

TEACHER'S COMMUNICATIVE ABILITY

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ABSTRACT

Communication is an information process. Information goes in two directions: from the subject of management (teacher) to the object of management (Students) and vice versa - from object to subject.

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INTRODUCTION

The educator, through direct interpersonal communication, informs his pupils, his pupils, both about the purposeful information and the information which penetrates his students in the form of tags.

As we consider how information the educator receives through the medium of communication, it is important to emphasize the importance of information about the student's identity. Direct interaction allows the individual to be explored in a wide variety of contexts and appearances. It does not allow us to record only the brightest and most impressive external signs that are manifested in a person's behavior. As the educator interacts with students, he or she will be able to comprehend even the smallest details, which may be less important than the surface, but may also be signs of necessary internal processes occurring in the person that is critical to understanding him or her. This allows for a deeper understanding of the individual and the ability to find things that cannot be identified in other ways under the outer layer.

When dealing directly with children, the educator needs to study any event in the development of the team or individual students, to observe the cause-and-effect relationships of events and processes, to observe their formation, emergence, and development, and to ensure the correctness of these events and processes. It is also necessary to a certain extent when it is necessary to predict. However, there is a lot of 'information interaction' in communication methods, which can be more or less a carrier of information. This is primarily due to the established relationship between the educator and the students. But the personality of the educator also plays a big role.

The difference in the manifestation of the same phenomenon by different people is explained by the fact that it depends on the person's experience, there are three aspects of this experience: life experience in general, pedagogical experience, and experience with a particular community, with specific students. The educator's experience of interacting with other people, the richness and regularity of that experience, determines how well the educator is shaped like a person, how well he or she can perceive reality and evaluate the information received.

On the other hand, pedagogical activity enriches a person with the experience of analyzing and generalizing the events he encounters. This increases his ability to understand and learn about the situation of his partners and to judge them.

Finally, the educator's day-to-day interactions with students lead to the fact that he or she notices the deep meaning and real reason in students' behavior in a variety of situations, using the evidence he or she frequently cites and students' behavioral patterns as examples.

This is especially noticeable in pedagogical activities. This is legitimate because «when we interact with people in our daily lives, we know their behavior because we read it, that is, we understand the importance of the appearance of the behavior, and thus to our internal psychological plan, which is formed in the context. we will explain the meaning of the text we have». This «Reading» happens along the way because, in the process of interacting with those around us, we form a psychological tag that exists to a certain extent automatically about their behavior.

The teacher's interaction with students is seen as a means of managing education and also serves as a unifying, complementary function. In this regard, it should be borne in mind that education is a discrete process. The different communities in which children enter, the adults who perform the educational function about it, the many factors of the surrounding reality that affect it, do not have a sufficiently clear and well-developed communication system with each other. Each student reaches a different stream of influences, which are less compatible with each other and to some extent contradict each other. In such circumstances, the educator's interaction with students as a means of managing education is manifested in the fact that it to some extent combines this effect, replacing the missing peoples in their chain, correcting the conflicting components of that influence. The treatment will be limited. But the educator's awareness of the nature of the various influences on his or her students, his or her desire to combine, replace, and correct those influences, and his or her personal qualities, attitudes toward students, and pedagogical skills, may be more or less effective.

The implementation of the behavioral task, which is a means of control, takes place within the system of behavioral, relationship relations in the team. This is because communication takes place both in the process of organizing the activities of teachers and in dealing directly with them. Behavior, which is a means of control, precedes the activity, and educators engage students in this activity. In this case, through the interaction, certain instructions are given on the organization of students' activities, and in the process of its implementation, norms of attitude are introduced. Behavior, which is a means of control, accompanies student activities. Through it, it makes adjustments to the methods of organization and implementation of pedagogical activities, coordinates the efforts of individual students, the team as a whole, the relationships that arise between the participants of the activity. Finally, the treatment, which is a management tool, goes after the activity. This takes the form of summarizing the activity, its implementation, the participation of individual students in it, the analysis of the norms governing the relationship in the process of activity, the development of additional norms.

It should be noted that the convenient implementation of all the above-mentioned tasks of behavior allows it to be described as a pedagogical level, a high level of behavior in the educational process. A modern teacher should achieve the same level.

In the process of a teacher's interaction with students, two different emotional states can arise in a relationship. The ability of the educator to organize interaction based on creative feelings gives a real effect.

Experience shows that the existence of the pedagogical process allows the teacher to organize the relationship based on creative emotions, to establish psychological communication with children. The teacher must interact with the students to be able to teach them anything. Relationships are the multifaceted process of development that connects people to the needs of collaborative activities. The relationship involves the exchange of information between co-operators. Such information exchange can be described as a communicative aspect of the relationship. The second aspect of the relationship is the interaction of the interlocutors in the process of speech, not only with words but also with actions, actions.

The third aspect of the relationship is to require that the parties to the relationship be able to understand each other. Thus, it is possible to conditionally distinguish three aspects of the process of a single relationship: communicative (information transmission), interactive (interaction), and perceptual (mutual perception).

When working together, a person should, as necessary, associate with other people, interact with them, that is, establish communication, achieve mutual understanding, receive the necessary information, and provide information in response. The fact that a relationship is understood in the form of a common thing (first of all) production that unites people in the process of interaction and activity means that language is primarily a means of communication. People who speak different languages cannot reconcile with each other. This makes it impossible to take joint action. The exchange of information is possible only if the essence of the applied characters (words, gestures, etc.) is familiar to the persons involved in the relationship. Essence - the part that expresses the knowledge of the reality around the character is very meaningful. Just as a weapon represents the labor activity of people, so do symbols reflect their cognitive activity and attitude.

The system of words, symbols, constitutes language as a means of living, assimilating, and transmitting social-historical experience. In ancient times, people were especially prone to using clear sounds to communicate with each other while holding a weapon of labor in their hands and their eyes looking at these things. Even when the distance between the people in the relationship was very long, it was easy to convey the idea of the house through sounds, just as in the dark, in the fog, in the thicket. Due to the use of language, the perception of an individual in the brain of an individual is constantly replenished by the fact that it is reflected in the protection of other people. There is an exchange of ideas, an exchange of information. Words have a certain meaning, that is, they belong in some way to the material world. When a teacher processes a word, both he and his listeners refer to the same event alone, and there is no misunderstanding. The system of essences develops and enriches throughout a person's life. Its formation is a central link in both secondary and higher education.

Human verbal communication, i.e. the process of communicating using language. Words that convey any essence in a social experience are a means of verbal communication. Words can be uttered aloud or silently, written down, or exchanged with deaf people for gestures of any significance. The relationship between people cannot be compared to the transmission of

information by telegraph. The hiccups of those who connect to human relationships are also legitimately involved. It is a special non-verbal aspect of information exchange in this emotional relationship, which arises in conjunction with verbal feedback, which is somewhat relevant to both the view and the attitude, as well as to the participants, as the content of the communication is a special non-verbal communication content.

Non-verbal means of communication include hand, finger, and facial movements, gestures, tone, pauses, gestures, laughter, tears, and so on. These means of verbal communication form a system of signs that complements and reinforces and sometimes replaces, words. The interlocutor, who finds out about the tragedy of his comrade's head and expresses sympathy for him, uses non-verbal communication signs: he keeps his face sad, speaks in a low tone, puts his hands on his face or forehead, and shakes his head, and so on.

Different tools are selected for different age groups to implement non-verbal communication. For example, young children often use crying as a means of influencing adults and conveying their desires and moods to them. Conformity of the means used in non-verbal communication to the purposes and content of verbal communication is an integral part of the culture of communication.

The educator must be able to pronounce the same word in different tones in such a way as to give the student a command, a request, an exhortation, and so on. Non-verbal communication also develops gestures, pantomime, and a variety of tones of speech. In the process of communication, feedback is formed, that is, the child also learns to read the expression on the faces of the conversation, to notice the sign of approval or disapproval in his tone, to understand the meaning of hands and fingers, and facial expressions.

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