



PEDAGOGICAL COMMUNICATION AS THE BASIS OF INTERACTION OF SUBJECTS OF THE PEDAGOGICAL PROCESS

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Abstract

The purpose of this article is to actualize the role of pedagogical communication as the main means of personal development of students. Based on the use of methods of scientific analysis of the developed theories on communication problems, the main functions of pedagogical communication are revealed. The article presents the main results of the study of the formation of the culture of pedagogical communication of future teachers. Scientific recommendations for improving the culture of pedagogical communication of students are given.

Keywords: Communication; pedagogical communication; culture of pedagogical communication; communication trainings.

In the era of the integration of humanity into the global information space, the problem of communication as a core interdisciplinary concept is actualized for each of the social and humanitarian sciences, the subject of which is the human personality in all its relationships with the surrounding world and society.

Communication is an essential factor in the complex process of human socialization, the inclusion of the individual in the social environment. Through communication, the uniqueness and originality of each person, his own style of human activity is manifested. Communicating with other people, each person learns his "I", comparing himself with others, evaluates his achievements and shortcomings. B. G. Ananyev noted that in communication there is always a moment of cognition of a person by a person and at the same time an even greater knowledge of himself by each of them [1, p.69].

There have been many great people in the history of mankind who have devoted their invaluable works to the problems of communication. Great thinkers of the East like Al Farabi and J. Balasaguni paid special attention to harmonious relations between people based on mutual respect and the integrity of the communication process [4]. In the treatise of Yu. Balasaguni "Gracious Knowledge" at a high emotional level tells about the power of a living word, about



the art of speech, about oratorical skills and the ability of people to build relationships on the principles of humanism.

The scientific analysis of sources on communication problems allows us to identify two-sided characteristics of the phenomenon under consideration: socially significant and personally significant.

The social nature of communication is expressed in the fact that it implements and regulates social relations. Being a complex multifunctional process, communication is not only an independent sphere of human life, but also permeates directly or indirectly all other spheres. The importance of communication in a person's life is determined by the fact that it allows you to reveal the social essence of a person, the determination of his inner world. Accumulating the socio-historical, social experience of previous generations in the context of communication with other people, a person becomes a transforming subject of this experience.

Along with the socially significant characteristics of communication, its personally significant aspects can also be noted. From this position, communication can be considered as: a regulator of interpersonal relations; a stimulator of personality development, its creative individuality; a mechanism for implementing the individual's communicative functions; a necessary condition for self-affirmation and self-expression of each individual.

Communication occupies one of the central places in pedagogical activity, since the processes of upbringing, training, education, development and formation of the personality of students are unthinkable without direct communication between the subjects of the pedagogical process. Communication is the core, an integral element of the work of a teacher, educator, teacher, manager. In relation to the specialty of a teacher, the concept of professional and pedagogical communication is often used.

G. M. Kojaspirova [2, p. 121] considers pedagogical communication as professional communication of a teacher with students in a holistic pedagogical process, developing in two directions: the organization of relations with students and the management of communication in a children's team.

In pedagogical communication, the leading role belongs to the teacher, since he determines pedagogical tasks, looks for ways to solve these problems for organizing productive communication with the students. Pedagogical communication in teaching and upbringing serves as a tool for influencing the personality of the student. Noting the importance and significance of pedagogical



communication in the development of the personality of students, we can focus on such its main functions as: communicative, perceptual, interactive, self-representative, organizational, etc.

In pedagogical practice, the considered functions of the pedagogical communication is realized in a close relationship with each other, complementing and mutually enriching each other. These functions are expressed through the professional and pedagogical activity of the teacher.

In order to develop the communicative skills of future teachers, we conducted an experiment during the pedagogical practice of students. For this purpose, experimental and control groups were selected, relatively equal in psychological and pedagogical capabilities. The experimental group purposefully conducted trainings on organizing productive communication with students.

Diagnostic materials from the collection of methodological materials by T. V. Morozova, S. V. Pazukhina [3, p. 58] and others were offered for future teachers. to identify trends in the styles of pedagogical communication, to determine the predisposition to conflict behavior, to determine the readiness for pedagogical cooperation, to determine the level of sociability, etc. During this training, students overcame communication barriers, learned to model pedagogical communication.

Much attention was paid to the fact that during the pedagogical practice, the process of managing students ' activities of students successfully took place, so that all participants in the communication were satisfied with its results.

In the real pedagogical process of the school, the students of the experimental group showed a high level of pedagogical culture. Noticeably the level of formation of students ' skills to manage the communication process, to perceive the personality of children with respect and trust, to provide psychological support, to express their approval with the efforts of children has increased. A high level of professionalism in the culture of relationships was achieved by those students who considered communication as a two-way process in which all its participants become full-fledged partners. After the pedagogical practice, a comparative analysis of the educational and professional achievements of the trainees was carried out, which confirmed the importance of purposeful formation of a culture of pedagogical communication in pedagogical universities. This allows us to model a system of educational relationships that contribute to the effectiveness of education and training. In pedagogical activity, communication acquires a functional and professionally significant character.



Considering the fact that all the activities of a teacher are based on forms, types, styles of communication during professional training, students need to study and develop the level of their communicative skills. For this purpose, psychological and pedagogical science has a sufficient fund of diagnostic materials aimed at identifying the level of sociability of young specialists

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