

FACTORS AND TOOLS FOR THE DEVELOPMENT OF COMMUNICATION AMONG HIGHER EDUCATION STUDENTS

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ABSTRACT

The article discusses the types and forms of students` communication development, factors and tools that affect the communication process, as well as communication issues.

Keywords: Identification, reflection, causal attribution, stereotyping, perceptive, nonverbal instrument, visual instrument, sound instrument, natural instrument.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Today's violent life requires the upbringing and development of a harmonious generation, capable of perfectly communicating with people, independent - minded, able to find the right way with intelligence. Currently, teachers not only provide students with knowledge through the use of non-traditional methods in the process of education and training, but they are also taught the ethics of speech and the culture of communication, the habit of listening, the skills of independent thinking.

Therefore, based on the specific studies of specialists, it is based on the fact that communication is a complex jargon, and in this there are three different stages.

The initial stage is the self-communication of a person. T.Shibutanin correctly wrote in social psychology: "even if a person is a little self-conscious, it means that he can give himself instructions" [2]. Self-communication of a person actually determines the character and size of his communication with others. If a person has a habit of communicating with himself, constantly pulling himself away from society and shy away, it can be said that he experiences serious difficulties in talking with others, finding a language.

So communication with others is the second stage of communication

A.N.Y.Leontev writes in his book "Essays from the development of psychics" about the third form of communication – the importance of communication between generations: "if all the older generation had died, the type of humanity would not have disappeared, but the development of society could have not only pushed back much, but also disappeared." [2]

When we come to the forms and manifestations of communication in our life, we can talk about its manifestations and types, which each individual corresponds to in life situations, arising from those situations. But in general any communication is either formal or informal. If official communication is based on the official duties and norms of conduct that people perform in society, for example, the leader's communication with employees working under his own hands, the professor's communication with the student, etc., informal communication-this is the personal relationship of a person, and its content is determined by the thoughts, intentions and emotional relations of those interlocutors. For example, a conversation of friends, a conversation of passengers on a long journey by train, a break time are discussions of students about sports, fashion, personal relationships. Even informal communication always takes more

time in people's lives, because it suits the original nature of people, and in this they do not get tired. But it should be noted that in a person, such communication is also necessary to have abilities, that is, how much he is calm, open-hearted, knows how to talk, the ability to find a language, understand other people and other personal qualities directly affect the effectiveness of everyday communication. Therefore, not everyone can become a leader, especially in pedagogical work not everyone can touch, because for this it requires awareness of both formal and informal communication techniques.

According to the content and direction of communication its:

- socially oriented (communication aimed at the general public and arising from the interests of society);

- communication of the members of the group in the course of carrying out joint activities (directed to the subject in the group) – communication of the members of the group in the process of carrying out Labor, educational process or concrete assignment);

- personal communication (relations established by one person with another person with the purpose of opening their own problems);

- types of pedagogical communication (complex interaction process, which is carried out between participants in the pedagogical process) are distinguished. The type and forms of communication are heterogeneous. For example, this activity can be either directly "face-to – face", or it can be carried out either through technical means (telephone, cellular communication, Internet and the like); be practical or friendly in the process of a professional activity; can be a subject – subject type (diological, associative) or a subject-object (monological) [1].

Each type of communication has its own laws, methods of influence and ways of knowing them is the duty of everyone, especially those who constantly communicate with people. Communication is a multifaceted process of the development of communication between them, which is born on the basis of the needs of people's activities in cooperation.

Communication involves the exchange of information between participants in collaborative activities, which is expressed on the communicative side of communication. People use language as a means of treatment when entering into a relationship with each other. The second side of communication is the interaction of entrants in circulation. In this, not only words are exchanged, but also actions and circumstances. For example, it is possible to enter into circulation between the seller and the buyer without saying a word. The third side of communication is the perception of each other by the initiators of circulation. It is important that the communicators understand each other correctly. Thus, the conditional three sides of communication can be distinguished: communicative (giving information), interactive (interaction) and perceptive (mutual perception). [3]. [4]The unity of these three sides of communication is manifested as a way of organizing the interaction and co-operation of those entering into circulation. The content of communication is the exchange of information, the establishment of mutual understanding and interaction with students by the educator with the help of various communicative means. Educational and didactic tasks of educators can not be carried out without ensuring relations between educators and the student community. It can not be carried out without providing a relationship between the teacher and the student team.

Pedagogical communication is an indispensable attribute of pedagogical influence. This is the professional communication of the educator and the student in the educational process, in which information is exchanged and educational influence is made on the students. In this case, two-way communication should occur. As its basis, mutual respect and trust serve. Educator expects respect from them in the process of entering into communication with students.

Students also demand respect and trust from the educator. This is an effective way of pedagogical influence, experienced educators organize relationships on the basis of self-esteem of the child and through this they carry out mutual relations. There are 3 levels of communication specific. These are: at the macro level (large)-communication with people is carried out according to all the norms of decency. The criterion is level (Medium) - communication takes place on the basis of a certain topic (for example, in the military do not retreat from a specific topic). Micro level (small)-simple forms of communication, occurs as a question-answer. Types of communication: there are such types of communication as personararo (human-human), individual-group (Group-Group), mass communication (radio, television, fasting and magazines). [2].

The role of pedagogy in the formation of the qualification for the introduction of speech attitude in students is great. The free and clear speech of the teacher in this position is one of the important conditions of the first level of development of students' speech and thinking. A high culture of speech is an important condition for the rational use of time by a teacher. Hence, the activity of speech is formed and improved in different periods of time.

The perceptive side of communication is the perception, understanding and appreciation of a person by a person. By understanding other people, a person more accurately determines the prospect of activity, communication with the interlocutor.

Participants in communication try to restore in their minds the inner world of each other, to discern the causes of their feelings, behavior. It is necessary for a person to perform a certain work in order to understand the identity of people who are directly endowed with only the external appearance of other people, their feats and actions, the communicative means by which they are applied, and who have entered into contact with them, relying on such information, to draw conclusions about their abilities, intentions, etc. The perceptive aspect of communication means that a person is perceived, understood and evaluated by a person.

At least two people participate in the process of communication. On the basis of the appearance of a person, his behavior, an image of the interlocutor is formed. In the perception of each other, the following mechanisms are extremely important:

- a) Identification;
- b) reflection;
- v) what is it?;
- g) stereotyping

The meaning of the word identity is derived from Latin, which means "equalization", "exact analogy", a way of understanding a person's second person by analogy of his definition with his own definition of the subject in a way that is understood or not understood. When people try to see another person in situations of mutual coexistence by putting him in his place, they make assumptions about his inner state, intentions, thoughts, inclinations and feelings.

Reflection – (Latin reflection) - reflection by analyzing one's own thoughts and feelings, that is, understanding how the interlocutor perceives it. The perception of a person by a person can be likened to a reflection in a double mirror. When a person reflects on another person, at the same time reflect on himself, if a person has complete, scientifically-based information about those with whom he communicates, he can interact with them in an unhelpful clarity. But the subject does not have such accurate information all the time. Therefore, he will be forced to think out the reasons for the actions of others.

Kauzal atribusia is an explanation of the reason for the actions of another person by means of a coup to him feelings, intentions, thoughts and behavioural motivations, which in Latin means saisa-cause and atributto-gift. Kauzal atribusia often occurs without understanding – either on the basis of resemblance to another person, that is, when the person himself emphasizes the uniqueness of the motives or feelings that he thinks he can notice in the same situation, either by introducing the partner with whom he has entered into communication into a certain category of persons, in which some stereotyped image is formed The peculiarity of Kauzal atribusia will depend on various conditions, well studied by psychology. [2].

For example, during the perception of an unfamiliar person plays a huge role in the information possessed by the subject of perception. The direction "vocational education" in this direction is shown in the photo of one person in two groups of students when the research is conducted in 3 phase students. To the first group, this man was described as a criminal. It was asked to give a description depending on its appearance, the second group was told that this man is a well-known scientist. To the one who was said to be a criminal, the students were described as curses, badjahl, berahm, the portrait of the insidious person stands, while the students of the group who were said to be scientists, the eye in the portrait itself was described as kind and wise, the one who sacrificed Johnny. There was a similar situation when pictures of beautiful people were given, that is, beautiful people were considered good, polite, intelligent. And the people with the image of khunuk were considered cowardly, malignant, selfish.

This means that the information that the educator can learn in advance about the object of perception is a serious basis for the content of erroneous thoughts and subjectivism. The essence of the Orel effect is that the general positive impression left by a person causes a positive assessment of both the qualities that were not given during the perception of the subject.

Stereotyping-Greek means unchanged, repetition. Stereotyped means the restoration of certain or approximately known events, the classification of norms of behavior by attribution and the explanation of their causes. Sometimes there is a false stereotype in the process of treatment.

For example, according to the interview in which the study was conducted, it was confirmed that stereotyped images of the appearance of a person and his character become popular. Of the 72 people surveyed, 9 people with a square face look are strong, strong-willed, 17 people forehead is large person is smart, 3 people hair is steep people have an invincible, insubordinate karakter. It is noted that those who are below the height of 5 people will be people who are trying to dominate, command over others, 5 people will be either stupid or self-loving people who are beautiful. In the perception of a stranger, the first information, the first imagination are of great importance. The appearance of men also plays an important role. Experts were asked to describe not only their appearance, but also their character in terms of accessibility to communication. Unfortunately, the subjectivity of assessments is associated with the assessment of the appearance of a person.

Especially now, when entering into communication with pedagogical students in the educational process, it is necessary to organize their classes on the basis of the following means:

- Noverbal means is a phrase from the expression or accentuation of some meaning through the action of mimic, hand, Gav. Noverbal means are of serious importance, they can not be replaced by anything else. Therefore, every action of a person has a certain meaning, and these actions are understood differently in different peoples. It is accepted to call these

actions nonverbal speech. It is worthwhile to mention that Nonverbal speech consists in the fact that the movement of one or these muscles of a person, including his thinking, also consists in the movement of certain muscles in it. It's no secret that the effect of making a gesture is stronger than it is spoken.

- Visual (visual) tools include all the tools that are designed for students to see through the eyes in the educational process. These include inscriptions and other images on the class whiteboard, inscriptions and images on books, handout materials, educational posters, photographs suratlar, fine works of art, video, film images, animals, plants, objects of nature, various items, etc. The application of visual aids in the educational process gives students the opportunity to quickly, clearly and accurately explain the information they need to teach by displaying relevant content in various forms and ways.

- Audio means, however, provide the opportunity to learn, master information through hearing. Currently, more and more audiovisual means are used, that is, tools that simultaneously serve to hear and see: film and other sound video images.

But in fact, based on the current circumstances and circumstances in practice, it is best to use existing tools based on a creative approach.

Natural means include all natural things related to the content provided for in the process of pedagogical technology. These are expressions from people and animals, plants and nature, equipment, parts, machines, objects, structures, etc.

The necessary educational facilities for the student-pupil and teacher to engage in communication are the necessary tools of pedagogical technology.

The correct and productive use of these tools will depend on the qualification, skill, creativity, searchability of the educator.

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