Pedagogical Communication and its Role and Significance in Developing the Professional Thinking of Students

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ABSTRACT

This article discusses the need for people to work together, relationships, interactions, information and data exchange, and important educational issues in their pedagogical interactions with students.

It is impossible to imagine the development of a person, his socialization, the formation of an individual as a person, his connection with society without communication. Communication is also a special need. As the Polish psychologist E. Melibruda [1] said, interpersonal relations are as important to us as air. In infancy and adolescence, communication is embodied as an activity that directly affects the leading activity, that is, the formation of new psychological characteristics. Communication is a multifaceted process of the development of connections between people arising from the needs of joint activities. Communication (relationship) involves the exchange of information between the participants. The pedagogical aspect of the relationship is taken into account. People turn to language first when entering into a relationship. Another aspect of communication is the mutual action of the participants in the communication process -

exchange not only with words, but also with actions. For example, when we enter into a relationship, if he satisfies us, we communicate with gestures. The next aspect of the relationship is the ability of the participants to perceive each other. For example, we treat a person with respect or contempt before entering into a relationship. So, in the process of communication, pedagogical (information transfer), interactive (mutual action) and perceptive (mutual) perception is carried out. It is important for everyone to know the rules of communication and develop the skills and abilities to establish it. Each person's own "I" is formed in the process of communication with others, the individual's life paths first develop in the family, kindergarten, school, institute, workplace, among the elderly, that is, in groups and communities. One of our highest spiritual needs is the need for communication. If our need for communication is not met, our mind will not develop. Therefore, we must always

satisfy our communication needs. We get satisfaction from communication with someone, but in some cases we feel unsatisfied. Communication is the need of people for cooperative activities, and their joint activity of relationships, interactions, information and information exchange. When forming a person's communication, it is necessary to take into account his age, gender, profession, worldview. Each age group has its own specific words. The power of the word is taken into account. It is important to use communication methods based on personality characteristics. The role of communication in the formation of skills, knowledge, skills in a person is incomparable. In our republic , various scientific researches have been carried out in different eras regarding the specific ethnopsychological qualities, characteristics, abilities, working methods, ways of acquiring the secrets of pedagogical skills, interpersonal communication culture of the representatives of the teaching profession . It should be noted that the teacher's communication with students in medical higher education institutions has an important educational and educational value. This requires increasing its spiritual content in the entire system of pedagogical dialogue, because pedagogical dialogue is aimed at forming the moral foundations of education. The complexity of socio-psychological, educational and spiritual tasks places high demands on the teacher's pedagogical activity. In order for the teacher to achieve high pedagogical and psychological results in his professional activity, it is recommended to use some directions of communication proposed by research scientists based on many years of theoretical and practical experience. The teacher can create a pedagogical plan and unique features of the future lesson for himself. In it, certain methods of the pedagogical task correspond to each pedagogical task of the lesson, and specific directions of its solution are shown. When planning a lesson, the teacher should not only think about attracting students to the scope of information based on the information about the subject of the lesson, but also find the students who need the teacher's help, to help them. should create conditions, be able to see the

conditions that ensure the interest of each student and ensure mutual cooperation. An important condition for modeling the future communication with students is the mutual emotional unity of the teacher and students, which gives the teacher the opportunity to foresee the following possible atmosphere of the lesson:

- to foresee various situations that may occur with the student group in the upcoming lesson;
- organization of various levels of democratic and free interaction with students, setting prospects for its development;
- to create students' interest in learning and creative mood in class.

It is very important to model future communication with teachers in the course of the lesson, because this process comprehensively determines the didactic principles of the lesson, directs the teacher to creative activity, in which there is an opportunity to improve various models of communication in relation to the perfect forms of interaction with students. will be Communication modeling can be done quickly right before a new lesson, and sometimes it takes on a permanent character. It creates an opportunity for the teacher to foresee his pedagogical attitude and emotional behavior and feelings in the course of the lesson. Future _ of communication conditions and system to be determined in advance planned communication model app will be done . Pedagogical of communication initial within minutes teacher _ selected education methods use opportunities clarification of students common their mood _ creativity and diligence feel the mood it is necessary Pedagogical communication is a unique example of teacher's creativity in terms of its structure. Pedagogical scientists describe many descriptions of the teacher's communication with students in their scientific works, but communication is first of all a personal psychological characteristic of the teacher. Scientists only give direction to the teacher for communication. In particular, according to the Russian pedagogue VA Kan-Kalik, the structure of the teacher's pedagogical

dialogue is carried out in the following directions:

1. Prognostic stage (modeling) – teacher by group team with future communication modeling .

2. Pedagogical contact - student with initial mutually _ dating in the process directly communication organize to do reach _

3. Pedagogical the process is the teacher 's behavior , pedagogical _ _ skill directly communication to manage directed to be

4. Results analysis is done increased communication analysis achievement , achievement and shortcomings objectively evaluate the next activity for modeling . A scientist thoughts based on of communication this directions _ as follows describe can _ Modeling stage of the audience all to templates answer to give , har one of the student psychological features learning , educational _ in progress meeting possible has been difficulties dynamics in advance according to get and eliminate reach , communicate mutually cooperation based on construction , that is communication teacher to the person not but _ student suitable for the person to come provide necessary _ Pedagogical contact stage group the team mutually to communicate fast attraction which conversation technique thorough know their _ all interests answer give get , free thought to their notices chance Create and students to his mind positive effect of reaching different methods apply methods take over it is necessary Pedagogical process stage of the teacher activity directly educational things known one direction put , students initiative support , group of the team official and informal leaders with fair communication organize to achieve , own thoughts the team thoughts with real conditions adjust get skills Create such as activity take will go Results in the analysis teacher _ own to the activity an objective assessment is an achievement and shortcomings in consideration taking , coming educational in the activity critical to apply know , this in the direction goal , plan and of results unity providing education _ in the process students with communication organize reach and in management leadership , initiator be to receive to know need.

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