

EFFECTIVENESS OF DEVELOPMENT OF COMMUNICATION CULTURE IN STUDENTS

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Abstract

Communication is the main form of interpersonal relations, with the help of which people communicate with each other mentally, exchange information, influence each other, feel each other and understand. Therefore, communication as a socio-psychological phenomenon takes part in all spheres of social life and arises as a need for material, spiritual, cultural, emotional, motivational aspects of cooperation. Satisfying all kinds of human needs in accordance with the purpose depends on the ritual of communication, and interpersonal relations serve to resolve ideals of a perfect generation and a perfect person.

Keywords: communication, positive influences, self-correction based on role models, re-education, personal opportunity, etiquette, reasoning style, relational flexibility.

The basis of the success of communication is the manifestation and development of qualities, qualities such as the spiritual world of a person, motivation of needs, character traits, individual-typological characteristics, abilities, beliefs. Communication prepares a thorough ground for self-correction, re-education, realization of personal potential on the basis of external positive influences, examples, leads to perfection. A perfect human being's manners, way of thinking, flexibility in getting into a relationship, ability to get out of a situation are imitated by other people and live according to it in their life experience.

Conscious reliance on an abnormal social situation or event in the process of interpersonal relations between people.

— self-improvement, realization, control, assessment, self-command is an important stage of maturity in the spiritual world of a person. Therefore, internal and external imitation is understood and mastered step by step

— is the guarantee of the professional training of the future specialist and his formation as a well-rounded person. The main reason for not being able to communicate

— is a wrong attitude towards oneself and the people around one due to overestimation or underestimation of one's self.

There are ways to prevent this, mainly focusing on:

- 1) organization of human relations between all members of the communication process through the communication system in cooperation activities, creating an opportunity to compare the emotional environment;
- 2) implementation of measures aimed at ensuring the favorable position of each member in the system of internal relations in communication;

3) organizing special trainings for the acquisition of information about the features, manners, methods and forms of human communication.

4) creation of business games, psychodrama, training system designed for interpersonal relations and communication methods.

If a person observes certain rules during the period when the qualities of self-control and behavior in various situations are mastered, he will achieve certain achievements in the process of cooperation:

1. This process occurs due to two-way communication, reflecting the internal state of mind and its content, the external reality of social phenomena.

2. Voluntary, active attention directed and focused on external objects reduces the level of efficiency due to the influence of various factors, a nervous state reduces efficiency and impairs communication.

3. A person can achieve his desired goal through physical tension, nervous tension, and mental tension in order to master the feeling of feeling free, free, and at ease.

A person's interaction with the world around him is manifested in the system of objective relations. Objective attitudes and relationships naturally occur in any real groups. These objective interactions of group members are reflected in subjective interpersonal relationships. Any production requires the cooperation of people. If there is no relationship with people in any individual society, they will not understand each other properly and will not be able to organize a full-fledged joint activity. For example, a teacher can interact with students to teach them a subject! Communication is a multifaceted process of development of communication between people, born on the basis of cooperative activities and needs. Communication includes the exchange of information between the participants of cooperative activities, which is expressed in the communicative form of communication. People use language as a means of communication when interacting with each other.

The second aspect of communication is the interaction of participants. In this, not only words are exchanged, but also actions and situations.

For example, it is possible to communicate between a teacher and a student without saying a word.

The third aspect of communication is the perception of each other. It is important for the participants to understand each other correctly. Thus, three conditional aspects of communication can be distinguished:

Communicative (giving information),

Interactive (interaction) and

Perceptive (mutual perception).

The unity of these three aspects of communication is manifested as a method of organizing the interaction and cooperative activities of the people involved in communication.

The content of communication is the exchange of information, the organization of mutual understanding and mutual relations with students by the teacher using various communication tools. The educational and didactic tasks of pedagogues cannot be carried out without ensuring the relationship between the teacher and the student community. During joint activities, people share different thoughts, ideas, and feelings.

In this case, thoughts and feelings can be interpreted as information, and communication can be interpreted as information exchange. But interpersonal communication is not just an exchange of information.

Because in the process of communication, information is not only transmitted, but also formed, clarified, developed. Therefore, it is impossible to consider human communication as a process consisting only of information exchange. In the process of communication, in addition to moving from one side to another, information is actively exchanged (the participants of the communicative process analyze each other's motives, goals, etc. when sending information to each other).

Also, when exchanging information in the process of communication, people can influence each other through the system of signs (interpersonal information exchange certainly has a certain influence on the interlocutor's behavior). In the process of communication, the communicator (the person sending information) and the recipient (the person receiving information) must have the same encoding and decoding system. Only the adoption of a single system allows the participants of the communicative process to understand each other.

In the process of communication, obstacles specific to interpersonal communication may arise. Obstacles can arise not only because of differences in the sign system, but also because of socio-political, religious, professional differences, or differences in worldview and perception of the world in general.

The understanding of communication as the production of a common thing that unites people in the process of mutual action and activity means that this common thing consists of language as a means of communication. Language provides communication between the participants of communication. Coding it according to the essence of the words chosen for this purpose, the person who communicates the information also decoded this essence, that is, revealed its meaning and changed his behavior based on this information. The person receiving this information also understands.

A.V. According to Petrovsky, the person sending information to another person (communicator) and the person receiving it (receiver) should use one single system of encoding and decoding essences, that is, speak the same language, in order to achieve the goals of relationship and joint activity. Essence is that aspect of a sign that has meaning as a part that expresses knowledge of the surrounding reality. Just as weapons represent people's labor activities, symbols also represent their cognitive activities and attitudes.

The actions and activities of each individual are often determined by the direct experiences of other people who do not have social value. For example, I go to the kitchen. My friend meets me on the way and says: "The kitchen is closed." At this point, this message controls my activity in a certain way: I turn and go to another kitchen. Here, language appears with its other important function, that is, as a tool or method of communication or a tool that controls human behavior. Any communication, any relationship consists in influencing the interlocutor.

The actions and activities of each individual are determined by the personal experience of each individual. A person's "personal" experience, his own individual experience, consists of a unique mixture of other people's experiences and social experience. A person, unlike an animal, can plan his actions. Language is the main tool of such planning and solving common intellectual issues. So, we think that the function of language is the function of a tool of mental

activity (perception, memory, thinking, imagination). As a system of word symbols, language is used in speech activity.

The process of educational tasks of students in educational institutions in the process of educating the young generation in the future, the impact on students requires a certain degree of change in the content that the student sees, hears and performs. At the heart of the various effectiveness of the teacher's influence are the characteristics of his personality, his ability to continue himself, the ability to convey his personality content to young people, the character and effectiveness of his pedagogical attitude.

Pedagogical communication is an integral quality of pedagogical influence. This is a professional dialogue between a teacher and a student in the educational process, in which information is exchanged and educational influence is exerted on students. In this case, mutual respect and trust serve as the basis of bilateral communication. The teacher expects respect from students in the process of communicating with them. Students also demand respect and trust from the teacher. This is an effective way of pedagogical influence, and experienced pedagogues build relationships based on the child's self-esteem and thereby implement mutual relationships.

There are 3 distinct levels of communication. These are: at the macro level (large) - communication with people is carried out based on all the norms of etiquette. At the meso level (middle) - communication takes place on the basis of a certain topic (for example, not to deviate from a certain topic in an askiya).

Micro level (small) - simple forms of communication, taking place in the form of questions and answers. There are types of communication: interpersonal (human-human), personal-group (group-group), mass communication (radio, television, newspapers and magazines).

Creativity in pedagogical communication depends on:

- working together with students (A.A. Bodalev);
- controlling the behavior of the child, using different ways of interaction;
- the teacher's ability to manage himself; — to be able to preserve the character of creativity in the process of mutual relations (Y.L. Kolominsky, A.V. Petrovsky).

So, if the teacher has conflicts with the students, he should immediately solve any problem. This is how creativity in pedagogical communication is known. In pedagogical communication, the teacher should look at the child's eyes and find out what is going on in his mind. Creativity begins with relationships.

Each pedagogue should communicate with children based on his experience and style, and find a non-standard method. Pedagogical influence is also realized through creativity in pedagogical communication.

To realize creativity, it is necessary to pay attention to the following:

- observing the lessons of several teachers, studying the mood of the students, the teacher's relationship with the children;
- to determine what methods the teacher uses in the lesson, how to organize communication, and how to solve educational problems;
 - comparing his communication technology with the technology of another teacher;
 - to determine the individual characteristics of students in the communication process by participating in educational classes of experienced teachers;

— to be able to draw conclusions by comparing the environment in one's class with the environment in another experienced teacher's class.

Professional-pedagogical communication is a complex phenomenon. A person sets several tasks before professional-pedagogical communication. In particular, he plans the purpose of the communication, when, where, and with how old the communication will be held.

Modeling is the most important stage of pedagogical communication. This stage is used to solve an important, responsible problem. For example, preparing for the lesson and planning the lecture are included in this stage.

First, a lesson plan is drawn up in accordance with the program.

Secondly, the individual characteristics of students are taken into account. Thirdly, educational methods used in the course of the lesson are selected. Fourthly, the child's mental development ability is taken into account. The second stage is the stage of direct communication.

This can be called "communicative attack". Because the teacher takes the initiative and starts the lesson. The third stage is the stage of communication management, which is an important component of professional communication.

The task of professional-pedagogical communication is to master the technology, in which the teacher can use warm relations, as a result of which the personality of the pedagogue is revealed.

Ways to take the initiative in the lesson are as follows:

- act promptly in establishing contact with the class;
- ability to quickly move from organizational work to the important stage of the lesson process;
- formation of socio-psychological unity of the class, the feeling of "we";
- use methods of communication with children depending on the situation;
- organization of integrated communication with the whole class team;
- to be able to form kindness, sincerity, honesty in oneself, to be able to show it in the lesson;
- reducing prohibited pedagogical demands, acting according to the situation;
- active use of mimicry (facial expression), pantomime (movements), eye contact (non-verbal communication);
- to feel mutual understanding (V.A. Kahn — Kalik). The communicative culture of the teacher plays an important role in the success of the professional-pedagogical dialogue.

The child should feel that the teacher is speaking from the heart. Otherwise, there will be no reliable, sincere communication. Some pedagogues communicate with children regardless of their age. If the teacher notices that the child is growing up, this indicates that his communication culture is forming.

Methodology of formation of individual styles of communication culture 1. Study of individual characteristics of the culture of communication with students:

- independent analysis of students' personal characteristics;
 - comprehensive description of students' internal capabilities;
 - teacher's proper organization of communication culture.
2. Immediate elimination of shortcomings in personal communication
- to immediately find measures to eliminate deficiencies;

- not to be rude to students in any situation; Elimination of negative situations such as disregarding the personality of the student.

3. The teacher should choose the most convenient methods of communication culture for him:

- development of a communication culture model similar to pedagogical activity;
- self-observation and regular comparison of achievements and shortcomings in communication;
- constant use of opportunities of our national spirituality, customs and traditions in communication.

4. Not to deviate from the rules of pedagogical activity in communication culture:

- communication suitable for the individual characteristics of each student
- system development;
- to recognize the educational impact and effectiveness of communication; Demonstrating pedagogical skills based on communication culture.

In order to improve their professional skills, young teachers who are just starting their pedagogical activities should regularly work on forming a culture of communication with students. In organizing the educational process, the culture of pedagogical communication is a force that directs the direct interaction of teachers and students towards a certain goal.

In this place, it is necessary to emphasize that the teacher should pay attention to the following situations: - the teacher's adherence to the culture of communication from the first educational activity, in this process the daily interaction with the teacher and the group of students depending on the situation planning, paying attention to every action, tone of voice, mastering the best features of traditional communication; - to record various situations in the class team based on communication, to evaluate the students' behavior by comparing it with the previous state and the state after the educational activity; - Analyzing the results of one's own communication style from a critical point of view, continuously eliminating shortcomings.

Creating the necessary words, a pleasant tone of voice, behavior;

- it is not enough to know its conditions for the effective development of the culture of pedagogical communication, the beginning of interaction with students typical of the "teacher-student" tradition and solving important tasks on the basis of mutual exchange of ideas will attract the attention of the object of interaction attract;

- what should be understood by the object of communication, i.e. attracting the attention of the student? The meaning of this is that the teacher demonstrates his skills with his politeness, culture, good manners, and the ability to find a way to the hearts of students in communication, and takes the socio-psychological basis of the organizational forms of communication culture.

In order to have a pedagogical effect based on the indicated situations, special requirements are placed on the teacher's culture of pedagogical communication, ethics and manners, cordiality, communication etiquette. These qualities are a guarantee of success in the teacher's ability to communicate in the classroom, with parents, organize and manage educational activities with students with a specific goal in mind.

It can be concluded that a young teacher who adheres to the culture of pedagogical communication, which is a unique quality of professional activity, should embody the following characteristics:

- a socially-politically active person with high spiritual level views, strong and stable faith, loyalty to the ideals of our state, national idea and ideology of independence, patriotism, self-sacrifice formed in accordance with the socio-political demands and needs of our country ;
- the formation of sincere love for students, the ability to understand all their needs, interests, motivations and behaviors;
- Pedagogical observation of events occurring in society, events occurring in the world, nature, existence, interpersonal, inter-group, inter-ethnic relations, the ability to aspire to innovation, creative research;
- rational understanding of the characteristics of people's behavior and relationships in all aspects of pedagogical activity, forming a reflexive attitude towards one's own activity;
- in relation to any emergency situations, news happening in society, and social
- to react to economic changes with efficiency and intelligence, to be able to set the right goals, plan, direct control, manage and show one's capabilities;
- demonstrate the ability to organize and manage public actions in pedagogical activities, temporary group relations in the public system;
- the breadth of the worldview and the scope of thinking, the vividness of interest in learning worldly knowledge, the tendency to scientific research, the level of certain scientific potential and pedagogical skills are regularly increased.

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