

Fundamental Ideas and Characteristics of Educational Communication

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Abstract: The article discusses the fundamental ideas and features of educational communication. It is also emphasized that pedagogical communication is a process that occurs between the teacher and students and is focused on their personal development. Pedagogical communication is one of the basic concepts of modern psychological and pedagogical science, which is a scientific principle underlying the theory of education.

Keywords: professional educational communication, student relationships, interacting, teacher, the content, methods.

Introduction:

The ability of a teacher to interact with parents, coworkers, and students is evaluated when teaching communication skills at a university, in accordance with state educational standards. Proficiency in professional educational communication is necessary for this. It has been demonstrated via experience that new technologies only "work" in the educational process when accompanied by a conscientious educational mindset, which increases their efficacy. One of the most important issues in education is the difficulty of teacher-student connection. The primary means of human connection, a means of ensuring basic needs are met and under control, and the primary means of socialization for humans, is communication. The need for communication is one of the essential necessities [34].

Literature review:

Professional educational activities are built on the foundation of educational communication. As a result, partnerships in education ought to be viewed like business partnerships. The role of the instructor in higher education has evolved and grown increasingly complex over the history of modern educational development. Nonetheless, overseeing the learning process still necessitates keeping an eye on student relationships, interacting with them, supervising their activities, and getting to know each individual. In this way, the literature on psychology and pedagogy concentrates on the communication abilities of teachers, which are essential for successful instruction. The experience with educational activities demonstrates that the instructor lacks adequate understanding of natural science foundations and instructional strategies [2].

This knowledge must be supported by the management of academic communication on the part of the teacher, so academic communication must be taken into account. The essence and features of educational communication are revealed in the works of teachers and psychologists: A. A. Bodalev, A. A. Leontyev, N. V. Kuzmana, V. A. Kan-Kalik, L. Kolominsky, I. A. Gymnia, A. A. Rein.

Considering that educational communication is the basis of educational activities, it is important to highlight the features of professional educational communication:

- Educational communication always teaches, develops, and trains.



- Educational communication is always focused on the personalities of the interlocutors and their relationships.

Discussions:

Pedagogical empathy is the means by which students' personal identities are taken into account and accepted. The traditional definition of empathy is the ability to empathize with and sympathize with another person's emotional state. According to this concept, the ability of an instructor to mentally place himself in the shoes of the student, delve into his mental condition, and comprehend and demonstrate empathy is an expression of pedagogical empathy [12]. This can only happen if the instructor has a deep understanding of who they are, how they think, feel, act, and interact with others; in other words, if they have developed their ability to think critically. A teacher can anticipate communication, modify pedagogical relationships, and manage students if they can reflect with empathy and accurately see, understand, and assess a student.

Since the communication process is a two-way process, recognition, understanding and evaluation of communication occurs on both the teacher and student sides. The teacher gets to know his students and they in turn get to know the teacher. The teacher's understanding and the students' acceptance of his personality are related. If teachers and students reflect well enough, educational communication is based on mutual understanding. Understanding and accepting each other makes it possible to coordinate actions, show mutual respect, feel the atmosphere, prevent conflicts and build positive interpersonal relationships. Interactive functionality. An important function for communication is the interactive function, i.e. the management of student activities. Planned and modeled pedagogical communication determines the effective use of a range of activities in the classroom [23]. Interaction means joint actions by teachers and students to achieve common activity goals, in which the parties influence each other. During the interaction process, attention, interest, approval, empathy and cooperation between teachers and students are manifested. However, this is possible if communication accompanies every part of the shared activity. V. A. Kan-Kalik identifies the factors that affect the effectiveness of the implementation of this function [31, 87-90]:

- Communication should serve as a prerequisite, mood for all types of activities and form a positive attitude. At the same time, teachers and students must determine the purpose of the joint activity;
– In the process of creative research, teachers and students should collaborate to identify the forms, techniques, and means of collaborative activities. They should also interact with each other at end of an activity and during the summary of findings. Simultaneously, it is crucial to combine evaluation and reflection of collaborative activity; this approach considers the unique qualities of the participants, their developmental stage, and the objectives of enabling educators to reach their full potential. Mutual knowledge, collaboration, and relationships develop during the interaction process [15].

The degree of teachers' training for professional and pedagogical communication determines the efficacy of educational communication, which requires:

- 1) proficiency with the basic concepts of instructional communication;
- 2) aptitude for planning and managing
- 3) the ability of the instructor to build trusting bonds with trainees;
- 4) the development of specific moral and character traits in the instructor;
- 5) the improvement of language and teacher awareness;
- 6) Self-knowledge and trust in oneself.
- 7) A thought on education.

An setting that is favorable to emotional learning, pleasant sociopsychological processes, and the appropriate development of the student's personality during the training process is fostered by an effective teaching-student connection. Additionally, it fosters initiative and creative learning in the



learner. A more comprehensive awareness of the personality traits of teachers within the educational setting.

Understanding the structural elements of communication organization, or its stages, is essential to planning efficient educational communication. V.A. Kan-Kalik defined the stages of professional and educational communication [31, 95].

First phase. Modelling.

Communication modeling is based on planning the communication structure:

- Determination of educational objectives and communication objectives;
- Predict communication outcomes;
- Analysis of the general educational and moral-psychological situation of the class or lecture hall; – taking into account the creative individuality of the teacher himself;
- Taking into account the individual characteristics of students;
- Determination of the proposed system of communication methods and techniques. All of these elements represent an advanced stage of educational communication that must be carefully studied. A well-planned methodological and content-related communication structure should contribute to effective results.

Second phase. Organizational. It is the first phase of communication, the organization of direct interaction with students, the beginning of contact, which largely determines the success of the further development of the content and socio-psychological aspects of educational activity [25]. The key elements of this phase are:

- Specification of the planned communication model;
- Clarify the terms and structure of future communications;
- Implementation of the first phase of direct communication

From the first moment, the teacher must clarify the general mood of the audience and the possibilities of working with the working methods chosen at the preparatory stage. The teacher acts as the initiator of communication; Success depends on the way in which he organizes the transition from the pre-communicative situation to the situation of direct educational communication. Cognitive inquiry in the classroom is controlled by a well-planned and organized communication system.

Third phase. Manage the evolving communications process. Training methods, education and communication systems must be appropriate. Only then will the joint work of the teacher and student be effective.

Fourth phase. Analysis of the implemented communication system and modeling of communication in future activities. The teacher analyzes the communication system he uses, clarifies possible options for organizing communication in a particular team, analyzes the content of the lesson and thus predicts the upcoming communication with the audience. In the fourth phase, the communication cycle ends and the transition to the first phase takes place.

Conclusion:

In summary, based on this definition of professional and educational communication and taking into consideration the highlighted characteristics of these categories, we can say that professional-pedagogical communication is a system of communication between a teacher and students, the content, methods and means of exchanging information, mutual personal knowledge, as well as the pedagogical influence carried out. It is determined that comprehension, interaction, and communication are the three essential components of communication. These factors are taken into consideration while determining the goals of educational communication. The resulting connections, whether successful or not, in turn affect students' personal development, independence, creative activity, spiritual orientation and emotional perception of reality. The implementation of the planned communicative functions is largely determined by the moral and ethical rules of the teacher.



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