INVESTIGATION OF RELATIONSHIP EMERGENCE MECHANISMS IN TEACHERS' PROFESSIONAL ACTIVITY

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Abstract: The article considers the problem of relationship emergence mechanisms in teachers' professional activity. The theoretical part gives an overview of research on the problem of pedagogical communication, interpersonal relations, and examines the relation mechanisms. The theoretical basis of the work was represented by the concept of interpersonal relationship mechanisms, developed by R.Kh. Shakurov. We define the relationships as individual, selective connections of an individual with the environment. One of the interpersonal relationship emergence mechanisms are primary and secondary experiences, as well as socio-psychological mechanisms connected with the satisfaction of an individual's needs. The study methodology was represented by the adapted "Rating" questionnaire, the basis of which was the "Relationship Questionnaire", developed by M.G. Rogov (10) to investigate the relationship factors in society. As a result of empirical research, we found that the teacher's relations with his colleagues were built on the emotional reaction of "assistance-opposition" (the "assistance" relationship mechanism) and on the basis of the action of the psycho-physiological mechanism "balancing", "on the basis of" boomerang" and "assistance" principle. *Results.*Such mechanisms as "beauty" (3.88 points), "interest" (3.87 points), "standard" (3.75 points), "boomerang" and "assistance" (5 points) are most pronounced in the "teacher-teacher" relationship system. The following mechanisms are most actively manifested in the "teacher-student" relationship system: "interest" (4.5 points), "standard" (4.4 points), "assistance" (4.28 points), "boomerang" (4.07 points), "emotional echo" (4.05 points), "deficit" (3.95 points). In the "student-teacher" relationship system (3.7 points), we observe the mechanisms most inherent in such mutual relationships: "standard" (4.28 points), "emotional echo" (4.05 points), "interest" (4.03 points), "boomerang" (3.85 points). *Discussion.*The modality of interpersonal relations in the learning process influences the effectiveness of interpersonal interaction in the "teacher-student", "teacher-teacher" systems and achievement of the educational goals. The most constructive interpersonal relations arise under the influence of such mechanisms as "assistance" and "consonance" in the process of pedagogical activity. However, these relationship mechanisms are used more by teachers in relation to students than by students in relation to teachers.
Final report. It cannot be said that one of the persons tested (teachers or students) is more satisfied with the relationship.

Key words: interaction, interpersonal relationships, relationship mechanisms, pedagogical activity, teacher, student.

1 Introduction

The result of people interaction in the social space is the emergence of certain interpersonal relationships. Pedagogical activity is an activity that provides the relationships that arise in the process of transfer of socio-historical experience to the younger generation. Through communication, the teacher not only receives various kinds of information, but also interacts with colleagues, students, thus creating a personal environment. The interpersonal relationships arise with different modalities (positive or negative) in the process of carrying out the pedagogical activity. Positive relationships lead to the emergence of cooperation and commonwealth between subjects of the educational process. Negative relationships lead to conflicts and disagreements. Therefore, in our opinion, it is important to investigate the relationship emergence mechanisms in the teacher's professional activity to prevent the relationship emergence with negative modality, which is not productive for the performance of pedagogical activity. The identification of the relationship mechanisms will also allow identifying the problems faced by teachers in the process of pedagogical activity.

Pedagogical communication is a specific form of communication that has its own characteristics and at the same time obeys the general psychological patterns inherent in communication as a form of human interaction with other people, including communicative, interactive and perceptual components (Gozman, 1998).

The problem of pedagogical communication was actively developed by foreign researchers within the framework of humanitarian pedagogy since the 1930s of the XX century - G.

Anderson, K. Levin, R. Lippit, D. Rine, R. White; domestic - from the 60s. - N.A. Berezovin, V.G. Kazanskaya, V.A. Kan-Kalik, Ya.L. Kolominskiy, E.V. Korotaeva, as well as A.A. Leontiev, A.K. Markova, A.O. Prokhorov, A.A. Rusalinova, R.Kh. Shakurov.

Whether the pedagogical communication is optimal depends on the teacher, on the level of his pedagogical skills and communicative culture (G.M. Ldokova, A.Z. Minakhmetova) (Ldokova, 2015). To establish positive relationships with students, the teacher should show benevolence and respect for each of the learning process participants, be implicated in the victories and defeats, the successes and mistakes of trainees, and empathize with them.

The well-known psychologist V.A. Shchekin distinguished the following styles of pedagogical communication (Shchekin, 2004):

- communication based on the high professional standards of the teacher.
- communication based on friendly disposition.
- distance communication.
- communication-intimidation.
- communication-flirtation inherent in young teachers, seeking to popularity.

In the process of pedagogical communication, it can be developed the relationships of different modalities: 1) mutual understanding, coherence in the performance of educational activities; 2) discord, alienation, conflict, inability to understand each other's point of view.

The formation of positive relations is influenced by the correct accumulation and generalization of information about each other, - a teacher about students and students about a teacher. The level of the communicative abilities development of the teacher and students, the teacher's competence, the development of reflective skills among students influence the formation of constructive pedagogical communication.

Communication in the pedagogical collective should be formed proceeding from the peculiarities of professional activity. The culture of communication between teachers is especially important, as it serves as a model of social behavior for students. So, modeling and controlling their behavior and culture of communication with colleagues is an important link in implementing the educational tasks of the modern school. Discussion with the students of the merits or demerits of this or that teacher is generally unacceptable, it is necessary to root out any discussion with the students. It is necessary to build communication in the pedagogical collective on the fact that we all do one common thing, and therefore we should help each other.

Communication, according to E.P. Savrutskaya, is determined by social relations, activity, and social human nature. Consequently, communication as a form of manifestation of social human relationships reproduces the real, historically formed social ties of a person in the process of his life activity. Therefore, communication is a multitude of ties and relationships between people in which the individual's life is implemented, as well as communications mean the system of relationships that the person establishes in the course of his life activity (Savrutskaya,1989).

There are relationships and interrelationships in the groups, collectives. There are different types of relationships, or rather, sides of a single subject relationship, determined by the multilateral possible human response and the object versatility.

The problem of human relations and pedagogical interaction was mainly touched upon in the works of G.M. Andreev, D. Bar-Tal, S. Moscovici, J.E. Brophy, V.N. Myasischev, J. Pruha. (Andreeva, 2003; Bar-Tal D., 1982; BrophyJ, 1974; Moscovici, 1988; Myasishchev, 1995; Prucha,1986).

For the first time in the social psychology R.Kh. Shakurov (Shakurov, 1998), discovered and described the psychological mechanisms of human relationship formation, which was a real breakthrough in the study of this important interdisciplinary problem. He developed a theory of three-stage psychological restructuring of an individual in the innovation process. According to the concept of academician of the Russian Academy of Education (RAE) R.Kh. Shakurov (Shakurov ,1998), the system of mechanisms that determine the process of meeting specific needs is the basis of the relationship formation between people. An affiliated demand is put forward as the most important, that is, the need for a spiritually-psychological, emotional unity with people - love, tenderness, acceptance, respect, recognition, benevolent attention, affection, etc. The formula that defines the transformation of the need for emotional relations is represented by the following scheme: need-situation-mechanism-attitude.

According to the theory of R.Kh. Shakurov, the main sources of interpersonal relationships include: needs, emotional tendencies and structures that have arisen in the structure ontogenesis, stereotypes, attitudes, etc. R.Kh. Shakurov described the following mechanisms of interpersonal relations:

- boomerang - a reciprocal emotional attitude;
- contribution - the process of establishing an emotional relationship to a person based on the forces invested in him.
- deficit - the process of emotional person's evaluation from the standpoint of how much this quality is deficit in this society or social group.
- assistance (counteraction) - volitional mediation of relations, associated with the satisfaction of human aspirations of any modality.
- consonance - the process of emotional rapprochement on the basis of identity, similarity of thoughts, experiences.
- standard - the individual's evaluation through the prism of social standards.
- ordering - the normative relationship mediation (Shakurov, 1998).

In addition to the mechanisms described, there are also other mechanisms of the interpersonal relationship functioning (interest, catalysis, beauty). The role and significance of various mechanisms in the interpersonal relationship formation depends on the situation. In this case, the situation concept includes, on the one hand, the characteristics of the interacting personalities, and on the other hand, the conditions for interaction. In turn, the conditions for interaction are largely due to the specific nature of the joint activity and the role position of the subject.

Emotional relationships are inherently the most complex kind of relationships, since they have a dual character at the same time. Duality of emotional relationships, according to L.Ya.Gozman

(Gozman, 1998) is primarily represented by the following aspects: Firstly, it is both an objective process of interaction and information exchange between people, and secondly, it is a subjective process.

Entering into communication, people interact in different ways. Depending on the extent to which they observe the interests of each other, there are three main types of interaction: cooperation, domination and rivalry. Cooperation is an interaction in which people contribute to the satisfaction of each other's interests, observing an approximate parity. According to R.Kh. Shakurov (Shakurov, 1998) mutual cooperation requires mutual trust, respect for each other, affection, love, friendly feelings and other integrative relationships.

So, summing up the above, we should note that pedagogical communication is a specific form of communication that has its own characteristics and at the same time obeys the general psychological patterns inherent in communication as a form of human interaction with other people, including communicative, interactive and perceptual components. Communication in the pedagogical collective should be formed proceeding from the peculiarities of professional activity. Each teacher is a self-sufficient person and if everyone evaluates himself from this position, then it would be strange not to perceive his colleagues from the same position.

Relationship - a mutual arrangement of subjects, objects and their properties fixed by some indication. Interrelationship - an attitude that goes from people to people, "towards each other". The interpersonal relationships determine a person's position in a group or a team. The way of their establishment makes influence on the emotional well-being, satisfaction or dissatisfaction of a person in a given community. According to the theory of R.Kh. Shakurov, the main sources of interpersonal relationships include: needs, emotional tendencies and structures that have arisen in the structure ontogenesis, stereotypes, attitudes, etc.

2 Methods

The theoretical basis of the work was represented by the concept of interpersonal relationship mechanisms, developed by R.Kh. Shakurov. The study methodology was represented by the adapted "Rating" questionnaire, the basis of which was the "Relationship Questionnaire", developed by M.G. Rogov (Rogov, 2006) to investigate the relationship factors in society. The empirical study of the interpersonal relationship emergence mechanisms included 30 schoolchildren of 5, 6, 7 "A" and 30 teachers in relation to the teacher's professional activity. The goal of the empirical study was to determine the leading mechanisms of interpersonal relations in the teacher's professional activity.

3 Results and discussion

After carrying out testing using the "Relationship Questionnaire" technique, we put all the results to the blocks in the corresponding tables - in the end, we got two tables.

Table 1.Expression of the relationship mechanisms

Relationship mechanisms	"teacher-teacher"		"teacher-student"		"student-teacher"	
	weight	rank	weight	rank	weight	rank
Boomerang	3.83	4	4.08	4	3.85	4
Consonance	3.68	6	3.9	7	3.48	6
Standard	3.85	3	4.5	2	4.28	1
Deficit	3.72	5	3.95	6	3.51	5
Emotional echo	3.5	7	4.05	5	4.05	2
Assistance	3.83	4	4.38	3	3.15	8
Interest	4.17	2	4.6	1	4.03	3
Beauty	4.28	1	3.37	8	3.38	7
Satisfaction criterion	3.9		3.93		3.7	

Based on the data analysis specified in Table 1, we see that the various relationship mechanisms between teachers and students are expressed in varying degrees. Such relationship mechanisms as "beauty" (4.28 points), "interest" (3.87 points), "standard" (3.75 points), "boomerang" and "assistance" (3.83 points) are most used in the "teacher-teacher" relationship system. Teachers are inclined to assist in the organization of the educational process to their colleagues when they see assistance and mutual assistance from them in solving their professional problems. When building certain relationships with their colleagues, the colleague's appearance plays an important role for the teacher. There are pleasant, positive feelings; there is cognitive interest, a desire to build relationships based on assistance and cooperation with regard to a neat, well-dressed colleague. Consequently, the teachers are more interested not so much in the internal world of the colleague as in his external image, which is compared with the standard representation of what a good teacher should be in the future.

When building relations with students, the teacher most of all uses such relationship mechanisms as "interest" (4.6 points), "standard" (4.5 points), "assistance" (4.38 points), "boomerang" (4.08 points), "emotional echo" (4.05 points), "deficit" (3.95 points). The teachers are aimed at building relationships based on the provision of assistance to those students who have a non-trivial mindset (the original style of thinking), are executive, fulfill most of the requirements that the teacher presents in his subject to the students, show cognitive interest and initiative in studying educational subjects, in particular. That is, if the student approaches the standard of "good student" and the teacher sees emotional and intellectual feedback from him, then positive relations with him are built up and the teacher has a desire to invest his efforts for the further student's development. However, it should be noted that not all children, including gifted children, have exemplary behavior and are executive. Often children with intellectual abilities, non-traditional thinking, creative imagination, but not distinguished by exemplary behavior, are deprived of the teacher's attention and are not in high demand at

the lesson. And as a consequence, their abilities (including giftedness) are not developed, and they become the category of difficult students. Therefore, in our opinion, pedagogical activity should abandon the stereotypes of perception, which adversely affect the intellectual development of a child and lead to pedagogical neglect. It should be remembered that every child is an individuality that should be realized during the educational process.

The students most often use such relationship mechanisms as "standard" (4.28 points), "emotional echo" (4.05 points), "interest" (4.03 points), "boomerang" (3.85 points) in building relationships with teachers. If a teacher is benevolent, helps the students and corresponds to the standard of "good teacher" who knows his subject deeply, has pedagogical skills, then the students are ready to build relations based on cooperation and mutual assistance with such a teacher.

Data analysis by the relationship satisfaction criterion allows making the assumption that teachers are more satisfied with their relations with students (3.93) than teachers with each other (3.9). It should be noted that the students are less satisfied with their relations with teachers (3.7) and as a consequence of the above it can become one of the reasons for the conflict situation emergence in the "student-teacher" relationship system.

When carrying out a comparative analysis of these mechanisms, we can note that the "boomerang", "standard" and "interest" mechanisms are in the first five most pronounced mutual relationship mechanisms in all three systems under consideration.

To determine the significance of the severity differences in various relationship mechanisms between "teacher-student", "student-teacher" and "teacher-teacher" samples, we perform a comparative analysis using the Student's T-criterion to see, whether there are significant statistical differences or not. The calculation results are presented in Table 2.

Table 2.Indicators of the severity differences in the various relationship mechanisms between "teacher-student", "student-teacher" and "teacher-teacher" samples

Mechanisms	Differences in "teacher-teacher" and "teacher-student" relationships			Differences in "teacher-student" and "student-teacher" relationships		
	temp.	t kr. at $P \leq$ 0.05.	tkr. at $P \leq$ 0.01.	temp.	t kr. at $P \leq$ 0.05.	tkr. at $P \leq$ 0.01.
boomerang	2.3 (undetermined)	2	2.66	1.4 (unimportant)	2	2.66
consonance	1.5 (unimportant)	2	2.66	2.5 (undetermined)	2	2.66
standard	3.8 (important)	2	2.66	0.9 (unimportant)	2	2.66
deficit	1.4 (unimportant)	2	2.66	3 (important)	2	2.66
emotional echo	3 (important)	2	2.66	0 (unimportant)	2	2.66
assistance	3.8 (important)	2	2.66	6.7 (important)	2	2.66
interest	4.3 (important)	2	2.66	3.5 (important)	2	2.66
beauty	2.4 (undetermined)	2	2.66	0 (unimportant)	2	2.66
satisfaction criterion	0.2 (unimportant)	2	2.66	0.9 (unimportant)	2	2.66

Having analyzed the data of Table 2, we can conclude that there are both important, unimportant and undetermined differences in the expression and active use of various relationship mechanisms in all relationship systems under consideration. The most significant differences were obtained in the expression of such relationship mechanisms as "standard" (t emp = 3.8 at p ≤ 0.01), "emotional echo" (t emp = 3 at p ≤ 0.01), "assistance" (t emp = 3.8 at p ≤ 0.01) and "interest" (t emp = 4.3 at p ≤ 0.01) during a

comparative analysis of the relationship mechanisms in such interaction systems as "teacher-teacher" and "teacher-student".

Comparative analysis in the "teacher-student" and "student-teacher" interaction systems showed that there were statistically significant differences in the severity of such mechanisms as "deficit" (t emp = 3 at p ≤ 0.01), "assistance" (t emp = 6.7 at p ≤ 0.01) "interest" (t emp = 3.5 at p ≤ 0.01).

The statistically unimportant differences have been obtained in the manifestation of the relationship mechanisms of "consonance" (1.5), "deficit" (1.4) in the teachers' relationship to students and the teachers' relationship to their fellow teachers, which means that this mechanism is used to the same extent both by teachers to students, and teachers to their colleagues in building relationships.

Also, there were no statistically significant differences in the interaction of teachers with students and students with teachers in using such mechanisms as "boomerang", "standard" "emotional echo", "beauty". The above mechanisms are equally used by teachers in relation to students and by students in relation to teachers.

4 Conclusions

 Based on the statistical analysis results, we can draw the following conclusions:

- "boomerang" mechanism is more significant and is more often used in the "teacher-student" than in the "teacher-teacher" relationships. That is, the teachers, depending on how they are treated by the students, show a reciprocal emotional attitude towards them;
- "standard" mechanism is more often used by teachers in relations to students, than to teachers-colleagues. Accordingly, if the student suits a "good student" presentation, then there is an attitude toward positive interaction in relation to him;
- "emotional echo" mechanism is more often used by teachers in relations to students, than to colleagues. Consequently, the teachers often transfer their emotional state to students, especially negative ones;
- "assistance" mechanism is more likely used by the teachers in relations with students, than with fellow teachers;
- "interest" mechanism is most often used by the teachers in relations with students. The teachers are interested in the students who have a lot of erudition, a large stock of knowledge on the subject, use non-standard ways of solving problems;
- the external attractiveness becomes one of the important factors in the teacher's interaction with their colleagues. The teachers are least guided by the "beauty" mechanism when interacting with students;
- teachers value students more than students value teachers, if the student possesses deficit qualities of personality, that is, he knows well the subject of study;
- "consonance" mechanism is more often used by teachers in relation to students. That is, the teachers more often understand students when they find themselves in their situations, than the students understand teachers in a similar case;
- the teachers more often tend to assist students than the students tend to assist teachers;
- the teachers are more interested in erudite students, than the students in erudite teachers.

By analyzing the relationship satisfaction criterion, we see that it cannot be said that one of the persons tested (teachers or students) is more satisfied with the relationship. However, it should be noted that the difference in relations with each other is more significant than in the first case in the latter relationship systems.

5 Summary

Therefore, it is necessary to work on building positive relations not only with teachers, but with students as well. It is necessary to abandon stereotypes of perception, which are barriers to building positive relationships based on cooperation, in the process of implementing the educational activities. The activation of such relationship mechanisms as "assistance" and "consonance" will contribute to the emergence of educational and pedagogical cooperation. The educational and pedagogical

cooperation positively influences the teacher's activities and the educational activities of students, allows them achieving the educational goals more efficiently and at lower cost. The students should be trained in the methods of educational and pedagogical cooperation.

Based on the above conclusions, we can say that the hypothesis put forward by us that there are statistically significant differences in the relationship mechanisms of a teacher to the students and a teacher to his colleagues; the "teacher-student" and "student-teacher" mechanisms will be dominated by the "assistance" mechanism, and the "consonance" mechanism is significant in the "teacher-teacher" relationship mechanisms, has been confirmed.

Acknowledgement

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