

COMMUNICATION IN THE TEACHER'S ACTIVITY AND ITS PSYCHOLOGICAL SYSTEM

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Annotation: *This article provides information on the role of communication in the teacher's work in the organization of lessons, the importance of oral speech, the ability to influence students.*

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The effectiveness of our large-scale reforms in all spheres of life is inextricably linked with the restoration of national spirituality, in-depth study of our rich historical heritage, preservation of our traditions and customs, development of culture and art, science and education, and most importantly, change and growth of society.

Therefore, in the years of independence, we have been tasked with educating people who recognize their rights, rely on their own strength and capabilities, can independently approach the events around them, and at the same time see their personal interests in line with the interests of the country and the people. has become a crucial issue for.

It is known that our ancestors from ancient times considered science, enlightenment, education and upbringing, which are invaluable resources, as the main condition and guarantee of human perfection and development of the nation. We must not forget that the foundation of our future is laid in educational institutions, in other words, the future of our people depends on how our children are educated and brought up today.

To do this, every parent, teacher and coach must first see the person in the image of each child. Based on this simple requirement, we must accept that the main goal and task of education should be to bring up our children as independent and broad-minded, conscious people. This requires a balanced approach to education and upbringing.

Teachers who organize teaching and educational work should have a high level of oral communication. Because in the process of organizing lessons, it is necessary to provide students with brief, concise and clear information. To organize this, the teacher must cultivate his oral speech, work on himself. Because communication is a process unique to humans. People want to say something to each other in the process of activity. Communication is a multifaceted process of developing connections between people that stem from the need for collaboration. Communication involves the exchange of information between co-operators. This

takes into account the communicative aspect of the relationship. When people enter into a relationship, they first resort to language. Another aspect of communication is the interaction of the interlocutors - the exchange of not only words but also actions in the process of speech. For example, when we enter into a relationship, we communicate with gestures if it satisfies us. The next aspect of the relationship is that the interlocutors can understand each other. For example, before we communicate with a person, we treat him with respect or disregard. Thus, in the process of communication, communicative (information), interactive (interaction) and perceptual (interaction) perception takes place.

It is important for everyone to know the laws of communication and to develop the skills and abilities to establish it.

Everyone's own "I" is formed in the process of communication with others. A person's way of life first develops in the family, kindergarten, school, institute, office, among the elderly, that is, in groups and communities. One of our highest spiritual needs is the need for communication. If our need for communication is not met, our consciousness will not develop either. That is why we must always meet our communication needs. We get satisfaction from communicating with someone, but in some cases we feel dissatisfied.

Communication psychology develops in connection with all branches of psychology.

The main tasks of communication psychology are:

- 1) To study the laws of interpersonal interaction and communication in the process of joint activities;
- 2) Analysis of the views of Eastern scholars on communication;
- 3) Emphasize that there are behavioral opportunities that motivate the student to be active;
- 4) Formation of communication aimed at activating the professional competence of students;
- 5) increase the role of communication in the coordination of interpersonal relations;
- 6) Take into account some of the consequences of interactions.

The main tasks of teacher communication culture are:

A) To be able to fully convey knowledge and skills to primary school students. Primary class should be understandable to students during the teacher dialogue. Only in this case, the process of perception of the given knowledge by the students will be sufficient. Well-understood knowledge is well stored in memory.

One writer recalls a speech by a childhood teacher: "His words would have stuck in my brain."

Speech can also be used not only to impart knowledge, but also to cultivate attitudes towards this knowledge in the form of emotional, moral values. Most importantly, it is able to instill this knowledge and understanding in the hearts of primary school students.

B) Another task is to ensure the effectiveness of educational activities:

The teacher's communication culture should be as clear (concrete) and figurative as possible for the elementary school student to understand, figurative, and structured taking into account the elementary school student's memory, thinking ability, and life experience. The content and meaning of communication is formed taking into account the specific aspects of the topic, logic, the pace and rhythm of perception of primary school students. Psychological and pedagogical research shows that as a result of incorrect emphasis on speech, pronunciation defects, use of dialect words, primary school students do not accept 39.0% of the information provided at all. 11% of students received only partial information, and 47% received only the initial part of the knowledge.

As mentioned above, the teacher's redundant words during the lesson ("Sit quietly", "close the book", "put the pen", etc.) also negatively affect the quality and quantity of information provided, making it difficult to understand the materials. Respect for the personality of primary school students in the teacher's communication, behavior, but demanding enough, a little humor, but all in a polite, understandable and simple language increases the effectiveness of the lesson.

C) Another aspect of the task set for educator speech is the effectiveness of the interaction between the teacher and the primary school student.

Every aspect of the relationship, from greetings to punitive measures, the teacher's demands and wishes, behavior, tone of voice, resonance, facial expressions, and so on, are important.

The teacher interacts with primary school students in three different ways:

1. In an authoritarian form of relationship, the teacher treats the primary school students with a firm hand, that is, the teacher is some an elementary school "breaks" students.
2. In liberal management, the teacher leaving elementary school students alone. Class teacher rather, elementary school students manage as much as they want, as much as they know. There will be no discipline in such a class.
3. In a teacher's demographic approach to elementary school students, he or she expresses confidence in the students. Respects them as a person, but does not diminish the demand.

The teacher should be serious, cheerful, sad, polite, demanding, depending on the situation. However, one of the positive qualities of a teacher is the ability to hide his feelings at the right time, to respond appropriately to the situation at the right time.

Just as a teacher knows in advance what he will make of clay like a sculptor, he plans his communication culture in advance. The teacher can convince the primary school student with his communication, for which he appeals to the minds, feelings, conscience of the students. It encourages them to think together, to explore. For example, "Let's think together," "Imagine for yourself," and so on.

The teacher plans in advance what she will say to each elementary student. For example: encouraging someone, reprimanding someone, knowing how to speak louder in a gentle voice to someone, making it easier to lead a class. Sometimes, the teacher accidentally has to teach a lesson without being prepared. At such times - the teacher is required to be careful in his speech, speech. Otherwise, a non-educational situation may occur.

There are several ways in which teachers can improve their speaking skills:

1. In any case, it is necessary to strictly follow the norms of literary language, both in class and out of class. He must constantly shape his communication culture.
2. Learn to work tirelessly and self-control on the formation of expressive speech skills. Keep rehearsing it until you can say it with conviction and confidence. Pay attention to the tone of speech, high and low, juicy, rhythm. Fast, slow, loud speaking and observing how it affects people.
3. Develop your communication skills in the communication process.

The teacher must have the following special communication skills:

1. Socio-perceptual ability: ability to perceive the inner mood, state of the partner, the interlocutor.
2. The ability to put oneself in the place of an imaginary interlocutor (reflection). The interlocutor is also able to anticipate the reader's response to our speech.
3. Ability to self-manage.
4. Be able to control their nerves and mood during communication.
5. Influence students by persuading them in the process of communication.
6. Be able to visualize the things and events the teacher is talking about.

In short, each person's social experience, his or her human appearance, qualities, and even flaws are the product of the communication process. The simplest task of any communication is to ensure that the interlocutors understand each other. It begins with a sincere greeting from the Uzbeks, an open face to the interlocutor. This aspect has a national identity. Another important task is to lay the foundation for social experience, in which the human child socializes only among people, forming the necessary human qualities.