Valentyna Hrishko-Dunayevs’ka
Candidate of Psychological Sciences, Senior Instructor of the English Language Department,
National Academy of the State Border Guard Service of Ukraine named after Bohdan Khmelnytskyi, Khmelnytskyi
ORCID ID 0000-0001-5365-0355
valentine999@ukr.net

SOCIAL PERCEPTION OF TEACHER AND CADETS-BORDERGUARDS’ INTERACTION IN FOREIGN LANGUAGE LEARNING

In the article the author studies the role of social perception in the interaction of the teacher and the cadets-borderguards in the psychological and pedagogical process in a foreign language studying. Different approaches to understanding and using the term have been considered: from determining the fact of perceptual processes determination by social factors to perception of so-called social objects (individuals, groups, other social communities) or interpersonal perception. The author grounds that social interaction, social perception should be part of the content of teaching a foreign language for professional communication at a higher military educational institution. Research is based primarily on the social nature and role of language, which is reflected in the communicative approach to foreign language learning as a system of pedagogical strategy and foreign language teaching techniques. Since communication of military personnel has various forms of direct contacts (period of study, joint professional actions, everyday communication), such contacts contain thoughts, emotions, feelings, external and internal evaluations, ideas about each other, sympathies, dislikes etc. Under these conditions, communication in a military training group is influenced by such individual characteristics as orientation, attitudes, motivation, character, temperament, age,
and the physical appearance itself, etc. The combined influence of these factors determines the atmosphere and nature of communication of servicemen, which is externally manifested through their communication and actions. So when studying various topics of service and everyday orientation at the foreign languages classes, the teacher should take into account, develop and apply his social and perceptual competences to create the necessary basis in order to modulate the most productive interaction in the educational process. An expression of his social and perceptual competence will also be the ability to choose a psychologically correct style of pedagogical performance and to create such a psychological atmosphere of interaction in study group, which, taking into account the specific conditions of higher military education institution, will allow to optimize the atmosphere of traditional subordination during communicatively organized learning, remove psychological barriers of cadets-borderguards while studying a foreign language and establish openness in educational relations.

Key words: social perception; cadets-borderguards; interaction; foreign language; higher military educational institution.

1. INTRODUCTION

New vectors of humanization of the foreign language teaching system at higher military educational institutions in Ukraine increase the relevance of the problem of social interaction between the teacher and the cadets, which, in turn, will allow the foreign language teacher to create a qualitatively new type of relations with the members of the studying group in the educational process.

Formulation of the problem. According to modern psychological vocabulary, interpersonal interaction in a narrow sense is a system of mutually conditioned individual actions connected with cyclical causal dependence, in which the behavior of each participant is both an incentive and a response to the behavior of the others [1, p. 47]. Mutual understanding is the intrinsic basis and purpose of communication. Its effectiveness depends on what information people receive about each other. Communication always begins with contact, that is, mutual external observation and perception of those qualities and traits that stimulate people’s interest in one another. An interest in another person is a measure of his informativeness for those who are around. In this very context, in our opinion, it is important to determine
the role of social perception in the interaction between the teacher and the cadets-borderguards while studying a foreign language.

**Analysis of recent research and publications.** The analysis of social perception research shows that today there are different approaches to understanding and using the term: from defining the fact of perceptual processes determination by social factors to the perception of so-called social objects (individuals, groups, other social communities) or purely interpersonal perception and to the full term abandoning and replacing it with others, e.g. “knowing another person”.

J. Bruner, an American psychologist and educator, was the first to introduce the term “social perception” in 1947 while studying the social conditionality of perceptual processes, depending not only on the characteristics of the stimulus-object, but also on the subject’s past experience, goals, aspirations, the significance of situations [2]. This understanding of social perception is inherent to researchers of perceptual processes in the framework of general psychology. In this case, perceptual processes are considered as characteristics of the cognitive function of the psyche, which consists in special perceptual actions for creating a sensual image of the world. Such actions occur within the structure of any internal or external activity and are a means of achieving its goal [2]; [3]; [6].

When studying a foreign language, cadets-borderguards should acquire social experience of interpersonal interaction, and understand its mechanisms in order to use it in their further professional activity. It means that social interaction, social perception should also be a part of the content of foreign language studying for professional communication at a higher military educational institution.

The following contradictions are among the most significant characteristics: the individual nature of educational activities, their development; the group nature of future professional activity, which is characterized by the interaction and communication of specialists, the personal contribution of everyone in achieving the goals of the studying group, and through it, the goals of society; executive position of the learner. In this case, the learner is active in response to the teacher’s guidance. In addition, it should be noted that the teacher’s initiative position in the subject and social relation in the
pedagogical activity plays an extremely important role, taking into consideration that the teacher acts as a facilitator, researcher, observer and independent partner in communication in the learning process [4]. Therefore, the problem of social perception in the interaction between the teacher and the learners is of extreme topicality.

Communication is not only the exchange of information and activities, but also the people's perception, understanding and appreciation of each other. This reflects the social perception or the perceptual side of communication. Therefore, in the process of communication the person starts getting an idea of a partner, his abilities, character, world outlook, values etc.

The purpose of the article is to investigate the role of social perception in the teacher and cadets-borderguards' interaction in the psychological and pedagogical process while studying a foreign language.

2. RESULTS OF THE RESEARCH

The free encyclopedia determines the social perception (or person perception) as the study of how people form impressions of and make inferences about other people as sovereign personalities. Social perception refers to identifying and utilizing social cues to make judgments about social roles, rules, relationships, context, or the characteristics (e.g., trustworthiness) of others. This domain also includes social knowledge, which refers to one's knowledge of social roles, norms, and schemas surrounding social situations and interactions. People learn about others' feelings and emotions by picking up information they gather from physical appearance, verbal, and nonverbal communication. Facial expressions, tone of voice, hand gestures, and body position or movement are a few examples of ways people communicate without words. A real world example of social perception is understanding that others disagree with what one said when one sees them roll their eyes. There are four main components of social perception: observation, attribution, integration, and confirmation [5]; [16]; [17].

At the same time, according to the aforementioned problem, it is possible to narrow the term “social perception” to the concept of “interpersonal perception”, considering, first of all, the peculiarities of the fact that teachers perceive the cadets as a central link in organizing the process of managerial
interaction with them. It should be noted that the perception of the cadet by the teacher is based on the cadet’s perception through correlation (identification, differentiation) of him with himself; cadets’ perceptions of how he is perceived by other participants in the educational process; the perception of the cadet through the perception of the results of his activity; direct perception of the appearance of the cadet; perception of the cadet through explanation of their internal states. Accordingly, the perception of the teacher by the cadets is being executed as well, first the external characteristics (clothing, facial expression, voice, gestures, smile, etc.), and then in the process of joint activity of perception through the processes of interiorization in the spectrum of various mental states and reactions, in the aggregate of cognitive processes, which ensure the perception and knowledge of the personality of the teacher, himself or the group as a whole. Thus, in the structure of social perception, H. Andreeva distinguishes the subject / object of perception (group, personality); the actual process of perception; intragroup perception; outgroup perception; and the direct result of this process is an individualized / group image of a socially significant entity [6]; [7].

In the middle of the twentieth century, a number of psychological and pedagogical scientific schools were founded and headed by such scientists as B. Ananiev, V. Davidov, D. Elkonin and others. G. Ball, M. Borishevskyi, S. Vygotskyi, I. Ziazen, A. Kovalenko, M. Korniev, L. Leon, A. Leontiev, S. Maksymenko, I. Manokha, V. Moskalets, V. Rybalka, M. Savchin, A. Sokolov, M. Yakobowyzt made a significant contribution to the study of this problem.

The process of understanding another person is quite complex, in which two levels are distinguished. The attitude towards another person depends on what feelings this person evokes in others, what the thought about this person is formed. The first impression of a person is based on the perception of their appearance, external characteristics and determines the whole nature of the relationship [3]; [8].

Evidently, that for border guards who first meet foreigners at a border, communicate, check documents, make important decisions about permitting or refusing to foreigners about crossing the state border, identify smugglers, criminals, illegal migrants, etc. is extremely necessary to acquire pro-
found knowledge in perceiving another person in a proper social context. Many years of the activity experience of the border guard service proves that it is as useful and necessary as professional techniques of persons’ identification in their everyday professional activity performance.

Communication of servicemen contains various forms of their direct contacts during their professional activity duties, military service, combat training, joint actions and operations and everyday communication as well. Such contacts comprise thoughts, emotions, feelings, external and internal evaluations, ideas about each other, sympathies, dislikes etc. Under such conditions, communication in a military study group is influenced by such individual characteristics as orientation, attitudes, motivation, character, temperament, interests, erudition, culture, habits, age, and the physical appearance itself as well. The combined influence of these factors determines the atmosphere and nature of communication of servicemen, which is externally manifested through their speech performance and actions [9].

At the first level of perception, there is an awareness of the goals, motives, attitudes of another person. The second level is characterized by the ability to accept the goals, motives, and attitudes of another person as their own. It implies that each partner interacts not only with his or her own needs, but also with the relevant requests of the other. This is done through such mechanisms of understanding as: identification, empathy, reflection. Empathy, unlike identification, which is a rational process, is the understanding of another person through one’s own emotional sphere. In social psychology, reflection means the person’s awareness of how he/she is actually perceived and evaluated by a communication partner.

The problem of social perception, in particular when learning a foreign language under conditions of a higher military educational institution, is also undergoing its evolutionary development. In the practice of learning a foreign language there are two basic strategies – from “language to speech” or from “speech to language” (or in terms of the theory of activity “from operation to activity” – “from activity to operation”), which determine the nature of the relationship of the teacher and the learner. And since the beginning of the twentieth century, the linguists have regarded language as a social phenomenon, and therefore there has been a tendency to consider
a language as a social category in all subsequent methods of teaching and learning a foreign language.

Researches are based primarily on the social nature and role of the language. New theoretical propositions underpin the communicative approach to foreign language learning as a system of pedagogical strategy and foreign language teaching techniques. The psychological and pedagogical aspects of the communicative approach are reflected in the foreign authors’ works by G. Douglas, W. Revers, S. Savignon, J. and L. Sors, S. Kay, W. Jones and others. The basic position of the communicative aspect is that a language, above all, is a means of communication; it develops, functions and is perceived in the process of speech interaction of people, and it has changed the nature of the relationship between the teacher and the learners in educational and cognitive activity towards dialogue communication [10]‒[12].

The subject of social perception of the teacher and cadets in the conditions of higher military educational institution when studying a foreign language has its specific features. Peculiarities of speech and voice are also characteristics that are perceived, copied, imitated and transferred to one’s own emotional filter. Although the “conflict” of the educational situation may occur as the learner already possesses the perfect instrument of communication in the form of the mother tongue, which is not only a means of communication, but also accompanies all mental processes and preserves the subjective “I” of the learner’s personality. The basis for the verbal behavior initiation, like any other expedient behavior, is to establish itself as an integral personal state that acts as a mechanism of regulation. The intention retains its regulatory function as long as there is a balance between the requirements of the language situation and the capabilities of the acting subject. Disruption of balance is accompanied by linguistic anxiety, which is characterized by the loss over the behavior control and the internal tension emergence, when emotional experience dominates all others. Emotion presents experience in the mind, which reflects the evaluative attitude to the subjective and objective conditions of activity of the subject [11]; [12].

So, as we can see, the role of social perception in solving the problem of harmony of cognitive, organizational and affective sides of learning in pedagogical psychology is inexhaustible and relevant. For foreign language
learners, both the study group and their official communication leader, the teacher, and learning activities with their substantive and organizational characteristics as well are considered to be among the main stressors. And one of the main tasks of the teacher is to reduce the level of emotional discomfort of those who learn a foreign language. Thus, according to the scientific grounds, a dialogue is a possible and effective form of communication between the teacher and the learners. Necessary dialogue features in our case are: the attitude of the interlocutors to each other as equal partners and sovereign personalities; mutual respect, trust, sincerity; efforts to reach mutual understanding; orientation to development, creativity in communication, recognition of the right to development, change, improvement for the interlocutor. It seems that just participation in the dialogue interaction in the pedagogical process provides learner’s studying and development. This classification reflects a broad understanding of the perception of the social sphere and other people, namely, the perception and cognition of group members, each other and members of another group; perception of themselves, their group, another group; the group’s perception of its member and members of another group. And it should be taken into consideration that studying must ultimately be focused on the individual subject of study, so dialogue in the process of teaching a foreign language at non-language faculties is useful and appropriate to the extent that it ensures the development of each subject (learner) in particular. The result of a “thoughts combining” is the thinking productivity of each member of interaction. L. Vygotskyi notes that higher mental processes can be born only in the interaction of a person with a person, that is, as an inter-psychic ones, and only then they begin to be performed by the individual independently; at the same time, some of them lose their original external form, becoming intra-psychic processes [14].

At the same time, the process of interaction is not just an inseparable process of information circulation, but a process of producing new information that is understandable for those who communicate, and a process that gives birth to their community, while maintaining the individuality of everyone.
From a personal and motivational point of view, the interaction of the teacher and the learners in educational and cognitive activity as a way of achieving psychological and pedagogical goals means that in the communicator’s motivational structure there is a high proportion of the internal motivation for learning. In turn, this enables the teacher as the conductor of the personal meaning of learning, embodying in his own way of thinking and action the social context in which he provides the learning material, to achieve that the learners get a desire to master the learning information and use their opportunities in further activities, expand their own social experience [15]. Thus, social perception is not so much the perception itself, but the whole set of cognitive processes that provide perception and cognition of the individual or the group as a whole, as well as the driving vector for the development of positive motivation for the effective acquisition of a foreign language by the cadets-borderguards in the conditions of a military educational institution, where clear subordination relationship is mainly maintained. After all, characteristic of social perception is that the social object (in our case – cadet-borderguard) is not passive or indifferent to the one who perceives it (the teacher), there is mutual perception and cognition, when not only own needs, motives and directions are important for interaction. Influencing the object of perception, the perceptor seeks to transform the perception of himself in a favorable way for his purposes; the subject’s attention is focused on the substantive, evaluative and causal interpretations of the object of perception. Perception of social objects is characterized by emotions, more dependent on the motivational and semantic structure of the perceptor [3]; [6].

All information used by the teacher in the course of interaction with the cadet can be divided into specific groups, depending on its content, storage methods and purpose of use. First of all, it is the information about the external and internal constant features of the cadet, which are accumulated and stored for a long time. This information is used in the overall assessment of this person’s current and potential capabilities and it influences the overall approach to it. In the future, the foreign language teacher may receive more detailed information which demonstrates the cadet’s readiness
for a certain activity and indicates the conditions of his activity characteristic for his behavior.

The subject of social perception of the teacher and the members of the study group in the process of foreign language learning is its dominant, which is considered in the relationships that characterize this interaction. The dominant of educational activity is the unity of two components: the content of educational information, as an objective content of learning, and learners, more precisely their subjective sphere of learning objective content assignment. The ultimate goal of each stage of learning is to combine two components of the object of the educational and cognitive process – the assignment of the subject content of educational information in the form of knowledge through learners’ understanding its social content, i.e. through personal content, that reflects and carries the prospect of a broad life reality that they experience and greater personal capacity [13].

3. CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH

Therefore, to summarize the above, social perception, as a process of cognition and assessment of the cadet by the teacher in the process of their joint activity, is the accumulator of a number of important functions. Its peculiarities implementation in the joint learning activity significantly affects the effectiveness of a foreign language learning. Based on how the teacher reflects and interprets cadets’ appearance and behavior, assessing their capabilities, he builds, models and regulates his interaction with them, regulates these relationships, as well as the results obtained in the joint foreign language activity.

Accordingly, we can state that the importance of social perception in the regulatory function of a foreign language teacher actualizes the need to develop his or her socio-perceptual competences, the ability to choose a psychologically correct style of pedagogical actions and to create such a psychological atmosphere of interaction in the study group, which, taking into account the peculiarities of the conditions of higher military educational institution, will allow to optimize the strict subordination atmosphere during communicatively organized learning, “warm” the traditional military sce-
narios and remove psychological barriers for a foreign language studying by cadets-borderguards, establishing openness in educational relationships within the group.

In this regard, the study of social perception in the interaction between teacher and cadets deserves paying great attention to. Based on the aforementioned facts, we can state that, when organizing a process for the proper study of a foreign language for cadets-borderguards, the teacher should take into account, develop and apply his social and perceptual competences in order to create the necessary basis for modulating the most efficient interaction in foreign language learning environment.

**Reцензент – доктор психологічних наук, професор Волобуєва О. Ф.**

**Список використаних джерел**

5. URL: https://en.wikipedia.org/wiki/Social_perception


References


Валентина Грішко-Дунаєвська. Соціальна перцепція у взаємодії викладача та курсантів-прикордонників у навчанні іноземних мов

У статті автор досліджує роль соціальної перцепції у взаємодії викладача та курсантів-прикордонників у психолого-педагогічному процесі при вивченні іноземної мови. Розглянуто різні підходи до розуміння і використання терміна: від позначення факту детермінації perceptivних проце-
сів соціальними чинниками до сприймання так званих соціальних об’єктів (особистостей, груп, інших соціальних спільнот) або суто міжособистісного сприймання. Автор доводить, що соціальна взаємодія, соціальна перцепція повинні бути і частиною змісту навчання іноземної мови для професійного спілкування у вищому військовому навчальному закладі. Дослідження грунтуються, перш за все, на соціальній природі і ролі мови, що знаходять відображення у комунікативному підході до вивчення іноземної мови як системи педагогічної стратегії і технікі навчання іноземної мови. Оскільки спілкування військовослужбовців має різні форми безпосередніх контактів (період навчання, спільні дії професійного рівня, побутowego спілкування), то такі контакти містять думки, емоції, почуття, зовнішні та внутрішні оцінки, уявлення один про одного, симпатії, антипатії. За цих умов на спілкування у військовій навчальній групі впливають такі індивідуальні особливості, як спрямованість, установки, мотивація, характер, темперамент, вік, і власне сама зовнішність тощо. Суккупний вплив цих чинників визначає атмосферу та характер спілкування військовослужбовців, що зовні виявляється через їхні мовленнєві дії і вчинки. Саме тому під час вивчення іноземної мови, коли вивчається різноманітна тематика службового та побутового спрямування, викладач повинен максимально враховувати, розвивати і застосовувати його соціально-перцептивні компетентності для створення необхідного підґрунтя з метою модулювання максимально продуктивної взаємодії в освітньому процесі. Виявом його соціально-перцептивної компетентності буде також здатність до обрання психологічно правильного стилю педагогічних дій і створення такої психологічної атмосфери взаємодії у навчальній групі, яка, ураховуючи особливості умов вищого військового навчального закладу, дозволить оптимізувати атмосферу субординації під час комунікативно організованого навчання, змінюючи суворий традиційний рольовий сценарій, сприятиме зняття психологічних бар’єрів курсантів-прикордонників під час вивчення іноземної мови, налагодженню відкритості в навчальних взаємоспілкуваннях.

Ключові слова: соціальна перцепція; курсанти-прикордонники; взаємодія; іноземна мова; вищий військовий навчальний заклад.