

## HUMANIZATION OF EDUCATION AS THE BASIS OF PEDAGOGICAL COMMUNICATION

**Raxmonberdiyeva Saida**  
Abdulg'ulmammad's daughter  
Teacher of foreign languages department  
Namangan Engineering Construction Institute  
UZBEKISTAN, Namangan  
raxmonberdiyeva@mail.ru

**Kurbanova Guzal Yusubovna**  
Teacher of foreign languages department  
Namangan Engineering Construction Institute  
UZBEKISTAN, Namangan  
yusubovna@mail.ru

### ABSTRACT

This article analyzes the characteristics, structure, stages of pedagogical activity. The results of using various methods of communication in pedagogical practice were analyzed. The system of higher education explains the specifics of pedagogical activity and communication. The components of successful communication have been analyzed through case studies.

**Keywords:** Pedagogical activity, pedagogical practice, higher education, communication, humanization, communicative culture, personality.

### INTRODUCTION

Interaction between people along with substantive and practical activities are the main factors of human development. Human relationships, including in the educational process, should be built on a subject-subject basis, when both sides communicate on equal terms, as individuals, as equal participants in the communication process. Subject to this condition, not inter-role contact "teacher-student" is established, but interpersonal contact, as a result of which a dialogue arises, which means the greatest susceptibility and openness to the effects of one participant in communication on another. An optimal basis is created for positive changes in the cognitive, emotional, and behavioral spheres of each of the participants in communication. Thus, the replacement of inter-role communication with interpersonal communication contributes to the departure from formalism and dogmatism in learning. But the transition from a directive-imperative to a democratic, equitable method of communication, from monologic to dialogue dialogue will never happen if both parties involved are not ready for it. In order for this type of communication to become a reality, the formation of the humanistic in nature of the communicative core of the personality is necessary for both the teacher and the student. The content of the concept of "communicative core of the personality" includes all the psychological properties that have developed in this personality and which are manifested in communication.

These properties reflect the experience of a person communicating with different categories of people, both positive and negative. It is necessary for each participant in communication to instill a culture of communication and to form a positive experience, to develop the ability to see the highest value in a person, and in an interlocutor, a participant in communication, a person who is as significant as he is. Whether pedagogical communication will be optimal depends on the teacher, on the level of his pedagogical skills and communicative culture.

### METHODOLOGY

Communication-distance is one of the most common types of pedagogical communication. In this case, the relationship is constantly traced distance in all areas, in training, with reference

to authority and professionalism, in education, with reference to life experience and age. This style forms a teacher-student relationship. But this does not mean that students should perceive the teacher as a peer. Communication-intimidation is a negative form of communication, inhumane, revealing the pedagogical insolvency of the teacher resorting to it. Communication-flirting, characteristic of young teachers seeking popularity. Such communication provides only false, cheap credibility. Most often in pedagogical practice there is a combination of styles in one or another proportion, when one of them dominates. Of the classifications of pedagogical communication styles developed in recent years abroad, the typology of professional positions of teachers proposed by M. Talen is of interest.

Model I - Socrates. This is a teacher with a reputation as a lover of disputes and discussions, deliberately provoking them in the classroom. It is characterized by individualism, lack of system in the educational process due to constant confrontation; students strengthen the defense of their own positions, learn to defend them.

Model II - "Team Leader." The main thing in the educational process is the achievement of agreement and the establishment of cooperation between students, playing the role of an intermediary for whom the search for democratic consent is more important than the result of the discussion.

Model III - The Master. The teacher acts as a role model, subject to unconditional copying, and above all, not so much in the educational process, but in relation to life in general.

Model IV - The General. Avoids any ambiguity, emphasizes exacting, toughly seeks obedience, because he believes that he is always right in everything, and the student, like an army recruit, must obey implicitly the orders given. According to the author of the typology, this style is more common than all taken together in pedagogical practice.

Model V - "Manager". The style, which has spread in radical schools and is associated with an atmosphere of effective classroom activity, encouraging their initiative and independence. The teacher seeks to discuss with each student the meaning of the problem being solved, quality control and evaluation of the final result.

Model VI - "Coach". The atmosphere of communication in the classroom is permeated with the spirit of corporate spirit. Students in this case are similar to the players of one team, where each individually is not important as an individual, but together they can do a lot. The teacher is given the role of the inspirer of group efforts, for which the main thing is the end result, brilliant success, victory.

Model VII - The Guide. The embodied image of the walking encyclopedia. Concise, accurate, restrained. He knows the answers to all questions in advance, as well as the questions themselves. Technically impeccable and that is why it is often frankly boring. M. Talen specifically points to the foundation laid down in typologization: the choice of the role of the teacher, based on their own needs, and not the needs of students.

Dialogue and monologue show the diametrical opposite of the forms of pedagogical communication. In the first case, there is a subject-object relationship, where the object is a student, student, class, group. In the second, subject-subject relations, in which the teacher interacts with the student or with the students on the basis of partnerships, in alliance with him or with them. This difference is the essence of pedagogical cooperation, when the teacher departs from the usual ideas about the work of the teacher, where one (the teacher) must teach and guide development, educate, and others learn and develop under his guidance. What are the conditions for fruitful pedagogical communication based on pedagogical cooperation?. Pedagogical cooperation is a two-way process based on the interaction between teacher and student, the success of which depends on the activities and personality of the teacher and the activities of the student.

## RESULTS

The pedagogical interaction is adequate to the individual capabilities of the learner's personality, contributing to their maximum manifestation. Collaborative pedagogical communication presupposes a teacher's creative search for optimal pedagogical solutions. Thus, pedagogical communication based on subject-subject relations is manifested in cooperation, which is carried out in an atmosphere of creativity and contributes to the humanization of learning. The main forms of pedagogical activity occur in the conditions of communication. Whether it is a lecture, seminar, exam, test, defense of a course project or essay, the teacher communicates with the stream, group, subgroup, personality. The content of the communication is the exchange of information. But this communication is not limited. The most important aspect of communication is the desire to capture the image of one person in another, to transmit yourself to another through joint activities. This is a personal communication. Communicating people tend to share their being with others, to discuss some events that concern both sides. This is a personal interaction in the joint activity of a teacher and a student, and in this sense, communication acts as the most important tool for solving educational problems. Without the organization of productive communication between the teacher and the student team, it is impossible to fruitfully realize the didactic and educational tasks of the university teacher. Communication speaks in three aspects: • firstly, as a means of solving educational problems; • secondly, as a system of socio-psychological support for the educational process; • thirdly, as a way of organizing the relationship between teachers and students, in which training and education are combined, and as a process of educating the individual and creative personality. So, the university teacher appears as the initiator and leader of the communication process, the essence of which is the system, methods and skills of interaction between the teacher and the student team, the content of which is the exchange of information, educational and educational impact, organization of relationships and the transmission of the personality of the teacher to the student. Numerous studies of scientists and practice show that young teachers who begin their pedagogical activities experience difficulties in establishing pedagogical communication, relationships with students in the field of personal contacts, namely, students make significant demands on it. In order to master the basics of professional and pedagogical communication with students, it is necessary to know its substantive and procedural characteristics.

## DISCUSSION

Pedagogical interaction is a creative process, regardless of what aspect of communication is meant: solving educational problems or organizing relationships. Creative character is the solution of pedagogical problems, and the process of translating this decision into communication with students. The success of the lecture, the quality of knowledge, and mutual contact depend on what information is selected, how it is built, how the general and the particular are combined in it and how it reaches the audience, is discussed, verified, understood and evaluated by students. If we take sustainable forms of university educational activity (lecture, seminar, practical exercises, laboratory work), then the process of preparing for them and their implementation includes a certain communicative structure that must be mastered creatively.

Studies of communication problems in the educational process make it possible to distinguish the following structure of pedagogical communication, organically associated with the creative work of a teacher. Stages of pedagogical communication include: The prognostic stage: the teacher modeling the communication with the group, flow in the process of preparing for pedagogical activity. The initial period of communication: the organization of direct communication with the audience, group. Communication management in a developing educational process. Analysis of the implemented communication system and modeling of

communication in the upcoming activities. Consider the substantive and procedural features of the selected creative stages of communication.

## CONCLUSIONS

First stage. In the process of communication modeling, the communication structure of future activities is planned, respectively: a) pedagogical goals and objectives; b) the general pedagogical and moral-psychological situation in the audience; c) the creative personality of the teacher himself; d) individual characteristics of students; e) the proposed system of training and education methods. All this, taken together, represents the leading stage of pedagogical communication. This stage needs to be well thought out. The methodological and substantial structure of classes should affect the emergence of emotional unity, the creation of an atmosphere of communication. "Learning is not a mechanical transfer of knowledge. These are the most complicated human relationships," noted V. A. Sukhomlinsky.

Second phase. This is the initial period of communication, the organization of direct interaction with the audience, the beginning of contact, which largely determines the success of the further development of the substantive and socio-psychological aspect of pedagogical activity.

The most important elements of this stage are: a) specification of the planned communication model; b) clarification of the conditions and structure of the upcoming communication; c) the implementation of the initial stage of direct communication. The teacher must clarify from the first moments the general mood of the audience and the possibilities of working with the help of the working methods chosen at the preliminary stage. The teacher acts as an initiator of communication: success depends on how he organizes the transition from a pre-communicative situation to a situation of direct pedagogical communication. Will he be able to tune the audience, create an aura of attractiveness, feel the invisible vibes of emotional unity? Cognitive search management in the classroom is carried out through a properly planned and organized communication system. The third stage is the management of the developing pedagogical process. The teaching method and communication system should be adequate. Only then will the joint work of the teacher and students be effective.

Therefore, in addition to the didactic and methodological requirements for a lecture, there are a number of socio-psychological requirements for it: The formation of psychological contact with the group to transmit information and its personal perception by students. Developing a psychologically sound score for the lecture, i.e. the use of elements of conversation, rhetorical questions, situations of reflection, etc., the presence of a certain logic in the alternation of facts and generalizations, vivid examples and theoretical material. The optimal combination of such techniques provides psychological contact, and therefore, the actual inclusion of students in the process of cognition. Creation through a system of psychological means of an environment of collective search and joint reflection, which is especially important for the implementation of all types of problem-based learning, which requires more than any other communicative components. Management of cognitive activity of students. Communication style removes the psychological barrier of age and experience, contributes to the organization of relationships based on enthusiasm for joint creative activity. The unity of the business and personality aspects, providing not only the informational structure of the lecture, but also the self-expression of the personality of the teacher. It gives the lecture a worldview orientation, increases the effectiveness of any type of educational work. A holistic, pedagogically expedient system of relations between the teacher and students, which provides students with the mood to communicate with the teacher and arouses interest in the discipline taught, increases the motivation of learning through socio-psychological reserves. Thus, it is expediently organized

pedagogical communication that performs not only the functions of sustainable communication, but also contributes to the formation of a progressive orientation and worldview positions.

The fourth stage. The teacher analyzes the communication system used by him, clarifies the possible options for organizing communication in this team, analyzes the content of the lesson and thereby predicts the upcoming communication with the audience. At the fourth stage, the communication cycle ends and the transition to the first stage is carried out.

## REFERENCES

1. Breus E.V. Fundamentals of the theory and practice of translation from Russian into English: Textbook. 2nd ed., Rev. and Dop.-M.: Publishing House of URAO, 2000. - 208s.
  2. Kazakova T.A. The practical basics of translation. English□Russia.-Series: Learning foreign languages. - SPb.: "Soyuz Publishing House", - 2000, - 320s.
  3. Komissarov V.N. Linguistics of translation - M.: International relations - 1980 - 167s.
- Feldstein, D.I., Educational Psychology of Education [ER] / D.I. Feldstein, O. V. Lishin. - M.: IKC "Akademkniga", 2003 Electronic library "open book". (www.openbook.su) (ULV stamp).
- Ivashchenko, F. I. Pedagogical Psychology [Text]: workshop / F.I. Ivashchenko. - Minsk: BSU, 2008.
- Zimnaya I. A. Pedagogical psychology [Text]: textbook / I.A. Winter. - M.: Literary Agency "University Book", 2008.
- Davydova, I. S. Pedagogical Psychology [Text]: textbook / I. S. Davydova-M.: Rior, 2006.
- Karimovna M. G. Bioethics-A component of culture: development tendencies and basic features //International Journal on Integrated Education. – 2019. – T. 2. – №. 4. – C. 116-118.