

FORMATION OF THE IDEAL OF A TEACHER'S COMMUNICATIVE CULTURE

Usmanova Saodat Umarovna

Associate Professor, Namangan state University, Namangan, UZBEKISTAN

ABSTRACT

This article analyzes the formation of the ideal of a teacher's communicative culture, which includes such components as: communication, communication, culture, speech, tact, and so on.

Keywords: Component, language, communication, culture, speech, tact.

INTRODUCTION

To identify the essence of communicative culture as a personal and professional quality of the teacher, we will give an analysis of the concepts used.

Communication (lat.communicatio) - the act of communication between two or more individuals based on mutual understanding; communication of information by one person to another or a number of persons Communicative - the same as communicative.

Sociable-inclined, able to communicate, establish contacts and connections, easily establishing them. Communication. An analysis of the scientific literature has allowed us to discover a contradiction that we cannot leave unsolved. There is no unity in the understanding of the terms "communication" and "speech". "Communication" is an extremely broad and capacious concept, because it is a conscious and unconscious communication, transmission and reception of information, it is observed everywhere and always.

MATERIALS AND METHODS

Supporters of unity in the interpretation of the above-mentioned concepts-L. S. Vygotsky, I. A. Zimnaya, I. I. Ivanets, N. V. Kurbatov, A. A. Leontiev, M. I. Lisina, M. G. Rud, etc. From their point of view, it is wrong to reduce the communication process to the transfer of encoded information from the subject to the object. In their opinion, communication is always active and dialogical. These same traits are inherent in communication.

Similar views are held by such authoritative foreign scientists as T. Parsons and K. Cherry. according to the former, communication can be considered as communication, interaction between people. K. Cherry notes that communication is "essentially a social phenomenon", "social communication" using numerous communication systems developed by people, among which the main ones are "undoubtedly human speech and language".

Pedagogical communication functions can be contact and remote, informational, motivational, coordinating, establishing relations of interaction of all subjects of the educational process. It is characterized by a dual orientation, polyinformativity, and a high degree of representativeness. Pedagogical communication forms a specific synthesis of all the main characteristics, expressed in a new qualitative content and determined by the nature of interaction of subjects of the educational process.

Communicative culture is a position of the individual, which manifests itself in the need for interaction with other subjects, integrity and individuality, the creative potential of a person and his ability to maintain the "major character" (G. V. Zvezdunov) of communication, a friendly attitude to the surrounding subjects

RESULTS AND DISCUSSION

The communicative competence of a teacher is a complex of knowledge, language and non-language skills and communication skills acquired by a person in the course of natural socialization, training and upbringing. Undoubtedly, the natural data and potential of the individual play an important role in this process. Of particular interest are the provisions put forward by E. V. Bondarevskaya. Pedagogical culture is an essential characteristic of the teacher's personality and includes the following components:

- * pedagogical position and professional and personal qualities;
- * high level of pedagogical knowledge and culture of professional thinking;
- * professional and pedagogical skills and creative nature of teaching activities;
- * a culture of behavior, communication, and self-regulation.

A teacher who has a professional command of pedagogical technique is distinguished by the ability to turn his emotions, voice (tone, strength, intonation), speech, gesture, and facial expressions into a pedagogical influence device. The ability to manage their mental States, pedagogically effectively and emotionally openly Express their attitude to students is one of the tools of the professional technique of the teacher.

In social and pedagogical Sciences, more attention was paid to the method of teaching communicative skills through training, micro-training, and a system of communicative exercises (V. M. Bukatov, N. M. Yershov, I. A. Zyazyun, and E. V. Rudensky)

The problem of forming a communicative culture as a component of the professional culture of a higher school teacher has been developed to a lesser extent. The analysis of psychological and pedagogical literature allowed us to determine the relevance of the problem of developing a teacher's communicative culture in professional activities, to identify the content of the concept of "teacher's communicative culture" and to outline the patterns of its development.

The socio-educational situation requires each teacher to display communicative abilities in the process of interaction with students as an indicator of the implemented humanistic idea of education and as a way to preserve social and emotional mental health.

As a result, the analysis of the problem of formation of communicative culture in modern pedagogical theory has led to the formulation of questions about the development of the communicative culture of higher school teachers.

M. R. Bityanova considers communication as an aspect of communication: "the communicative side of communication, or communication in the narrow sense of the word, consists in the exchange of information between communication partners: the transfer and reception of knowledge, ideas, opinions, feelings. The interactive side of communication is the exchange of actions between the communicating parties, that is, the organization of interpersonal interaction. The perceptual side of communication is the process of education and knowledge of people with each other, followed by the establishment of certain interpersonal relationships on this basis."

Central to public communication is the ability to implement a communication plan. These skills include the following components:

1. Selection and consistent compliance with a certain stylistic register. One and the same lecturer in different audiences, speaking on different and even on the same topic, is academic, emphatically follows the norms of official business or scientific style, then admits elements of colloquialism, leads a casual conversation with the audience. The skill is to find the appropriate register in this case, which provides the most effective impact.
2. Full and differentiated use of the necessary language tools-lexical, grammatical, phonetic, etc. Full-is to attract the maximum of such funds provided by the language. Differentiated - there is a choice among them of those that best Express the thought and mood of the lecturer and are most effective in this audience.
3. Conscious and purposeful use of paralinguistic and other non-verbal means (speech volume, logical stress, intonation, pauses, facial expressions, gestures, etc.).
4. " Technical " phonation skills, that is, the ability to control your voice.

CONCLUSION

The success of public communication depends, finally, on social and psychological skills. These skills provide the ability to create and maintain in the eyes of the audience such an image of yourself that is most beneficial in terms of the effectiveness of pedagogical influence. In social psychology, this is called self-giving.

Each form of communication has its own psychological capabilities and features. Nevertheless, the main groups of communication skills that we have identified are crucial for effective communication.

Formation of the ideal of the teacher's communicative culture: knowledge of the norms and rules of pedagogical communication, value attitude to the student, knowledge of their individual characteristics, their communicative qualities, the ability to take into account the communicative situation. When discussing the practical communicative ideal, it should be borne in mind that each person, and we have a future teacher, has his own image of an ideal or approaching ideal teacher, including the ideal of his communicative culture.

REFERENCES

1. Grekhnev V. S. Culture of pedagogical communication. Book for teachers, 1990. - M.: Enlightenment, 1990.
2. Leontiev A. A. Pedagogical communication. - Moscow: Znanie, 1979.
3. Kan-Kalik V. A. to the Teacher about pedagogical communication. Book for teachers. Moscow: Enlightenment, 1987.