



FEATURES OF THE COMMUNICATIVE FIELD OF STUDENTS

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Annotation

The article describes the basic principles of systems and approaches to activity in the science of psychology, which are reflected in the general scientific and specific methods of psychological application. Including the unity and interdependence of being and consciousness, consciousness and activity, theory and practice. The study of the process of learning foreign languages is characterized by a variety of scientific approaches.

Keywords: Communicative communication, pedagogical activity, relationships in the educational language collective, the sociability of the teacher, foreign language speech communication.

Features of the communicative sphere of education

In general, clothing equipped with other types of human activities is an important component of training future professionals. According to G.V. Kolshansky "... regardless of the different types and forms of language learning ... language knowledge should always be considered not in the plane of knowing the individual elements, but in the plane of the ability to participate in real communication. [13]. Speech society, which is understood as a process of interacting with friends using language through drugs, is prematurely related to the social nature of the human mind. All the processes that take place in this society are one of the important social and psychological components of the mechanism of lifestyle formation. According to A.A. Leont'ev, communication is not only a process of external interaction of isolated individuals, but also a way of organizing and internal evolution of the whole society, a process that can only be carried out and carried out.

Common in a foreign language - speech communication in a foreign language - implies the exchange of information, ideas, in other words, "such communication that responds to a person's practical and theoretical needs and his or her responses".



Psychological analysis of the structure of a teacher's pedagogical activity leads to the separation of a number of interrelated components that result from what a particular system of professional activity performs. The distribution of the communicative component to the psychological structure of the teacher's activity is very important in the plane of reflection of the place where pedagogy engages in pedagogical communication at different levels of each other's functions. In fact, in the pedagogical process, no function of the teacher can be performed outside the pedagogical community. Teacher behavior can, by its very nature, be seen as a grounded communicative activity.

Without dwelling on the issue of the role and place of communication in pedagogical activity, the activities of a foreign language teacher and professional training for it, we will consider the need to highlight a special aspect of teaching future teachers of a foreign language, associated with the formation of their readiness to comprehensively take into account the patterns of communication in their professional work.

Of paramount importance for the organization of this kind of communicative training is the theoretical construction and experimental substantiation of an adequate model of professional and communicative properties and skills, which would form the basis of all work on the communicative training of a foreign language teacher. Currently, there are many approaches to describing the possible components of this model, attempts to determine and substantiate the systemic relationships of these components.

The most important stage of communicative training proper is an objective diagnosis of the present level of formation of the communicative properties and skills of students at different stages of professional training: before entering a pedagogical university (at the level of general pedagogical activity of the future applicant); during the period of social - pedagogical practice and independent work of a university graduate.

This kind of diagnostics has already been repeatedly carried out by a number of researchers. (authors). Let us consider, as an example, some data directly related to the training of a foreign language teacher. M.M. Vasilieva (year) received data that among the numerous professional qualities and skills of a foreign language teacher, ensuring successful educational work with students and at the same time meeting the objective expectations of the students themselves, communicative properties and skills receive the highest ratings in importance. These are "the sociability of the teacher with the students" (second place), "the desire to enter the



position of each student" (third place), "willingness to help" (fourth place), "the desire to understand to take into account the mood of everyone" (fifth place). At the same time, such seemingly important qualities as "fluency in a foreign language", "excellent knowledge of the subject", "excellent pronunciation, etc., occupy the worst places according to generalized estimates. This suggests that communicative readiness is more included in the assessment of the level of professionalism of a foreign language teacher than subject readiness. In a study conducted by V.V. Ryzhev identified the most significant communication difficulties experienced by future teachers of a foreign language in communicating with students. First of all, it was noted the inability of the trainees to manage relationships in the educational language team and create a particularly trusting psychological climate in a foreign language lesson. Another fundamental difficulty in the work of a trainee - a teacher of a foreign language is the rigid attachment of students to educational goals, to the formal, linguistic aspects of what is happening in the classroom "communication" and almost complete inattention to the content, objective side of the activities that take place in the lesson.

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