

PEDAGOGICAL COMMUNICATION AND COMMUNICATIVE FUNCTIONS

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ABSTRACT

The article deals with the professional activity of a teacher, in which educational tasks are solved through the interaction of a teacher with other participants in the educational process. The tasks and means of pedagogical influence and pedagogical communication of the teacher are shown.

Keywords: professional activity, pedagogical communication, established style, subjective views, self-education, personal experience, psychological characteristics.

INTRODUCTION

Pedagogical communication 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), in the second case, he is the recipient of the assessment (teacher-director, teacher-methodologist-inspector, etc.). Obviously, in such cases, the tasks and means of pedagogical influence and pedagogical communication of the teacher are different. We look only at the interaction of the teacher with the students.

THE MAIN FINDINGS AND RESULTS

The components of pedagogical communication are its tasks, means and methods of interaction between the teacher and students and colleagues, assessment of the nature of communication. Communication tasks include: providing the student with new information or exchanging ideas; that teacher and students know each other; correcting and managing each other's behavior; open and use the possibilities 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. Another aspect of pedagogical communication is its means and methods:

Means can be formative, evaluative, disciplinary (instruction, assessment of discipline and reprimand). The literature emphasizes that the teacher is the master of his work, and the organizational impact on the discipline is closer than motivational means. Yes, in general, such a teacher has much less influence than his colleagues, which means that a "communicative space" for students has become free in his classes.

The emerging style as a way of communication manifests itself in practice in three of its forms: cooperation between the teacher and students in obtaining knowledge (democratic style), teacher pressure on students and their inability to realize their activities (authoritarian style), neutral attitude towards students and solution of its deviation from the problem (liberal style); What are the specific difficulties of pedagogical communication? 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 they do not understand each other in all communication tasks, the means of communication are poor, monotonous and unattractive. For example, highly disciplined, emotionally charged communication often backfires on students. It is important for each teacher to analyze their difficulties in order to create a sound program of work on pedagogical methods of communication.

Pedagogical activity and the nature of pedagogical communication are closely related to the personality of the teacher, his ideological and political level, professional training and the desire for knowledge, which are manifested in his views, views, behavior. In addition to these basic qualities, the general and managerial abilities of the teacher, his inclinations, character, temporary mental states, and accumulated experience are important. Activities to characterize the personality of the teacher such collective indicators as an individual style, including an individual style of activity (a stable unity of tasks, means and methods of pedagogical activity and pedagogical communication, corresponding to the individual psychological characteristics of a given person) are also used; creativity (for example, as in the case of an innovative teacher, pedagogical actions that are subjectively new for this teacher, as well as pedagogical actions that are objectively new for pedagogical science and the search and finding of new tasks and means of pedagogical communication); socially active travel situation (the effectiveness of the teacher's testimony, the unity of his word and work). a mature person always strives for further development, and 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 teaching and educating 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 personality-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 organizers and performers.

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.

The establishment of communication with the help of role exchange programs in them one or another socially formed behavior (teacher-student).

The exchange of social roles provides a comprehensive manifestation of personality, removing the mask and entering the role of another person, thereby influencing the process of perceiving a person through a person. Teachers use a personal-role form in the educational process, invite students to perform some elements of the lesson, and allow each student to play the role of a teacher. Showing the value of one's personality is also manifested as a communicative function. students in this The main task of the teacher is to give students a correct assessment of their personality (me), their value and their aspirations in order to be able to imagine their future.

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 and the manifestation of their personal abilities.

CONCLUSION

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 ways. This is explained in detail in the pedagogical technology.

It goes without saying a “communicative attack”, in which the teacher needs to know the technique of quickly attracting students, mastering 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.

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