

CULTURE AND TECHNIQUE OF PEDAGOGICAL COMMUNICATION

USMANOV ABDUKHAKHOR ABDUQAYUMOVICH

*Assistant of the "Physics and Chemistry" department of the Andijan Institute of Agriculture and
Agrotechnologies. Andijan, Uzbekistan*

ABSTRACT

Pedagogical communication is the actual communication of the teacher with the student in the classroom and outside it in order to create a comfortable psychological environment.

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INTRODUCTION

Pedagogical communication creates fear, insecurity in the student, weakens attention, memory and working ability, violates the norm of speech. As a result, students have different opinions. Their interest in reading and independent learning and thinking fades away. As a result, students will develop certain negative attitudes towards the teacher and his subject for a long time.

Pedagogical communication as a socio-psychological process is characterized by the following functions: studying (knowing) the person, exchanging information, externalizing the activity.

Communication is a function of information exchange - providing spiritual wealth and the process of sharing information, as well as positive passions for the development of the educational process. It consists in creating conditions for thinking in cooperation.[1]

Establishing communication with the help of exchange of roles programs one or another socially formed behavior in them (teacher-student).

The exchange of social roles ensures the comprehensive manifestation of the individual, removing the mask and entering the role of another person, thereby influencing the process of perceiving a person through a person. Teachers use the person-role form in the educational process, invite students to perform some elements of the lesson, allow each student to play the role of a teacher. Showing the value of one's personality also appears as a function of communication. It is the main task of the teacher to ensure that students adequately evaluate their personality (self), value, personality and aspire to be able to imagine their future. [2,3]

One of the most important functions of communication is empathy. It is realized in the process of forming the ability to understand other people's feelings, to approve the point of view of others, and to normalize relations in the team. In this case, it is very important for the teacher to understand the student, his wishes, and to understand the need to influence the student based on his needs.

Knowing the functions of communication helps teachers to organize their interactions with students as a holistic process in the classroom and beyond.

When preparing for the lesson, it is necessary to achieve comprehensive use of all functions of communication. When planning a lesson, it is necessary to plan not only about providing information, but also about creating conditions for students to express their personality and show their personal abilities.[4]

In this case, it is necessary to pay special attention to the students who need the help of the teacher, to think in advance about ways to interest each student, to organize work based on cooperation and creativity. According to Kan Kalik, a great specialist in communication, the composition of professional pedagogical communication consists of the following:

- modeling (design) of communication with the class-group by the pedagogue;
- direct active communication in the first moments of interaction (communicative attack);
- communication management during the pedagogical process;
- performed analysis and modeling it for future activities.[5]

To successfully perform each element of communication, it is necessary to pay attention to the following.

Modeling stage-class (group) requires to know the following characteristics of students, the nature of their cognitive abilities, the probability of difficulties, the pace of work.

When preparing for a lesson, it is necessary to connect its content with the content of the previous lesson, and it should be prepared not only from the teacher's point of view, but also from the student's perspective, and prepared in different options. This is explained in detail in pedagogical technology.

"Communicative attack" is self-evident, in which the teacher needs to know the technique of quickly attracting students, master the methods of dynamic influence and self-presentation.[6]

At the stage of communication management, it is necessary to approve the initiative of students, conduct a dialogical dialogue, and make corrections to their opinions in accordance with the actual situation. Finally, the analysis of communication is a comparison of its purpose, content and result.

Naturally, the teacher should be the initiator and leader of communication, educational process. The following is recommended for this:

creating a sense of self;

- introduction of personal aspects in influencing students;
- feeling that he has a positive opinion about the class (group);
- indicate the specific goals of the activity;
- to understand students' inner feelings and make them feel it;
- to change the opinions of some students.[7]

All this will eliminate the barriers to effective communication in the work of a young teacher.

Educators created a clear socio-psychological image of different types of leaders. Their communication technique with the team is constantly analyzed. The teacher, as a leader, directs the activities of the students, communicates with them in various ways. Taking into account the interactive function of communication, management activities are divided into three methods. These styles are described in the book of A.N. Lutoshkin (How to behave):

1. Authoritarian style is a taut bow. In this case, only the teacher determines the activities of the students, with whom they sit and work. Stifles student initiative, does not recognize that they live in their own interesting world. It mainly affects students by giving orders, instructions, referrals and announcements. Even the thank-you note, which is rarely spoken, is said in a commanding and personal tone: "You answered very well today, I didn't expect that from you?". Such a teacher laughs at a student when he sees his mistake and in most cases does not show him ways to correct his mistakes. In its absence, students' work slows down and even stops. The teacher's opinion is perceived in a more bossy tone, others' opinions are not accepted.

2. Democratic style (returning boomerang). In this style, the leader teacher works on the basis of the collective opinion. The teacher strives to instill the purpose of his activity in the mind of each student, ensures that all students participate in the discussion. He understands that his task is not only to control and correct, but to educate. Every student is rewarded, in which self-confidence is born. Self-control develops. A democratic teacher tries to distribute work to each student taking into account his interests and abilities, rewards active students, and gives ample opportunities for initiative. Such a teacher communicates with students mainly by asking and giving advice.

3. Liberal (compromising) style. This is an anarchistic and deliberately silent style, which leads students to be helpless, uneducated, and lazy. The teacher is not interested in the students' life, does not interfere in it, does not show enthusiasm, approaches the solution of problems with indifference, approves opposing opinions, avoids being responsible for the happenings. It is impossible to trust such a teacher and earn his true respect.[4,5]

Based on the above considerations, pedagogical communication can be divided into the following types:

- communication based on mutual interest in creative activity;
- communication based on mutual friendship;
- communication-distance;
- communication-intimidation;
- dialogue-joke-mutaiba.

Communicative culture is the formation of the need and ability to understand others, the need to understand oneself.

Disadvantages in communication

- imprudence, individualism, excessive coercion of the interlocutor;
- passivity, putting oneself too high and low;
- show excessive enthusiasm.

Physical development, the social status of a person, the level of material support affect the psychology of communication. Think about it.

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