

COMMUNICATIVE SKILLS IN TEACHER-STUDENT RELATIONSHIPS

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Teacher-student relationships, especially for elementary, middle, and high school students, are age-appropriate. The complexity of teacher-student relationships varies across classrooms, requiring professional expertise on the part of the teacher. Teachers are not always successful in building trusting relationships with students, and constantly treating them as children creates certain barriers to achieving trusting relationships. Disturbance of relations with teachers can manifest itself in the form of distrust, misunderstanding, injustice, irritability, excessive or insufficient demands, ignoring the opinions of others, unkindness, contradiction between words and actions, deficiencies in teaching.

Relationships with teachers play an important role in pupils' socialisation, along with family, friends, relatives and other members of the social environment. In their relationships with pupils, the teacher fulfils a key supporting function in the learning of subjects. In turn, students' entry into interpersonal relationships is accompanied by the important educational influence of the teacher. Therefore, teacher-pupil relationships are one of the most important methods of educational influence. The teacher has professional responsibility for the organisation and implementation of relationships that are related to the main activity of the pupil in school, allowing to observe his/her relations with friends and comrades. Interpersonal relationships in school provide the pupil with much material for reflection. Through relationships, the

teacher helps to achieve educational goals by taking into account the many factors of students' lives and influencing them accordingly, teaching them to solve problems that arise in everyday life.

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

Personality as a product of interaction and co-operation 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 organisation of joint activity has been emphasised [5].

L.S.Vygotsky described the relationship of the human organism with the external environment and the influence of this relationship on the formation of the internal mental world of a person. Both genetic possibilities and social factors play an important role in the process of formation of a child's personality, its healthy development. Mental development of a child is determined by his emotional connection with older adults and interaction with them. A person's relationship to the environment changes with age, and the role of the environment in his or her development and growth also changes. The environment should be considered not as an absolute, but as a relative concept, because the influence of the environment on a person is determined through his or her experiences [8].

In the process of relationships, individual characteristics, merits and needs of pupils 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 pupil's personality by the teacher, as well as the pupils' assessment of each other is important. Shortcomings in the relationship between teachers and students affect each of them. Analyses of descriptions created by teachers about students show the impact of these descriptions on students' mutual evaluation of each other [8, 4].

Relationships and interaction between teachers and pupils are analysed from the point of view of their socio-psychological roles "teacher-pupil", limitations of interaction between subjects of education, peculiarities of cooperation between teachers and pupils in the learning process, dynamics of formation of communicative qualities in primary school pupils [5, 7].

If the teacher-pupil relations do not show the creativity inherent in the mentor and do not develop pedagogical tacts of communication, the stereotypical environment of interpersonal relations is formed as a result. The teacher-student relationship maintains an average level of understanding. In reality, for the development and improvement of personality, it is necessary to take into account the selectivity of the psyche and sensitivity to novelty.

In the middle school students' relationship with their teacher, it is possible to transform their need for care and recognition into actual recognition. This will lead to the formation of reflection about their relationship with the teacher. Gradually the pupil begins to realise that he is recognised 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 remember his/her role as the subject who organises 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 of 7th grade pupils with their teachers before moving to the next stage of education, when they will have to establish contact with several subject teachers.

This may lead not only to internal conflicts in the pupil's interpersonal relationships but also to conflicts with teachers. However, the research programme and the controlled experiments conducted as part of the study showed that such approaches can effectively address student-teacher

interaction problems, even when implemented within a single institution. This confirms the possibility of using such techniques to solve similar problems in other educational institutions.

Our research and analyses suggest that we have found psychological solutions to the problems of teacher-student interaction in secondary schools, but we cannot claim to have solved all the problems completely. Further study of the cognitive aspects of these relationships is forthcoming. From the above inferences, the following conclusions are drawn:

It is important that psycho-training programmes have clear criteria and milestones to ensure the effectiveness of the teacher-student relationship.

The exercises included in the psycho-training programme should meet the needs of students in interacting with others and contribute to effective results in the control experiments.

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