

THE COMPONENTS OF PEDAGOGICAL COMMUNICATION ARE ITS TASKS

Usmanova Kh.

Researcher at the Kokan State Pedagogical Institute.

ANNOTATION

Pedagogical communication as a social-psychological process is characterized by the following functions: knowing the person; information exchange; organization of activities; exchange roles; concern for others; self-affirmation.

Keyword: - Pedagogue, communication, character, personality, behavior, activity, function, process.

INTRODUCTION

Pedagogical dialogue is a form of professional activity of a teacher, in which educational and educational tasks are solved through the interaction of a teacher with other participants in the educational process. In one situation, the teacher acts as an evaluator (teacher-director, teacher-parent-mother), in the second case, he is the addressee of the assessment (teacher-director, teacher-methodologist-inspector, etc.). deliberate It is obvious that in such cases the tasks and means of pedagogical influence and pedagogical communication of the teacher are different. We look only at the communication of the teacher with the students.

The components of the pedagogical dialogue are its tasks, means and methods of interaction between the teacher and students and colleagues, assessment of the nature of the dialogue. Communication tasks include: providing new information to the student or exchanging ideas; that teacher and students know each other; correcting and managing each other's behavior; to reveal and use the capabilities of each participant in the dialogue, independently solve the problems facing him; Pedagogical expediency of the personal opinion of the teacher; that the participants in the dialogue were satisfied with each other, and so on.

Pedagogy is another aspect of communication - means and methods of communication:

Tools can be organizing, evaluating, encouraging discipline (instruction, evaluative discipline and censure). The literature emphasizes that the teacher is the master of his own business, and he rather has an organizational influence on the discipline. Yes, in general, such a teacher has less influence compared to his colleagues, which means that "communicative space" has been freed up for students in his classes.

The formed method as a way of communication manifests itself in practice in three forms: cooperation between the teacher and students in teaching (democratic method), teacher pressure on students and awareness of the invariance of their activities (authoritarian method).), the teacher's neutral attitude towards students and avoiding the task being solved (liberal style);

1. The communication situation includes the same interaction ("adjustment from outside"), pressure on the other participant ("adjustment from above"), coordination with another participant ("adjustment from below").

2. The nature of giving an emotional tone in communication changes from positive to negative through a neutral case. All this creates an atmosphere of communication, a certain climate in the classroom.

3. Mature pedagogical communication involves the teacher's control over himself, the process and results of communication.

4. In the course of a properly organized pedagogical dialogue, the teacher embodies pedagogical delicacy, which is understood as a measure of the compatibility of the chosen means with the tasks and conditions set.

Pedagogical communication has its difficulties; This is, first of all, the absence of special communication tasks, as a result, the teacher does not consider pedagogical communication as a separate aspect of his work, does not plan it, does not improve communication techniques, in some cases does not understand all the tasks of communication, the poverty of communication tools, and also is unattractive and unattractive. For example, communication that calls for discipline in a narrow circle of students and given an emotionally negative tone often has a negative impact on them. To create a sound program of work on pedagogical methods of communication, it is important for each teacher to analyze their difficulties.

The general focus of all exercises related to pedagogical communication is to form skills in existing pedagogical situations, to use means that help to reveal the capabilities of each participant in the dialogue, to ensure the development of his personal feelings, satisfaction through communication, etc. This can be done with with a series of exercises:

1. Determining the subjective views of another person in communication; identifying tasks that need to be rationally solved in communication with this person, for example, by correcting his behavior or simply creating a mood of trust in him;

2. Determining the optimal (optimal) set of tools (style, path, etc.) of mutual characters for a given situation;

3. Be able to anticipate the possibility of another person's reaction in communication. The acquisition of funds that cause psychological barriers and resistance in another person;

4. The presence of several communication models that can be used depending on the situation in the reserve;

5. Developing the ability to listen to other people, agree with their thoughts and empathize with them. Assessing the results of communication and comparing them with the tools used.

Pedagogical activity and the nature of pedagogical dialogue are closely related to the personality of the teacher, his ideological-political level, professional training and desire to know, which are manifested in his views, perspectives, and behavior. In addition to these basic qualities, the teacher's general and managerial ability, his inclination, character, temporary mental states, as well as accumulated experience are important. Aggregate indicators such as individual style of activity are used to characterize the personality of the teacher, including individual style of activity (a stable unity of tasks, means and methods of pedagogical activity and pedagogical communication that are compatible with the individual-psychological characteristics of this person); creativity (for example, as in the case of an innovative teacher, subjectively new for this teacher, as well as objectively new pedagogical activity for the subject of pedagogy and searching for and finding new tasks and means of pedagogical communication); a socially active path situation (the effectiveness of the teacher's evidence, the unity of his words and work).

A mature person always strives for further development, this also applies to the teacher. One of the ways of professional self-education of a person is the analysis of his qualities and feelings, as well as the stable characteristics of pedagogical activity and communication, the results achieved in the education and training of students.

Functions of pedagogical communication. Pedagogical communication as a socio-psychological process is characterized by the following functions: human cognition; information exchange; organization of activities; exchange roles; caring for others; self-assertion.

The information-exchange function of communication ensures the process of exchanging materials and values, creates an environment for joint research and favorable conditions for the educational process.

The teacher introduces a personal role into the educational process: he involves students in the implementation of various elements of the lesson, enables students to participate in the roles of the organizer and performer.

Communication also performs the function of self-affirmation. The task of the teacher is to teach the student to understand his "I", to know his personal significance, to evaluate himself. One of the most important functions of communication is empathy. It is realized in the process of forming the ability to understand other people's feelings, approve someone else's point of view, normalizes relations in the team. It is very important for the teacher to understand the student, his wishes and the need to influence the student based on them.

Knowledge of the functions of communication helps the teacher organize communication with students as a holistic process, both in the classroom and outside it.

In preparation for the lesson, it is necessary to achieve the integrated use of all the functions of communication. When planning a lesson, it is necessary to plan not only the provision of information, but also the creation of conditions for self-expression of students, the manifestation of their personal abilities.

At the same time, the teacher should pay special attention to students who need help, think in advance about ways to interest each student, organize work on the basis of cooperation and creativity. According to Kan-Kalik, a prominent specialist in communication, professional pedagogical communication includes:

- modeling (construction) of the teacher's communication with the class-group;
- direct active communication in the first moments of interaction (communicative attack);
- management of communication in the pedagogical process;
- performed analysis and its modeling for future activities.

For the successful implementation of each element of communication, it is necessary to pay attention to the following.

The modeling stage requires the audience to know its uniqueness and features: the nature of cognitive activity, possible difficulties; The dynamics of the lesson being prepared must be compatible with mutual cooperation, and not only from the point of view of the teacher, but also from the point of view of the student.

When preparing for a lesson, it is necessary to link its content with the content of the previous lesson, and it must be prepared not only from the point of view of the teacher, but also from the point of view of the student, and prepared in various versions. Detailed information about this is given in pedagogical technology.

It goes without saying a “communicative attack”, in which the teacher needs to know the technique of quickly attracting students, to master the techniques of dynamic impact and self-presentation.

What should the teacher know at each stage of communication?

At the “communicative attack” stage, a technique is needed that quickly involves the class, it is necessary to master the techniques of self-presentation and dynamic impact.

At the stage of communication management, it is necessary to support the initiative of students, organize a dialogue, and be able to adapt their thoughts to real conditions.

SUMMARY

In short, the nature of pedagogical communication is closely related to the personality of the teacher, his ideological-political level, professional training and desire to know, which is reflected in his views, perspectives, and behavior. In addition to these basic qualities, the teacher's general and managerial ability, his inclination, character, temporary mental states, as well as accumulated experience are important.

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