Concise, accurate, discreet. Answers to all the questions he known in advance, as are questions.

Each of these models inherent in both positive and negative aspects of cooperation in order to achieve success in teaching activities need the ability to mix elements of each model, depending on the situation that arises in teaching practice.

Organizational-pedagogical interaction center management to communicate the position of the teacher is teaching:

Position 1. Understanding student.
Position 2. Recognition of a student teacher as a person.
Position 3. Unconditional acceptance of the student as a person.

"Well listen and respond well - Is one of the most perfect features that are only possible in a conversation"

F. Larochefoucauld, French. writer

The proof of the need to observe a student three positions are the words of F. Larochefoucauld, not always related to the students and teachers and to a certain extent. Therefore, the teacher must also choose the right tactics dialogue, the content of which is as follows:

- need to talk about the problem (action, a fact of observation), and not about personality;
- Do not generalize certain past facts, and talk about what is happening now;
- Do not rush to evaluation, and try to understand the problem, its causes and ways of its solution;
- take into account both verbal and nonverbal messages (respiratory, eye, head movements and hand, the height of voice, speech rate, rhythm, etc.).

**Conclusion**

Thus, based on the experience and mentality of different countries, peculiarities of educational process in high school, it becomes necessary scientific study of relations between teachers and students in order to determine the most appropriate ways of interacting, learning and creation of a new science.