Pupil's representation about the socio-psychological qualities of teachers in the process of effective meaning transmission

*Anna Korochentseva, Elena Suroedova, Nelli Khachatryan**, and *Oksana Nikolenko*

Don State Technical University, Department of Educational Psychology and Organizational Psychology, 344002 Rostov-on-Don, Russia

Abstract. In the article, the authors raise the question of the relationship between the pupils' perception of the teacher and effective meaning transmission. The study identified socio-psychological qualities and non-verbal patterns of teacher behavior that influence the effectiveness of meaning from the point of view of students. Students prefer to come into contact, with a teacher who has characteristics such as sincerity, leadership, compassion, restraint, responsibility, kindness, cordiality and others. It is established that among the nonverbal patterns of behavior that contribute to the effectiveness of meaning, pupils are considered "gestures appropriate to the situation communication", "communication distance, which is regulated in accordance with the situation" and "the manifestation of the ability to listen and speak".

The competence of the modern teacher includes the ability to establish effective communication and adequate educational process contact with the pupils [1]. This competence includes all the skills and abilities of the teacher: organizational, authoritative, perceptive, academic, didactic, speech, communicative, etc. the Level of development of all these components of the teacher's personality has an impact on the formation of the pupil's personality, the development of cognitive and value sphere. Meaning formation is a non-linear process defined by a large number of factors and conditions [2], in the center of which there are agents of socialization – teachers and parents [3]. And today the problem of meaning transmission and meaning formation in the educational process remains relevant for research in pedagogy and psychology [4,5,6].

The modern psychologists today has diagnostic tools to identify the qualities and abilities of the teacher. However, modern questionnaires can not give a full objective description of the teacher as a subject of educational relations and, even more difficult, to identify how it is perceived by pupils in the learning process. The teacher can have a large amount of knowledge, be methodical and organized, however, on the part of pupils there may be low motivation for learning, a weak interest in the subject. Why? What factor is not taken into account? Social psychologists note that the image of a person, his behavioral

* Corresponding author: Nellja-nik@mail.ru

(speech, including) features, his personality is an important component for establishing contact and establishing effective communication [7]. This phenomenon is called attraction.

In the Wake of G. M. Andreeva (1988), it is understood by us as the process of forming the attractiveness of the teacher for pupils, and the product of this process, i.e. some quality of the relationship [8]. Of particular importance is the attraction in the context of the perceptual side of communication [4]. G.M. Andreeva (1988) notes that the process of attraction is the emergence of a positive emotional relationship with the perception of another person [8]. Such a positive attitude is achieved both due to personal qualities and due to such a concept as "image" [9,10] of a teacher, formed in students' ideas, on the basis of the used nonverbal communication patterns with them [11].

Positive perception of the teacher by pupils often leads to increased motivation of educational activities and perception of information. Speaking about the partners' understanding of each other's communication and acceptance of information in an undistorted form, we assume that in the psychological information field of communicators there is an effective sense transmission. Effective sense transmission is understood as the process of communication, when partners perceive each other's meanings, there is an adequate understanding of both the text and emotional experiences of the partner [11]. In the study, we processed from the understanding that an attractive teacher is not only cute and attractive to puppies, but also contributes to the development of effective meaning transmission in the educational process.

Thus, the aim of our study was to study pupils' ideas about the socio-psychological characteristics and non-verbal behavior of a teacher, contributing to the development effective meaning transmission and preventing this and conducting a comparative analysis.

To research the subjective presentation of students about the personality of the teacher, we used the "Personality semantic differential". To study the subjective perceptions of the teacher's appearance, we used the questionnaire by V.A. Labunskaya "Non-verbal characteristics of communication" [11] (to the characteristics of non-verbal behavior were added the characteristics of the face and appearance design). The empirical object of the study was 48 pupils from 9 classes of secondary school, aged 14 to 15 years, 22 boys and 26 girls. The reliability of the data obtained was ensured by using such a mathematical procedure as the calculating the Pearson's rank correlation coefficient, using the computer program "SPSS for Windows".

Using the calculation of the Pearson's rank correlation coefficient, we determined the socio-psychological qualities that a teacher to make meaning transmission more effective, and qualities that can interfere with the effectiveness of the translation of meanings according to the views of pupils.

The socio-psychological profile of the teacher which the meaning transmission of which is characterized as effective, includes characteristics between which a significant relationship was found with $p \leq 0.001$: "Sincere" and "compassionate" ($r =, 674 **$), leader ($r =, 636 **$); "Responsible" ($r =, 1000 **$) and "creative" ($r =, 1000 **$), "restrained" ($r = 1000 **$), "sincere" ($r = 699 **$); "Calm" and "socially inexperienced" ($r =, 699 **$); "Quick-witted" and "responsible" ($r =, 699 **$), "creative" ($r =, 699 **$), "pleasant" ($r =, 607 **$), "young" ($r =, 609 **$), "Sincere" ($r =, 1000 **$); "Discreet" and "quick-witted" ($r =, 699 **$), "responsible" ($r =, 1000 **$), "sincere" ($r =, 699 **$); Good-natured and hearty ($r =, 710 **$); "Leader" and "sincere" ($r =, 636 **$); "Pleasant" and "hearty" ($r =, 729 **$), "neat" ($r =, 699 **$)

The socio-psychological profile of the teacher which the meaning transmission of which is characterized as noneffective includes the following characteristics: "silent" and "cynical" ($r =, 672 **$), "cruel" ($r =, 690 **$), "unstable" ($r =, 672 **$), "disregarding the rules" ($r =, 635 **$), "unsure" ($r =, 796 **$), "socially inexperienced" ($r =, 671 **$), "accepting conditions" ($r =, 728 **$), "Unrealistic" and "closed" ($r =, 807 **$), "incredulous"

($r = 690 **$), "insincere" ($r = 610 **$), "Timid" ($r = 699 **$); "Humble" and "indifferent" ($r = 622 **$); "Disregarding the rules" and "concerned" ($r = 620 **$), "free-thinking and liberal" ($r = 661 **$), "cynical" ($r = 883 **$), "cruel" ($r = 610 **$), "uncontrolled" ($r = 635 **$), "carefree" ($r = 619 **$), "enthusiastic" ($r = 693 **$), "accepting conditions" ($r = 629 **$); "Non-permanent" and "closed" ($r = 807 **$); "Unsure" and "unstable" ($r = 844 **$), "uncontrollable" ($r = 796 **$), "shy" ($r = 681 **$), "clinging to others" ($r = 690 **$), "down to earth" ($r = 784 **$), "socially inexperienced" ($r = 843 **$), "accepting conditions" ($r = 734 **$); "Optional" and "uncontrolled" ($r = 690 **$), "careless" ($r = 699 **$), "incredulous" ($r = 690 **$), "timid" ($r = 699 **$); "Careless" and "cruel" ($r = 699 **$), "unrealistic" ($r = 699 **$), "optional" ($r = 699 **$), "timid" ($r = 1000 **$); "Unstable" and "down to earth" ($r = 785 **$), "socially inexperienced" ($r = 1000 **$), "insincere" ($r = 760 **$), "accepting conditions" ($r = 763 **$).

The ranking procedure allowed us to determine the most significant characteristics in the pupils' perceptions. The contributing characteristics have been singled out as contributing to the development of effective meaning transmission the following were highlighted: responsible, creative, restrained, calm, sincere, quick-witted, leading, pleasant. Among the characteristics that do not contribute to effective meaning transmission were identified such as: have been: unrealistic, submissive, disregarding the rules, inconsistent, unsure, optional, negligent, unstable.

Next, we examined pupils' ideas about characteristics of the teacher's non-verbal behavior, which can contribute to the effective meaning transmission, and pupils' ideas about characteristics of the teacher's non-verbal behavior, which the meaning transmission of which is characterized as noneffective the help of the questionnaire by V.A.Labunskaya "Nonverbal characteristics of communication" [7].

The ranking of characteristics showed that the majority of students believe that the teacher should have the following characteristics: a look, facial expressions, gestures and voice indicating interest in the interlocutor, demonstrating the ability to understand others. The teacher competently conducts a dialogue, and his eyes are warm and affectionate. According to the pupils, the poses should be harmonious, synchronous, identical to the partner's poses, with the help of intonation he should be able to focus on important things and smile kindly. With the help of Pearson's rank correlation coefficient, a significant relationship was found, with $p \leq 0.001$, between the characteristics "gestures are adequate to the situation of communication" and "the distance of communication is adjusted according to the situation" ($r = 509 **$); "The distance of communication is regulated in accordance with the situation" and "demonstrate the ability to listen and talk" ($r = 810 **$).

The teacher's non-verbal profile, which prevents effective meaning transmission, according to the pupils' ideas, includes the following characteristics: violates comfortable distance, raises eyebrows, looks down from above, looks up and down, speaks quickly, incomprehensibly, infrequent eye contact, face tensely, mimic disharmonious, the glitter of the eyes is not pronounced, eyes narrowed, heightens his voice in the process of communication, says monotonously.

A significant interconnection was found between the "Disturbance of the comfortable distance" and "raises eyebrows" ($r = 632 **$), "top down" and "violates the comfortable distance" ($r = 632 **$) characteristics.

As a result of the empirical research revealed:

In the pupils' ideas, the following were singled out as the socio-psychological characteristics of the teacher which contributing to the to the effective meaning transmission. He must responsibly and creatively approach his work, behave with restraint, calm and understanding. He must treat pupils sincerely. He must have leadership qualities and be pleasant to communicate.

Among characteristics which do not contribute to the effective meaning transmission there was following. Such a teacher is silent and unsure of himself, he neglects the rules of the school's statute or is completely submissive, he is inconsistent in his statements, does not necessarily, is dishonest in carrying out his duties and, without diligence and attention, fulfills them, is emotionally unstable. Among the most important characteristics of nonverbal communication of a teacher, which contribute to the effective meaning transmission were noted: glance, facial expressions, gestures, voice demonstrating interest in the interlocutor, indicates the ability to understand others, warm eyes and gentle, harmonious poses, synchronous, identical to the partner poses. Pupils noted that with the help of intonation he can able to focus on important things and smiles benevolently. The characteristics of the teacher which do not contribute to the effective meaning transmission were attributed: violation of a comfortable distance, raising the eyebrows, glance, when communicating is directed from top to bottom. It was noted that such a teacher speaks very quickly, monotonously, incomprehensibly, speech accompanied by infrequent missing eye contact, during the conversation face is strained.

The obtained results confirm the important role of nonverbal behaviour in communication and interaction between people and expand the possibilities of disseminating research results in social psychology and psychology of non-verbal communication (A.A.Bodalev, V.A.Labunskaya, V.N.Panferov, E.V. Belugina, T.A. Shkurko, D.V. Pogontseva, and others) on teaching activities. They expand prospects of use of modern scientific developments in pedagogical activity directed on the help to children on the way of their development and education, actualization of their hidden opportunities.

The research shows how important in the pedagogical activity is the role of the personality of the teacher, his social and psychological qualities that can develop the abilities of students, instill interest in the material being studied, actualize the makings of children in various fields of activity through effective meaning transmission.

The nonverbal communication plays an important role in the process of teacher interaction with pupils, which becomes a representation of various socio-psychological characteristics and personal qualities of a teacher. Since the various patterns of non-verbal behavior are directly related to the individual characteristics of the teacher, they serve as a reliable source of information on whether a teacher can effectively carry out the learning process and contribute to the development of the personality of their students. The findings can be useful in developing programs aimed at working with the socio-psychological characteristics of teachers, as well as the development of various pedagogical skills that are important for the effective meaning transmission.

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