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DOI: <https://doi.org/10.24195/2414-4665-2017-7-6>**Viktoriia Slabouz,***PhD (Candidate of Philological Sciences), associate professor,**Department of Foreign Languages,**Donbas State Pedagogical University,**19, Henerala Batiuka Str., Sloviansk, Ukraine*

EXAMINATION OF FOREIGN LANGUAGE UNIVERSITY TEACHERS' REFLEXIVE AND PERCEPTIVE CHARACTERISTICS MANIFESTATION

The article deals with the experimental investigation of the manifestation of the reflexive and perceptive characteristics of foreign language university teachers. The impact of reflexive and perceptive characteristics on the peculiarities of emotional reaction of lecturers in conflict situations and the efficiency of teaching activities has been identified. The insufficient level of the development of reflexive and perceptive characteristics of lecturers can result in emotional burnout; the adequacy of emotional reaction in conflict situations is essentially connected with the efficiency of teaching activities. In order to identify the respondents' perceptive characteristics a targeted surveillance has been conducted. It is based on the scheme that fixes the lecturer's ability to penetrate into the students' inner spiritual world, the capacity for compassion and empathy, the ability to react responsively to students' fatigue or difficulties of the learning material perception; to perceive psychological atmosphere in a group. The experiment involved 10 lecturers of foreign languages and 50 students of the 1st-3rd years of studying of the Faculty of Philology. As a result of the experiment the hypothesis has been confirmed which implies that the inadequate level of the development of the reflexive and perceptive skills of the lecturers forms such a stereotype of professional behavior as emotional burnout; there is a correlation between the adequacy of teacher's emotional reaction in conflict situations and the effectiveness of his/her teaching activities.

Keywords: reflexive and perceptive characteristics, foreign language university teacher, syndrome of emotional burnout, semantic differential by Osgood, Spearman's rank correlation coefficient.

Introduction

Perceptive characteristics of a foreign language lecturer include the ability to penetrate into the inner world of a student, the capacity for compassion and empathy, the ability to react to the students' fatigue and their difficulties of learning material perception; to perceive the psychological atmosphere of the student group. The perceptive characteristics also include pedagogical reflection – a teacher's ability to assess himself/herself, his/her own activities, individual style of interaction with the educational process participants. Actualization of the humanistic tendencies in the development of modern education involves reorientation of psychology and pedagogy to the anthropocentric principles. This prevalence of anthropocentrism indicates that the focus of the analysis is a person with his/her self-consciousness, interests, and self-perception. That is why we believe that the study of reflexive and perceptive characteristics of foreign language lecturers is quite relevant.

The issue of reflexive and perceptive characteristics of foreign language lecturers in the structure of the humanistic paradigm of education has been explored in the works of the many foreign psychologists (A. Grant, B. Johnson, R. Johnson, M. Deutsch, D. Dewey, K. Koffka, P. Kirby, J. Liston, B. Skinner, R. Slavin, K. Zeichner and others). Among the Ukrainian and Russian researchers, it is necessary to point out the works by H. O. Ball, Ye. V. Bondarevska, M. Y. Borshevskyy, M. S. Kahan, V. A. Kan-Kalyk, Z. S. Karpenko, I. O. Kon, N. V. Kuzmina, S. D. Maksymenko,

R. S. Nemov, L. Ye. Orban-Lembrik, O. O. Leontyev, B. F. Lomov, V. A. Semychenko, M. V. Savchin, S. L. Rubinshtein, S. V. Tereshchuk and others.

The paper **aims** to identify the influence of the reflexive and perceptive characteristics on the peculiarities of university teachers' emotional reactions in conflict situations and effectiveness of their work.

The research hypothesis implies that the insufficient level of the development of the reflexive and perceptive characteristics of lecturers forms such a phenomenon of professional behavior as emotional burnout; the adequacy of lecturers' emotional reactions in conflict situations is connected with the effectiveness of their teaching activities.

The hypothesis checking has been carried out while solving the following tasks of the research:

- determining the peculiarities of perception of students by lecturers;
- identifying the peculiarities of the lecturers' self-perception;
- studying the level of foreign language university teachers' emotional burnout syndrome.

Research methods

In order to attain the aim of the research there has been created the program of the experiment, which implies the use of the following methods:

- theoretical (analysis, synthesis, review of scientific literature on the investigated issue);
- empirical (observation, interviewing);
- statistical (comparative and correlational anal-

yses);

- mathematical (coefficient of rank correlation by Spearman);
- interpretational (analysis, synthesis, systematization of data).

The experiment involved 10 lecturers of foreign languages and 50 students of the 1st-3rd years of studying of the Faculty of Philology. The research was conducted in September-May, 2016 – 2017 at the Faculty of Philology of Donbas State Pedagogical University (Sloviansk).

In order to identify the perceptive characteristics of the lecturers there was conducted targeted surveillance, which was based on the scheme aimed at examining the following properties:

- the capacity of the lecturer to penetrate into the students' inner world;
- the capacity for compassion and empathy;
- the ability to responsively react to the students' fatigue, the students' lack of understanding of the training material;
- the ability to perceive the psychological atmosphere, the psychological microclimate of the group.

Besides, we also examined teachers' skills of perceiving and evaluating communicative situations correctly:

- a) the ability to observe the environment, to pay attention to its most informative features;
- b) the ability to perceive and evaluate the psychosocial context of a situation.

The experiment was also focused on the lecturers' ability to behave in a proper way towards other people:

- a) coming into contact with strangers;
- b) behaving in such a way to be properly understood and perceived by another person,
- c) behaving so as to enable another person identify his/her interests and feelings,
- d) preventing and resolving conflicts and misunderstandings that have arisen.

Besides, we examined teachers' self-attitude (the ability for self-perception focused on eliminating habits and inclinations preventing the process of communication). The scheme used in the study has been developed by Ye. Anishchuk [1].

Depending on the specific objectives of the research the interviews with the 1st-3rd year students of the Faculty of Philology were conducted. Each student was interviewed individually. The interviews with the lecturers were carried out as well. In the process of the survey, we tried to find out the way the lecturers perceive the students.

The lecturers were offered to fill in the questionnaire in order to determine the peculiarities of their self-assessment of their perceptive skills, abilities, and capacities. The developed questionnaire was aimed at determining the following indicators:

- 1) professional and educational focus on the interaction with the students (ability to have friendly relations

with them, need for discussing personal problems with the students);

- 2) peculiarities of the individual style of pedagogical communication (determination of the established techniques of professional communication, the typical strategy of lecturers' behavior in conflict situations, emotional stability and self-control of a teacher, distinguishing typical problems of interaction between the lecturer and students).

Simultaneously with self-evaluation of the lecturers, the students were interviewed with the aim to study the peculiarities of their evaluation of the perceptive characteristics, features and abilities of the lecturers. The questionnaire was focused on examining the following data:

- 1) students' need to communicate with the lecturers (the measure of the lecturers' involvement in solving the students' problems, the students' desire to the informal interaction with their mentors);

- 2) peculiarities of the lecturers' styles of communication with the students (the level of pedagogical interaction dialoguesness, the degree of mutual understanding with the students, the typical strategy of the students' behavior in conflict situations);

- 3) students' evaluation of the lecturers' personal and communicative abilities and features (the ability to control their emotions, to listen to and to hear the student; friendly attitude to the students; allowing students to express their points of view, etc.).

The results of the students' interviewing have been compared with the psychodiagnostic examination outcomes of the relevant characteristics of the lecturers.

In order to reveal the reflexive and perceptive characteristics of the lecturers we used Osgood's semantic differential [6]. The classic set of the scales of semantic differential has been used to detect the lecturers' attitude towards their students and to identify their fancies of the ideal student. The procedure of the survey involved the lecturers' successive assessing of such concepts as "My students", "The Ideal Student". Each concept was presented in a separate form.

The survey was also aimed at determining the level of the respondents' emotional burnout (according to the V. Boiko's method [2]), which is considered, according to V. Boiko, as a mechanism of psychological defense in the form of full or partial exclusion of emotions in response to stressful factors.

Emotional burnout is a stereotype of emotional, as a rule, professional behavior. It is partially a functional stereotype as it allows a person to measure out and economically spend his/her energetic resources. At the same time, there may appear dysfunctional consequences when the burnout negatively affects the fulfillment of duties at work and relations with other people.

The procedure consists of 84 patterns that allow diagnosing three symptoms of emotional burnout: stress, exhaustion and resistance. Each phase of stress is diagnosed based on four symptoms specific to it.

The offered procedure presents the detailed characteristics of emotional burnout syndrome. The indicator of expressiveness of each symptom ranges from 0 to 30 points within its limits. The symptoms with the indicators of 20 and more points are related to the dominant ones in the phase or in the whole syndrome of emotional burnout. In each stage of stress, the scores range from 0 to 120 points.

However, the comparison of the obtained points in the phases is not justified, since there is no evidence of their relative role or contribution to the syndrome. The fact is that they measure different phenomena essentially – the reaction to the external and internal factors, the methods of psychological defense, the state of the nervous system. According to the quantitative indicators it is rightful to measure only to which extent each phase has been formed (36 and fewer points – the phase has not been formed; 37 – 60 points – the phase is being formed; 61 and more points – the phase has been formed).

Being aware of the semantic content and quantitative indicators calculated for different phases of the burnout syndrome formation one can give rather full characteristics of the individual and suggest individual measures of prevention and psychocorrection.

With the aim of determining the impact of the type of the pedagogical interaction on the effectiveness of teaching activities we used N. Fetiskin’s questionnaire “The Integrated Assessment of the Effectiveness of the Professional Activities of the Lecturer” [4]. It can help examine the peculiarities of the learning process, the subjective assessment of the changes of knowledge, abilities, skills, their quality, satisfaction with the learning process. The questionnaire has the following scales of assessment:

- speech and intonation competence of a lecturer; information capacity of the lesson;

- ability to use different forms of the learning material presentation;
- awareness of the techniques of the educational material mastering;
- knowing assessment and self-assessment techniques;
- emotional comfort, interest in the subject;
- opportunity to express one’s own point of view and doubts;
- need for deepening the interaction with the lecturer.

With the purpose of comparing the indicators of the lecturers’ and students’ axiological attitude towards the lecturers’ professional characteristics and behavior strategies of foreign language teachers and students in the conflict situations we used Spearman’s rank correlation coefficient [3].

It is measured according to the formula:

$$r = 1 - \frac{6 \sum d^2}{n^3 - n}, \text{ де}$$

r – Spearman’s rank correlation coefficient;

d² – square of difference of ranks of the compared objects;

n – number of the compared objects.

The use of the above mentioned psychological techniques and methods of mathematical statistics allows to check the hypothesis and to fulfill the tasks of the study.

In order to determine the peculiar characteristics of the reflexive and perceptive, as well as emotional and empathic properties of the lecturers, they were offered the questionnaire containing nine points. Simultaneously with the lecturers’ self-assessment, the students were interviewed.

Research results

We have compared the results of the survey of the lecturers with the students’ survey data. The results of the study are presented in Table 1.

Table 1.

Comparative Data of the Lecturers’ and Students’ Views Concerning Pedagogue’s Professional Characteristics

№	What qualities, knowledge and skills do you identify your activity with?	Lecturers		Students		Lecturers – Students	
		%	range	%	range	(R _x – R _y)	(R _x – R _y) ²
1.	Attentive and benevolent attitude towards a person	66.86	1	59.9	3	- 2	4
2.	Self-organization	58.29	2	62.1	1	1	1
3.	Perfect knowledge of the subject content, methods of teaching	57.57	3	32.1	7	- 4	16
4.	Sociability	48.29	4	37.5	4	0	0
5.	Ability to perceive individual characteristics of students adequately	43.64	6	32.5	6	0	0
6.	Ability to improvise	31.86	5	23.7	9	-4	16
7.	Ability to prevent and resolve conflict situations	24.71	8	60.8	2	6	36
8.	Ability to persuade others	25.36	7	27.6	8	-1	1
9.	Ability to determine motives and actions of students	25.71	9	44.3	4	5	25

According to the research outcomes, 63.6% of the lecturers can easily find common ground with their students, though 64.9% of the interviewed students have stated that it is difficult for them to communicate with the lecturers.

It has been found that 62.5% of the lecturers do not hesitate to discuss the students' problems with them but only 0.8% of the students quite often discuss their problems with the lecturers.

Such differences in the assessment of the pedagogical interaction by the lecturers and students lead to misunder-

standings and emergence of conflict situations between the educational process participants.

Comparison of the behavior strategies of the lecturers and students in a conflict situation according to the results of the survey are presented in Table 2.

It has been found that the majority of the lecturers express a desire to establish relationships with the students in order to come to a joint solution to the problem (61.8%). However, the students in such a situation are much less willing to cooperate with their mentors (30.5%).

Table 2.

Comparison of the Behavior Strategies of the Lecturers and Students in a Conflict Situation

Strategies for interaction	Lecturers		Students	
	%	Range	%	Range
Adaption to the position of another	1.5	5	7.4	5
Trying to solve problems together	61.8	1	30.5	1
Dictating terms	7.8	3	29.1	2
Trying to avoid the problem solution	5.9	4	19.2	4
Accepting a compromise	14.5	2	24.9	3

After analyzing the data, it has been revealed that the students' ideas on the ideal lecturer do not always coincide with the respective ideas of the lecturers. The lack of a link between the responses of the students and lecturers is confirmed by the Spearman's rank correlation coefficient $r_s = -0.5$.

The method of the semantic differential (SD) was used for studying the peculiarities of the lecturers' attitude to their students. In our study, the lecturers have rated "their" and "ideal" students according to 12 scales of the classic set of scales for the SD method. The results are shown in Table 3.

Table 3.

Average Scores on the SD scales

The SD Scales	My Students	Ideal Students	Psychosemantic Distance
Assessment	4.5	6.8	2.3
Power	4.2	3.1	- 1.1
Energy	4.1	7.2	3.1

As can be seen from Table 3 the lecturers perceive "their" and "ideal" students in a different way.

The psychosomatic distance between the evaluation of their and ideal students is less than according to the first factor ("assessment"). According to the scale factor "energy", the lecturers assess ideal students as more active and energetic in comparison with their students. Regarding the scale factor "power" one can say that the lecturers consider their students more powerful than ideal students.

It has been revealed that the lecturers give higher scores to "ideal" students according to the factors "assessment" and "energy" and have rated the "ideal" stu-

dents lower than the real students according to the factor "power".

One can speak of the lecturers' tendency to consider their students too strong compared to what they should be. There is also a large psychosomatic distance between the concepts "my students" and "ideal students" according to the "assessment" and "energy" factors. It looks like there is a great degree of the lecturers' dissatisfaction with their students.

The qualitative and quantitative analysis of the results makes it possible to divide the surveyed according to the level of reflexive and perceptive skills manifestation. The results are presented in Table 4.

Table 4.

Indicators of the Levels of Manifestation of the Lecturers Reflexive and Perceptive Skills

Level	High	Medium	Low
Number of persons	4	8	2
%	28,6	56,9	14,5

According to the data, 28% of the lecturers have a high level of reflexive and perceptive skills. This shows a high level of the lecturer’s ability to penetrate into the inner world of a student, sympathize, be sensitive to the students’ fatigue, perceive the psychological atmosphere, the psychological microclimate of the student group.

Almost 60% of the lecturers have an average level of reflexive and perceptive skills. It is manifested in their ability to perceive and assess communicative situations correctly (the ability to observe the environment, to pay attention to its most informative features, to perceive and assess the social and psychological content of a particular situation correctly); the ability to manage those aspects of their behavior which are important for establishing friendly relationships with others.

The low level of the reflexive and perceptive skills has been diagnosed in 14.5% of the lecturers. It is manifested in the inability to get in touch with strangers, behave in such a way as to be properly understood and perceived by another person, prevent conflict situations or resolve conflicts and misunderstandings which have already occurred.

Concerning the emotional burnout syndrome, it should be noted that while working the lecturers face psychological and organizational difficulties associated with teaching, and they can result in emotional burnout syndrome.

The results of examining the lecturers’ emotional burnout syndrome are presented in Table 5.

Table 5.

Average Values of the Indicators of Emotional Burnout Symptoms

The Stress Phase	№	Symptom	Points
Tension	1	Experience of traumatic circumstances	20
	2	Dissatisfaction with oneself	21
	3	Being exhausted	5
	4	Anxiety and depression	10
Resistivity	1	Inadequate emotional response	22
	2	Emotional and ethical disorientation	6
	3	Expansion of the sphere of saving emotions	14
	4	Reduction of professional duties	12
Exhaustion	1	Emotional deficiency	6
	2	Emotional alienation	8
	3	Personal alienation (depersonalization)	2
	4	Psychosomatic and psycho-vegetative disorders	2

The scores of the expressiveness of the respondents’ emotional burnout symptoms range from 2 to 22 points within its limits. The symptoms with 20 and 21 points (“self-dissatisfaction”, “experiencing psychostressful circumstances”) being in the “tension” stress phase are dominant; and the symptom “inadequate emotional reac-

tion” being in the “resistance” stress phase has 22 points is also considered as the dominant one.

The qualitative and quantitative analysis of the results makes it possible to divide the respondents according to the peculiarities of emotional burnout syndrome manifestation. The results are presented in Table 6.

Table 6.

Indicators of Emotional Burnout Syndrome Manifestation

High level		Medium level		Low level	
Number of persons	(%)	Number of persons	(%)	Number of persons	(%)
2	14.3	8	56.9	4	28.8

According to the research outcomes, the low level of the emotional burnout syndrome has been detected in 28.8% of the lecturers. It negatively affects the performance of the professional activities and relationships with the partners. A person feels dissatisfaction with himself/herself. It is manifested in anxiety, irritability, apathy, indifference, dissatisfaction with the common course of events, interaction with people. The internal balance is lost, tension increases, sense of humor disappears.

Almost 57% of the lecturers have the medium level of the “emotional burnout” syndrome. It is manifested in inadequate emotional reactions, the expansion of the scope of saving emotions and even the reduction of professional responsibility. A person abandons ethical principles that he/she has previously set, besides, he/she is disappointed with his/her own beliefs and values.

The high level of the emotional burnout syndrome has been diagnosed in 14.3% of the lecturers. Among the important symptoms of this level there are such ones as

sleep and appetite disorders, chronic fatigue, depressed mood, aggressiveness.

The analysis of the data has revealed significant correlation (5%) between the development of reflexive and perceptive skills of the lecturers and the emotional burnout syndrome, which has been confirmed by the Spearman's rank correlation coefficient ($r_s = -0.6$). It means that the ability to understand the inner world of a student, the adequate evaluation of his/her activities blocks the development of emotional burnout syndrome.

Conclusions

Thus, the research hypothesis has been confirmed which implies that the inadequate level of the development of the reflexive-perceptive skills of the lecturers

forms such a stereotype of professional behavior as emotional burnout; there is a correlation between the adequacy of teacher's emotional reaction in conflict situations and the effectiveness of his/her teaching activities.

The theoretical and practical summation of the research outcomes makes it possible to conclude that there is an urgent necessity of developing the lecturers' abilities to develop psychological and pedagogical communication creatively, basing on dialogue relations, maintain the students' originality and initiative, treat every student as an individual and to recognize his/her talent, providing the opportunity to improve both the lecturers' and the students' communication skills.

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ЕКСПЕРИМЕНТАЛЬНЕ ДОСЛІДЖЕННЯ ПРОЯВУ РЕФЛЕКСИВНО-ПЕРЦЕПТИВНИХ ХАРАКТЕРИСТИК ВИКЛАДАЧІВ ІНОЗЕМНИХ МОВ

Мета статті – визначення впливу рефлексивно-перцептивних властивостей на особливості емоційного реагування викладачів в конфліктній ситуації та продуктивність педагогічної діяльності. Гіпотезою дослідження стало припущення про те, що недостатній рівень розвитку рефлексивно-перцептивних вмінь викладачів формує такий стереотип професійної поведінки як емоційне вигорання; адекватність емоційного реагування педагога в конфліктній ситуації суттєво пов'язана з результативністю педагогічної діяльності. Всього в дослідженні прийняли участь 10 викладачів іноземних мов, а також 50 студентів I – III курсів факультету філології. З метою виявлення рефлексивно-перцептивних властивостей викладача проводилось цілеспрямоване спостереження, в

основу якого було покладено схему (за Е. В. Аніщук), що складається з анкетування викладачів іноземних мов, яке спрямоване на виявлення рівня емоційного вигорання (розроблена В. В. Бойко), а також інтерв'ю із викладачами та студентами. Схема також фіксувала дії викладача відносно самого себе (здатність людини до самоприйняття, що спрямовується на усунення звичок і схильностей, які перешкоджають спілкуванню). З метою визначення впливу типу педагогічної взаємодії на продуктивність педагогічної діяльності нами використовувалася опитувальник Н. Ф. Фетіскіна «Інтегральна оцінка ефективності професійної діяльності викладача». За результатами дослідження більшість викладачів мають середній рівень рефлексивно-перцептивних вмінь. Це свідчить про властивості правильного сприймання та оцінювання ситуації спілкування. Для визначення рефлексивно-перцептивних характеристик викладачів також було використано семантичний диференціал Осгуда. Класичний набір шкал семантичного диференціала використовувався з метою виявлення ставлення викладачів до своїх студентів, а також для виявлення того, якими вони уявляють собі ідеальних студентів. Процедура обстеження складалась у послідовному оцінюванні викладачем таких понять як «мої студенти» та «ідеальний студент». У нашому дослідженні викладачі оцінювали своїх та «ідеальних» студентів за 12 шкалами класичного набору шкал метода СД. Виявлено, що респонденти по-різному сприймають своїх та «ідеальних» студентів. Можна говорити про наявність у них тенденції вважати своїх студентів занадто сильними порівняно з тим, якими вони мають бути. Також спостерігається велика психосемантична відстань між поняттями «мої студенти» та «ідеальні студенти» за факторами «оцінка» і «активність». Це може свідчити про незадоволення викладачів своїми студентами. З метою порівняння показників ціннісного відношення викладачів та студентів до професійних характеристик педагога, а також стратегій поведінки викладачів іноземних мов та студентів в конфліктній ситуації ми використовували коефіцієнт рангової кореляції Спірмена. Аналіз отриманих даних показав, що думка студентів щодо педагога не завжди збігається із відповідними уявленнями викладачів. Відсутність зв'язку між відповідями студентів та викладачів підтверджується показником коефіцієнта рангової кореляції Спірмена. Педагогічна діяльність пов'язана з необхідністю постійно «бути у формі», неможливістю емоційної розрядки, нерівномірністю тимчасової зайнятості тощо. Все це може призвести до синдрому емоційного вигорання, який розглядаємо як вироблений особистістю механізм психологічного захисту у формі повного або часткового виключення емоцій у відповідь на психотравмуючі дії. У той же час можуть виникати і дисфункціональні наслідки, коли «вигорання» негативно позначається на виконанні професійної діяльності і відносинах з партнерами. Виявлено, що показники синдрому емоційного вигорання викладачів іноземних мов представлено на середньому і низькому рівнях. Аналіз отриманих даних показав наявність значущого зв'язку між розвитком рефлексивно-перцептивних вмінь викладачів і синдромом емоційного вигорання. Це підтверджується показником коефіцієнта рангової кореляції Спірмена. Це свідчить про те, що здатність розуміти внутрішній світ студента, адекватність в оцінюванні своєї діяльності перешкоджають активному формуванню психозахисної поведінки за типом емоційного вигорання. Таким чином, гіпотеза знайшла своє підтвердження.

Ключові слова: рефлексивно-педагогічні характеристики, викладачі іноземних мов, синдром емоційного вигорання, семантичний диференціал Осгуда, коефіцієнт рангової кореляції Спірмена.

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