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INTERPERSONAL ATTRACTION THROUGH THE PRISM OF VOCATIONAL PEDAGOGIC COMMUNICATION

Abstract. The article considers the phenomenon of interpersonal attraction in the projection of Vocational Pedagogic Communication between lecturer and student. Particular attention is paid to the internal factors of pedagogical attraction and their constitutive manifestations, including: expressive speech, communicative flexibility and expediency, professional erudition, creative uniqueness, personal position and others. In addition, the idea of «attractive lecturer» is emphasized. One of his important features is ability to «communicative diplomacy», which is manifested in sectioning of appropriate content of messages, adequately responding to various changes in communicative models. Among the professional tasks of a teacher is to create a favorable background for interpersonal attraction. Its emergence in vocational communication depends on many factors that may be both external to the subject and object of communication (external attractiveness, appearance, facial expressions, gestures, the communication situation, environment) and internal (intrinsic qualities of subject and object, such as communication style, distinctive imagination, subjective ethical principles).

Interpersonal attraction of participants in communicative dialogue is usually formed at the initial stage of professional communication – modelling future relationships in preparation for the learning process. That is why the aesthetics of the teacher's self-expression in the first minutes of acquaintance should express an attractive character. The level of recipient's mood in relation to the communicator (lecturer) may be different. Accordingly, we believe that it is possible to record an increase/decrease in the degree of interpersonal attraction. In the process of establishing contacts of interpersonal attraction is the acceptance or rejection of communicative models of the interlocutor, their understanding and comparison in accordance with their own norms and rules of worldview and understanding of the importance of the teacher as a whole. Interpersonal interaction of educators with students should be based on the principles of equality, mutual respect, trust

and morality, accompanied by systematic use in the educational process of the necessary formulas of etiquette and culture of speech.

Key words: attraction, factors of pedagogical attraction, interpersonal attraction, pedagogical attraction, pedagogical communication.

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МІЖСОБИСТІСНА АТРАКЦІЯ КРІЗЬ ПРИЗМУ ПРОФЕСІЙНОЇ ПЕДАГОГІЧНОЇ КОМУНІКАЦІЇ

Анотація. У статті розглядається феномен міжособистісної атракції у проекції професійно-педагогічної комунікації викладача та студента. Особлива увага зосереджується на внутрішніх чинниках педагогічної атракції та їх конститутивних виявах, серед яких: експресивне мовлення, комунікативна гнучкість і доцільність, професійна ерудиція, творча унікальність та інші. Крім того, підкреслено ідею «привабливого лектора», однією з важливих рис якого є здатність до «комунікативної дипломатичності», що виявляється у доборі відповідного змісту повідомлень, адекватному реагуванні на різноманітні зміни комунікативних моделей. Серед професійних завдань викладача — створити сприятливий фон для міжособистісної атракції. Його поява у спілкуванні залежить від багатьох чинників, які можуть бути як зовнішніми для суб'єкта і об'єкта спілкування (привабливість, зовнішній вигляд, міміка, жести, ситуація спілкування, середовище), так і внутрішніми (внутрішні якості суб'єкта і об'єкта, наприклад, стиль спілкування, виняткова уява, суб'єктивні етичні принципи).

Міжособистісна атракція учасників комунікативного діалогу, як правило, формується на первинному етапі професійного спілкування – моделюванні майбутніх стосунків під час підготовки до навчального процесу. Тому естетика самовираження педагога вже у перші хвилини знайомства має нести атракційний характер. Рівень налаштування реципієнта стосовно комунікатора (лектора) може бути різним. Відповідно, ми вважаємо, що можна зафіксувати підвищення/зменшення ступеня міжособистісної атракції. У процесі встановлення контактів міжособистісного тяжіння відбувається прийняття чи неприйняття комунікативних моделей співрозмовника, їх розуміння і зіставлення відповідно до власних норм і правил світогляду та

розуміння значущості викладача в цілому. Міжособистісна взаємодія педагога зі студентами має базуватися на принципах рівності, взаємоповаги, довіри та моралі, супроводжуватися систематичним використанням у навчальному процесі необхідних формул етикету та культури мовлення.

Ключові слова: атракція, міжособистісна атракція, чинники педагогічної атракції, педагогічна атракція, педагогічне спілкування.

Formulation of the problem. Communication is a significant and integral aspect of society. Interpersonal attraction is one of the key advantages of any successful communication, including professional pedagogical. Due to it, an attentive communicative act is established (trusting, open, and mutually attractive). The relevance of the problem firstly lies in the lack of study phenomena of attraction, particular in the projection of Vocational Pedagogic Communication. In scientific critical reflections there are different points of view on the meaning of attraction, which complicates its understanding.

Research analysis. Studies of interpersonal attraction from the point of view of Psychology are more common in scientific circles [Agacheva, 2015]. Although interpersonal attraction repeatedly defined by scientists as one of the elements of effective pedagogical motivation [Colak, Kobak, 2011] or as a condition for raising the social status of the teacher [Kovalenko, 2004]. From the pedagogical point of view, the attraction as a part of pedagogical skill is mentioned in the works of such Ukrainian scientists as V. Sukhomlinsky, J. Kolomyisky, O. Leontiev, T. Yatsenko, Yu. Shamardak. Among the foreign researchers of the phenomenon of attraction it is worth highlighting D. Byrne, F. Haider, F. Colak, B. Lott and A. Lott, G. Maruyama, T. Newcomb, and others. Some scholars (A. Ageeva, N. Kazarinova, Y. Maltseva, E. Reznikov, O. Yatsenko) consider attraction as a special kind of social position to another person – «attitude». This feature of the attraction «compared to other settings is that it is not aimed at the group, but at a single object, i.e. a specific individual, and can exist only at the level of individually selective interpersonal relationships» [Draganova, 2017, P. 15]. We tend to interpret attraction as «a component of interpersonal perception and organic component of the communication's structure, composing his emotional background» [Shamardak, 2014, P. 422].

The aim of the article is to study the manifestations of interpersonal attraction in the process of Vocational Pedagogic Communication and their effects on the formation of teacher's professional skills.

Presenting main material. The word «attraction» comes from the Latin word «attrahere», which means to allure, attract and from the English «attraction» – favour or power of evoking interest for someone. In encyclopaedic sources, attraction is considered as a concept that means an occurrence of attractiveness in the perception of one person to another, the formation of a specific emotional attitude [Galytskyi, 2004, P. 11]. Some sources suggest that attraction manifests itself as sympathy, as a special social attitude towards another person [Maruyama & Le Count, 1992].

Vocational pedagogic communication consists in the verbal act of interaction of the teacher with students, parents, colleagues, and the establishment of a favourable psychological climate. This is a complex, multifaceted process of establishing and developing contacts between participants in the pedagogical process. Communication is based on the need for joint activities, which include the exchange of information, development of a common strategy of perception and understanding of another person. It provides the transfer through the teacher to students of a specific baggage of knowledge, human culture, promotes the formation of value orientations in them. The nature of interpersonal attraction in such a relationship is formed at the first stage of professional communication – modelling the future relationship in preparation for the learning process.

It is important for a teacher to establish positive relationships with students in order to optimally conduct professional and pedagogical activities. And for this it is important to raise their infusion. If there is no positive (elevated) mood of the student, it is difficult for the teacher to establish the process of perception of educational material. «It is established that the first impressions of contact with the teacher determine the behaviour of the student» [Shamardak, 2014, P. 423]. It agrees with these impressions and reinforces them. Naturally we are attracted to those who like us, we believe that he has positive personality traits. We are repelled by those teachers, students, people whom we perceive negatively. In this case “the forces of attraction or repulsion are directly proportional to our perception of the advantages or disadvantages of other participants in the pedagogical process” [Shamardak, 2014, P. 423].

The lecturer sends signals to his students. Signs can be verbal means of communication (the content and unique style of speech, special articulation, diction, voice) and nonverbal (facial expressions, pantomime, laughter, posture, gait, clothing, hairstyle). For the student (or group of students) to whom the signal is sent, it must be positive, emotionally coloured, attractive. In other words, to achieve a high level of interpersonal attraction the teacher as a skilled specialist must use the whole arsenal of pedagogical methods and techniques, means of communicative competence and general expressive attractions.

Communication as an information process of message transmission includes two types of information that interact with each other and together create a unique communicative act of information exchange:

- textual information (verbal and nonverbal; this includes what and how the teacher communicates);
- personalized information (it illustrates the nature of the recipient's relationship to the speaker, which can be positive, negative or neutral).

The degree of tune/not tune of the recipient to the communicator (lecturer) may be different. Accordingly, we believe that it is possible to record an increase/decrease in the degree of interpersonal attraction.

Personalized information in this regard, becomes the basis for the development of interpersonal attraction. It is an indisputable and natural fact that a person is

easier to accept the point of view, position, ideas and thoughts of someone who is treated positively and feels positive emotions. Conversely, a negative attitude, which often has a stereotypical basis, creates a so-called personalized barrier to reception and understanding of information. That is why one of the professional tasks of a teacher, educator, lawyer, politician and other professionals who work with people is to create a favourable background for interpersonal attraction.

The emergence of interpersonal attraction in professional communication depends on many factors that may be both external to the subject and object of communication and internal. To external factors of attractions usually include those that have no obvious connection with the process of communication between people (appearance, smile, facial expressions, gestures). Here we also include external attractiveness, the communication situation, and environment. To the components of internal factors formation of attractions include intrinsic qualities subject and object, such as communication style [Kovalenko, 2004, P. 147].

We will make an attempt to consider in more detail the internal factors of *phenomena of interpersonal attraction* in the process of Vocational Pedagogic Communication and the *specific features of its manifestations*:

1) *Pedagogical attraction* is demonstrated through the potential of *expressive speech* – artistic, professionally competent, lexically rich, oratorically expressed. It can directly arouse positive emotions, motivate students and excite their feelings and consciousness. The expressive speech of the teacher is manifested in an interesting, emotionally expressive manner of transmitting knowledge, skills and abilities. Emotionality, in other words, professional artistry for a teacher is an integral sign of his pedagogical attractiveness, which is formed on the basis of camaraderie and trust. The desire of the teacher to please the addressee (recipient), to maintain friendly, equal relations with him is rewarded by the interest of others. However, the teacher's emotional communication should not be overly eloquent or overly complicated. An unnatural phrase often covers the lack of meaning in words. That is, expressiveness should be natural, not burdensome, harmoniously embellish the content of messages.

2) *Communicative flexibility* of speech is another manifestation of pedagogical attraction. It sharpens, highlights the language sense of the teacher, helps to effectively manage the behaviour of the audience (establish contact, arouse and maintain interest in communication, neutralize irritation, evoke feelings of sympathy, openness, etc.). The communicative flexibility of the teacher is also manifested in his professional ability to select the appropriate content of messages, to respond appropriately to various changes in communicative models. In other words, such a manifestation of pedagogical attraction demonstrates the teacher's ability to «communicative diplomacy».

3) *Communicative expediency* is the basis of sociolinguistic and pragmatic norms of speech. The first means the expediency of using language in different social conditions (the speaker selects the formulas of speech etiquette in accordance with the social status of the interlocutor and the knowledge and skills already acquired

by him). Pragmatic rules of communication, in turn, demonstrate the ability to start and end a conversation, a kind of communication tactics of the teacher, his ability to paraphrase or explain difficult theoretical material in simple language, using available examples, schemes or models.

4) *Communicative aesthetics* of the teacher is an aesthetic manifestation of speech by means of language, the ability to evoke speech aesthetic pleasure. It is achieved through rhetorical skills. The highest degree of communicative aesthetics is the ability of addressees to interpret, when beautiful phrases are combined with deep and concrete meaning. Aesthetics of speech are also enriched by means of artistic expression (comparisons, epithets, metaphors), phonetic means of speech (intonation, tone of voice, tempo of speech, diction); use of proverbs, sayings, quotes, aphorisms, winged words and expressions, etc. This also includes the high level of speech culture of the speaker.

5) *Professional erudition* testifies to the deep and diverse knowledge of the educator; saturation of speech with relevant information of general disciplines (philosophy, psychology, sociology, history, etc.); use of examples, statistics, concretization of facts. Encyclopaedic knowledge is the leading characteristic of a teacher's erudition. Inquisitive students may systematically ask him questions or ask for his opinion on any area of human activity. Therefore, the teacher must always increase their knowledge, develop skills, be interested in and meet modern trends in society. Professional erudition of the lecturer always attracts his audience and is realised through continuing education and self-education.

6) *Creative individuality* is provided by originality in the expression of opinions in order to effectively influence the communicative partner. This means a special style of communication, unique to the speaker, individual and typological features of teaching, structuring, and designing of educational material. Creative personality traits of the teacher not only ensure his effective pedagogical activity, but also motivate the development of potential creative abilities of students. Creativity is a necessary component of professional skills of teachers. The creativity of the teacher, which is specific in its essence, has a lot in common not only with the artistic design of his professional activity, but also with the scientific one. In other words, the teacher gives new life to scientific facts and hypotheses, opening the way to the minds and hearts of his students. Creativity forms the pedagogical talent of the teacher, attracting at all levels of receptive aesthetics.

7) *Personal position*. Interpersonal interaction of the lecturer with students should be based on the principles of *equality, mutual respect, trust and morality*, accompanied by the use of the necessary formulas of etiquette in speech. No less important feature is the adequate tone of the communicative act (calm, neutral), motivated pace of speech. It is better for the teacher to avoid sharp evaluative judgments, ironic remarks and unjustified increasing of the conversation's tone. Teachers' behaviour is often exemplary for their students. Therefore, the culture of his communication, high moral values, good manners and friendly atmosphere

of the educational process as a whole rightly attracts the attention of students [Rebukha L., Polishchuk V., Chumak L., Zahoruiko Y. & Prokopchuk I., 2020].

Developing the preliminary idea, we can predict that in other conditions of establishing communicative contacts (in particular, we mean the natural interest of the recipient in knowing the sender, his personality, social environment), persons on whom the results of perception depend, have a special ability to trigger the attribution mechanism. As the dependence of the recipient's outcome on the other increases, the recipient's tendency to be attentive to the other, to collect data on the other's behaviour and the context in which the behaviour occurred, and to perform attributive analysis of this data should be increased.

When do such attribution processes in communication begin? Why is the recipient sometimes willing to spend their time and energy on cognitive attempts to gain an understanding of another's behaviour? Psychology theorists agree on the motivation of the perceiver to perform attributional analysis. They support Brunswick-Heyderian's view that acts of perception exist to arrange own thoughts and make the world phenomenally predictable [Graziano, 1976, P. 979]. In this regard, we want to develop an understanding of Brunswick-Heyderian's statement in the projection of Vocational Pedagogical Communication. Participant (recipient) of the pedagogical process tries to understand *the aesthetics of self-expression of the teacher*: «tries on» the models of his behaviour, personal values, professional skills, competence and other means of individual expression. Then there is the process of acceptance or non-acceptance of such communicative models, their understanding and comparison in accordance with their own norms and rules of worldview and understanding of the value of the educator as a whole.

Conclusions and prospects for further research. The high level of interpersonal attraction of the pedagogue is an important prerequisite for effective communication with students and other participants in the pedagogical process, which in turn leads to increased efficiency of the educational process in general. The communicator sends attractive signals to his students. These signs can be verbal or nonverbal means of communication. But the main condition – it must be positive, emotionally expressed and professionally attractive.

The interpersonal attractiveness of the lecturer arises due to a number of factors, including: creative individuality, professional erudition, communicative expediency, flexibility and aesthetic, pedagogical skills in general and artistic (oratorical) communication in particular. Attraction is also considered an important sign of pedagogical sociability.

We see the prospect of further research in the continuation of interpersonal communicative studies of teachers and students, in particular in the perspective of external attraction models.

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