

NORMS OF TEACHER-STUDENT RELATIONSHIP TO PREVENT CONFLICT

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ANNOTATION

This article argues that norms and standards in the relationship between students and teachers are an important requirement of today, and it is this aspect that prevents them from entering into mutual conflict.

Keywords: Communication, teacher communication, methods of persuasion and influence of communication.

АННОТАЦИЯ

В этой статье утверждается, что нормы и стандарты во взаимоотношениях между учениками и учителями являются важным требованием сегодняшнего дня, и именно этот аспект не позволяет им вступать в конфликт.

Ключевые слова: Общение, общение с учителем, методы убеждения и влияние общения

ANNOTATSIIYA

ushbu maolada o'quvchilar va o'qituvchining o'zaro munosabatlaridagi me'yorlar va standartlar bugungi kunning muhim talabi ekanligi va aynan shu jihat ularning o'zaro konfliktga kirishishlarini oldini olishi haqida so'z yuritiladi.

Kalit so'zlar: Muloqot, o'qituvchi bilan muloqot, ishontirish usullari va muloqotga ta'sir qilish.

INTRODUCTION

Dealing with students requires the educator's ability to communicate with their students. And for us, we need to know how to talk. He must constantly learn to talk, to communicate. He must be able to conduct the lesson effectively, to speak, to use methods such as conversation, lecture, storytelling, to communicate with students in the whole educational process in general.

Communication is the Greek word for speech, conversation, interpersonal conversation and exchange of ideas, oral form, the speech of two or more persons.

In order for there to be communication between the teacher and the student, the teacher must be competent enough to constantly ask and try to answer the following questions:

What to teach? Who to teach? How to teach?

What to teach: a) understanding of innovations in science, understanding of new scientific terms, full mastery of the subject; b) formation of qualifications, skills and abilities; c) making connections between subjects; g) view the content of the training in a clear system.

Who to teach: a) to determine some mental characteristics of students (remembering, speaking, thinking) and how well educated they are; b) predicting difficulties in students' transition from

one level to another; c) taking into account the arguments and opinions of children in the organization of the educational process; g) to organize their pedagogical work taking into account various mental changes and development of students; d) work with gifted students, organization of individual work.

How to teach: a) use a set of different teaching and learning methods, taking into account the effort and time spent in the work process.

The main methods of pedagogical influence are demand, perspective, encouragement and punishment, public opinion.

Demand is a very common method in practice, in which the educator's personal attitude toward the learner is demonstrated in the educational process, or whether these behaviors are encouraged or stopped. It is the primary method of pedagogical influence and plays a special role in the development of responsibility and self-reliance in students.

Perspective is a very effective way of influencing, it tells about the behavior of children, their goals, their personal aspirations, interests. Incentives and punishments provide for the correction of student behavior, i.e., additional incentives for beneficial behaviors and the cessation of inappropriate behaviors by students.

Public opinion ensures that students receive comprehensive and regular incentives for socially useful activities. Means of interaction: persuasion, influence, interaction. Persuasion is used as a method of pedagogical influence in the classroom in the form of educational information, creative conversations, discussions, political information. Influence enters the human psyche uncontrollably, and in its activity is carried out by actions, causes, aspirations. Exposure is such a psychic effect that one perceives it without adequate control of the mind.

a) comparison and generalization of pedagogical situations, setting methods;

b) to treat students individually, to organize their independent work.

The teacher should have the following skills in communication with students: appearance control, speech, pedagogical culture, organizational skills, management of the educational process.

RELATIONSHIP MANAGEMENT METHODS

1. Authoritarian style:

- determines the direction of the group's activities individually;
- gives instructions;
- assumes responsibility;
- claims unconditional obedience;
- requires strict discipline;
- requires full implementation of what is said;
- He doesn't like to be reprimanded or taught.

Thanksgiving is upon us, which means the holiday season is in full swing. His words are harsh and rude. It does not explain any issue, but requires;

- The main forms of communication: command, instruction, work with the manual, public announcement;
- engages in ill-treatment through coercion, intimidation, intimidation;

- The advantage of the authoritarian style is the use of emergencies (fire, flood).

It is difficult or difficult for those around you to manage this relationship.

2. Democratic style:

- works based on team opinion;
- approves and develops the opinion and initiative of the team, respects the opinion of others;
- takes the opinion of others as his own;
- The main forms of communication: please give advice, sincere treatment.

3. Liberal style:

- without initiative, does not interfere in the work of the team, considers all issues superficially. He has no opinion of himself, he absolves himself of responsibility. Not interested in the outcome of the work;
- neglects children;
- cold to work.

The following types of attitudes are indicated in the scientific and pedagogical literature:

- collaborative approach;
- indirect attitude;
- friendly attitude;
- insincere attitude;
- Intermediate relationship;
- idle attitude;
- attitude through fear;
- dialogue and monologue.

LITERATURE

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