



Pedagogical Conditions for Creating an Emotionally Stable Environment in Pedagogical Communication

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ABSTRACT

The inclusion of important professional emotional features in the pedagogical dialogue in the educational process serves to ensure the effectiveness of this process. Solving an emotionally stable situation during pedagogical communication among future teachers has a positive effect on the morale of the participants in the communication process. This article reveals important professional emotional features of the teacher in the process of communication.

Keywords:

Communication, Pedagogical Communication, Emotion, Emotional Stability, Future Teacher, Conflict, Adaptation.

Introduction. The pedagogical process is organized on the basis of the relationship of participants, depending on the participants in the process and the appointment of the following areas of pedagogical communication:

- 1) the relationship of the teacher with individual students;
- 2) communication of the teacher with a group of students through individual students;
- 3) communication of the teacher with individual students through the team.

Literature view. It should be noted that these areas of communication arise in interconnection with each other. Communication is a system of collective socio-psychological cooperation. The collectivity of communication in pedagogical activity is not only a communicative aspect of activity, but also one of the important laws of pedagogical communication. Communication studies show that in the process of pedagogical communication there is a mutual self-expression of communicators, mutual communicative self-expression of teachers and

students, which directly affects the creative feelings of teachers and students. Such mutual self-expression occurs on the basis of the continuity of the emotional experiences of the educator and students, strengthens it, and manifests itself as a result of emotional unity. These factors have a great influence on the content of pedagogical communication, effectively influencing the learning process of students. There is a certain degree of pedagogical empathy. The teacher acts as an activator of this empathy and encourages students to solve the problem, to cooperate in research, because his empathy for students, in turn, affects the teacher himself.

Research methodology. Understanding and evaluating the emotional state of the class collective as a whole and separately is extremely important in determining the level of awareness. To learn more about the disciples, it is simply necessary to develop physical vision. This is necessary for the educator. It is necessary to be able to read the face of a person and a child. This is called social

perception in psychology and pedagogy. There is no mysticism or trickery in looking at a person's face and reading the thoughts that pass through his heart. To acquire this skill, the teacher needs observation and psychological knowledge in order to analyze. This ability of the educator to a certain extent brings his activity closer to artistic creativity, this ability presupposes the ability to see what others do not see, and serves to determine the psychological content of events.

Analysis and results. In psychology, there are different methods for determining the emotional state of the interlocutor by speech, facial expressions and other obvious gestures. However, in the context of pedagogical dialogue, such issues remain largely unexplored. At the same time, the ability to understand emotional interests, to know the level of perception of the information corresponding to them is very useful for the educator. An experienced teacher can explain a topic in class and determine how well the students have learned the topic by looking at the student. The formation of such a skill in a teacher should be an integral part of professional training.

In pedagogical communication, it is extremely important that the teacher and the student understand each other in a balanced way. This allows you to adjust and intensify the learning process. Emotional status, empathy, identification of the communication process play an important role in organizing mutual understanding in the learning process. Emotional integration with a child, experiencing his feelings and thoughts, that is, an adequate understanding of his thoughts and experiences, is a very difficult task. Emotional empathy is an important professional element of pedagogical communication.

To achieve optimism in communicating with children, it is recommended to comply with the following requirements:

1. Enter the class cheerful, confident, active.
2. In the initial period of communication, the general psychological atmosphere should be alert, productive, confident.

3. The communicative nature of communication should be pronounced and ready for communication.

4. The teacher must have a communicative initiative, emotional taste and activity, must be able to convey this emotional mood to the class.

5. Be able to create the right emotional mood in the lesson.

6. The ability to control one's emotions and communicate with children during class (balanced emotional state, ability to control in any situation, emotional stability).

7. Must work effectively and manage communication.

8. Communicative management: dexterity, self-awareness, the ability to organize a combination of methods of communication and influence.

9. The teacher's speech should be bright, imaginative, emotionally rich, highly cultured.

10. Mimicry (energetic, bright, pedagogical goal)

11. Pantomime (expressive, interconnected with the teacher's speech, plastic imagery, completeness in gestures).

12. Have common values of pedagogical communication.

However, all these technological methods give positive results only if there are pedagogical conditions, interest in the teaching profession, pedagogical ingenuity, and love for children. In other words, the professional and pedagogical orientation of the educator plays an important role in this. Thus, while conflicts are an integral part of human life, it is impossible not to recognize conflicts, to ignore them. You just need to learn how to manage conflicts, find ways to resolve them.

The typology of conflicts, that is, their division into certain types and manifestations, is a much more complex process. Because every real conflict consists of properties that are unique to him. In this context, the study of the division of conflicts into similar groups raises certain difficulties. However, from the point of view of ways to bring conflicts to a solution, to a positive outcome, some general rules and principles can be distinguished:

firstly, conflicts are one of the most acute social problems of our time. Depending on the origin of the conflict: interethnic, family, territorial; by participants in the conflict: interpersonal, interethnic, interstate, between certain groups, between systems.

secondly, how the conflict ended is a broader concept than how it led to a solution. The conflict may end in a dispute between the parties, but its cessation does not always mean that the conflict is resolved. It can be concluded that the conflict is over. But this does not mean that the conflict between the parties has been settled. The conflict remains. Therefore, the concept of "conflict resolution" is a broader and clearer concept than the concept of "conflict aggravation". If the concept of conflict resolution means that any conflict ends for whatever reason, then the concept of conflict resolution means that he has come to a conclusion with a "positive" outcome, with good results that satisfy both parties. The resolution of the conflict means its real end, the resolution of problems and the crisis between the two sides, the disappearance of the conflict, the establishment of the principles of peace and harmony between the parties.

The practice and life experience of conflict resolution shows that its resolution always requires great efforts and commitment on the part of both parties, and that it is not easy for the parties to come to a solution and settlement. Because conflict is not a reality that you can resolve on your own. To solve it, it will be necessary to understand someone, listen to him, follow the criteria of justice, compromise, find a common and satisfactory solution, give up anger and a number of other actions. Of course, ignoring the conflict may be an attempt to interpret it yourself. But in this case, the conflict develops spontaneously, that is, not obeying anyone, the conflict escalates, becomes more complicated, begins to attract other people into its sphere, expands, parties, and therefore interests cannot be stopped, the amount of stress increases, and as a result, complete destruction is obtained. the entire system, that is, a pre-conflict situation.

Conclusion / Recommendations. One of the important requirements for conflict resolution is the willingness of the parties to seek a solution to it and the commitment to seek a solution to the conflict on a voluntary basis. If the parties are not willing to find a solution to the conflict of their choice, the conflict cannot be resolved. First of all, the objective causes of the conflict should be eliminated and the circumstances that led to it should be clearly defined. In this sense, any conflict consists of subjective factors (individuals, groups, systems) as well as objective factors (external factors causing the conflict). Finding a solution to a conflict can be a complex, lengthy process that requires patience and contentment, which forces the parties to work on themselves for a long time. Finding a solution to a conflict is a way of dealing with the parties.

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