



FORMING A CULTURE OF PEDAGOGICAL COMMUNICATION

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ABSTRACT

The article illustrates the main factors of communication between teacher and students interaction for rebuilding and furthering great spirituality, improving the culture of national education system. The achievement of these tasks is provided through the communication main implementer of educational reforms. The development research activities are characterized by the existence of number variety methods of communication which scientists of this period have a great investigation. The article is aimed at identifying linguistic and psycholinguistic features to the problems of interrelationship in bilingual education. The materials of the article can be useful for linguists, psychologists and teachers of a foreign language for further development of investigation.

KEY WORDS: communication, competence, orientation, solution, problem, student, culture of speech, verbal, information.

АННОТАЦИЯ

В статье рассматриваются основные факторы коммуникации между педагогом и студентами, для восстановления и развития национальной духовности, а также улучшения культуры системы народного образования. Успешное решение этих задач состоит из обеспечения в управлении основных образовательных реформ. Развитие научных активностей характеризуется существованием разных методов коммуникации, которое ученые в этот период имеют выдающиеся исследования. Статья предназначена для определения лингвистических и психологических особенностей в проблемах взаимной связи двуязычного образования. Материалы статьи используются для лингвистов, психологов и учителей иностранного языка для дальнейшего развития исследования.

КЛЮЧЕВЫЕ СЛОВА: коммуникация, компетенция, ориентация, решение, проблема, студент, культура языка, вербальный, информация.

DISCUSSION

Great changes are taking place in the education system since independence. The minds and the worldview of people have changed. The state policy in the field of cadres training envisages intellectual and moral education of the person, the achievement of its full-fledged personality. Communication and communication skills of the teacher are important in the implementation of this social demand, education, creative abilities and intellectual development of each citizen. Therefore, it is worth noting that the demand and responsibility for the teaching profession has increased, and the role of teachers in the community has increased. Rebuilding and furthering our great spirituality, improving the national education system, strengthening its national basis, bringing it into line with modern requirements, developing students' ability

to think independently and freely, teachers have a sense of responsibility for the tasks. The achievement of these tasks is achieved through the culture of student interaction with the teacher, the main implementer of educational reforms. The formation of the student's spiritual environment is exemplified by the high moral standards of the teachers. In this context, the personal and social behavior of the teacher is based on the culture of pedagogical communication. In teacher communication the best qualities and behaviors of the teacher are reflected in the student's ideal. If a student's views about his teacher's personality, his behavior and his pedagogical skills are incompatible with his spiritual culture, the complete organization of a holistic pedagogical process will not yield positive results. Strict authoritarian disciplines between the teacher and the student object also have a negative impact on the



culture of communication, resulting in the development of the student's inner sense and personality.

Communication culture is also important in people. Communication culture is formed by people accidentally or through school education. For example, in the first grade, a teacher teaches students to speak correctly, to answer broad and detailed questions, and to stand up when asked. As children grow older, for example, in senior school age, students gain a greater understanding of the culture of communication by reading fiction or special pedagogical literature.

But it is no secret that communication culture needs to be learned through special exercises. Psychological training, or communication training, involves two tasks, first, to study the general laws of communication, especially pedagogical communication; and second, the acquisition of a "technology" of pedagogical communication, that is, the formation of skills and competencies in professional pedagogical communication.

Psychological training has both theoretical and practical aspects. Exercises for skills acquisition and communication skills with students: skills to act consistently throughout the course, training involves developing skills for controlling muscle tension, voluntary focus distribution, and training.

The use of tape recordings, and video recordings is also important in learning how to communicate. Because such notes allow the prospective teacher to improve his speech, adjust his voice, keep his speech straight, upright, avoid unnecessary movements and facial expressions. Therefore, future teachers should use similar exercises to master the culture of speech and communication.

Successful professional communication is the communicative culture of the teacher. The child needs to feel that the teacher is speaking from the heart. Otherwise, communication is impossible. Some teachers communicate with children without regard to their age. When a teacher senses that a child is growing up, it means that he or she is forming a culture of communication. In order to achieve a communicative culture, a teacher should pay attention to:

- the culture of listening to the child with patience;
- listen carefully to the child, even if it is not fun;
- turn the subject in another interesting way when the child feels bored;
- trying to boost the child's mood before talking;
- developing a culture of communication appropriate to the market economy.

The teacher should create a holistic portrait of his or her communication with others. This helps establish relationships with the audience. Pedagogical communication is an important part of the learning process. Teacher, educator and pedagogical communicative activities play an important role in communication in pedagogical

activities. Communication skills are expressed in the following forms:

1. Communication skills;
2. Skills in organizing creative work with students;
3. Skills in organizing and managing purposeful communication.

A key component of communication skills is the diversity of communication skills. What we do know is that communicators organize easy, fast, and quick communication. Such people are always at the very center of communication. Communication in pedagogical activity occurs not only as an individual trait, but as a professional one.

Communication is multi-layered and can be divided into the following components:

- 1) communication skills - ability to feel satisfied with the communication process;
- 2) social closeness - the desire to be in the community, the desire to be with people;
- 3) altruistic directions (striving and helping others).

Communication skills. One of the teachers who dropped out of pedagogical activity. Social proximity is not a temporary mental state, but rather an individual's professional or pedagogical orientation. Communicative as a personality trait ensures effective communication. In our view, three components of communication need to be considered: the need for communication, the perception of good experiences during and after communication, communication skills and skills.

Communication is emotional, communicative and altruistic. Communicative perceptions include sharing ideas, excitement, sympathy, and respect for the companion in communication. Altruistic feelings are the desire to bring joy to others, the joy of others, sympathy. The teacher's communicative activities also include his or her abilities. These include: didactic (expressing the subject in a simple, understandable language), emotional and willpower, affecting the mood of the student on the basis of perceptual and pedagogical observation, expressive speech, mimic, pantomimic, communicative thinking. - establishing relationships with students, teaching staff, and demanding. Clearly, all pedagogical skills are associated with communicative abilities. For the first time, a "creative sense" is born when it comes to interacting with students. The second time there is a "feeling of creativity" when repeating the lesson. The famous psychologist L.S. Vigotsky has suggested that it is impossible to study the artistic act of art, that through consciousness we can enter into unconsciousness, organize conscious processes, and call through them processes of unconsciousness.

The direction of psychological work is the creative, intellectual, emotional side of the teacher. The creative sense of the teacher is particularly strong in the literature classes. At the same time, the experience of a



teacher plays an important role. As his experience improves, the teacher does not become dissatisfied with the original materials and tries to use new material in the classroom. To do this, you need to have a sense of creativity. When a teacher has a sense of creativity, the teacher is looking for and finding the opportunity.

When the textbook is broken down as much as possible, the textbook is well organized, and the teacher is taught a creative approach.

The teacher may use the following information tools to help him / her feel creative:

- I am at peace;
- I can teach with confidence;
- children listen to me;
- I am well prepared for the lesson;
- The lesson will be very interesting;
- it is fun to have kids with me;
- I feel good;
- I like to work in class.

To be effective in communicating with a teacher, he or she needs to know the systems of pedagogical influence, each part of it. The teacher should always remember what method the teacher uses. To do this, the teacher takes into account two important issues:

- Correctly organize their actions;
- Effectiveness of communicative effect.

Communication in pedagogical activity can be described as follows:

- 1) the overall structure of the learner-teacher communication system (the exact method of communication);
- 2) a system of communication that is specific to a particular stage of pedagogical activity;
- 3) a situational system of communication that is evident in addressing specific pedagogical and communicative issues.

Emotional self-esteem plays an important role in pedagogical activities at various stages of communication. It is reflected in the implementation of the activity after the audience's communication during the preparation process. Studies show that the emergence and implementation of communicative stimuli is a complex process. In the process of direct communication, the teacher creates a state of communicative relaxation. Naturally, communicative self-esteem depends on the general and communicative culture of the teacher, the most important is the level of professionalism of the pedagogue, and the desire to work with children.

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