

On the Question of Teacher's Emotional Communication

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Abstract: The question of teacher's emotional communication is one of the urgent issues of current pedagogical science and educational practice. To date, the content field of the concept of emotional communication has not been formed. Its development in the field of pedagogical activity is urgently needed, since it opens up new prospects for current educational practice, responding to the challenges of our time to preserve the emotional component with the increasing technological effectiveness and pragmatism of the educational process. The authors of the paper emphasize that while realizing in practice the principle of emotional content, emotional support of the educational process, it is the teacher who is responsible for the emotional attractiveness of communication between the subjects of education. This feature allows us to classify the profession of a teacher as an active, emotionally charged type of intellectual activity, characterizing it as an intense "work of the heart and nerves."

1 INTRODUCTION

This article is devoted to the insufficiently studied question of teachers' emotional communication. The key terminological expression in the title of the work actualizes the concept of interdisciplinary scientific knowledge. As a concept of pedagogy, emotional communication is the quintessence of the educational process initiated by the teacher.

The purpose of the study is to identify the content of the concept of emotional communication, considered in the context of the activities of a university teacher.

The starting point of reflection of the paper authors can be the postulate according to which the creative activity of the teacher, unfolding in the "person-person" system, is communicative in nature, while communicativeness is based on interpersonal relationships of an emotional character.

The emotional component, obviously, is a professionally significant quality of pedagogical communication. Realizing in practice the principle of emotional content, emotional support of the educational process, the teacher is responsible for the emotional attractiveness of communication between

the subjects of education. This feature allows us to classify the profession of a teacher as an active, emotionally charged type of intellectual activity, characterizing it as an intense "work of the heart and nerves."

The emotional approach to the teacher's activity, which is gaining relevance, is one of the areas of current pedagogical science, that is increasingly aware of the need to "preserve the emotional component with the increasing technological effectiveness and pragmatism of the educational process" (Robotova, 2018).

2 MATERIALS AND METHODS

The history of the issue of emotional communication originates in European science since the 40s of the last century. The first steps in this direction belong to the Swiss scientist Charles Bally. Considering communication in terms of the combination of rational and emotional principles, he comes to the conclusion that communication is neither purely rational, nor purely emotional, since it balances between these qualities (Bally, 1944).

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Noting the merits of domestic science in the development of the topic under consideration, it is necessary to name L.I. Umansky, who, within the framework of the parametric concept, formulated the key definition of the concept of emotional communication (Umansky, 1967).

The idea of emotionality of communication was developed in the research by the linguist V.G. Gak (Gak, 1998). Academician, Russian sociologist T.M. Dridze in his works bases on the thesis that in the process of communication, the perception of any information begins directly with emotional perception (Dridze, 1980).

Among the most significant works devoted to the question of emotional communication of our time is the fundamental encyclopedic work of a team of authors. One of its sections is called “Emotional Communication in Interpersonal Interaction” (Matyash, 2011). Since 2000, in the mainstream of numerous linguistic studies, Professor V.I. Shakhovskiy began the studies of emotional communication (Shakhovskiy, 2008, 2011, 2015, 2016).

Thus, the scientific field, defined as emotional communication, is the subject of research by various scholars in the humanities: linguists, sociologists, psychologists, and teachers.

In the scientific world, the phenomenon of teacher emotionality is of great interest. This problem is the subject of research by A.E. Olyshannikova (Olyshannikova, 1983), B.M. Teplov (Teplov, 1961), O.A. Sergeeva (Sergeeva, 2-10), D.V. Makarova (Makarova, 2008), T.L. Shabanova (Shabanova, 2011), L.V. Tarabakina (Tarabakina, 2018), M.I. Stasyuk (Stasyuk, 2014), O.A. Kholina (Kholina, 2014), I.A. Malikova (Malikova, 2017), I.M. Kondyurina, A.M. Yudin (Kondyurina and Yudin, 2012), A.S. Robotova (Robotova, 2018), O.V. Polunina (Polunina, 2009), D.A. Kutuzova (Kutuzova, 2006), A.A. Rukavishnikov (Rukavishnikov, 2001), T.V. Formanyuk (Formanyuk, 1994), W. Sato, E. Krumhuber, T. Jellema, J. Williams (Sato, Krumhuber, Jellema, and Williams, 2019), E. Stefani, D. Marco (Stefani and Marco, 2019), M. Taddicken, A. Reif (Taddicken and Reif, 2020) and others. These and many other scientists in their works develop the “emotional” theme of pedagogical communication.

It is advisable to start theorizing on the topic of pedagogically-oriented emotional communication with an analysis of the terminological nomination, which is a two-term one. The emotional lexeme in S.I. Ozhegov's dictionary has a double interpretation: “1. emotional – meaning saturated with emotions,

expressing them; 2. emotional – an emotional, easily aroused person” (Ozhegov, 1989).

3 RESULTS

The concept of emotionality is bivalent in terms of content. This concept can characterize both the attitude towards another person and the attitude towards oneself. Obviously, for successful pedagogical interaction, a synthesis of two principles is necessary: understanding the emotions of others is one side of the issue, the ability to manage one's own emotions is no less significant, being the second. Both beginnings are interconnected.

Having defined the bi-directional vector of pedagogical emotionality, let us turn to the second lexeme of the phrase “emotional communication” – communicativeness itself.

As you know, the concept of communicativeness is the cognitive matrix of communication. These terms are single-root words that differ in their content: “Unlike communication, which can be technical (lines or communication channels, for example), communicativeness by definition is focused on people, this is human communication” (Grechko, 2013).

Taking into account the specific property of communicativeness, it is possible to apply to it the developed provisions of the theory of communication, sociological in its content. So, the teacher in multifaceted pedagogical activity participates in unidirectional (linear) communication and bidirectional (nonlinear) communication.

In relation to pedagogical activity, instead of the term communication, we use communicativeness. The communicativeness of the monologue type is based on the communicative actions and statements of the teacher – the initiator and organizer of the educational process, while the background for these statements invariably becomes the student audience. Such communication is related to the first type of communicating.

In the dialogical and polylogical types, all subjects of communication are in an active state. The priority here is the type of bidirectional “symmetric” communication / communicativeness with explicit feedback.

The analytical vector of the research makes it possible to classify emotional communication according to the principle of external and internal connections. The interpersonal model represents the system of contacts between the teacher and students. The intrapersonal model represents the teacher's own

autocommunication. This article focuses on the analysis of the first model.

4 DISCUSSION

In the context of this discourse, let us define the theoretical provisions that are common for the two above-named models. These are, firstly, the features of emotional and communicative representation, and secondly, the principle of the sign differentiation of emotions.

Commenting on the first point, we note that emotional communication is a complex phenomenon. In contrast to the linguistic concept, which specifies the principles of verbal communication, in sphere of pedagogy its content is actualized at two different quality levels: verbal and non-verbal. Verbal - linguistic – associated with speech forms of communication, non-verbal - visual – with non-verbal, gestural-mimic forms. Thus, not only the linguistic, speech, but also the behavioral sphere determines the emotional communicativeness, which we are talking about in this case in connection with teaching. It is this quality that makes the teacher's activity similar to the work of an actor in a drama theatre.

Commenting on the second position, we emphasize that in pedagogical communication the principle of emotions differentiation by sign remains effective: positive, negative and neutral emotions are distinguished. In emotional and communicative pedagogical reality, positive emotions are priority. Belief in success, pedagogical optimism is provided exclusively by positive emotions, which are produced and transmitted by the teacher in his work.

The ability to build a dialogue on the basis of an emotionally coloured attitude towards all participants in the educational process is regarded today as one of the significant competencies of a teacher. At the same time, the teacher's personal example is of great importance for creating a comfortable atmosphere of emotional communication. An enthusiastic teacher who infects with his enthusiastic mood in his work is able to evoke “emotions of interest” (Dodonov, 1978), to develop the need for cognitive activity in his students. And if pedagogical communication, by definition, is positively coloured; then the “overtones” of emotional disturbances, which are possible in pedagogical practice, provoke communication of a negative nature, which prevents the establishment of effective emotional contacts between the teacher and the students (Verkhozina, 2007).

The emotionally mature personality of the teacher represents in interpersonal communication his own individuality, charged with communicative feelings of sympathy, respect, thereby confirming the attitude that productive pedagogical activity is impossible without an emotional and sensory component (Fomina, 2016).

In the thesaurus, which explicates the emotional component of the teacher's professional portrait, let us note the most common terminological phrases, grouping them according to several criteria. The first group is associated with the transmission of various states of emotional communication, such as: emotional stability, emotional tension, emotional expressiveness, emotional relaxation, and emotional burnout. The second marks the quality of emotional communication: emotional empathy, emotional contact, emotional response, emotional experience, emotional accompaniment, emotional attractiveness, emotional feedback, emotional flexibility, emotional regulation, and emotional responsiveness.

The third group represents the creatively and intellectually coloured component of the terminological apparatus of emotional communication: emotional intelligence, emotional competence, and emotional creativity. Each of the lexical units of this thesaurus is an actual material for study, including in the field of pedagogy.

5 CONCLUSIONS

At the end of the emotional and communicative discourse developed in this article, let us turn to another significant phenomenon, without which the overall picture would not have been completely defined. Emphasizing the importance of a teacher's personal qualities for successful educational activities, one cannot discount such a characteristic feature as a developed sense of humor. Irony and humor represent a natural reaction to the phenomena of pedagogical reality, turning “a potentially negative emotion into its opposite, into a source of positive emotion” (Luk, 1968). It is in this aspect, within the framework of the theory of emotions and feelings that represent the emotional sphere of the personality, S.L. Rubinstein studied a sense of humour in his works (Rubinstein, 1999).

A sense of humor can be viewed not only from an “emotional” point of view; some researchers consider humor to be an element of informal communication (Sergeev, 2012). Thus, humor is a significant emotional and communicative resource of the

teacher's personality, which has a certain potential for pedagogical influence.

As the main conclusion of the work, it is proposed to assert the relevance of the concept under consideration in pedagogy, which has both theoretical and practical significance. The study of the phenomenon of emotional communication allows us to expand the existing ideas about humanitarian pedagogy, the specificity of which is determined by the ideas of "meaningful" communication, and emotionally coloured pedagogical relations. At the same time, it is obvious that emotional communication is acquiring today the value of a key element of educational practices of our time.

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