

Interpersonal communication as an acmeological problem in contemporary education

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Abstract

The aim of this study is to investigate and analyse interpersonal communication as a prominent issue in modern educational practice. The authors employed various general scientific research methods including analysis and synthesis, the comparative method, as well as the inductive and deductive approaches. Additionally, a theoretical analysis of relevant research by other scholars was carried out in the final stage of the study. Throughout the research, the authors identified different types of communication and barriers to effective communication. Furthermore, three aspects of a teacher's

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speech culture were identified. This study explores the educational perspectives within the field of educational science and the emerging scientific concept of educational acmeology in global educational research. The focus on educational acmeology addresses the objective of enhancing teachers' psychological and educational skills, professional competence and the interplay between education and psychology. The findings contribute to the development of professional and scientific relationships among teachers as a result of successful acmeological practices. The practical significance of this research lies in its potential application to examine interpersonal communication as an acmeological problem in contemporary educational settings.

Keywords

Teaching, psychology, professionalism, education, competencies, functionalism, humanism, self-knowledge technology, self-management

Introduction

Communication is a human necessity as a social, rational being and bearer of consciousness. Based on the lifestyle of higher animals and humans, two types of contact can be distinguished: contact with nature and contact with living beings. Educational communication is an acmeological problem. The first type of contact can be defined as a particular type of human activity designed to exploring and transform the world, including oneself and the conditions of its existence. Human activity is centred on the objects of material and spiritual culture, the transformation of their possibilities, the conservation and improvement of nature, the creation of society and all that would not exist without human activity in nature. The second type of contact is defined by the fact that the interacting parties are living beings who are communicating. This type of intraspecific and interspecific contact is called communication (Tsatsaroni and Sarakinioti, 2017).

Communication is inherent in all living beings, but only in humans it has the most developed form, it becomes conscious and indirect speech. Communication has the following aspects: content, purpose and means. The content of the communication is the information that is conveyed during individual contacts from one living being to another. The content of communication can be information about the inner motivational or emotional state of a living being. One person can provide another one with information about their personal needs. Through communication, emotional states (satisfaction, joy, anger, sadness, suffering and other emotional states) can be communicated from one living being to another in a certain way. The same information is conveyed from one person to another and serves as a means of establishing interpersonal relationships. For example, we approach an angry or suffering person differently from a sympathetic and joyful person. Information content can also be environmental information conveyed from one to the other, such as danger signals or the presence of positive, biologically relevant factors, such as food, in their immediate vicinity (Green and Newcombe, 2020).

Without communication, it is impossible to establish a personality, educate the world and develop one's intellect. Communication helps to arrange collaborative work and to develop and discuss plans for their implementation. People have an increased amount of communication: conveying and obtaining knowledge about the world around them, learning new things and gaining education, coordinating the intelligent actions of people in their joint activities, creating and clarifying personal and business relationships, etc. Thus, communication between people is a means of meeting many different needs: social, cultural, cognitive, creative, aesthetic, intellectual, moral,

etc. People share information, that is, knowledge about the world around them, experiences, abilities and skills with each other (Leonardo, 2016).

Human communication is interdisciplinary, and it is most diverse in its intrinsic content. The basic concepts (or components) of communication: (1) a conversation occurs if at least two people are involved (the speaker is the subject of the speech and the listener is the addressee of the speech); (2) the object or subject of the conversation and (3) the common language in which the communication proceeds.

The purpose of communication is what a person engages in this activity for. Eight communication purposes can be distinguished: (1) contact (real contact), which means establishing contact as a condition of mutual willingness to receive and transmit messages and to maintain relations as a permanent mutual orientation; (2) informative purpose, which involves receiving and sending any information in response to a request and exchanging opinions, ideas, decisions, etc.; (3) encouragement, which can be described as stimulating the activity of the partner in communication, leading them to perform certain actions; (4) consistency and mutual orientation and sequence in arranging cooperative activities; (5) understanding, which is not only an appropriate perception of the meaning of communication but also an understanding of partners' intentions, relationships, experiences and their mutual states; (6) emotional purpose is to excite from the right emotional experiences in the partner ('emotional exchange') and to change through the partner's own experiences and states; (7) relationship establishment, that is, awareness and reinforcement of one's place in the system of roles, statuses, business, interpersonal and other relationships of the community in which the individual will act and (8) influence, that is, a change in the status, behaviour, personal and semantic essence of the partner, including their intentions, attitudes, opinions, decisions, perceptions, needs, actions and activities (Aronson and Laughter, 2016).

The structure of communication can be described by identifying some sides or functions: the communication aspect of communication or conversation. In a narrower sense, it is the exchange of information between people communicating. The interactive aspect of communication is the interaction between the communicating individuals, that is, not only the exchange of knowledge and ideas but also actions. The perceptual aspect of communication defines the process of mutual perception and knowledge of the dialogue partners and the establishment of certain mutual understandings based on this. Of course, each of these parts does not exist separately (Aelterman et al., 2019).

The identified gap in the literature that prompted this research is the lack of comprehensive exploration and analysis of interpersonal communication as an acmeological problem in contemporary education. While there is existing research on communication in educational contexts, there is a need to specifically examine the acmeological aspects of interpersonal communication and its significance in modern educational practice. The purpose of the study is to examine and analyse interpersonal communication as an acmeological problem in contemporary educational work. The findings contribute to the development of professional and scientific relationships among teachers as a result of successful acmeological practices. The research findings have practical implications for contemporary educational activities. The insights and materials presented in the study can be applied to address interpersonal communication as an acmeological problem in educational practice. This can lead to improved communication skills among educators and better educational outcomes. The conceptual framework underlying this research encompasses the intersection of interpersonal communication and acmeology within the context of contemporary education. The study acknowledges that effective interpersonal communication is crucial in educational settings and aims to explore it as an acmeological problem.

Materials and methods

The research is founded upon a methodological framework that integrates several general scientific methods of cognition. In this study, the authors employed the methods of analysis and synthesis of information, the comparative method and the method of induction and deduction. The method of analysis facilitated the examination and dissection of the data and information gathered, enabling the researchers to identify patterns, relationships and key findings. The method of synthesis allowed for the integration and organisation of the collected information into coherent and meaningful structures. All aspects of communication are covered in small groups, that is, in conditions of close contact between people. Communication is often represented as an equilateral triangle with a wavy line in the middle, which means that the communication process is seen as relating to a person on informational, behavioural and emotional levels. Due to this opinion, three functions of communication are distinguished: communication, interaction and social perception, which form the sides of this equilateral triangle. Through the use of synthesis and information analysis methods, it was determined that in the communication process, the three functions outlined represent a theoretical level to explore the means and methods that these functions provide.

The comparative method was utilised to draw comparisons and highlight similarities and differences between different aspects or elements under investigation. Additionally, the method of induction was employed to derive general principles and conclusions from specific observations and instances, while the method of deduction involved reasoning from general principles to specific applications. Using the methods of deduction and induction, it has been determined that communication effects through information exchange are only possible if the person sending the information (communicator) and the person receiving it (recipient) have the same or similar 'coding' or 'decoding' system. Finally, the study culminated in a systematic analysis of the relevant scientific literature pertaining to the subject of inquiry, providing a comprehensive overview of existing knowledge and perspectives in the field. The analysis considered scientific research by EU and Eastern European scientists.

Results and discussion

Based on external behaviour, a person 'reads' another person, interpreting the meaning of their external data. Impressions play an essential regulating role in the communication process. Firstly, because knowledge of the other establishes a person's self-learning. Secondly, the achievement of coordinating collaborative endeavors relies on the precision of accurately interpreting the other person's cues. The idea of the other person is closely connected to the level of self-awareness: the more it is covered by others (in greater numbers and with deeper features), the more complete the self-esteem will be (Cavanagh et al., 2019). In the process of educating the other person, several processes are simultaneously performed: an emotional evaluation of the other person and an attempt to understand their action structure and behavioural strategy. However, at least two people are involved in these processes, and each of them is an active subject. Thus, when constructing a communication strategy, everyone should consider not only each other's needs, motives and attitudes but also how the other person understands their needs, motives and attitudes. All this results in an analysis of self-awareness through the last, which includes two aspects: identification and reflection (Asmolov, 2004).

One of the easiest ways to understand another person is to compare or identify with that person. Of course, this is not the only way, but in real-life interaction situations, people use this technique when making assumptions about a partner's inner state is based on trying to stand in their place.

There is a close connection between identity and reflection, a phenomenon close in content to empathy. Empathy is also defined as a particular way of perceiving another person. Only here it is not a rational understanding of other people's problems, as in mutual understanding, but a desire to respond emotionally to the other individual's problems. Empathy should be seen as comprehension in a narrower sense: empathy can be interpreted as efficient understanding. Its emotional nature manifests itself precisely in the fact that the situation of the other person, the communication partner, is not so much 'thoughtful' as it is 'strongly felt' (Cheon et al., 2018).

The empathy mechanism is somehow similar to the identification mechanism. It can be considered as the ability to put oneself in another person's place, to perceive a situation or problem from that person's standpoint. However, viewing things from another person's perspective does not necessarily mean identifying with that person. When a person identifies with someone, this means that they align their behaviour with how that 'other' would align their behaviour. If a person shows compassion to another, they will not only consider their line of behaviour but also their behavioural line may be designed differently (Cummings and Bain, 2017). In fact, in both cases, their behaviour is 'considered' by both participants in the communication. However, the result of acting together can be different: it is one thing to understand your partner and try to put yourself in their place, but it is another to consider their opinion and act in your way. In terms of communication features, both options under consideration require a different question to be solved. Reflection here signifies a person's awareness of how they are perceived by their communication partner. It is not just knowing or understanding the other. It is a sort of two-way reflection process for everyone involved in the communication process. It is a process that involves a deep, consistent relationship, the content of which is the reproduction by each participant of the communication of the inner world of the partner (Derkach, 2004).

There are factors that interfere with people's perceptions and judgement. Among the main factors are the following:

- (1) The inability to distinguish between communication situations based on factors such as: the purpose and objective of the communication in that situation; the intentions, motives and behaviours appropriate to attaining the objectives; and the state and well-being of the participants at the moment of communication.
- (2) The existence of predetermined attitudes, evaluations and beliefs that the observer has long before the process of perceiving and evaluating the other person has begun.
- (3) The existence of established stereotypes, according to which participants belong to a certain category of people, while the other participant may take a certain position and pay attention to the specific features of the search. For example, 'All boys are rude' and 'All girls are dishonest'.
- (4) Willingness to conclude hastily about the identity of the assessed person before complete and precise information is available. Thus, some people judge a person immediately after their first meeting or first communication with them.
- (5) Lack of desire and willingness to listen to the opinions of others, a tendency to only rely on one's impressions and judgement.
- (6) Lack of changes in people's perceptions and assessments over time due to natural causes. It is a case where once expressed opinions and assumptions about people do not change, although new information about that person accumulates (Patall and Zambrano, 2019).

The phenomenon of causal attribution is essential for a better understanding of how people perceive and evaluate each other in the context of a lack of information. This phenomenon is an

explanation of interpersonal perception, in which ordinary people perceive a negative quality and exceptional people perceive it as positive. The process of causal attribution is subject to the following laws, which affect human understanding (Bazarnyi, 2004).

Misinterpretation of human behaviour occurs when there are many different possibilities for interpretation, and the person offering their explanation can choose the one that seems most appropriate (Pogorskiy, 2015). The phenomenon of attribution occurs when a person is in a state of lack of information about another person. This process involves two aspects: the degree of typicality of the act and the degree of social 'suitability' or 'undesirability'. In the first case, this refers to the fact that typical behaviour is behaviour prescribed by a pattern and is, therefore, easier to interpret. By contrast, unique behaviour allows for many different interpretations and therefore allows for explanations of its motivations and features. Equally, in the latter case, socially 'desirable' is understood as behaviour that conforms to social and cultural norms, and is comparatively easy and simple to explain. If these norms are violated (social 'undesirable' behaviour), the range of possible explanations will be widened (Glukhanyuk, 2003).

A key concept within modern educational acmeology revolves around educational communication, encompassing a system, techniques, and skills that facilitate seamless socio-psychological interaction between educators and students. This interaction involves an exchange of information that serves as the foundation for educational influence and the organization of relationships. It is achieved through diverse communication methods, allowing teachers to consistently address their communicative goals by employing heuristic approaches (Vansteenkiste et al., 2018).

There are two types of communicative objectives – general communicative objectives (previously planned) and current communicative objectives (arising during a lesson, unforeseen events, etc.). Professional communication between educators and students in a holistic educational process develops along two lines: establishing relationships with students and managing student communication in a collective. Thus, for the teacher, communication is a human interaction in which educational functions can be performed. There are various types of educational communication. These include interpersonal, group and collective communication, which are categorised based on the number of participants involved. Communication can also be classified as contact-distance, depending on whether it occurs in proximity or from a distance. Additionally, communication can be categorised as direct or indirect, depending on the presence or absence of intermediaries. Another classification is based on the mode of expression, such as monologue or dialogue, which corresponds to fixed positions of speaker and listener. Furthermore, communication can be oral or written, involving spoken or written language. Lastly, communication can be verbal or non-verbal, with verbal communication utilising words and non-verbal communication relying on gestures, facial expressions and other non-verbal cues (Varghese, 2018).

Productive communication requires certain qualities in a teacher's personality. These qualities include knowledge of the psychology of the other person, encompassing their values, ideals, orientations, needs, interests, levels and aspirations. Additionally, a social approach and the cultivation of attention, observation, memory, thinking, intuition and imagination are essential. Emotional education is important, as it enables the ability to empathise and the willingness to empathise with others. Furthermore, individual psychological traits contribute to overall behaviour when interacting with others. Self-awareness and self-esteem, coupled with educational reflection, aid in adapting to others and selecting appropriate behaviour. Effective communication skills, such as the ability to communicate effectively, select or develop new communication methods and master communication techniques, are crucial. Lastly, the development of articulate speech and educational intuition further enhance productive communication (Wang and Degol, 2017).

The research of E.V. Goncharova examines and analyses the term ‘empathy’ and its concept. The author has analysed some practical psychological, linguistic and psychological studies that have investigated the level of influence of human empathy on particular situations that occur in society during the process of interpersonal communication. The author has used contemporary approaches to define the term ‘empathy’. The author notes that the problem of human empathy acquires a specific feature due to the general tendencies of the psychology of the current society, which is becoming increasingly sensible and pragmatic. From this opinion, the development of empathy is presented as a kind of social order, as it results in the solution of several problems in interpersonal communication. The author also identifies that compassion and empathy are regulators of humane relationships, which appear in the willingness to help and support others. The author has established that a high level of empathic capacity leads to humanistic values of the individual and accompanies conditions of fluent communication and becomes one of the basic features of successful communication (Goncharova, 2021).

Takhokhov’s research identifies the significance of dialogue in raising self-esteem, social status and the development of student’s creative abilities and shows that only through dialogical communication does the individual learn to be guided by patterns of behaviour in their everyday interactions with other people. It is not just a matter of establishing interpersonal communication between learners, but also of assisting teachers in the development of communicative activity as a fundamental dialogic feature of personality. A study of worldwide teaching experience indicates that teachers provide for the need to solve this problem on an intuitive level, based on individual experience, but a practical approach to such a significant socio-cultural and personally meaningful objective seems inefficient (Takhokhov, 2015).

Interpersonal interactions between people in society not only regulate the process of communication but also have an impressive impact on the establishment of an individual’s personality features. In addition, the process of its development in various aspects is being studied by researchers and practitioners in the fields of psychology and education. The first active and conscious skills in this area begin to be established in the older preschool and younger school years, based on the flexibility of perception, an extraordinary sensitivity to emotional contexts and artistic creation. However, older pupils at a new level of development of their affective-cognitive functions also face problems with interpersonal communication. The process of establishing and restructuring interpersonal interactions lasts a lifetime, but, as the study by E.G. Savina notes, they become relevant anew in student education, including the preparation of future young teachers to arrange communication between pupils. E.G. Savina considered the potential and functions of musical and theatrical activity, students at different levels of education as a contribution to the development of skills of interpersonal interaction, identified the psychological mechanisms of their implementation in educational musical theatre. The research provides an analysis of contemporary research focused on the educational and developmental potential of musical and theatrical activities for children (Savina, 2020).

The study of L.A. Tsyban identifies the problem of comprehending the correct perception of incoming information. The problem of understanding refers to a mass of spheres of human life and is therefore of interest to researchers dealing with psychology, psycholinguistics, linguistics, teaching, intercultural communication and philosophy. Many factors influence the course of comprehension that teachers need to be aware of: age, social status, occupation, the cultural and linguistic background of the pupils. The author notes that when conducting a business English course for business managers, the teacher can safely expect them to fully understand the subject and not go into a description of the intricacies of doing business. However, the basic cognition of primary school children seems to be minimal and the way they perceive information is completely different, which

should be particularly considered. L.A. Tsyban notes that a kind of 'bridge' from one such 'inner person' to another appears to be a full-fledged dialogue organised based on trust and respect. This is the interpersonal contact that society is required to strive for (Tsyban, 2020).

Based on the personal, educational psycho-psychological experience of N.N. Novik proposes ways of overcoming problems in interpersonal communication for teenagers with deviant behaviour and developing their communicative culture. The study identified that communicativeness training affects the personal features of teenagers with deviant behaviour, though only temporarily. Consequently, work must be systematic, involving not only teachers and psychologists but primarily parents; the development of sound communicative awareness and a sense of responsibility in communication must constitute one of the central problems of educational implementation, namely, the prevention of deviant behaviour in teenagers; the lack of attention to the development of a communicative culture and conscious attitude towards interpersonal communication in the growing individual is one of the weak points of the educational activities organised in educational institutions; the question of a teacher of high and new quality, a teacher who knows how to start and guide the course in a learning group, a teacher with a high degree of general communication skills, who knows the techniques of deriving reflection and the skills of organising understanding in communication is now a pressing issue. Novik concluded this based on his teaching experience and his study of progressive practices in dealing with students with deviant behaviour (Novik, 2009).

The development of social relations and the demands of the mental labour market have raised the issue of the competitive personality of professionals in educational systems. The study of N.G. Pavlovskaya considers the specifics of competitiveness of students of teaching graduates in the research of modern scholars. The competitiveness of teachers from different perspectives is a professional who accomplishes the established purposes in different educational situations; a professional with a higher professional status and demanded in the criteria of the competition. Several researchers combine the concept of competitiveness of a future teacher with the development of defined competencies: orientation, professional competence, flexibility; motivation, content, operational; multifunctional and structural components; professional qualification, authority, and professional competencies, competitive advantages. The core competence of young professionals is communication competence. Communicative competence is a set of skills and abilities for efficient communication; the concept of internal resources for efficient communication; theoretical organisation in the field of interpersonal cognition. There is currently an increasing need to develop the communicative competence of graduates in the teaching profession. The research of Pavlovskaya provides the results of a study of the communicative competence aspect of the competitiveness of future bachelors of education. A qualitative analysis of the development of the features of socio-communicative competence is performed. A detailed assessment of the specific features of socio-communicative competence in communication and behaviour on the scales of socio-communicative clumsiness, intolerance of uncertainty, excessive eagerness for conformity, striving for status growth, orientation towards avoiding failure and frustration intolerance is presented. The necessity and teaching and didactic criteria for the development of socio-communicative competence of future bachelors of education have been identified (Pavlovskaya, 2015).

Barriers to perception in communication encompass various factors. One such barrier is the halo effect, which involves the tendency to form evaluations of individuals based on cumulative impressions of their past traits, actions and behaviours. Another barrier is the first impressions effect, which occurs when initial perceptions of others may be misleading or incorrect. Additionally, the influence of high-priority value rules and the evaluation of information about unfamiliar students or groups who were previously accepted can hinder effective communication. The novelty effect

relates to the tendency to attribute more recent information when perceiving and evaluating a familiar person. The projection effect occurs when individuals attribute their own qualities to others, particularly those they find pleasant, while the stereotype effect involves the perception of others based on preconceived notions or fixed images. These barriers can lead to oversimplification of knowledge, distorted perceptions of others and the development of prejudices.

Conclusions

In the course of the study, the authors identified the following types of communication: imperative (authoritative), directive interaction to attain control over behaviour; manipulative, which involves influencing partners to achieve their intentions and dialogic equivalent, that is, productive subject-object communication.

The authors also identified three aspects of a teacher's speech culture: the normative dimension of speech accuracy (lexical, grammatical, accentological, stylistic and orthographic); the communicative aspect of speech culture (relevance and purity of speech, clarity and precision of speech, brevity of speech, richness and expressiveness of speech, logic of speech, emotional speech and personal speech); the ethical aspect of speech culture (decency and tone of speech, speech etiquette, sustained decency, that is, the moral feature that defines the behaviour of a person for whom respect for people has become an everyday norm of behaviour and a common way of communicating with others). Tolerance is a positive moral feature of a person, which represents the value of a mental attitude of tolerance towards the opinions, beliefs and behaviour of another person (casual tolerance and religious tolerance). Types of tolerance such as ethnic tolerance, intellectual tolerance and communicative tolerance are distinguished, so society is obligatory for all members of society, nationally specific, firmly fixed in verbal formulas, but also historically changeable.

This study considers educational attitudes in educational science, the new scientific concept of educational acmeology in global scientific education. These problems of educational acmeology are defined by the objectives of improving the psychological and educational skills of teachers, the professional competence of teachers, the relationship between education and psychology, the development of professional scientific and educational relationships of teachers as a result of the development of modern acmeological activity. Therefore, scientific-professional and educational activities of teachers and educational relations as a new educational acmeological scientific problem in Kazakhstan have not previously been analysed at all. The problems of educational acmeology in the world are therefore extensive and represent a scientific analysis of particular trends and different developments in educational relationships in various fields of acmeology. In terms of the problem of a new educational relationship acmeology, it is not possible to summarise the attitudes of different scientific disciplines in one study. Therefore, only individual studies of educational relationships in various fields of educational acmeology and scientific conclusions on different concepts and terms have been provided.

In acmeology, the issue of educational communication has been studied using the following terms: 'competence', that is, scientific, psychological and educational professional activity of a teacher and educational professional relations of a teacher as a matter of obtaining the highest level of educational qualification, only some scientific aspects of communication have been analysed.

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