

# The Concept and Forms of Educational Communication

**Eshmuradov Urol Khuzhanovich**

Karshi State University, lecturer at the department of German Language and Literature

Email: [Urol2249@gmail.com](mailto:Urol2249@gmail.com)

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**Abstract:** Education reforms have helped change the educational priorities of higher education institutions. The social system requires universities to prepare specialists for competitiveness in the labor market and social and professional mobility. One of the problems of higher education institutions is to train specialists with high professional skills and the desire to open themselves to any type of activity. The article discusses the teacher's pedagogical activities and his communication style.

**Keywords:** educational communication, teacher, pedagogical activities, the peculiarities of communication.

The nature and structure of educational communication as well as the associated productivity are among the most pressing questions in educational science and practice. When interacting with the teacher, the student receives from him not only information about his moods, experiences, level of understanding, but also gives him "feedback" about his own participation in the communication process. By focusing on the teacher's answers, the student gets an idea of his own successes or failures, mistakes or successes; he gets an idea of himself as a person.

Successful educational communication aims to improve interpersonal relationships within a real student team. According to research, the most attractive qualities that determine interpersonal relationships and mutual sympathy of students are sensitivity, benevolence, sincerity, fidelity to language, as well as a number of qualities related to the volitional sphere of the individual. The teacher can and should base his work on the students' existing system of positive values and thus form a partner position in communication.

A positive attitude to the student's personality and a system of encouragement techniques are an important part of educational communication. However, the encouragement itself can be effective or ineffective.

The specificity of educational communication is determined by the different social roles and functional positions of the subjects. In the process of educational communication, the teacher directly or indirectly exercises his social role and functional responsibility for managing the teaching and educational process. The communication style and communication management largely determine the effectiveness of training and further education as well as the functions of personality development and the design of interpersonal relationships in the learning group. The pedagogical activity of a teacher is characterized by a certain style - a stable system of methods and techniques, manifested in different conditions of its implementation [43].

The style of pedagogical activity, reflecting its specifics, includes leadership style, self-regulation style, communication style, cognitive style of the teacher. The style of pedagogical activity is influenced by three main factors: individual psychological characteristics of the subject of activity (teacher), characteristics of the activity itself, characteristics of students: age, gender, status, level of knowledge, etc. (A.I. Winter). The communication style of V.A. Kan-Kalik defines the social-psychological interaction between teacher and student as individual pedagogical characteristics [50, 83]. During the



lesson, the teacher must master the communicative structure of the entire educational process, react as sensitively as possible to the smallest changes and constantly relate the chosen methods of pedagogical influence to the peculiarities of communication at this stage.

All this requires, according to N.A. Berezovin, that the teacher is able to solve two problems at once:

1. Build the characteristics of your behavior (your teaching individuality), your relationships with students, i.e. H. your communication style;
2. Build means of expression of communicative influence. The second component is constantly changing under the influence of new educational and, therefore, communicative tasks. When choosing a system of expressive means of communication, the existing nature of the relationship between the teacher and the student plays an important role [45,158].

Grechnev V.S. identifies the following features of communication in the process of teaching activity [48]:

- ✓ The communication system generally established between the teacher and students (a certain style of communication);
- ✓ Communication system characteristic of a particular phase of teaching activity;
- ✓ Situational communication system that arises when solving a specific educational and communicative task.

By communication style, we mean individual typological characteristics of socio-psychological interaction between teacher and student. Communication style is expressed by:

- ☐ Characteristics of the teacher's communication skills;
- ☐ the established nature of the relationship between the teacher and the students;
- ☐ creative individuality of the teacher;
- ☐ Characteristics of the student body.

In addition, it must be emphasized that the style of communication between the teacher and the children constitutes a socially and morally rich category. It embodies the social and ethical attitudes of society and of the educator as its representative. The first experimental study of communication styles was conducted by the German psychologist Kurt Lewin in 1938. L.D. Stolyarov, V.A. Kan-Kalik, T. Talen, B.G. Ananiev offers several models, including original, authorial and classification styles educational communication styles. [41, 1415]

There are many styles of educational communication today, but we will focus on the most important ones.

### 1. Authoritarian

In an authoritarian style, a characteristic tendency towards strict leadership and overall control is expressed in the fact that the teacher resorts to an orderly tone and makes harsh remarks much more often than his colleagues. What is striking is the abundance of clumsy attacks on certain members of the group and unfounded praise of others. An authoritarian teacher not only determines the general goals of the work, but also specifies the methods of completing the task, strictly determines who works with whom, etc. The tasks and methods of completing them are set by the teacher in stages [6, 1790]. It is typical that this approach reduces motivation for activity, because a person does not know what the purpose of the work he is doing as a whole is, what is the function of this stage and what awaits him. It should also be noted that the gradual regulation of activity and its strict control both in terms of social perception and in terms of interpersonal attitudes indicate a lack of confidence of teachers in the positive abilities of students. Regardless, in his eyes, students are characterized by a low level of responsibility and deserve the harshest treatment. Moreover, any initiative of an authoritarian teacher is considered an expression of unwanted stubbornness. Research has shown that this behavior of a manager is explained by the fear of losing authority by revealing a lack of competence: "If someone suggests that we should



improve something by organizing work differently, then they under- indirectly hears that I didn't do something. anticipate this. » Furthermore, an authoritarian leader usually subjectively evaluates the success of his protégés and comments not so much on the work itself as on the personality of the performer. In an autocratic leadership style, the teacher exercises sole control over the direction of the team without relying on strengths. Students are not allowed to express their opinions, to criticize, to take initiatives, and even less to pretend to solve the problems that concern them. The teacher systematically imposes requirements on students and exercises strict control over their implementation [39]. The authoritarian leadership style exhibits the fundamental characteristics of an autocratic leadership style. However, students are allowed to participate in discussions on topics that concern them. But ultimately the decision is always made by the teacher based on their own specifications.

## 2. The permissive style

The main feature of the permissive leadership style is essentially the self-removal of the leader from the educational and production process, the abdication of responsibility for what is happening. The permissive style turns out to be the least preferable among those listed. The results of its testing are the smallest amount of work performed and its worst quality. It is important to note that students are not satisfied with working in such a group, although they do not bear any responsibility, and the work rather resembles an irresponsible game [37]. With a permissive leadership style, the teacher strives to interfere as little as possible in the life activities of students, practically eliminates himself from guiding them, limiting himself to the formal fulfillment of duties and instructions from the administration. An inconsistent style is characterized by the fact that the teacher, depending on external circumstances or his own emotional state, implements any of the leadership styles described above.

## 3. Democratic

In the democratic style, it is primarily the facts and not the personality that are evaluated. At the same time, the main feature of the democratic style is that the group actively participates in the discussion of the entire course of the upcoming work and its organization. As a result, students develop their self-confidence and their self-management is promoted. As initiative increases, sociability and trust in personal relationships also increase. If in the authoritarian style there was enmity between the members of the group, which was visible primarily against the background of obedience to the leader and even sympathy for him, then in democratic management, students not only show interest in work, show a positive inner Motivation but also get closer to each person. others personally. With a democratic leadership style, the teacher relies on the team and encourages student autonomy. By organizing team activities, the teacher tries to take the position of "first among equals". The teacher shows a certain tolerance towards students' critical comments and delves deeper into their personal matters and problems. Students discuss the problems of community life and make decisions, but the final decision is made by the teacher [15, 252].

## 5. Communication distance

This communication style is used by both experienced teachers and beginners. Its essence lies in the fact that the distance acts as a limiter in the relationship system between teacher and student. But even here, moderation is important. Exaggeration of distance leads to formalization of the entire system of socio-psychological interaction between teacher and student and does not contribute to the creation of a truly creative atmosphere. There must be distance in the relationship system between teacher and child; it is necessary. However, it should be based on the general logic of the student-teacher relationship and not dictated by the teacher as the basis for the relationship. The distance serves as an indicator of the teacher's leadership role and is based on his authority. The transformation of the "distance indicator" into the dominant feature of pedagogical communication greatly reduces the overall creative level of cooperation between teacher and student. This leads to the establishment of an authoritarian principle in the system



of relations between teachers and children, which ultimately negatively affects the results of activities. A. V. Petrovsky and V.V. Shpalinsky notes that "in classes taught by teachers where authoritarian leadership methods prevail, as a rule, good discipline and academic performance prevail, but external well-being there are significant deficiencies in the work of the teacher on the moral formation of the student's personality. ."

Why is this communication style popular? In fact, prospective teachers often believe that long-distance communication helps them immediately establish themselves as teachers and therefore use this style to some extent as a means of self-affirmation in the student and also in the classroom environment. However, in most cases, only the use of this communication style leads to pedagogical failures. Authority should not be achieved through mechanical distancing, but through mutual understanding in the process of shared creative activity. And here it is extremely important to find both a general communication style and a situational approach to a person. Communication distance is, in a sense, a transitional phase to such a negative form of communication as communication training [2, 611].

Thus, pedagogical communication is a special communication, the specifics of which are determined by the different social-role and functional positions of the subjects of this communication. In the process of pedagogical communication, the teacher carries out (in direct or indirect form) his social-role and functional responsibilities for managing the process of teaching and upbringing. The effectiveness of the learning and education processes, the characteristics of personality development and the formation of interpersonal relationships in the study group largely depend on the stylistic features of this communication and leadership. The most common classification of leadership styles, which is fully relevant to teaching activities, is the classification that distinguishes authoritarian, democratic and permissive styles. In most cases, the democratic style turns out to be the most effective in pedagogical communication. The consequence of its use is increased interest in work, positive internal motivation for activity, increased group cohesion, the emergence of a sense of pride in common successes, mutual assistance and friendliness in relationships.

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