

Formation of Communicative Abilities in Future Primary School Teachers

Yandasheva Rokhila Anvarovna

Termiz University of Economics and Service A student of the 2nd level of primary education

Abstract:

The social significance for modern society of the profession of a teacher-educator in our country makes it necessary to constantly study it in order to further improve the processes of training and education, as well as increase the level of professionalism of future educational psychologists.

Keywords: communicative ability, future teachers, achievements, formation.

Introduction. Psychological and pedagogical research in recent years notes that the reforms of general education and vocational schools carried out in the country are aimed at raising the level of education and upbringing of creative youth, improving their preparation for independent professional activities. In accordance with the requirements of scientific, technical and social progress, the system of continuous pedagogical education will be further developed.

The problems of higher education in our country can be successfully solved on the basis of the achievements of reflexive psychology and pedagogy of creativity, a high level of development of the communicative abilities of teachers. It is important, as A. S. Makarenko said, not only to educate the teacher, but also to educate him as a person and as a professional master. After all, the difficulty of the teaching profession is that professional qualities alone, without developing personal ones, are insufficient for successful work. Considering the teaching profession as a very complex and multifaceted, many domestic teachers and psychologists point to its communicative aspect, i.e. "the teacher's ability to establish pedagogically appropriate relationships with the child".

The interaction of the teacher with the class and what arises as a result form the intersection point at which both the teacher's satisfaction from his work and the students' motivation to communicate converge.

An analysis of the literature on the problems of pedagogical communication, as well as numerous observations of the work of primary school teachers, the difficulties that teachers and students of the faculties of primary education of pedagogical universities encounter when communicating with students, show that future teachers need to be prepared to communicate with students before starting professional activities, i.e. specifically develop their communication abilities. The emergence of a sufficiently deep contact and the formation of positive relationships based on it is what can encourage both teachers and schoolchildren to strive to go to school with joy. The problem of a teacher's integral abilities is one of the central ones for psychology and pedagogy. As is known, the study of pedagogical abilities is associated with increasing the effectiveness of teaching and education (A. A. Bodapev, S. F. Egorov, A. A. Leontyev, H. J. Liimets, A. K. Markova, etc.). Many studies note that the development of communication skills among master teachers reaches a high level. Thus, A. A. Leontiev notes that optimal pedagogical communication, in which these communicative abilities are manifested, is such communication in the learning process that "creates the best conditions for the development of student motivation and the creative nature of educational activities, for the correct formation of personality, ensures management of

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socio-psychological processes in the activities of the team and makes it possible to make maximum use of the teacher's personal characteristics in the educational process".

A high level of development of a teacher's communicative abilities ensures: real psychological contact that arises between the teacher and children, overcoming various psychological barriers that arise in the process of interaction between teachers and children; transferring students from their usual position of followers to a position of cooperation, and consequently their transformation into subjects of pedagogical creativity; fruitful interpersonal relationships between teachers and children, which organically combine business and personal levels of communication, an integral socio-psychological structure of the pedagogical process.

One of the leading components of a teacher's communicative abilities is the perceptual component, which includes such elements as the ability to adequately assess the personality traits and emotional states of communication partners; the ability to correctly interpret their statements and their non-verbal accompaniment; determining the nature of the relationships that develop in the process of communication.

Many authors propose a communicative situation in which both the teacher and students have something to say and are interested in speaking out as the main point in optimal pedagogical communication.

Thus, one of the effective channels of influencing the effectiveness of teaching through the creation of positive motivation for learning is the special creation, maintenance and development of certain relationships between the teacher and students.

The psychological and pedagogical literature convincingly shows the role of a teacher's communicative abilities, which are necessary for successful professional activity. For beginning teachers, the problem of developing communicative abilities is extremely relevant, since difficulties in establishing contacts and relationships with children manifest themselves most clearly at the initial stage, predetermining the formation of the personality of a professional teacher.

The theoretical basis of our research is the methodological principles of modern psychology and pedagogy, such as: the unity of consciousness and activity; communication and communication skills, their role in human life; the formation of a person as a subject of activity and communication both in normal conditions and in areas of environmental distress.

Research problem: what are the qualitative and content characteristics of the communicative component of pedagogical professionalism and the features of the functioning of the system of developing the ability of students of a pedagogical university and pedagogical school to communicate productively with children and youth in normal and post-extreme conditions of life?

Solving this problem is the goal of our research.

The object of the study is the professional training of teacher educators at a pedagogical university and pedagogical college as an integral process, and the subject of the research is the formation of communicative abilities in pedagogical university students and pedagogical school students for educational work with children and youth in normal and post-extreme situations as an integral part of this process.

The hypothesis of the theoretical and experimental search consisted in the assumption that the effectiveness of the functioning of the system of developing the ability of students of a pedagogical university and teacher training school to communicate productively with young citizens in their care in normal and post-extreme conditions of life of pets is determined by a set of circumstances:

a) the degree of mastery by representatives of the mentoring the university body of information on the development of problems of improving the art of pedagogical communication in domestic and foreign psychological and pedagogical theory, as well as on the modern interpretation of the essence and specific features of the manifestation of communicative abilities by teachers in educational practice; b) the use of productive methods for carrying out scientific research to comprehensively study the phenomenon of pedagogical communication and frontal research into methods of optimal communicative and professional training of potential teacher-educators for work in post-extreme socio-psychological situations; c) differentiation of the educational impact on future teachers depending on the specific level of their communicative abilities (low, medium and high levels); d) orientation of young men and women studying at the university and pedagogical college towards self-improvement of all components of communicative abilities for maximum self-realization in the process of pedagogical communication with children and students in a familiar and extraordinary environment: the need for striving for a communicative and professional ideal, socialization of motives for mastering increased levels of pedagogical mastery, sociability as a professionally significant personal quality, comprehension of highly effective technologies for implementing pedagogical communication with sponsored children, development of practical communication skills; e) the use in the educational process of pedagogical universities and pedagogical schools of a specialized comprehensive training system of an educational and developmental nature, which contributes to the optimal formation of high-level communicative abilities in students.

Conclusions

1. In the structure of communicative abilities of future teachers, we have identified the following attributes-components: aptitude for the teaching profession; setting for future professional activities; democratic style of pedagogical communication; teaching abilities; skills of professional empathic communication with students.
2. In the development of communication abilities, we have identified high, medium and low levels.
3. It has been established that the low level of communication abilities of future teachers both in the pedagogical system of the university and in the pedagogical college does not meet the modern requirements for them.
4. Analysis of the experimental material allows us to assert that for the optimal development of communicative abilities of future teachers in any educational pedagogical systems, specially organized training is necessary to cultivate a harmoniously developed personality of the teacher as a subject of professional activity.

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