

Teacher Communication Culture In The Class

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Abstract: Today, our independent republic is recognized by the world community, and its further development and prosperity depends on today's youth. This means that today's young people are able to express their right attitude to themselves, to other people, to society, to nature and to work, which is fully developed. Must be able to work independently, be creative, enterprising and resourceful. The development of these qualities in the student definitely depends on the teacher, his ability to properly manage the educational process and the relationships and interactions he can establish with students.

Keywords. community, creativity, communication, education, independent thinking

Introduction.

Communication is an information process in which information travels in two directions from the subject of management (educator) to the object of management (student) and vice versa from object to subject. From direct interpersonal communication, the educator receives a wide range of information about his students, the community in general, and the internal processes within it. The educator, in turn, communicates purposeful information to his or her students during the communication process.

Communication - Latin, cottitallo - means to generalize, to connect. Communication is the process of exchanging information between

individuals within a group or community. This process is mainly done through communication.

Communication is the most important professional tool of pedagogical activity. Pedagogical communication is the teacher's actual communication with the student in and out of the classroom in order to create a comfortable psychological environment.

Main Part

Modern psychology is exploring the importance of interpersonal communication. Knowledge of the laws of communication and the development of communication skills are especially important for the educator. Because his task according to his profession is to work together if he is able to effectively engage students in activities that meet his goals and objectives, and if he is able to establish interaction and mutual understanding in a way that meets the goals and objectives of education. can be successfully solved only if it is able to establish a full pedagogical dialogue.

The didactic and especially pedagogical tasks of pedagogical activity cannot be carried out effectively enough without the organization of a process of productive communication between the teacher and the student body. Thus, in pedagogical activity, communication, firstly, as a means of solving educational problems, and secondly, as a system of socio-psychological support of the educational process, contributes to

the successful conduct of education and upbringing between teachers and students. as a way of organizing a particular system of relationships that allows, and fourthly, as a process without which the individual characteristics of the school student cannot be nurtured.

Pedagogical communication is a system, methods and skills of interaction between teachers and students, consisting of the exchange of information on the content, educational interaction and the organization of mutual understanding. The educator emerges as the initiator of this process and organizes and directs it.

Improper pedagogical communication causes fear, insecurity in students, impairs attention, memory and ability, and disrupts the speech process. As a result, students develop stereotypes. Their interest in reading and independent study and thinking decreases. As a result, students have a longer negative attitude toward the teacher.

Pedagogical communication as a socio-psychological process is characterized by the following functions: the study of personality (knowledge), the exchange of information and the organization of activities.

The function of communication in the exchange of information is a positive desire to develop the process of sharing spiritual wealth and news, to create conditions for cooperation and thinking.

Communication through the exchange of roles, on the other hand, programs in them a socially formed behavior. Teachers use a person-role form in the educational process: they invite students to complete certain elements of the lesson. In doing so, students identify themselves. They have the opportunity to value themselves, to

value themselves, and to strive to imagine their future.

One of the most important functions of communication is empathy. It takes place in the process of understanding the other person's feelings, forming the ability to agree with the views of others, and normalizing relationships in the community. Incomplete sentences are often used to express the student. This type of speech is performed by one or more people and takes the form of a monologue, a dialogue.

Monologic speech is the speech of one person towards others and is narration, reporting. Retelling what you read comes in the form of asking and answering questions.

A dialogic conversation is between two or more people. This type of speech has its own characteristics and does not require extensive sentences. That's why there are so many incomplete sentences in dialogic speech. Such speech includes questioning and persuasion.

This includes a number of tools that are difficult to express in words in oral dialogue: facial expressions, gestures, tone. One of the important tasks of teachers is to develop these tools.

The process of students' understanding of the material depends on the perfection of the teacher's speech. Students are usually quick to point out the teacher's speaking skills. Mispronunciation of certain words and sounds by a teacher can lead to laughter and ridicule among students. Also, a one-tone speech is boring, but during an open conversation, a high-spirited speech, that is, a conversation with great enthusiasm, seems to the students to be fake and to the teacher. arouses insecurity. Some believe that both the word and its originality are human. But modern physiological scientific experience confirms that it can radically change the quality of

sound. Examples of the history of this idea can also confirm this. For example, the ancient Greek Demosven overcame some of his shortcomings and became a great preacher of that time.

Here are some wise sayings:

It is a desire that cannot be easily achieved.

The example of Imillagan is useless.

The body is as delicate as a flower

A rough carrier is better than a thousand.

Khusrav Dehlavi

There are two types of breathing: normal breathing and phonation breathing. What is the difference between phonation breathing and normal breathing? During normal breathing, the inhale and exhale breaths through the nose are equal and short.

Sound is produced by exhalation. Therefore, for regular speakers, the sequence of breathing - breathing, stopping and prolonging - should consist of exhalation.

There are many exercises designed to regulate a teacher's breathing. One of them is to take a deep breath through the nose while lying on your back on the floor, or to return to this position while standing, which helps the respiratory system to function properly.

There are many teachers who have a natural voice, that is, a resonant, pleasant voice. But natural sound also loses its power over time and changes. That is, everyone's voice can be strong, changeable, and resonant.

What are the characteristics of a teacher's voice:

1. This is the power of sound. Sound power depends on the function of the vocal organs, their activity, and their exhalation.

2. How far the sound is delivered. This allows experts to determine how far the teacher's voice can be delivered and how it can be adjusted.

3. The movement and variability of the voice are important in a teacher's speech. The movement of a sound depends on its pitch. The human voice can easily vary in pitch of 2 octaves, but in our daily speech, a voice of 3-5 notes can be used.

4. Range - volume. Its range depends on how low or high the volume is. The reduction of the sound limit turns into speech of the same tone.

5. The peculiarities of the sound depend on the timbre of the voice, that is, on the presence of a soft, clear, resonant sound. The above will increase over the years. Sound training is a long-term enhancing process.

6. Now let's say a few words about the hygiene of the teacher's voice. Special research conducted by experts shows that there is a high incidence of diseases of the vocal organs among professionals who are constantly involved in speech. Among teachers, 40.2% are infected.

The causes of voice disorders are varied. There are four main ones:

Excessive effort, load, which is put to the vote every day;

Misuse of voice;

Failure to follow sound hygiene;

Congenital weakness of the vocal cords.

Conclusion

Occupational disease should be preceded by sound hygiene and adherence to certain school conditions. The teacher should refrain from speaking for 2-3 hours after each day's work. Therefore, teachers should also pay attention to the respiratory system, nervous system, diet. Consumption of very cold or hot, bitter, alcoholic beverages; smoking has a negative effect on the oral cavity and vocal organs.

List of used literature

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