

TEACHER`S SKILLS IN DEVELOPING A CULTURE OF COMMUNICATION IN STUDENTS

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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.*

In the process of communication, the teacher briefly expresses his psychological to have a thorough knowledge of the mental characteristics of students based on their knowledge should move. Entering the inner world of students, their state of mind without going, he can be subjected to various disciplinary measures, reprimands not. This is an irreparable situation with students causing students to fall into a hidden state, into their own "shell" will be Features of the exchange of information between teachers, related to his ability to integrate into the class community. Take part in the classroom any incidents and incidents under the supervision of teachers, their consequences must be quickly and fairly analyzed and prevented by teachers. This is only possible as a result of sharing information with active students is increased. Only then will the teacher be involved in the educational process favorable conditions are created for and give positive results.

The teacher organizes educational activities with students reaches Interact with active students and informal leaders in the class Fair communication is important: educating students involving the various elements in a consciously independent performance, in doing so enabling students to perform organizational and executive roles should be given. Properly organized teacher communication is about understanding the student's identity improves function. The teacher's role is based on communication to teach students to understand their "I", to be bold in their

thinking as individuals, and to teach to speak freely, to know one's place in the community, to evaluate oneself need.

The teacher's creativity is unique in the structure of pedagogical communication is an example. While pedagogical scholars describe many aspects of a teacher's interaction with students in their scientific work, communication is primarily about the teacher's communication with students. Manifests itself as a personal psychological trait. Scientists, on the other hand, communicate just give directions to the teacher.

In particular, according to the Russian pedagogue V.A. Kan-Kalik, the teacher The structure of pedagogical dialogue is carried out in the following areas:

1. Prognostic stage (modeling): Classroom team by the teacher modeling future communication with.
2. Communicative communication: In the process of initial acquaintance with the student to achieve the organization of direct communication.
3. Pedagogical process: Teacher's behavior, pedagogical skills should be aimed at managing direct communication.
4. Outcome Analysis: Analysis of the communication performed, achievements and objectively assessing shortcomings and modeling for future activities.

According to the scientist, these directions of communication are as follows can you describe. At the modeling stage, the audience meets all the standards, study of the psychological characteristics of each student, educational anticipate the dynamics of difficulties that may be encountered in the process acquisition and elimination, the construction of communication on the basis of interaction, ie that communication is appropriate not only for the teacher but also for the student must be provided.

Quickly engage the class team in the communicative phase a thorough knowledge of the conversational techniques they will be able to respond to all their interests to get, to allow free expression, and to be positive in the minds of students learn to use different methods of exposure. At the stage of the pedagogical process, the teacher's activity is to direct the educational work in a certain direction, using the

initiative of students. Support, fair communication with formal and informal leaders of the class community to be able to organize and adapt their ideas to the realities of the community activities such as building skills. In the analysis of the results, the teacher gives an objective assessment of their performance, achievements and critical of future educational activities, given the shortcomings must know how to apply, the unity of purpose, plan and results in this direction.

The teacher communicates with students in the educational process must be able to lead in the organization and management, to be proactive. Advice from a good teacher, teacher, educational and moral words, there is no one who does not remember the lessons that touched his heart. Remember what the teacher said! "A schoolteacher is a teacher to a group of children teaches. No matter what! But there is also the understanding among children there will be little perception. The teacher suffers hundreds of times in such cases. That's it In terms of children, his teacher has more rights than children: if a student grows up, he deserves to be a king, but he has to serve his teacher. "

Education and upbringing are carried out mainly through the culture of speech, speech and communication increases. Therefore, the teacher's speech is generally cultural, professional and pedagogical and many other requirements. Speech is mostly oral and differs in written speech types. Much of the teacher's speech is oral.

The function of speech:

1. carries out general communication between the teacher and the student;
2. With the help of speech, the teacher informs the minds, desires and motives of students, affecting their emotions and, if necessary, their shortcomings serves for correction;
3. To fully understand the knowledge acquired in the process of education, knowledge and helps the student to consciously reinforce the concepts;
4. Effective student learning and practice through speech helps to organize in a way.

The pedagogical communication of the teacher is a socio-psychological process. It is characterized by the following features:

- Perfect knowledge of the mental state of students;
- Facilitate the exchange of information;
- birgalikda Joint organization of educational activities;
- Teach students to think freely;
- Eliminate negative situations together with the class team;
- Teach them to care for and help their friends;
- Self-awareness, satisfaction with communication with students.

In the classroom, the teacher emphasizes the importance of a culture of communication. To understand, let's analyze the introductory part of 2 teacher lessons:

The first teacher said, "Today we have a wonderful work with you about the epic "Bird's tongue" by Alisher Navoi, the sultan of the kingdom we talk Farididdin Attor's beautiful work of the same name inspires young Alisher was overly interested in his youth and captivated his young heart was. The work influenced the poet so much that he devoted himself to this subject at the end of his life came back and created a unique masterpiece. The main idea of the play is the main task: The search for Allah describes the difficulty of seeking oneself. That is Once again, it is not in vain that it is said, "Only he who knows himself knows Allah."

The second teacher said, "Hello guys. The lesson has begun, textbook and unnecessary we close the books, the talk is over. Let everyone listen to me. Today you are with Alisher Navoi's epic "Bird's tongue". This is between you Did anyone read the book? If so, raise your hand. Three people, very few, are artistic you don't read much, it's a sign of laziness. " The first teacher, in the spirit of emotional upliftment to the students about the work, captures students 'attention with an introductory word. The teacher's speech, emotions, and facial expressions were so impressive that it was as if he were reciting the work for the first time. Students the lesson, which began with a rumble, gradually became the silence of the class. The second teacher has too many words to say to the students, formal, indifferent, focusing students 'attention on superfluous things. Thus, if the first teacher's speech

is considered "productive", the second the teacher's speech is considered "unproductive."

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