



## Improving pedagogical communication with students

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### ABSTRACT

The actions of the teacher and students in each part of the lesson must complement each other to achieve the goal of the lesson. The ability of a teacher to organize pedagogical communication with students largely determines the effectiveness of the modern educational process aimed at revealing the personal characteristics of students and mastering a foreign language as a means of intercultural communication. This article discusses the organization of relationships between the teacher and students to achieve results.

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## Talabalar bilan pedagogik aloqa o'rnatish

### ANNOTATSIYA

#### **Kalit so'zlar:**

talaba,  
o'qitish,  
o'qituvchi,  
qobiliyat,  
pedagogik muloqot.

Ushbu maqolada mashg'ulotda ko'zlangan maqsadga erishishda, darsning har bir qismida o'qituvchi va talabalarning harakatlari o'zaro bir-birini to'ldirishi lozimligi haqida ma'lumotlar berilgan. Shuningdek, natijaga erishish uchun o'qituvchi va talabalar o'rtasidagi munosabatlarni tashkil etish muhokama qilinadi.

## Совершенствование педагогического общения со студентами

### АННОТАЦИЯ

#### **Ключевые слова:**

студент,  
обучение,  
учитель,  
способность,  
педагогическое общение.

Для достижения цели урока действия учителя и студентов в каждой его части должны дополнять друг друга. Умение преподавателя организовать педагогическое общение со студентами в значительной степени определяет эффективность современного образовательного процесса,

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направленного на раскрытие личностных особенностей учащихся и овладение иностранным языком как средством межкультурного общения. В данной статье рассматривается организация взаимоотношений между преподавателем и учениками для достижения результатов.

## INTRODUCTION

The teaching process of a foreign language involves the interaction of a teacher with students. At each stage of the lesson, the actions of the teacher and students must be coordinated. A foreign language lesson is difficult to do without technical teaching visual aids. It is difficult to overestimate the advantages provided by the use of audio and video materials in a foreign language lesson. The ability of a teacher to organize pedagogical communication with students largely determines the effectiveness of the modern educational process in foreign languages, aimed at revealing the personal characteristics of students and mastering foreign languages as a means of intercultural communication. By the way, the ability to use this technical tool is a necessary element of the teacher's professional culture. At present, any specialist needs to be able to work with a computer and use the Internet to prepare various handouts, individual homework, etc. Through the Internet, one can get professional advice, find an interesting authentic text, etc.

## ANALYSIS OF LITERATURE AND RESEARCH METHODOLOGY

Methodological and applied aspects of pedagogical communication are currently the object of close attention of teachers and psychologists (I.A. Zimnyaya, [3] A.A. Leontiev, [1] etc.), as well as methodologists (I.L. Bim, N.D. Galskova, T.E. Saxarova, [2] E.I. Passov, [4] etc.). At the same time, interaction in a foreign language lesson means, first of all, the joint coordinated activity of all subjects of the educational process and the mutual understanding that develops between them, which is the psychological basis of pedagogical cooperation.

If a teacher starts a lesson with a standard verbal exercise, that is repeated from lesson to lesson, from class to class, or with a formal survey of homework, then this will disrupt the interaction with students because it does not contribute to creating a situation in which students will feel and realize the need in the acquisition of foreign language knowledge, skills and abilities. But if the actions of the teacher at the very beginning of the lesson are aimed at conveying his emotional state (the joy of meeting with the students, from the upcoming communication with them), at the use of speech material related to personal experience and the context of the student's activities needed for the lesson, then they will motivate the upcoming activities of students, form their positive attitude towards the perception and assimilation of subsequent educational content. Based on this, the main structural unit of the educational process in a foreign language – lesson should be considered as a complex act of communication, the main goal and content of which is practice in solving problems of interaction between the subjects of the pedagogical process, and the main way to achieve the goal and master the content are motivated communicative tasks of different degree of difficulty. Encourage students to repeat a speech unit many times without focusing on setting new communicative tasks for them in changing situations of communication, setting tasks that do not have a communicative orientation can cause negative affect. In this case, the process of learning a language and its result is perceived by students as a formal procedure, since the essence of the language is a social phenomenon and the motive (for the sake of which they study a foreign language, namely, mastering the language as a means of interaction and mutual understanding with representatives of other cultures) are not taken into account. It corresponds to what they do in auditory.

The activity of students in mastering foreign language acts as a neutral process to the formation of personality. And vice versa, if the teacher's actions provide situational conditioning and communicative value of all students' statements and in teaching activity the teacher uses both forms of work that stimulate the creative and speech initiative of students, their independence, and a variety of teaching tools, including authentic ones. then the result in achieving the strategic goal of teaching the subject will certainly be essential. Underestimation of the factor of mutual understanding between the teacher and students can also lead to significant losses in the practical field of teaching a foreign language. It is known that emerging interpersonal relationships can inhibit normal interaction or contribute to it. Therefore, even in the case of good professional training of the teacher, his ability to plan and carry out his actions methodically, the effect of learning can be minimal due to the relationship that has not developed between him and the students. And vice versa, the orientation of the teacher's actions to teaching the language as a means of interaction, which determines communication with students as equal partners, individuals, a group of individuals, can ensure the practical mastery of a foreign language, even if within limits. The result of the interaction between the teacher and students, and the relationships that develop between them, can be the following styles of pedagogical communication: 1) communication-based on a passion for joint creative activities; 2) communication based on friendly disposition; 3) communication-distance; 4) communication-intimidation; 5) communication-flirting (V.A. Kan-Kalik) [5]. Let's compare the speech and non-speech actions of the teacher, which characterize diametrically opposite types of pedagogical communication.

## DISCUSSION

Communication-intimidation is characterized by the steady desire of the teacher to seize the initiative in the lesson, take a dominant position, and impose his will on the students. For these purposes, he uses an order, censure, a threat in the form of an order, notation, instruction, and sometimes punishment (for example, in the form of a bad mark). The main functions of the teacher are reduced to indicating the sequence of performing oral and written exercises, to purposeful work on correcting mistakes, and to evaluating students' statements. In this case, the interaction between the teacher and students is essentially a simple mutual exchange of remarks, during which the teacher, as a rule, acts as a formal organizer of the educational process. He sees his main task only in the fact that by any means (even the toughest) to achieve the assimilation of program material by students. An authoritatively oriented teacher proceeds from the fact that the student is obliged to study and unquestioningly fulfill everything that is required of him in the lesson. External order and discipline are, as a rule, the result of strict examination and control of students by the teacher. All this creates tension in the relationship between trainees and teachers, often leading to conflicts between them, causing mutual hostility. Thus, the learning model adopted by an authoritarian-oriented teacher is learning "as the acquisition of knowledge, skills and abilities", and the communication model is a "one-sided" model.

Only in the conditions of joint creative activity of the teacher and students, which has a personal meaning for each of them (i.e. in the conditions of personal interaction), partnership relations develop between them. These relationships are manifested in the mutual influence of the teacher and trainees, in the consistency of their verbal and non-verbal actions. In conditions of co-activity, the main "tools" of the teacher are requests, advice, praise, approval, or benevolent censure, but on the content aspect of the activity, revealing the purpose and motive of each task (what needs to be done and why). The main form of learning activity, in this case, is not listening, speaking, or reading in the target language, but a joint enthusiasm for communicative-cognitive-objective activity, live communication between the teacher and students. Depending on the situation in the lesson, the

teacher in the eyes of the students acts as a speech partner assistant and consultant, initiator of communication, and, if necessary, an arbitrator. As for the student, thanks to favorable interpersonal relationships, he does not feel fear of making a language mistake, or of being misunderstood, he feels relaxed and free. The consequence of a benevolent relationship between the teacher and students is to increase the level of motivation for the behavior of the latter. Thus, the teacher, organizing joint activities in the lesson, chooses the learning model as “free disclosure of personality”, and the communication model as “multilateral”.

A creatively working teacher who knows how to build the learning process as a process of revealing the abilities of students and therefore, working in the mode of communication as a joint passion for activities, he focuses in his work on the content aspects of learning in their correlation with the personal characteristics and capabilities of the students. In turn, an authoritarian teacher uses teaching methods and techniques that disrupt the interaction and mutual understanding of all participants in the educational process and cannot organize genuine communication in the classroom.

### CONCLUSION

Entering into a relationship of cooperation, the teacher focuses not on the functions of the student as a student (according to which he must learn and answer homework, complete the exercise, read the text, etc.) but on his personality and the prospects for development. Such interaction, as a rule, goes beyond educational communication and is carried out in various activities that stimulate the practical use of a foreign language.

The experience of best practice in teaching a foreign language shows that the effectiveness of a foreign language lesson is determined, first of all, by the teacher's ability to create conditions and organize situations in which students learn the language as a means of communication. New pedagogical technologies (project methodology, cooperation methodology, pedagogical workshop, etc.) allow learning to live, work, think independently and collectively, and dream and create individually. Speaking about pedagogical, and educational cooperation in general, one should keep in mind the presence of the three main factors of interaction between the teacher and the student, the interaction of students with each other in joint educational activities, and the interaction of teachers in the system of interdisciplinary connections.

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