



Features Of Adolescent And Teacher Cooperation In The Current Period In Choosing A Profession

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Abstract: This article analyzes the communicative position of adolescents by classes in accordance with the communicative activity of the teacher, identifies the communicative zone of the group in the collaboration of adolescents with the teacher in the choice of profession. The communicative nature of the teacher in the activities of cooperation with adolescents in many ways occupies a special place in managing the educational process, determining its results and mastering the knowledge of the learner, determining his attitude to the subject of study and forming as a person

Keywords: Adolescent, Communicative, Respondent, Conventional, Affective, Communicative zone, Communication

Introduction

One of the peculiarities observed in the age characteristics of the individual and in the psychological stages of age periods is the observation of temporary differences between individuals, imbalance between opinions, conflicts between generations. If we pay attention to this situation, it is no secret that cooperation between a teenager and a teacher has also become one of the issues that requires a lot of reflection from the point of view of today. The increasing flow of information, scientific and technological progress, fundamental reforms in the educational process lead to a change in the relations of the subjects in a specific way. We will dwell in more detail below on the fact that research work was carried out in order to highlight the psychological description of this condition.

At this stage of our research, a link that determines the cooperation of adolescents and teachers in schools, that is, the lightening of the present-day view of the cooperation of the subjects of the school, makes it possible to reveal the essence of well-established psychological factors even for the educational process. Because it is much more important that the teacher receives the student or, conversely, the teacher close to him by the disciple. Therefore, when researching the cooperation of school subjects, special attention was paid to what the relationship interval between them looks like.

Adolescents and teachers in the psychological study of the relationship range Yu.Ya.Rijonkin used the " methodology for measuring communicative distance

The relationship of teachers of a general secondary school with a teenager was studied according to the nature of this methodology according to the following criteria: mandatory-necessary relationship interval; negative-formal interval, positive-formal relationship interval, necessary-mandatory, trust from the heart relationship interval, etc.



At this point one has to clarify something. The fronts that represent the interval between teacher and adolescent interaction can be distinguished as follows: the group indicators of the results obtained using this methodology are evaluated in two directions, that is, the first is its communicative zone (GKZ), and the second is its aspiration to the communicative zone (GPCZ).

Here, the communicative zone (GKZ) of the group represents the activity of its members to enter into a relationship with each other as well as the holistic activity of the group. GKZ indicators include their values in the range from +1 to -1. In this case, the sign " + " indicates an increase in the activity of entering the relationship, and the sign " - " indicates a decrease in it. The GPCZ indicator refers to the relationship between the process of receiving information and transmitting it in circulation among group members. The GPCZ indicator sits at the limit of +0.5 to -0.5. In this, " + " represents the appropriation of the information transmission process, while " - " reflects information acceptability and appropriation. The relationship between information reception and transmission processes determines the role of cooperation members in circulation.

The collaborative activity of a teacher with a teenager in many ways leads to the formation of a “subject-subject” relationship or a “teacher-disciple” relationship system. Otherwise it is natural that the absence of such a relationship gives rise to antipathy in the relationships of the subjects. The results of the study show that students with teachers of the Pedagogical School make it possible to say that in the activity of cooperation, the relationship between them, although the interval is one-to-one, clarifies. Judging by the results, in the range of attitudes in the conditions of their cooperation, it was achieved to observe certain cases characteristic of educational institutions today, when analyzing them, four indicators were taken into account, namely the communicative position of students with a teacher, the respondent position, the group's communicative zone (GKZ) and the aspiration to the communicative zone (GPCZ).

Table 1

*In the process of collaborative activities of teachers with a teenager
relation range indicators*

№	Communicativity in circulation	Teacher (n=71)	Teens		
			9- class (n=40)	10- class (n=35)	11- class (n=45)
		M± σ	M± σ	M± σ	M± σ
1.	Communicator (Lc)	0,73±0,36*	0,75±0,41	0,68±0,39	0,58±0,20
2.	Response (LR)	0,71±0,24**	0,70±0,35	0,62±0,32	0,46±0,11
3.	Group communicative zone (GCZ)	0,63±0,22	0,54±0,21	0,47±0,33	0,33±0,12
4.	Group pursuit of the communicative zone (GPCZ)	0,24±0,09*	0,12±0,21*	0,10±0,22	0,03±0,23

* $r < 0,05$, ** $r < 0,01$



The communicative nature of the teacher in the activities of cooperation with adolescents in many ways occupies a special place in managing the educational process, determining its results and mastering the knowledge of the learner, determining his attitude to the subject of study and its formation as a person. For this reason, we also had the opportunity to comment on some thoughtful cases in this regard in our study.

One of the important aspects of their communicative relationship is that it depends more on their personal positions and communicative characteristics in the transmission of information. The results of the study show that the position of the school teacher as a communicator is equal to 0.67 on the scale of the methodology, which indicates his tendency to establish relationships with students at a formal-conventional level. Indeed, the relationship of the teacher with students in this way indicates: his personal maturity, professional-personal qualities, the degree of their formation as a person, the tendency to establish a relationship taking into account the affective and valuable aspects of the "teacher-student" attitude system.

Let's analyze the communicative position of adolescents by classes in accordance with the communicative activity of the teacher. Today, when we evaluate the communicativeness position of a teenager's relationship with a teacher in the context of this collaborative activity, our results have acquired a statistically ($r < 0.05$) degree of reliability.

While the communicative qualities of students were valued at 0.75 in 9th grade, this indicator was valued at 0.68 in 10th grade and 0.58 in 11th grade. Comparing the results according to the methodological criterion reflected two levels in contrast to each other. These cases can be explained as follows: the fact that the 9th grades go to school and tend to work with new mentors, each student's desire to show positive aspects of entering into an interpersonal relationship in a new environment and fall into the eyes of others is a reason to take communicative activity from the heart the appearance of a level of trust. On the contrary, with an increase in the educational stage in students, communicative indicators decreased. And in the subjects of the 10th grade, the communicator's indicator was 0.68. This indicates a decrease in the level of relations as well as in the cooperation of the subjects with an increase in their educational stage. Compared to Grade 9, it is much more troubling that the collaborative activities of Grade 10 students as well as communicative characteristics fall from a level of trust to a formal conventional attitude. If students experience a decrease in communicative characteristics, they can be assessed as a consequence of a decrease in their cooperation in certain branches, indifference by the teacher in teaching lessons and in relation to pedagogical requirements, a decrease in psychic activity. The reasons for obtaining such a view of the results can be interpreted in connection with the activities (activity) of teachers and adolescents themselves.

The tradition was also observed as a result of 11th grade students (0.58). It is surprising that this leads to a decrease in communication with the growth of courses. On the contrary, it concludes that the development of an individual in a normal environment as young and individual should give positive results. In 10th and 11th grade students, we think that the low level of communicatorism leads us to put forward some assumptions related to them and their teachers. In the first case, it is the fact that they have not received enough information in their relationship with their teachers, that the psychological environment in the classes is unstable,



that they cannot perceive their teacher as a person close to them, or that the educational process has the nature of coercion.

Secondly, the fact that the communicative activity of the teacher is also at the level of formal conventionality (0,73), that communicative activity in their interaction takes on an extremely formal appearance indicates that the psychological mechanism of the “teacher-apprentice” system does not work.

Another aspect of the weakening of students in communicative activities can be assessed as a consequence of insufficient acquisition of knowledge about the level of personal and professional maturation of teachers, that is, the tactic of establishing cooperation, pedagogical skills, congruence, age characteristics of early adolescents.

The second thing to pay attention to is, what is the role of the communicative zone of the group, first of all, in the collaboration of adolescents with a teacher? Our research in this regard shows that students of all classes have no place to evaluate positive when their desire for a group communicative zone is compared with their individual state. Because, in 9th grade students, this figure is observed in (0.54), in 10th grade students (0.47), and in 11th grade contingents (0.33). According to the criterion of the methodology, comparing them, then we have the right to say that the results of students of all three courses embody the range of formal-conventionality in terms of the group's striving for the communicative zone. The fact that the results look like this testifies to the fact that in the conditions of cooperation of subjects in all-Russian secondary education schools, the group affinity for their level of communication and their close proximity to each other individual tactics is dispersed for some time. If one evaluates that seeking to establish an attitude towards each other in collaborative activities is an event that occurs as a process that occurs by them, the teachers' outcome has also testified to not being so different (0.63) than the students'. Teacher aspiration towards students as well (0.63) is reflected at the formal level. Therefore, it is surprising that teachers with adolescents receive a more formal appearance of collaborative activities with them, not only in an individual case, but also in a group. In fact, in theoretical sources of the pedagogical-psychological sphere, the migration of the results of teacher-student cooperation from the official level to the form of mutual respect and trust is recognized as a high-value reality. Therefore, for the cooperation of the subjects, the purpose of the activities of both participants has to be harmonized, to follow the principles of mutual sympathy and empathy, mutual respect and support. It is quite natural that in the context of cooperation of a teacher-teenager, difficulties arise in their assimilation of knowledge and acceptance of their teachers as individuals.

We will witness that in order to clarify the above data, it is necessary to analyze the data of the teacher and the teenager in the study, a new vision of the conditions of their cooperation has. It should be mentioned at this point that the teachers' "group communication zone aspiration" is made up of students (0.24), 9th graders (0.12), 10th graders (0.10), 11th graders (0.03). And the fact that the local population turns out to be the same indicates that a somewhat complex psychological situation for the cooperation of students with the teacher is dominated by an isolating vision. Chunchi examiners on this scale are able to obtain negative formal information to see that the Horde occupies in the middle. This leads to the promotion of deliberation by accepting the information given by the teacher from the teaching side, not



taking it seriously, and low benevolence, but rather by the teacher seeking to force the information given to them in order to fulfill his purpose.

Conclusion

So, although today the level of formal conventionality for the cooperation of teachers with a teenager is specific, but it confirms that it may not give positive results in creating an atmosphere of mutual cooperation and harmony.

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