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FEATURES OF THE FORMATION OF INTERPERSONAL COMMUNICATION OF SCIENTIFIC AND PEDAGOGICAL EMPLOYEES OF UNIVERSITIES

Summary

The article describes that the accelerated pace of people's lives leads to the replacement of deep spiritual-emotional relationships with functional-role ones, characterized by superficiality, and become a certain psychological protection against the sensory-emotional overload of the individual. Peculiarities of interpersonal communication of scientific and pedagogical workers were singled out: empathy, sympathy, reflection, mutual understanding, decentralization, identification, constructive ways of interaction, need for communication, and level of loneliness. It is described that interpersonal communication is the process of forming an individual's emotional relationships with subjects who surround him, which involves an emotional attitude toward each other, mutual social cognition, and a certain way of behavior toward each other. It was revealed that the respondents have a dominant manipulative orientation in communication.

Keywords: Communication, Scientific and Pedagogical Workers, Interpersonal Relations, Joint Activities

Introduction

Effective communication skills are the foundation of success in many aspects of our lives. After all, many fields of activity require us to be able to present ourselves correctly,

communicate with people, and make new acquaintances. Generally, people with good communication skills have excellent relationships with friends and family.

The problem of interpersonal communication of an individual is one of the fundamental ones in psychological science, and therefore interest in it continues throughout the history of psychology. The relevance of this problem is determined by its high importance for solving the most important issues of the constructive development and functioning of the personality, on the one hand, and the insufficiency of theoretical and empirical research in this scientific field, on the other. This research can help to better understand how people experience war, how they communicate with each other in war, and how war affects their personalities. The fact is undeniable that all the knowledge and practical skills of a teacher can be transferred to students only thanks to live and direct communication with them. A component of the teacher's pedagogical skill is his speech, a tool of professional activity, with the help of which it is possible to solve various educational tasks: to make a complex lesson topic interesting, and the process of studying it attractive; create a sincere atmosphere of communication in the audience, establish contact, achieve mutual understanding with students; to form in them a feeling of emotional security, instill in them faith in themselves.

Purpose, subject and research methods

Identification of psychological features of interpersonal relationships of scientific and pedagogical workers, and determination of directions, forms, and methods of activity with their optimization.

As the main methodological tools in the empirical research, the following were used: "Methodology for the diagnosis of interpersonal relations" (T. Leary); the methodology "Multilevel Personal Questionnaire "Adaptivity" (MLO-AM); (A. Maklakov, S. Chermyanin); "Loneliness Scale" methods (D. Russell, L. Peplo, M. Fergus).

Research results

The advantages of interpersonal communication are largely determined by the fact that communication between people, and team members is not limited only to their official, official ties and roles. Of course, a necessary condition for the effective activity of this or that human community is formal-role communication or purely business communication. A person in this communication acts as a means to achieve the goal set by the community.

The main goal of the study of interpersonal interaction or interaction within a team is an in-depth study of various social factors and various interactions of individuals included in this group. If there is no contact between people, then the human community will not be able to carry out joint full-fledged activities, since proper mutual understanding will not be achieved between them. For example, for a teacher to be able to teach students, he first needs to enter into communication.

The main way of a person's existence, a condition for his upbringing and development, assimilation of social experience along with work, as I. Bech [3] asserts, is communication. It determines the entire system of mental processes, states, and properties of a person. A separate age stage when communication is considered decisive in the formation of a personality is late maturity. Some scientists (V. Morgun [2]) associate the leading activity of this age period with communication.

Many researchers define communication as necessary for a person to share feelings or experiences with others, that is, to feel like a person. If there is a phenomenon of frustration with this basic need, then it leads to severe stress. We are talking about the special value of communication for a person, which cannot be reduced to joint activity [1].

Communication is a social process arising from social needs and necessity, and at the same time, it is considered as an activity that includes a chain of continuous actions, such as speaking, listening, perceiving, participating in a conversation, thinking, etc. [3].

The following stages of communication are distinguished [3]:

- orientation in the communication situation;
- manifestation of initiative or communicative attack;
- self-control in communication;
- implementation of communication, and analysis of its results.

Interpersonal communication is the process of forming an individual's emotional relationships with subjects who surround him, which involves an emotional attitude toward each other, mutual social cognition, and a certain way of behavior toward each other [1].

The concept of “interpersonal relations” emphasizes the emotional-sensual aspect of interaction between people and introduces the time factor into the analysis of communication, since only under the condition of constant interpersonal communication through the continuous exchange of personally significant information, personal dependence of the contacting people on each other arises, and their mutual responsibility for the formed relationship. Therefore, interpersonal relations are mutual orientations that are formed by individuals who are in contact [1].

The basis of the model of interpersonal communication, developed by O. Kovalenko, consists of three inextricably interconnected subsystems of the psyche (mental phenomena) of persons of late maturity, which have various functional qualities – cognitive, regulatory, and communicative. The first contains the processes that provide knowledge of the external environment, orientation in it, and the construction of an internal model of the surrounding world. In the cognitive subsystem of people of this age period, an important manifestation is the adjustment of the meaning of life. The second consists of processes aimed at building, organizing, and regulating activity and behavior. In the regulatory subsystem of the psyche of persons of late maturity, an important manifestation is the regulation of emotional states and experiences. The third contains processes that ensure relations between people in the sphere of activity and interpersonal relations. Interpersonal communication is an important manifestation in the communicative subsystem of persons of late maturity [4].

The effective functioning of this structure of components of interpersonal communication of persons of late maturity is determined by several mechanisms and factors [5].

We analyze the mechanisms of interpersonal communication of persons of late maturity from the standpoint of its components. From the point of view of the emotional, leading component of interpersonal communication in late adulthood, its mechanisms are empathy (the ability of a person of late maturity to reflect the world of another person's experiences) and sympathy (a stable emotional positive attitude of a person of late maturity towards other people). From the standpoint of the cognitive component, the mechanisms of interpersonal communication of persons of late maturity are reflection (a person's awareness of how he is perceived by a communication partner), mutual understanding (the ability of a person of late maturity to adequately decode a message received from another person), decentration (the ability of a person to perceive another person's point of view, moving away from one's position; is the counterbalance of egocentrism). From the standpoint of the behavioral component, the mechanisms of interpersonal communication in late adulthood are identification (a way of understanding a communication partner by a person through identification with him, assimilation to him) and a tendency to constructive ways of interaction to cooperation, compromise, agreement) [4].

The factors of interpersonal communication of persons of late maturity, which determine the structure of the components of such communication, can be external to the mature person as a subject of interpersonal communication and internal, due to his individual and individual characteristics. The external factors of interpersonal communication of persons of

late maturity are related to the properties, conditions, and relations of the environment, which provide them with certain opportunities for the implementation of interpersonal communication. These factors are manifested in the following environments: natural (natural conditions in which a person of a given age period is), anthropogenic (natural environment, directly or indirectly, intentionally or unintentionally changed by people), social (other; characterized by various conditions – socio-psychological, cultural, scientific, socio-economic, informational, ethnic, spiritual, etc.) [3].

The overall structure of the emotional, cognitive, and behavioral components of interpersonal communication of persons of late maturity determines its functional purpose. Such functions are affective-communicative, informational-communicative, and regulatory-communicative [2].

Generalization of the content of the model of interpersonal communication of persons of late maturity allows us to formulate the general regularities of such communication. The period of late maturity is accompanied by anxiety (a person tries to continue to work fruitfully and creatively, to reveal his abilities and opportunities) or lack of anxiety (leads to inhibition of development and formation, contributes to the emergence of feelings of uselessness, devastation). Often this period is accompanied by excessive self-care, etc. [6].

Some aspects of interpersonal communication of persons of late maturity require special attention. One of the most obvious and obvious signs of lack of communication in people of late adulthood is loneliness [5]. Loneliness is a set of emotions that arose in response to a perceived deficit in the quantity and quality of social connections. In particular, the problems of loneliness arise quite acutely at this age due to the death of a husband or wife, the death of close friends, a decrease in the number of contacts with children and grandchildren; problems of barriers in relations with representatives of other generations (these can be close people or people who are hardly familiar at all); problems due to situational hypercommunication in the conditions of a boarding house, etc. Changes occur in the interpersonal communication of spouses: the husband and wife can become indifferent to each other, simply coexist, conflicts and misunderstandings between them are also possible, or their relationships are strengthened if they are built based on love and friendship [2].

Various communities (interest groups, social organizations, religious associations, etc.) are an important means of maintaining contact with the world in the period of late adulthood, within which it is possible to facilitate the optimization of interpersonal communication of people, but such communities are not widespread enough in our society [2].

The requirements for the communicative quality of the speech of scientific and pedagogical workers are determined primarily by the functions it performs in pedagogical activity [3]:

- a) communicative – establishing and regulating the relationship between the teacher and students, ensuring the humanistic orientation of students' development;
- b) psychological – creating conditions to ensure the student's psychological freedom, the manifestation of the individual uniqueness of his personality; removing social constraints that prevent this;
- c) cognitive – ensuring full perception of educational information by students, formation of their personal, emotional, and valuable attitude to knowledge;
- d) organizational – ensuring rational organization of students educational and practical activities.

Empirical research was carried out during 2023-2024 at Lesya Ukrainka Volyn National University. In total, 30 scientific and pedagogical workers aged between 50 and 60 took part in the study, of which (Fig. 1): 26 (87%) were female, 4 (13%) were male; 22 people (73%) are working, 8 people (27%) are retired.

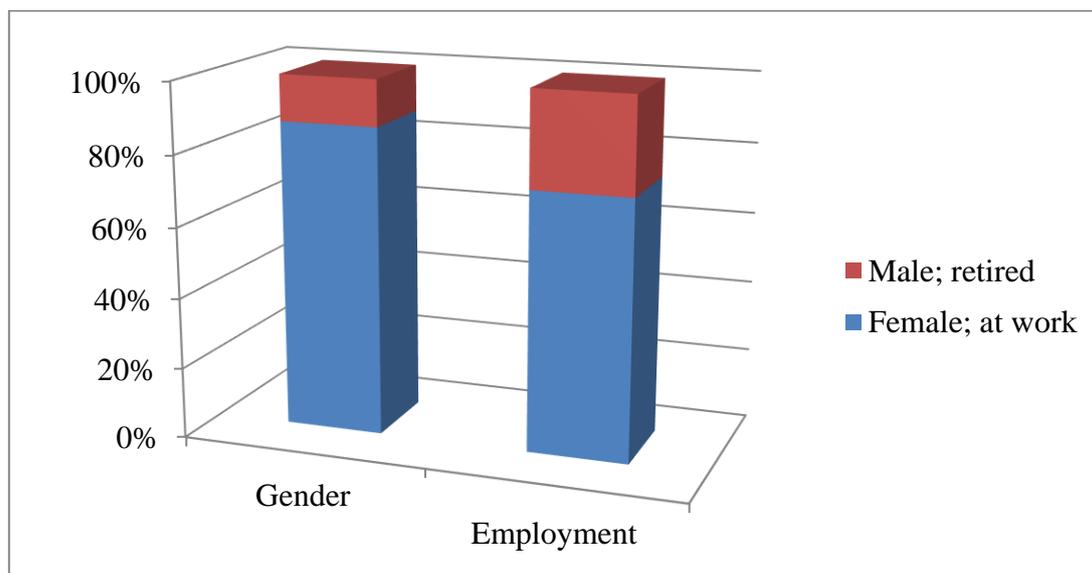


Fig. 1. Distribution of the sample (group 1 – female, group 2 – male), %
Source: author's own research results

The qualitative composition of the sample is justified by revealing the relationship between the components of interpersonal communication and its psychological features in late-maturing individuals. In the course of the research, methods were used, which are aimed at a comprehensive study of the personality of the researched within the limits of the investigated problem: to identify the need and orientation of the personality in communication; use of

necessary strategies in communication; to determine the level of loneliness, as an indicator of a decrease in the communication capabilities of an individual; to determine interpersonal relationships; to identify personal factors that influence the development of communicative properties of persons of late maturity.

The results obtained using the “Test for determining the need for communication” method (Y. Orlov, V. Shkurkin, L. Orlov) (Fig. 2) showed that 10% of respondents feel a very high need for communication, 27% of people have a high need to maintain communication ties, another 33% need communication at an average level. 27% of respondents experience a low need for communication, and 3% experience a very low need for communication. Analyzing such obtained data, we can confidently say that the vast majority of the research requires communication: they seek to maintain and renew good relations between people; strong feelings at the break of good relations between comrades; the ability to forgive a fault for the sake of restoring good relations; seek to help others; able to give up personal benefit for the sake of others; to share experiences with people so that it becomes easier; tend to show action in any business; seek to establish good relations with many people, wanting to expand the scope of their communication, to establish a good mood and warm relations, etc.

“Methodology for the diagnosis of interpersonal relations” (T. Leary) allowed us to investigate mutual relations, the degree of adaptability of behavior – the degree of correspondence (inconsistency) between the goals and the results achieved in the process of activity. In Figure 2, we have displayed the detected results.

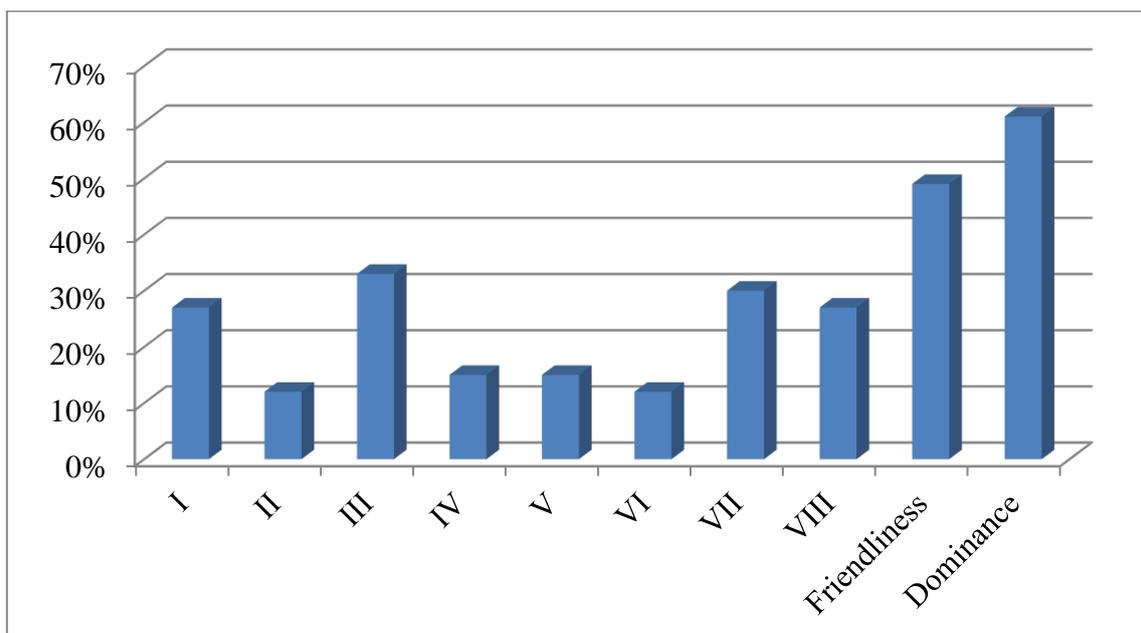


Fig. 2. Distribution of results according to T. Leary's “Methodology for the diagnosis of interpersonal relations”, %

Source: author's own research results

The largest number of respondents tend to an intermediate option with scores from 6 to 10 on the third scale (III) – demandingness – intransigence – rigidity. They are characterized by such qualities as irritability, criticality, and intolerance of their partner's mistakes.

The sixth tendency (VI) – credulity – obedience – dependence – is manifested in the smallest number of persons who value such qualities as respect for others, gratitude, and the desire to bring joy to a partner.

According to the results of the diagnosis, the majority of the subjects (61%) tend to dominate in relationships, which in turn may indicate certain age characteristics of the sample.

According to the results of the “Multilevel Personal Questionnaire “Adaptivity” method (MLO-AM) (A. Maklakov, S. Chermyanin) (Fig. 3), we found low indicators on all scales. This makes it possible to say that the individuals of late maturity in our sample have a low level of adaptation capabilities, and therefore are prone to stressful influences and conflicts.

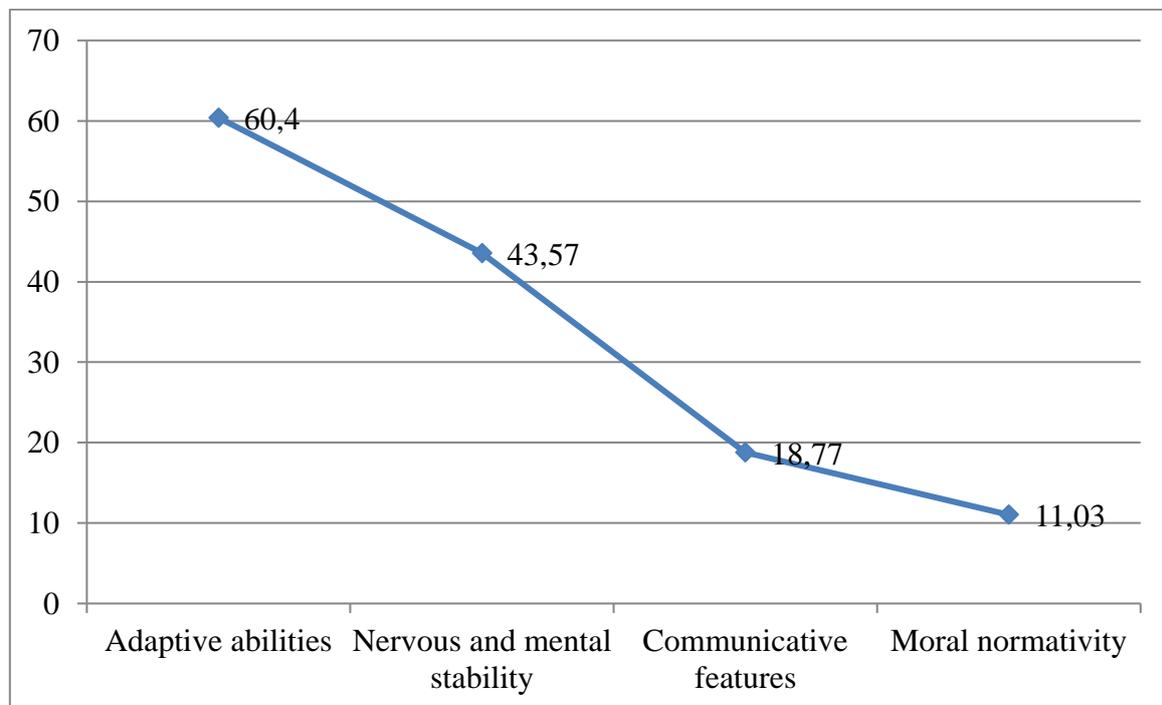


Fig. 3. Schedule of sampling of average indicators according to the “Adaptability” method

Source: author's own research results

According to the scale “communicative abilities” (CA), a low level also indicates a reduced development of the respondents communicative abilities, difficulties in establishing contact with the environment, and they may also have attacks of aggression and manifestations of conflict. They are unable to adequately assess their role in the team. With the help of the “Loneliness Scale” method (D. Russell, L. Peplo, M. Fergus), we determined the level of the subjects' subjective feelings of loneliness, the results of which are reflected in Figure 4.

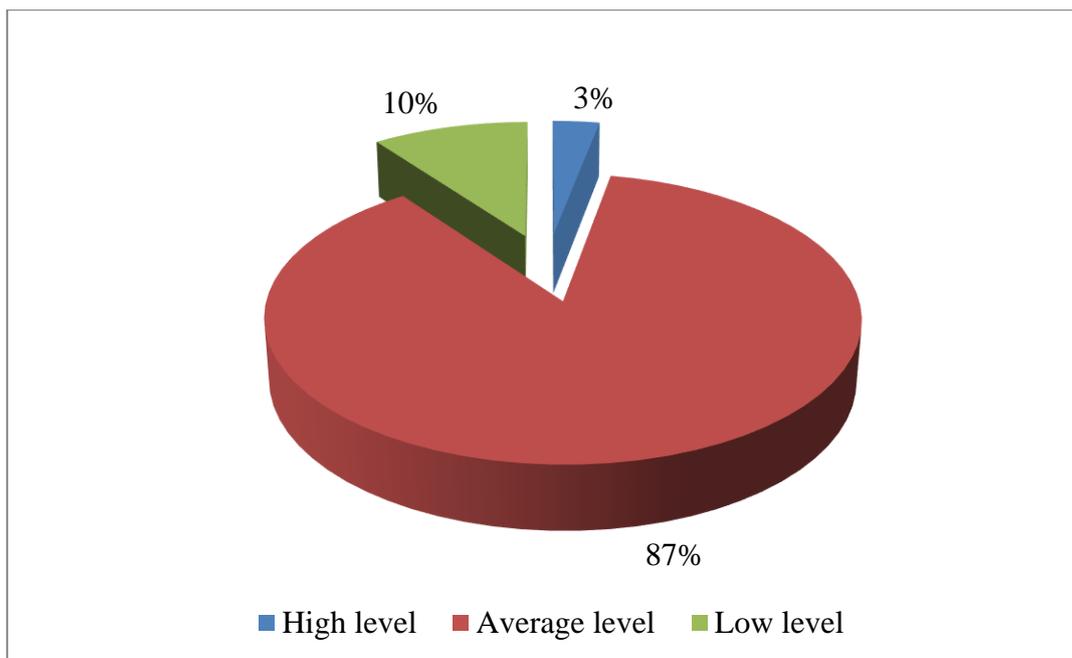


Fig. 4. Distribution of indicators by levels of the “Loneliness Scale” method
Source: author's own research results

It was established that the subjects have mostly an average level of experiencing loneliness (87%), that is, they feel lonely sometimes, in certain situations. A low level of experiencing loneliness is characteristic of 10% of respondents. This indicates that these individuals of late maturity experience loneliness very rarely, in exceptional life situations, or this feeling is unknown to them at all. A high level of loneliness is characteristic of 3% of respondents, and they experience loneliness often and acutely. The culture of interpersonal communication of scientific and pedagogical workers involves the development of a culture of communication, which is based on the development of language, mental properties, specific social attitudes, and peculiarities of thinking. In the team, there is a high need for deep emotional, as well as meaningful communication. This need is satisfied when the personality is characterized by empathy, which means the ability to respond emotionally to the experiences of other people, as well as understand their experiences, feelings, and thoughts, penetrate their inner world, empathize, and sympathize with them. Having the skills to express your thoughts in words concisely and politely, as a result, you become not only a pleasant interlocutor but also save time and energy. At the same time, you avoid repeated explanations. Being an effective communicator will help you build relationships with people more successfully. In addition, you will feel confident in any situation [1].

We offer several effective tips on how to learn how to communicate with colleagues: be interested in what the interlocutor is saying; learn to listen; smile more often; most often call the interlocutor by name; get rid of parasitic words; and develop language culture [3].

It is important to be able to communicate effectively with other people to achieve success in various areas of life, such as work, studies, and personal relationships. Effective communication allows people to understand each other, build strong relationships, and achieve common goals. To effectively communicate with other people, it is important to develop your communication skills [1].

Conclusions

In ensuring a full harmonious existence in the team of scientific and pedagogical workers, their interpersonal communication with the closest environment is of great importance. Interpersonal communication of an individual is the process of direct communication, as a result of which interpersonal relationships are formed and changed, and sympathy and friendship appear. Such emotional manifestations characterize the positive development of communication, but they can also be accompanied by negative emotional manifestations (dissatisfaction, antipathy, hatred, etc.). As a result of interpersonal communication in the team, the development of personality, its moral and spiritual growth also takes place.

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