



Specificity Of Pedagogical Communication

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ABSTRACT

This article discusses the issue of pedagogical communication, the specifics, types, requirements and significance of pedagogical communication, the norms and culture of communication of the teacher, the styles of communication and the structure of pedagogical communication, analyzes the problems stemming from non-compliance with the rules of pedagogical communication.

Keywords:

Communication, Perception, Verbal, Non-Verbal, Mutual Understanding, Empathy. Polysubjectivity, Polyobjectivity, Polyinformativeness.

Introduction. Communication is the process of interaction between people or groups of people for the purpose of exchanging information, for the purpose of organizing activities and for the purpose of understanding.

Pedagogical communication is understood as a special form of professional communication between a teacher and a student in the process of education and upbringing, which has certain pedagogical functions and is aimed (if it is full and optimal) at creating a favorable psychological climate and optimizing relationships. Ideal pedagogical communication should remove negative emotions, evoke the joy of comprehension, a thirst for activity. Pedagogical communication unfolds against the background of pedagogical relations, which are characterized by the following:

1. Awareness and acceptance by the participants of their position in the education system.
2. Understanding a person as the goal and value of pedagogical activity, but not as a means.
3. Professional attitude to work with human properties and various manifestations of human nature.
4. The readiness of the participants in pedagogical interaction for mutual change.
5. The presence of subject content that has educational meaning as the basis for pedagogical interaction.

MAIN PART. The first experimental study of communication styles was carried out in 1938 by the German psychologist Kurt Lewin (1938). Currently, there are many styles of pedagogical communication.

According to M.M. Rybakova pedagogical communication can be attributed to those types of activities for which the content and nature of the relationship between its participants are the key to its success. How much he understands them, how he speaks to them, listens to them, the success of training and education largely depends. A.A. Leontiev shows those qualities and skills of a teacher, without which it is impossible to create favorable conditions for pedagogical communication [11-367].

Pedagogical communication carries a huge educational potential. A.A. Bodalev noted in his works that the results of subject cognitive and practical activities of students depend on how pedagogical communication proceeds and is organized. The norms of the teacher's communication culture are friendliness, trust, politeness, observance of conditional and generally accepted ways of expressing a good attitude towards each other, forms of greetings, gratitude, apologies, rules of conduct in public places, communication with students, their parents, colleagues [4-80].

The main functions of pedagogical communication are:

1. Information 2. Education 3. Social

In the process of communication, a system of social attitudes, norms, values is formed, i.e. the formation of the value orientation of the individual. In the process of socialization, students learn and accumulate knowledge about reality. In the educational process, pedagogical communication occupies a special place, since insufficient attention to the personality of the student in the learning process, the use of teaching methods to the detriment of the personality of students - all this can lead to serious pedagogical problems. Therefore, first of all, it is worth understanding what pedagogical communication is.

Pedagogical communication is such communication between a teacher and students in the learning process, which creates the best conditions for the development of students' motivation and the creative nature of educational activities for the correct formation of the student's personality [7-85].

The effectiveness of the teacher's speech largely depends on his ability to listen, to tune in to the wave of the student. This is not so easy to do for a number of reasons:

Firstly, it is difficult to expect a smooth and coherent speech from a student, which is why adults often interrupt him, which makes the statement even more difficult, although he did not say the main thing for him.

Secondly, teachers often have no time to listen to the student when he has a need to talk, and when the teacher needs to know something, the student has already lost interest in the conversation, and besides, he is not interested in talking to someone who does not hear him. In this case, the teacher makes a gross mistake, loses the status of both the teacher and the adult in the eyes of the student, if he reproaches the student, especially a teenager, for trouble in the family, for the behavior of parents, brothers, sisters - students do not forgive teachers for this. But, unfortunately, cases of violation of this rule are not isolated.

Pedagogical influence should contribute to the initiation of the student's activity, assistance in mastering the ways of organizing activities and interacting with the world. The communicative activity of a teacher is complex in structure, it is distinguished by such properties as:

- polysubjectivity - the need to work with communicants, different in age, social status, scale;
- multi-objectivity - appeal to various content-subject fields;
- multi-informativeness - the professional need to transmit and receive a variety of types of information.

The teacher is the organizer, the leader of the communication process, the content of which is the exchange of information, educational interaction, organization and modeling of relationships [10-802]. Pedagogical practice shows that novice and young teachers experience the greatest difficulties in establishing pedagogical communication with students, relationships with them, with their parents.

Pedagogical influences, despite their short duration, can have a strong influence on students. The teacher paused in explaining the new material, repeated the same phrase twice, looked sternly at the students, offered to open the notebook and make the necessary notes, drew a diagram, graph on the board, organized independent work with the textbook, etc., that's far an incomplete list of influences during the training session that organizes and educates students.

Interacting with students, the teacher has an impact not only on the cognitive sphere of students, but also on the emotional-volitional and, most importantly, on the development of their personality. The specificity of pedagogical activity is more focused on the direct impact on students, expressed in the direct presentation of their requirements to them, the expression of their claims, the treatment of proposals, etc. However, the educational value of pedagogical interaction is often stronger if it takes indirect forms of influence, through the collective, of individual students. A skilled teacher does just that, directing his efforts to the closest environment of the student, changing the circumstances of his life, which have a much stronger effect on him, thereby changing the student in the direction the teacher needs. The teacher most often uses indirect influence in organizing communication with those students who are characterized by the emergence of their own subculture. In the process of pedagogical interaction, two sides are manifested - functional-role, which involves the implementation of certain functions and roles, and personal, in which the personal qualities of the teacher and students are realized. The functional-role side of pedagogical communication is more aimed at the development and transformation of the cognitive qualities of the students' personality, i.e. the development of their knowledge specified by the state educational standard, the ability to use the acquired knowledge in a new or non-standard situation, to offer new ways to obtain or apply knowledge, while the teacher monitors the results of the educational process. The personal side of pedagogical

communication as interaction to a greater extent affects the motivational and semantic sphere of the individual, while scientific knowledge, the content of education contribute to the development of the moral qualities of the student's personality [5-120].

Interpersonal relationships play an important role in the educational process. Unlike formal and intragroup interpersonal relations are not regulated by any normative documents. Their character is determined by the personal characteristics of the teacher, the system of moral norms, his value orientations. The preferred interpersonal roles for the teacher will be the roles of "friend", "elder comrade", "mentor", "protector", etc. The teacher must remember that no one can help him in establishing interpersonal relationships with the student. Everything depends only on the behavior of the teacher, his professionalism, the desire to accept the student as he is, to establish productive contact with him, to find common interests and involve him in joint creative activity, to show respect, tolerance and patience for his pupil. It should be noted that such skills and abilities are formed over the years and require self-development from the teacher.

The factors influencing the development of the student's personality are the styles of pedagogical communication. Traditionally, there are authoritarian, democratic and liberal styles of pedagogical communication [8-273].

The most effective, as well as optimal, is the democratic style of interaction. It is marked by a characteristic wide contact with pupils, a manifestation of respect and trust, in which the teacher tries to establish emotional interaction with the child, does not suppress the personality with punishment and severity.

A democratic teacher needs feedback from pupils, namely, how they perceive the forms of joint activity, whether they are able to admit their mistakes. The work of such a teacher is aimed at stimulating mental activity and motivation in achieving cognitive activity. The democratic style of pedagogical communication creates a friendly understanding between the pupils and the teacher, evokes only positive emotions in

children, develops self-confidence, and also allows you to understand the values in the cooperation of joint activities.

Authoritarian teachers, on the contrary, are marked by pronounced attitudes and selectivity in relation to pupils. Such teachers often apply prohibitions and restrictions in relation to children, excessively abuse negative assessments.

The authoritarian style of pedagogical communication leads to conflict, as well as hostility in relationships, thereby creating unfavorable conditions in the education of preschoolers. The teacher's authoritarianism is often the result of a lack of psychological culture, as well as the desire to speed up the pace in the development of pupils, despite individual characteristics. Often, educators use authoritarian methods out of good intentions, because they are convinced that by breaking children, as well as achieving maximum results, one can quickly achieve the desired goals. The pronounced authoritarian style of the teacher puts him in a position of alienation from the pupils, since each child begins to experience a state of anxiety and insecurity, uncertainty and tension.

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The liberal style of pedagogical communication is characterized by irresponsibility, lack of initiative, inconsistency in the actions and decisions taken, lack of decisiveness in difficult situations. The liberal

teacher forgets about the previous requirements and after a certain time makes the opposite ones. Often such a teacher lets things take their course and overestimates the capabilities of children. He does not check to what extent his requirements have been fulfilled, and the assessment of pupils by a liberal educator directly depends on the mood: a good mood is the predominance of positive assessments, a bad one is negative assessments. Such behavior can lead to a fall in the eyes of the children of the authority of the teacher.

A liberal educator tries to maintain good relations, does not spoil relations with anyone, is friendly and affectionate in behavior. He always perceives pupils as independent, enterprising, sociable, truthful.

People who are proud, self-confident, aggressive and unbalanced are prone to an authoritarian style. Individuals with adequate self-esteem, balanced, benevolent, sensitive and attentive to people are prone to the democratic style. In life, in a "pure" form, each of the styles is rare. In practice, often each individual teacher shows a "mixed style" of interaction with pupils.

Mixed style is marked by the predominance of two styles: democratic and authoritarian or democratic and liberal. Occasionally, features of a liberal and authoritarian style are combined. The teacher must skillfully choose the style of communication based on the individuality and mood of the students, which will lead to the expected result.

In the structure of pedagogical communication, the following stages can be distinguished:

1. Prognostic stage: the teacher is modeling of communication with the class, group in the process of preparing for pedagogical activity.
2. The initial period of communication: the organization of direct communication with the class, group.
3. Management of communication in the developing pedagogical process.
4. Analysis of the implemented system of communication and modeling of communication in the upcoming activities.

The first stage is the advanced stage of pedagogical communication. In the process of modeling communication, the planning of the communicative structure of future activities is carried out, respectively:

- a) Pedagogical goals and objectives;
- b) The general pedagogical and moral-psychological situation in the classroom;
- c) The creative individuality of the teacher himself;
- d) Individual characteristics of students;
- e) The proposed system of teaching and upbringing methods.

The methodological and content structure of the lesson should influence the emergence of emotional unity, the creation of an atmosphere of communication. "Teaching is not a mechanical transmission of knowledge. These are the most complex human relationships," noted V. A. Sukhomlinsky.

The second stage is the initial period of communication. It is characterized by the organization of direct interaction with the class, the beginning of contact with it, which largely determines the success of the further development of the content, procedural-activity and socio-psychological aspects of pedagogical activity. The most important elements of this stage are:

- a) concretization of the planned communication model;
- b) clarification of the conditions and structure of the upcoming communication;
- c) implementation of the initial stage of direct communication.

From the first moments of the lesson, the teacher clarifies the general mood of the class and the possibilities of work with the help of the teaching and upbringing methods chosen at the preliminary stage. The teacher acts as the initiator of communication: success depends on how he organizes the transition from the pre-communicative situation to the situation of direct pedagogical communication. Will he be able to set up a class, create interest in students, involve them in active cognitive activity, feel emotional unity? Management of cognitive search in the classroom is carried out through a correctly planned and organized system of communication [12-36].

The third stage is the management of the developing pedagogical process. The teaching method and communication system must be adequate and facilitate effective collaboration between teacher and students. Therefore, in addition to the didactic and methodological requirements for the lesson (extracurricular activities, etc.), there are a number of social and psychological requirements for it:

- Establishment of psychological contact with the class for the transfer of information, the formation of knowledge and skills and its personal perception by students.
- Development of a psychologically based lesson structure, ie. the use of elements of conversation, heuristic questions, problem situations, situations of reflection, etc., the presence of a certain logic in the alternation of facts and generalizations, vivid examples and theoretical material. The optimal combination of such techniques provides psychological contact, and, consequently, the real inclusion of students in the learning process.
- Creation of an environment for collective search and joint creative activity, which is especially important for the implementation of all types of problem-based learning, which needs communicative components like no other.
- Management of cognitive activity of students. The style of communication removes the psychological barrier of age and experience, promotes the organization of relationships based on enthusiasm for joint creative activities.
- The unity of the business and personal aspects, providing not only the information system of the lesson, but also the self-expression of the personality of the teacher. It gives the lesson a worldview orientation, increases the effectiveness of any type of educational work.
- A holistic, pedagogically expedient system of relations between the teacher and students, which ensures their attitude towards communication with the teacher and arouses interest in the discipline taught, increases the positive motivation for learning, creates a situation of success for students. Thus,

expediently organized pedagogical communication performs not only the functions of sustainable communication, but also contributes to the formation of orientation and worldview positions among students.

Fourth stage. The teacher analyzes the system of communication used by him, clarifies the possible options for organizing communication in this team, analyzes the content of the lesson and thereby predicts the upcoming communication with the class.

The most significant communicative qualities of a teacher are empathy, flexibility; goodwill; observance of pedagogical tact. Empathy is one of the important communicative qualities of a teacher. In the process of interpersonal interaction, the teacher must be able to respond emotionally to the problems of the student, i.e. the ability to put oneself in the place of a child, to look at events from his point of view. The ability of a teacher to empathy is characterized by such parameters as the features of its orientation, breadth, stability, and effectiveness of manifestations. In the situation of pedagogical communication, the teacher's flexibility becomes a necessary condition for the development of students' personal abilities, expanding the areas of application of their abilities.

Conclusion.

The main characteristics of pedagogical interaction are mutual relationship, mutual assistance, mutual acceptance, mutual understanding, support, trust, empathy.

The future teacher needs to learn how to restrain his negative emotions, quickly calm down in difficult situations. Constant self-control develops the ability not to get irritated in the most critical situations.

Based on the foregoing, when preparing future teachers for professional activities, attention should be paid to the development of the following qualities that create a platform for pedagogical communication:

1. To develop such qualities as sociability, flexibility, empathy, which are formed on the basis of a sincere interest in a

partner, in his activities, a desire to work together, to take part in a common cause.

2. The ability to cooperate, which integrates, incorporates complex skills.

3. Emotional attraction, which is able to win over the student by the manner of behavior.

4. be able to manage the communication process and direct it in the right direction.

5. To be able to listen and hear students, to delve into the problems that concern pupils now.

The development of the qualities listed above contributes to the productive communicative activity of a teacher with students. Only by creating an atmosphere of mutual understanding, mutual assistance and support for students, the teacher can count on success. A teacher who possesses the qualities necessary for communication shows a sincere interest in the success of children, knows how to listen carefully to them, and find a pedagogically expedient solution to the problems that students have. The development of communicative competence is a necessary condition for effective professional and pedagogical activity, the starting point in the formation and development of a teacher.

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