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COMMUNICATION SKILLS OF A TEACHER

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Views on communication in professional activities. The need to exchange information in various spheres of human life, to obtain new results as a result of collective discussion of any problem has led to the emergence of such forms of communication as conferences, seminars, meetings. At present, no serious work is possible without deciding at different levels intermediate results, conclusions, options, solutions, listening to opponents and making appropriate decisions. During this period, the first psychological views appeared in the East.

The role of great Eastern thinkers in the birth of psychological views in the East was great. Among them, Al-Khorezmi, Al-Farabi, Abu Raikhan Beruni, Abu Ali ibn Sino, Mirzo Ulugbek inherited their rich ideas and views on the human psyche and upbringing of the younger generation. Among them, especially the ideas of Abu Ali ibn Sina about logic, metaphysics, natural sciences, especially medicine, made a great contribution to the scientific development of that period over the centuries. He is one of the scientists dealing with specific psychological problems.

His views on the soul, the nervous system are of great importance. In particular, Abu Ali ibn Sina's views on the need for an approach to temperament have not lost their significance in modern psychology a thousand years later. Abu Ali ibn Sina was one of the first scientists in the world to use psychotherapeutic methods.

Recently, many foreign psychologists have turned to some of the ideas of the American psychologist E.Thorndike, who became famous in the 1920s and 1930s. The modern bourgeois psychologist likes to mask his views. E.Thorndike, on the contrary, was a very clear writer, and there was no room for hesitation in his views. In «New Methods of the Teacher of Arithmetic» and «Principles Based on Psychology» E.Thorndike directly alludes to the «natural forces» of students, their «innate inclinations». E.Thorndike talked about the influence of the environment on the influence of education, but no matter how good the teaching, which is openly secondarily, depends on the influence of these factors, some students will not succeed at all, while others will succeed, no matter how bad the teaching is. An absolutely clear idea! Thus, the role of the teacher is excluded and the previous pedagogical deficiency is justified.

Communication or communication is one of the forms of human interaction. Communication is the process of exchanging messages that express the result of people's reflection of reality; they are an integral part of social existence and a means of forming and functioning of their individual and social consciousness. In the process of human interaction, the organization of purposeful cooperation, the exchange of experience, the acquisition of work and life skills, the expression of spiritual needs and satisfaction occurs through communication.

Communication or interaction is also the process of sharing new information, as Bernard Shaw points out:

«If I have one apple, and you have so many apples, and we share with each other, then you and I will have one apple. If each of us has a personal opinion and we share it, then each of us will have two ideas». From this emphasis it is clear that mutual communication occurs during communication.

Communication is a socio-psychological phenomenon and is a multifaceted process of the development of connections between people arising from the need for joint action. In the process of interaction, people use language as one of the most important means of communication. Another important aspect of communication is that communicators exchange information not only with words, but also with actions in the process of communication. The communication process also depends on the interests, worldview, culture of behavior of individuals, since the interaction between individuals is a natural need.

Communication is an important aspect of any activity, through which the essence of a person is manifested, that is, mutual understanding, harmony in the performance of work is achieved, or, conversely, conflicts and ethical conflicts, disagreements at work arise due to communication.

The methodology of communication between people through communication consists of six sequential steps:

1. Stage - mutual understanding;
2. Stage - search for common or coinciding interests;
3. Stage - quality and acceptable principles proposed for communication;
4. Stage - identifying qualities that are dangerous for communication;

5. Stage - individual impact and adaptation to the interlocutor;

6. The stage is to create common rules and interaction.

Following the sequence of steps is important for organizing the correct exposure.

Professional behavior plays an important role in the activities of every employee. Consequently, each of the interactions is involved in a separate process of activity. The employee interacts with people based on the laws of behavior. All professional qualities of the employee (memory, attention, perception, intuition, thinking, imagination) are involved in the communication process. These processes help the employee think logically, relate the event to the past situation, compare and contrast, and have a perfect understanding of the object and situation.

In the activities of employees, the following types of communication are distinguished: 1) directly; 2) indirectly; 3) role-playing; 4) significant; 5) official; 6) informal.

Direct communication is a face-to-face conversation in which each participant perceives, communicates and makes extensive use of all available tools.

The value of verbal and communicative communication in professionalism

During joint activities, people share different thoughts, ideas and emotional experiences.

Communicative communication is the process of exchanging information, information, ideas in interpersonal relationships. Several systems of symbols are used in the communication process.

These are verbal communication (through speech) and non-verbal (through non-verbal signals) communication.

Verbal communication. Human speech is used as a sign system. Speech is a set of sound or written signals used by a person, with the help of which information received during communication is processed, stored and transmitted. This process is carried out through the language. Language is a system of verbal signs that arises as a product of mental activity in the process of communication.

Language is a means of communication. The language provides communication between communicators, because it is understood by both the informant and the recipient. The informant (communicator) and the recipient (recipient) must use the same language in the communication process, otherwise they will not be able to understand each other correctly. The exchange of information should be clear and understandable for the parties to the transaction. A language consists of a set of verbal symbols. The meaning of a word is its semantic side.

The actions and actions of each person are determined by 3 important factors in the actions and actions of the other person

First, it defines the socio-historical experience of all mankind or a group of people in a somewhat narrow circle. A small child cannot learn the world on his own. He asks the parents questions, and they answer them, from which the child receives only a small part of the general knowledge, which will subsequently be used in his activities.

A child can form this small part of general knowledge in the form of language, in the system of verbal signs with the help of language. The same is true in school, where the student receives all knowledge about the world from the explanation of a teacher or a textbook, that is, through language. Here, language manifests itself as a means of

existence, a means of transmitting and assimilating social and historical experience, performing one of its most important functions. Second, each person defines the actions and actions of a person as a direct experience of other people, which often has no social value.

Например, я иду на кухню. По дороге встретил друга, который сказал мне, что кухня закрыта. В этот момент сообщение определенным образом стимулирует мою активность: я разворачиваюсь и иду на другую кухню. Здесь язык проявляется с другой важной функцией, то есть как средство или метод общения или как средство управления поведением Вселенной. В результате любое общение, любые отношения - это влияние на собеседника.

Third, the actions and activities of each person are determined by the personal experience of each person. A person's «personal» individual experience is a unique combination of other people's experiences and social experiences. Unlike an animal, a person knows how to plan their actions. Language is the main tool for such planning and for solving common intellectual problems. Here we are faced with the third function of language as an instrument of mental activity (cognition, memory, contemplation, imagination). Language is used in speech activity as a system of verbal signs.

Speech activity is a process by which a person uses language to assimilate socio-historical experience and pass it on to future generations or to establish communication, to plan their actions. Language is a means of communication or a weapon, and speech activity or speech is the very process of communication. In this process, active and passive types of speech activity are distinguished.

The speaker's speech is active speech, the listener's speech is passive. Speech is divided into internal and external. External speech is divided into written and oral, oral speech - into monologue and dialogical.

A monologue is a speech in which one person addresses himself or others. This is a teacher's statement, a student's complete answer, a lecture, and so on.

Professional activity as a key factor in personality formation

The concept of a person is the need for participation in socially useful activities and active participation, the need for everyone to interact with other people, the content and forms of these relationships, the system of relations between a person and the people around him, his attitude to nature and the world around him. possible. All human interests are reflected in the multifaceted and multifaceted human activity, in communication with different people. His attitude to people, to common work, to his qualifications, to himself is being formed. However, man is not only a living organism, but also a product of social life. The life of an organism is subject to biological laws.

First of all, due to the peculiarities of the temperament created by the properties of the nervous system, all social, biological and interpersonal relationships of a person are extremely complex, manifest themselves in different tensions in different situations and manifestations of his relationship with other people at different stages of development. A person is evaluated primarily on the basis of his or her social image, which is expressed in relation to the life of the people around him. Sometimes it is self-evident that a person has different relationships with the people around him. All human qualities are formed in relationships with others. A person cannot live and form outside of people.

At present, the main criterion of state policy is the spiritual education of the individual. To correctly approach human development, you need to know the character of a person, his structure, his behavior and ways of influencing him. A born man must be formed as a person. This process occurs under the influence of several factors and obeys certain laws. Usually there are three main factors in the formation of personality. These are heredity, environment and upbringing. None of these factors can affect the formation of a personality independently, regardless of the situation and circumstances. In addition, some factors are more active, more systematic and subject to the conscious will of people. The influence of some factors occurs spontaneously and does not depend on the will, disorganization skills, etc. Some people involved in personal education.

Upbringing should be viewed as a social phenomenon in which people influence each other in order to form a person's emotions, character, physical development, behavior in a certain direction. Leading educational scholars argue that the social factor is critical. A person is not born good or bad. Perhaps they think that, under the influence of upbringing, they grow up to be good or bad. What factors influence a person's upbringing? This is mainly due to three factors. The biological factor consists of environmental and nurturing factors.

Biological factor. The influence of this factor is primarily due to the fact that the individual is a living organism whose life is subject to both the general laws of biology and the special laws of anatomy and physiology of youth. At certain stages of life, changes occur in the structure and functions of individual organs and the entire organ system.

The mental state of a person and whether this state will be more or less disturbed over a certain period of time is associated with a biological factor. Individual and typological characteristics of nervous activity, age and sex differences play an important role in human life. The biological maturation of an organism is based on laws. This law should be applied with varying degrees of subordination to specific educational environmental influences. However, the biological life of an individual organism does not directly determine its mental development, and at the same time it does not remain an absolutely neutral and indifferent phenomenon for it. The study of the role of heredity - the basic concept of biology - suggests that traits that are firmly entrenched in the parental organism as a result of long-term living in the same conditions are inherited.

Environment. Biology explains that the environment is the place where the organism lives, and the influence of the environment is based on the law of assimilation and dissimilation or metabolism between the organism and the environment. According to this law, the environment in which an organism lives is a single whole. Components such as environment, light, heat, food, air are of great importance for the development of an individual organism. But this is completely insufficient for a person to form as a person.

In the human environment, people are primarily close to an adopted child, that is, not only to a small family member, but also to people who are further from him, his neighbors, neighbors, adopted friends, and then he reads, plays, works together, interacts differently. future comrades play a decisive role.

Currently, foster children are exposed to vivid images of unfamiliar ancestors through the media. These images influence the thoughts and feelings of the younger generation, their assessments of events and aspirations. The only way such an effect can be positive or negative is when a person interacts with the people around him. The people a person interacts with are his or her environment. Only through communication, which is a special type of metabolism between a person and society, a person can learn the valuable experience of past generations and learn from the best adults.

Only in relationships in which students and teachers are actively involved, that is, only in this two-way process, does a person acquire a variety of knowledge and acquire a variety of skills and working methods. The student learns to perceive what he perceives through his feelings, to react to events and events of the external world with the help of various sensations, thoughts and ideas. Communicating with people, he learns what is good and what is bad, what to do and what not to do. He learns to pursue a specific goal, to behave in accordance with that goal, and to critically evaluate people and their behavior. In his relations with people, a person begins to stand out among other people for his good qualities and begins to apply the moral norms adopted in the society in which he lives in relation to others and himself, as well as to establish them as criteria in his work.

Firstly, the environment as a factor in the development of personality is a historically changing social phenomenon, because the environment, even the narrowest environment in which a person lives from the first days of birth, that is, the family of an individual, is a unit of society. In each period of historical development, the goals and means of raising a new person change, moral

norms, cultural wealth, tastes and interests of the elderly, and the way of thinking change.

Secondly, the adopted child interacts with the material, natural and especially social environment because of his activity. Only in this context will the environment remain a factor in the development of a growing person. Is the environment important in the upbringing or upbringing of a person? Asking a question is illogical. But the environment can be a factor in development only if it has a certain educational effect on a person. This effect can be spontaneous, chaotic, and in this case, personality development is not focused on a specific goal, which leads to the emergence of personal qualities that are harmful to both society and the individual.

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