



Research on the Problem and Solutions to Formation of Communication Skills

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ABSTRACT

Our article discusses the problem of designing the communication space of students and future teachers as a means of improving pedagogical communication. The authors show approaches; You will get acquainted with the semantic accents to understand the communicative abilities and the conditions of their appearance

Keywords:

Communicative connections, interpersonal communication, non-verbal communication, psychological organization.

Introduction: Modern life faces the task of measuring different degrees of complexity of variables that characterize the inner world of a person. Particularly high demands are made on the psychological organization, intelligence, and personal qualities of a teacher, or psychologist. The communicative area, in our opinion, is the most important, since the teacher must constantly have communicative connections with other people, and maintaining contacts is necessary for such a specialist. The necessary basis for the development of this sphere is such a quality as the need to communicate with other people. That is, the initial desire to be involved in interpersonal communication, the orientation towards joint activities. As is well known, sociability ensures success in professions, the main feature of which is interpersonal contact.

Literature analysis and methodology: The study by M.R. Bityanova (1991) and the study by E.I. Rogov (1995) point out the undesirability of affect thymes (high indicators of the sociability factor) since a person with high scores on this factor is

exposed to affective experiences characterized by sharp mood swings during the day. EGG. Rogov attributes excessive sociability to a personality deformity caused by the specifics of professional activity (1995). The above facts relate to the profession of a teacher. The second level of communication that a professional must also take into account when dealing with people is non-verbal communication. The ability to observe creates an important professional quality in teacher observation.

It is an element of a complex system and has multiple connections at multiple levels with various aspects of a person's mental life. A teacher's communicative skills are the skills that determine the success of educational communication. They include the following related groups: perceptual skills, pedagogical (verbal) communication skills proper, and pedagogical technical skills. A teacher's perceptive ability manifests itself in the ability to understand other people (students, teachers, and parents) [3]. A characteristic feature of observation in the occupations of the man-man type is that:

1) it is necessary to see in the external behavior or appearance of a person his internal, mental states or qualities;

2) it is necessary to distinguish the signs;

3) to associate it with an interest in a person as an object of observation;

4) The content of the jobs in these jobs involves the interaction of people.

A.A.Bodalev says that a person's subtle observation is an important perceptual quality. We differ greatly in our ability to pay attention. by being able to correct the smallest fluctuations in their outward behavior and infer the true nature of their mood changes, noticing the subtle features of the behavior or appearance within us, and seeing the essence of personality behind it. [4]. The author also highlights the following skills necessary for successful communication:

1) The ability to take into account the individual identity of each person;

2) the ability to put yourself in someone else's shoes and see the world, work, us, and everything that happens through their eyes;

3) the ability to choose the most appropriate behavior towards another person, the way to treat them.

Observation implies not only the observer's perceptual and conceptual qualities but also empathic abilities. The emergence of empathy requires a developed observation and its connection with thinking and feeling. The ability to take another person's point of view, to imitate their state, to understand what is not said aloud, to identify with their emotional state, to anticipate the development of behavior and states of mind this is the specific content of empathy, which is interaction processes between people manifest themselves here. According to A. Pisa, information in the process of communication is transmitted only 7% through words, 38% through key and intonation, and the remaining 55% of information through non-verbal means - gestures, facial expressions, and appearance. The main characteristics of non-verbal means of communication are movement, space, and time. Communication and distance zones are important in the process of personal

communication. This is the distance at which people communicate. Violation of the usual distance causes discomfort among participants. Physiognomy lessons will help to read the face of the interlocutor.

It should be noted that teachers and psychologists use different conversational methods at all stages. As already mentioned, this includes empathetic listening and acceptance of the student. Emotional-volitional sphere. This group includes traits such as Self-regulation

- the ability to control your emotions and behavior. Responsibility

- the ability to be responsible for your actions.

In an experimental study of the personal characteristics of practical psychologists by E.E. Smirnova, it was empirically shown that specialists characterized by higher responsibility work at a higher professional level. In addition, it was noted that in the absence of one or another professionally necessary quality, there is a desire in a specialist to replace him with such moral qualities as responsibility for his work and an increased sense of duty. Responsibility thus fulfills a compensatory function for the missing traits, but traits such as emotional instability and high anxiety cannot be fully compensated for by a high level of responsibility.

Some researchers emphasize the need for a teacher to develop qualities such as emotional stability, tolerance, stress tolerance, and emotional contagion to ensure the effectiveness of professional activity (especially communicative). [2] The negative qualities of a teacher include such personal traits as a predisposition to emotional burn syndrome, a high level of anxiety, and shyness. As the subject of psychodiagnostic activity, which is an integral part of the teacher's work (in addition to professional qualities), the teacher must have the following qualities: [1] sociability, empathy, benevolence towards the subject; high level of general education, which is not only expressed in technical erudition but also diverse interests; tact and delicacy; Tolerance of other people's opinions and assessments, expressed in the ability to listen,

understand and reassure; Fluency; critical and flexible thinking.

Results: This study was conducted to examine the effects of the Effective Communication Skills course on students' personal traits, social skills, presentation skills, and relationships with others. This section shows the results against the background of the questions of the study.

Discussion: R. Kochunas says that the most effective way to develop communicative skills is through special exercises before the start of the activity on individual actions of the upcoming activity. M. R. Bityanova assigns the teacher's goal of creating conditions for productive activity, helping to make informed personal decisions, and constructively solving inevitable conflicts, the individually most important and valuable methods of cognition, communication, and understanding of oneself and others master. So we define communicative skills as such a developmental stage of interpersonal experience, the training in dealing with others required for an individual to function successfully in that society within the limits of his ability and social status.

Conclusion: The insights gained in this study can provide insight into some recommendations that are beneficial to the university context as they can improve the state and status of effective communication for students. Students who are good at communicating take responsibility for their learning and gain more confidence in their communication skills. The best way to do this is to pay attention to who is letting students complete what they have started to say. Of course, the non-verbal language of the students is crucial to support the scaffolding of their ideas.

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