

THE FORMATION OF A CULTURE OF COMMUNICATION IN THE TEACHING PROFESSION

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Abstract: This article is about the formation of a culture communication in the teaching profession. It analyzes the peculiarities and characteristics of communication during teaching process.

Key words: culture, communication, teaching, profession, human society, requirements, model communication.

The problem of forming a culture of communication in the teaching profession is solved based on the needs and requirements of human society. Therefore, at present, the Law of the Republic of Uzbekistan "On Education", the "National Program of Personnel Training" should not be limited to the motives of career choice, vocational training, professional competence and professionalism, but rather It is emphasized that it is absolutely necessary to form a professional culture in the personal activities of teachers. In our country, various scientific researches have been carried out in different periods on the specific ethnopsychological qualities, characteristics, abilities, methods of work, ways of mastering the secrets of pedagogical skills, the culture of interpersonal communication in the teaching profession. It should be noted that the realization of the pedagogical potential of the culture of communication is largely determined by the personal qualities of the teacher. A well-chosen approach to the culture of pedagogical communication, which corresponds to the spiritual level and unique characteristics of the teacher, helps to solve the following set of tasks: first, special attention and kindness to each student in communication simplifies the overall process of communication with the class team, prepares the ground for the teacher's free pedagogical activity, easily resolves conflict situations; secondly, the

organization of interaction with each student on the basis of free communication, the choice of pedagogical and psychological methods of communication appropriate to their age, allows to know his psyche, to "penetrate" into his inner world; third, the moral and ethical norms of the teacher in pedagogical communication are the key to success, increase the effectiveness of education, ensure the teacher's sense of satisfaction and peace of mind at all stages of communication. The methodology for shaping a teacher's individual culture of communication with students includes the following steps:

Exploring the individual characteristics of the culture of communication with students: independent analysis of students' personal characteristics; provide a comprehensive description of students' internal capabilities; the teacher properly organizes the culture of communication. Immediate correction of deficiencies in personal communication: immediate search for remedial action; not to be rude to students in any situation; to deal with negative situations, such as disregard for the student's identity. The teacher can choose the most convenient way of communication culture: development of a model of communication culture similar to pedagogical activity; regularly compare the strengths and weaknesses of communication with self-monitoring; constant use of the opportunities of our national spirituality, customs and traditions in communication. Not to deviate from the laws of pedagogical activity in the culture of communication: develop a communication system tailored to the individual characteristics of each student; recognizing the educational impact and effectiveness of communication; demonstrate pedagogical skills based on a culture of communication.

Young teachers who are just beginning their pedagogical careers need to work regularly to develop a culture of communication with students in order to improve their professional skills. In the organization of the educational process, the culture of pedagogical communication is a force that directs the direct interaction of teacher and students to a common goal. It is important for the teacher to consider the following situations: - the teacher adheres to the culture of communication from the first educational activity, in this process plans the daily interaction with

the teacher and the team of students according to the situation, pays attention to every action, tone of voice, the best features of traditional communication assimilation; - Record different situations in the classroom on the basis of communication, compare and evaluate the previous state of student behavior, the state of post-educational activities; - Critically analyze the results of their communication style and continuously address shortcomings. Create the right word, the right tone of voice, the right attitude; - It is not enough to know the conditions for the effective functioning of the culture of pedagogical communication, the beginning of the interaction with students in the tradition of "teacher-student" and the solution of important tasks on the basis of mutual exchange of views. to attract the attention of the object; - What is meant by the object of communication, that is, to attract the attention of the student? This means that the teacher demonstrates his or her politeness, culture, good manners, and ability to find a way into the hearts of students in communication, and lays the socio-psychological foundation for the organizational forms of communication culture. In order to have a pedagogical impact based on these situations, there are special requirements for the teacher's culture of pedagogical communication, ethics and manners, kindness, good manners. These qualities are the key to a teacher's success in the classroom, in their ability to communicate with parents, and in their ability to organize and manage educational activities with a clear goal in mind. A young teacher who adheres to a culture of pedagogical communication, which is a unique feature of professional activity, should combine the following features:

- a socio-political activist with a high level of spirituality, strong and stable beliefs, ideals of our state, loyalty to the national idea and ideology of independence, patriotism, devotion to the socio-political requirements and needs of our country;
- sincere love for students, the formation of skills and competencies to understand the motives, behaviors of any of their needs, interests, behaviors;
- pedagogical observation of events in society, world events, nature, existence, interpersonal, intergroup, interethnic relations, the ability to strive

- for innovation, creative research; rational understanding of the behavior of people in all spheres of pedagogical activity, the characteristics of their relationships, the formation of a reflexive attitude to their work;
- to react effectively and wisely to any emergencies, innovations in society and socio-economic changes, to set the right goals, to plan, to control directly, be able to manage and demonstrate their capabilities;
 - Demonstrate organizational and managerial skills in pedagogical activities, temporary group relations in the public system, mass actions;
 - breadth of worldview and scope of thinking, diversity of interest in secular knowledge, propensity for scientific research, constant increase in the level of certain scientific potential and pedagogical skills;
 - ability to communicate with students, the culture of speech is logically concise, meaningful, effective, armed with methods of psychological influence.

It is a professional requirement for any teacher to be able to provide accurate, effective information to students and to convince them of their interlocutor. In this case, the teacher's communication culture, the breadth of the spiritual world is important. The pedagogical activity of teachers is continuous, it is necessary to pay attention to the following directions in the formation of a culture of pedagogical communication: 1. Self-awareness in terms of high pedagogical activity (knowledge of the qualities, strengths and weaknesses of the exchange of ideas in communication) and on this basis to express themselves through the exchange of ideas bring up 2. To develop communicative skills in interaction with people, to practice the skills of correct prediction on the basis of communication, to express their ideal ideas and abilities in communication with others (teachers, students, parents). analyze reflexive perceptions about assessment. 3. Work on the basis of specialized exercises to develop important features of communication etiquette. 4. Carry out various social activities with students and parents for educational purposes, improving pedagogical organizational skills through

the exchange of ideas. 5. Develop the skills to deal with negative situations that arise in the process of communication, create a system of situations that develops kindness and courtesy. Even if the teacher works on the basis of a culture of communication, it is natural that there will be various misunderstandings and conflicts between the students. The pedagogical process of any experienced teacher has its own difficulties. The teacher is responsible for any pedagogical situation that occurs in the student body. This is a typical phenomenon in all periods of pedagogical activity. This is especially true for young teachers who are just starting their careers. It is the responsibility of the pedagogical community of all educational institutions and teachers to constantly monitor the educational activities of young teachers with students, to give them the right direction. Students usually never pay attention to the age and scope of work experience of a teacher who makes mistakes and shortcomings in pedagogical activities. Because students, regardless of age or experience, are called teachers. Uzbekistan has its own traditions of educational and pedagogical dialogue, forms and methods of our national identity.

In order to quickly resolve various conflicts that may arise in the process of communication with students, the teacher must first rely on their own abilities, pedagogical skills. Achievements based on pedagogical communication are the product of a teacher's creative work. There are definitely pros and cons to this job. It is necessary to evaluate each situation rationally, to plan it properly, to organize intelligent communication in the educational process. The teacher and the students do not understand each other in communication, the poverty of the means of communication, the lack of treatment of each student's psyche, the same compulsive obedience to all, the emotionally negative order calling students to a narrow range of discipline communication in the form of creates constant contradictions. In order to create a well-founded system of work on pedagogical communication methods, each teacher must overcome the difficulties based

on their own problems and shortcomings by analyzing them. In order to develop the general direction of all the exercises on pedagogical communication in the existing pedagogical situations, it is recommended to use tools that help to develop the personal qualities of each participant, helping to open up opportunities for communication. It is necessary to identify the subjective attitudes of some students to communication, to set the tasks necessary for the rational solution of communication with this student, to correct his behavior, or simply to create a sense of confidence in him. In these situations, a set of systemic means of interaction can be defined as follows: • anticipate the ability of the object to respond in the process of communication; • Acquisition of psychological barriers and negative perceptions of the object; • have several models of communication that can be used depending on the situation; • Listen to the views of the student body, share their opinions, and develop empathy skills; • Evaluate the results of interaction and compare the achievements and shortcomings on the basis of pedagogical and psychological tools. The nature of pedagogical activity and pedagogical communication is inextricably linked with the personality of the teacher, the ideological and political level, professional training and desire to learn, which is reflected in the views and behavior of his views. In addition to these basic qualities, the teacher's general and other abilities, the nature of his inclinations, his temporary mental state, and his accumulated experience are important. One of the ways of professional development and self-education of a teacher is reflected in the exercises on the analysis of their qualities and characteristics, as well as the stable features of pedagogical activity and communication, the level of knowledge and results achieved as a result of training.

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