

The Role of the Social Relations in Successful Social Interactions and Language Acquisition

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Abstract

This study aims at focusing on the psychological dimension of the social interaction and its role in learning new language and active social experience. The study attempts to study the relationship between the individual and his environment to show how this environment plays a direct factor in learning new experience which helps in forming his identity and language acquisition. The results of such interaction between the individual and his environment are proved to be a reflection of his values, traditions and attitudes. The study proves that there is a direct role of the social interaction in having a successful social interaction by adjusting the earlier negative behavior to a more positive attitudes

Key words: Learning and social interaction, Identity formation, Social psychology. Second language acquisition.

1. Introduction

This study aims at focusing on the psychological dimension of the social interaction. The study sees the social interaction as a process of responses to many stimuluses and has specific functions in social sciences such interaction donates a change in the individual's behavior due to a series of responses and stimuluses which cause a change in their attitudes if compared to their earlier attitudes and opinions.. This change will positively cause a change in their ways of their performance by adjusting their ways of dealing with the situations according to the responses.

2. Definitions

There are many definitions of social interaction. Commonly it is defined as a process in which activities are included; these activities satisfy special needs of man such as his need for belonging to something, his need of love, self-estimation and success. Moreover, it is used as a reference to the ultimate end of full filing these human needs. On the other hand, it is defined as a group of characteristics of static relative readiness which distinguish one individual from the other in the process of social interaction; it simply reveals the hidden unconscious basic mental process such as signs, body language and even verbal expressions.

However, the researchers believe that social interaction between the individuals and their social environment varying from one individual to another according to the situation itself; some individuals react positively by cooperation and flexibility in dealing with situation; however, others react negatively. Negative forms may include competition conflict

3. Statement of the problem.

Social interaction is needed to have satisfying results between people and organizations. To have a successful and active social interaction, much attention must be paid to the relationship that links the social situations of interactions with their social systems. That is because social systems work as an effective influence on identity formation and behavior adjustment in light of the directed and positive social interaction. The study takes learning a second language as an example of the positive role of social interaction and its role in learning new experiences. The more socially interaction the individual has , the better is his learning experience.

4. Forms of Social Interaction

4.1 Active positive interaction.

As mentioned above; varied ways of interaction differ from one individual to another according to the situation itself. The study classifies them into two major categories: a positive interaction and a negative passive interaction.

This type of interaction reveals an active interaction between the individuals in different situations; perhaps the best form of interaction is cooperation. In order to understand the ways and forms of interactions, it is necessary to trace the “process of signification” which depends on social psychological theories of the person, human identity structures, and interpersonal interaction” (1994, Freese & Burke,3)

4.2 Cooperation:

One of the desired reactions of the individuals toward each other is cooperation. It could be between the one individual and his community or between different communities with each other. People in this cooperative communities exchange benefits among each other and therefore achieve a satisfying level of psychological security. This psychological balance fulfils the needs and solves problems and strengthens the ties among communities.

4.3 Flexibility and balance.

Sometimes there is a need to bridge the gaps between the individuals and their societies on the one hand, or the individuals and other individuals in their societies. This flexibility is a solution among people who have disputes or conflicts. In this way of interaction an attempt is done to reach accordance between contradictory groups. The best example of such interaction is the mutual sacrifice to put an end of a dispute from the two parties to make a compromise.

5. Forms of Negative Social Interaction

5.1 - Competition:

Sometimes parties or groups who have dispute attempt to achieve their goals by competing with themselves. Competition may include illegal means such as cheating or intrigue or hostile reaction for others. Taking learning a second language as an experience, there are many negative forms of interaction such as:

5.2. Cheating :

This form of interaction has negative results in learning new languages because when you" help" a friend by giving him /her the answer, this will cause him to have a good mark ,but when it comes to practice he/she will, fail.

5.3. Competition:

This form of interaction has negative results in learning new languages because when it is turned toward selfishness by keeping knowledge and preventing information exchange.

5.4. Conflict:

Conflict is defined as a dispute among individuals or groups which is based on hostile feelings between the two parties. This fact could lead to enmity or even fighting. These forms could be expressed either verbally or physically. In learning a second language, conflict plays a negative role because much time is wasted in involving students in such negative interaction, and because of the emotional pressure that accompanies the conflict.

6. The role of social relationships in social interaction

No doubt that the relationships and social interactions are closely related to each other to the extent that it is sometimes difficult to separate them, because they are used in an exchangeable way. In fact, the social interactions as Freese argues are, "the ties that bind social systems ... as constituted of inter connected resource flows."(1988, 95).

Actually, when two individuals meet and one of them has an influence over the other, we have the so called a social interaction change of a direct result of affect and effect by interactions. When this process is repeated regularly and became stable, we call such relationship mutual affairs. This type of mutual affairs is a direct result of communication which depends on cooperative behavior. This interaction attempts to transmit a specific idea or meaning as a result of social interaction. This way of communication could never happen by itself, it needs two parties to be involved in it either individuals or groups. Commonly, in the learning process this interaction is represented in the relationship between the teacher and the student on the one hand and the student and the other colleagues on the other. The teacher plays a role in transmitting a specific idea or meaning, this process requires two parties to be involved: the teacher and the students.

Another factor which clarifies the inseparable relation ship of social relations and social interaction is when an individual (i.e a students) or a group of people behave in a certain way taking into consideration the response or the relation of the other part of the social relationship (a friend, a lover, a teacher...) whether acceptance or refusal. It is realized that when we accept the refusal/ acceptance of a certain offer, a process of social interaction took place by adjusting the first attitude depending on our expectations of other people's response. A clear example is the reward / punishment motif; the social interaction differs according to the behavior expected from the other part of social relationship either positively or negatively.

The strongest social relationships come inside the family. The mother - son/ daughter relationship the father/ sons & daughters ... etc. such environment is very strong, and its influence on the social interaction is highly expected. The more we go away from the family circle, the less social interaction. This explains why people feel a afraid to speak with strangers, or forming friendships from environments different from their own environment! In his book philosophy of the Act, George Herbert Mead believes that," in an experience within which individual and environment mutually determine each other, the unity of the environment and its constituent objects as well as that of the individual arises out of the activity of the individual" (Mead 1938:374).

Sampson's theories support the former opinion by stressing that the individual tends to change his attitudes or opinions in tension dominated situation more than that in staple situations. Moreover most people give the same opinion of the people whom they love or respect; however, they tend to disagree with the opinion of the people whom they dislike or hate. Sampson's experiments proved that the stable social interactions are resulted from either the belief that the opinion of the other person is similar or the same as ours; or the belief that the other (whom we hate) has an opinion different from ours. Therefore, in this context the close relation between the teacher and his students is a clear example of this fact. It is clearly seen when the student loves his teacher, he will learn better and faster. So, mutual love and respect between the teacher and his students helps in achieving a positive and desired social interaction.

Regardless to what belief we develop, the value of our judgment that is resulted from our estimation of the other's opinion is of a great importance in giving the relationship a further strength or intimacy, this is due to the fact that it gives a further interest in the crucial matters that influence our life and the adoption with our society.

7. Levels of social relations & interaction

Individual - individual interaction is the most popular level of social interaction. It is based on the social relations among individuals. Such an interaction can be seen in the relationship between father, son, husband, wife the boss/ the employees, the teacher/student. The environment of the interaction in which the social behavior took place could never be ignored. The social sequence of adoption takes the following order: child-mother-, child and his brothers, the child and his classmates, the student and his friends, the student and his work colleagues, the student and his teachers... etc. in all the previous social relations we find that the individual is a major part of the social environment of others who response similarly to his own responds. So, there is a previous knowledge that linked the individual with the other before the interaction process occurrence.

Group- Group interaction: The interaction that takes place among the employer and his employees or among the leader and his soldiers or the teacher and his student is a perfect example of such relationship in such circumstances, the teacher has a direct influence on his group and at the sometime he is influenced by how much interaction they express to him. This will lead to increase a high moral spirit and sense of confidence among them.

8. Conclusion

The study concludes that the more social relationships we have the more positive social interaction we have. The groups who have strong relations among them shows a great development in the social interaction, which means that social interaction is a signifier of the dynamic functional side of the social relations. It also pays a role in evaluating the self- estimation of the individual according to the development of their abilities to form social relations and their successful social interaction. This helps in the evaluation of the individual's ability to learn and adopt from every situation he faces.

The evaluation process of the individual's ability to have a positive successful social interaction could be done by two ways: by the individual himself who can see how far he was able in having the desired social interaction such as the evaluation of the teaching experience by tracing the success of the people whom they care for in their daily interaction with other students.

To sum up the social relations among people play a great role in the development of the functional social interaction which depends on the organized internal or external activities among the individual/ students and his group or other groups. They also help in having a positive interaction particularly, with the people whom we love.

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