

SPECIFIC ASPECTS OF TEACHER-STUDENT RELATIONSHIPS

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Teacher-cadet relations are a special form of pedagogical interaction, differing from the traditional teacher-student model in terms of structure-discipline, professional orientation and the severity of regulatory requirements. Especially in military and law enforcement educational institutions, these relations are one of the main factors determining both the effectiveness of the training process and the quality of future professional activity [1; 2].

In the modern education system, the relations between the teacher and the learner are not limited only to the transfer of knowledge, but also serve the formation of personality, the development of social skills and the establishment of professional identity. In this regard, teacher-cadet relations have a specific character.

Relations in special-purpose higher education institutions have both an academic and service-hierarchical character and are regulated by regulatory documents.

Thus, teacher-cadet relations, unlike other higher education models, are regulated not only within the pedagogical framework, but also by internal regulations and service rules. Here, the teacher is not only a person who gives knowledge, but also an example of discipline and professional ethics [3; 4].

Specific aspects of the relationship can be listed as follows:

The presence of a hierarchical structure - interaction is based on a certain division of rank and authority; Normative-disciplinary framework - relations are strictly regulated by internal rules; Professional orientation - the training process is directed towards specific practical and operational activities.

One of the important factors in relationships is psychological characteristics, in which case relationships should be based on a balance of mutual respect, demandingness and trust from a psychological point of view [5; 6].

In order to be effective and efficient, a teacher working in these institutions is required to pay attention to many points: demonstrate emotional stability, conduct fair assessments, and take an objective and principled position.

In addition, since the motivation of trainees is mainly related to professional responsibility and future service activities, the role of the teacher is also to strengthen this motivation and provide psychological support for the formation of internal discipline [7].

The effectiveness of relationships is closely related to the quality of pedagogical communication. In this context, communication: should be clear and specific; orders and tasks should be expressed briefly and accurately; an official-business style should be maintained.

Here, the teacher's speech culture is of particular importance. Because harsh or unethical communication can lead to a decrease in motivation and psychological tension.

Preservation and development of ethical and moral aspects in the process of education and upbringing can lead to a better level of relationships. To this end, the teacher must respect the dignity of the trainee; not allow discrimination; act transparently and objectively.

It should be borne in mind that violation of ethical principles in relationships can lead to both psychological trauma and disruption of the collective environment [8-14].

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