

## **Pedagogical Communication and TTS Psychological Features in Trainee Students**

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### **Abstract**

The article is devoted to the problems of the psychology of pedagogical communication, developed by Prof. I. V. Strakhov since the 60s of the XX century. The main approaches to this problem are presented, the data of the author's research of the features of pedagogical communication in the classroom and in extracurricular activities of students-trainees of various specialties are analyzed.

**Keywords:** pedagogical communication, pedagogical tact, communicative task, students-trainees, relationships with the educational group.



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This article, in the light of the study of the scientific heritage of Professor I. V. Strakhov, reveals our research in the field to which the scientist devoted many years of fruitful work – the psychology of pedagogical communication. I. V. Strakhov began his research in this area with a narrower concept-the category of pedagogical tact, which was reflected in his monograph "Psychology of Pedagogical Tact" (Saratov, 1966, 280 p.) and seven issues of the serial thematic collection "Essays on the Psychology of pedagogical Tact" published under his leadership from 1960 to 1969. Gradually expanding the scope of his research in this area, Professor I. V. Strakhov published his monograph "Psychology of Pedagogical Communication" in 1980. In it, he discussed the issues of the concept of pedagogical communication, the development of communication in ontogenesis, pedagogical tact as the basis of pedagogical communication and pedagogical communication techniques [1]. According to the son of the scientist prof. V. I. Strakhov, this work was created as a kind of response to A. A. Leontiev's "Pedagogical Communication" published in 1979 [2, pp. 98-99].

Pedagogical communication is interpreted not only by I. V. Strakhov, but also by many other major researchers of this problem, in particular, the main proponents of the personal-activity approach in education I. A. Zimny and A. A. Leontiev as a form of educational interaction, cooperation between teachers and students-axial-retinal, personal and socially oriented interaction, simultaneously implementing communicative, perceptual and interactive functions using verbal, pictorial, symbolic and kinetic means [3]. A. A. Leontiev in his above-mentioned work emphasized: "Optimal pedagogical communication – such communication of the teacher... with schoolchildren in the learning process, which creates the best conditions for the development of students 'motivation and the creative nature of educational activities, for the formation of the student's personality, provides a favorable emotional climate for learning (in particular, prevents the emergence of a psychological barrier), provides management of social and psychological processes in the children's team and allows maximum use of the personal characteristics of the teacher in the educational process" [4, p. 13].

The specificity of pedagogical communication in all components of the educational process – training, upbringing and development-is manifested primarily in its orientation. It is aimed not only at the interaction of students and the organization of their personal development, but also at the organization of the assimilation of educational knowledge and the formation of creative skills and competencies on this basis. Because of this, pedagogical communication, according to I. A. Zimnaya, is characterized by a triple orientation: 1) on the educational interaction itself; 2) on the students; 3) on the subject of assimilation. At the same time, the pedagogical community is also determined by the triple orientation of its subjects: personal, social and subject. The teacher, working with any one student on the development of any educational material, always orients its result to all those present at the lesson, and vice versa, working with the entire educational group, interacts with each student [3, pp. 333-334]. The originality of pedagogical communication is expressed in an organic combination of elements of personally oriented, socially oriented and subject-oriented communication.

V. A. Kankalik identified a separate category of communicative tasks in pedagogical communication, considering them as means of solving pedagogical problems [5, p. 17]. According to his ideas, the communicative tasks that a teacher sets for himself in a specific communication situation are determined by the following factors: the pedagogical task facing the teacher, the established level of communication with this class, the individual characteristics of the students involved in the situation, the teacher's own individual characteristics, the planned

methods of work [5, p.22]. At the same time, the ability to solve communicative problems among students of pedagogical universities-future teachers is practically not formed purposefully. For the first time, they really face this need already in pedagogical practice, and when analyzing the lessons they have conducted, it almost does not come to analyzing their features of communication with students. Therefore, their pedagogical style of communication develops already in the course of professional activity and does not always meet the requirements for pedagogical communication.

The problem of difficulties, or "barriers" of communication, which every teacher faces in his work, is a complex, pedagogically significant problem of pedagogical psychology. The most difficult thing in studying this problem is the fact that the difficulty in communication can be a purely subjective experience of some apparent complexity, so that what causes difficulties in one person may not even be noticed by another. The need for the initial orientation of the teacher in his own communicative features, reflection of his communicative abilities and skills should be excluded. Overcoming difficulties in communication in any case requires the participants of the interaction to realize and correct the causes that caused them.

In order to study the features of pedagogical communication of students-trainees, we conducted a study based on the study of their creative written reports on psychological tasks for pedagogical practice. We have changed the subject matter of these tasks that took place over many previous years in order to increase the level of independence of their implementation by students. Examples of the performance of previous tasks are easy to find in the Internet these days, which students began to use en masse. Therefore, instead of the reports that have been asked for many years on the topics "Psychological and pedagogical characteristics of the student's personality" and "Psychological and pedagogical characteristics of the school class", our new tasks were formulated as "My mental state in the lesson (lesson)" and "My relationship with the class (group)".

The first of these topics – "My mental state in the lesson (lesson)" - is given to students entering their first pedagogical practice. This topic is very relevant for them, given the fact of the beginning of a new activity for them, which is usually accompanied by an increase in emotional tension, with a high degree of probability creating some communicative difficulties. In this task, it was necessary to name the situations in the lesson and other circumstances that affect the emotional state of the trainee both positively and negatively, to indicate the methods of emotional self-regulation used. It was also necessary to analyze in detail the situations that took place during the practice in the lesson, which significantly affected the mental state in a negative and positive way. In the first case, it was necessary to describe: a) what exactly happened; b) what exactly the student felt (confused, angry, scared, etc.); c) how and how quickly he managed to calm down; d) what actions he resolved the situation. In the second case, the description plan was as follows: a) what exactly happened in the lesson; b) what exactly the student felt (joy, pride for the students, pride for himself, etc.); c) how the student reacted to his experiences during the lesson and after it.

Over the years, we have collected and analyzed reports on this topic from students of four specialties: "Physics", "Russian language and literature", "Foreign language" and "Physical culture". There are both similar features and noticeable differences between them. The similarity lies primarily in the fact that as the most common situations that negatively affect the mental state of a teacher, students of all specialties distinguish those that are caused by the behavior of students, which does not give the teacher the opportunity to establish full contact with students,

to present the educational material most fully and to assess the measure of its assimilation as reliably as possible. Such situations include: deliberate incorrect behavior of schoolchildren, mass non-fulfillment of homework by students, refusal of teachers to perform tasks in the classroom, doubts of interns about how students will perceive them as teachers. The increased subjective significance of these factors, as we believe, is due to the lack of previous practical experience of pedagogical activity in our respondents, combined with their young age and the need to work with teenagers, whose age feature is the desire for self-assertion and an increased tendency to conflict behavior, and with older graders, the age difference with whom they do not have so great. As a result, there are communication disorders caused by the emotional tension of young teachers and the students' reaction to the novelty in the situation of the intern conducting a lesson. Stories about situations that positively affected the emotional state of most students concerned the preparation and conduct of extracurricular educational activities. Communication between a teacher and students in this situation is characterized by a great emotional disclosure of communication partners and the opportunity to express themselves from an unexpected side, revealing those qualities that could not be noticeable during the daily educational process.

The main specific features of the reports of students of different specialties on this topic were as follows. The reports of students of the special "Russian language and Literature" in many cases were not arranged strictly according to the points, but in the form of a solid text according to the type of essay, quite often they began with a description of enthusiastic expectations from the beginning of practice and generally contained a deeper and more detailed analysis of the emotional experiences of their authors. In principle, this was not a surprise for us, since philology students are constantly faced with the description of mental states and reactions of characters in literary texts, and it is not difficult for them to present such information in a detailed and colorful way themselves. One of the main difficulties for them, which were not noted by representatives of other specialties, was the fear of not being able to keep up with the explanation of new material during the lesson, which also stems from the specifics of such material as a literary artistic text, an enthusiastic analysis and discussion of which can take an arbitrarily long time. Students of the specialties "Foreign Language" (especially those who taught languages other than English) and "Physical Culture" often faced a low level of motivation of students to take up their subjects. In addition, in the reports of physical education students as a whole, a lower level of reflection was observed, the process of detailed written presentation of their thoughts, feelings and impressions was difficult for them, the information was clearly arranged according to points, without much detail, and as a result, the average volume of their reports was noticeably less than that of representatives of other specialties. In order to be able to give them a positive rating for a psychology assignment, many had to be interviewed verbally.

The task for the second practice – "My relationship with the class (group)" - was already aimed at highlighting the activity of the intern as a subject of pedagogical communication. The students had to reflect the following points: the general characteristics of the class (group) – the number of students, the gender composition, the prevailing attitude to study and extracurricular interests; the first meeting with the class; whether the intern himself managed to increase the educational motivation of students and interest them in his subject; whether there were conflicts between students and students with the intern during the practice; the role of extracurricular activities conducted by the intern in optimizing interaction and communication with students; the intern's interaction with the class teacher; how the impressions of the class and the relationship with the students changed by the end of the internship compared to its beginning.

We received reports on this topic from students of the specialties "Foreign language" and "Physical Culture". In these two samples, you can also notice similar and distinctive features.

For students who have taught foreign languages, reports are mostly written in the form of essays, in solid text. There are significant differences in the indicator of the attitude of schoolchildren to study, depending on their age, the spread of which was the maximum possible – from the 2nd to the 11th grade. Also, the specifics of work on this subject is that the student constantly works not with the whole class, but with its part, i.e. the number of students for a foreign language teacher is significantly less than for teachers in other subjects. This naturally affects the interaction: the opportunities for active work for each student are expanded, the teacher is able to pay more attention to each of them. In addition, in foreign language lessons, topics related to the daily life of students are studied in sufficient detail, which also allows the teacher to establish closer contact with them and get to know each of them better.

According to the students' reports, there were no noticeable problems in establishing positive relationships with students. Difficulties in the secondary classes were mostly due to the previously formed passive attitude of schoolchildren to study. The high school students already had narrowly focused interests related to the upcoming exams, among which foreign languages were extremely rare. But in general, not a single intern has formed a conflict tense relationship with the entire language group. The students observed difficulties in relations between the students, some students were clearly in the group of outcasts, others simply did not show much activity, as a result of which their comrades did not pay due attention to them. Many trainees describe their efforts to overcome these situations: they gave unpopular students individual creative tasks, assigned them a responsible section of work on preparing an extracurricular event. According to the reports, in many cases these efforts had a positive result: the group began to interact more closely with a previously unpopular student. Extracurricular activities were mostly related to the development of additional information about the country of the language being studied, and, according to the interns, this topic contributed to increasing the interest of schoolchildren in learning foreign languages. In the final part of their reports, most of the practitioners noted that they were sorry to part with the group at the end of the practice. At the same time, the specificity of the second practice for students of the specialty "Foreign language" consists in the fact that it actually includes two practices: training in the second language studied by the student himself, then in the main one. Accordingly, the trainee has to establish interaction with a new group twice during the practice and experience parting twice, and he develops two different systems of interaction that he has the opportunity to compare with each other "hot on the heels".

Reports of students of the specialty "Physical Culture", as in the previous case, are laconic when describing socio-psychological phenomena in the course of communication with students. In general, judging by the texts, students also have a positive relationship with the classes, and the main difficulties are associated with low motivation of schoolchildren to physical education, manifested in frequent skipping lessons without valid reasons, refusing to perform tasks and not having sports uniforms with them. Also, a noticeable difference from the previous sample is that, according to physical education students, the main difficulties in the lessons for them were created by informal class leaders, while trainees who taught foreign languages considered lagging and unpopular children to be the most problematic.



With such "leaders", the trainees had to conduct informative conversations, in which they often resorted to the help of a class teacher. According to the students, these measures mainly had a positive result: students began to attend classes, perform tasks and behave correctly. Educational extracurricular activities mainly concerned the topic of a healthy lifestyle or were sports competitions of the "Fun Starts" type. Also, interns often accompanied students to district and city competitions, and performances there also gave an occasion for emotional rapprochement of students with schoolchildren. The active actions of the trainees themselves to establish positive relations with the students are described very sparingly: "I had an educational conversation with the teachers", "I talked to the student in the presence of the class teacher", etc., and there is practically no analysis of the results of these actions, only the fact that their goal was achieved is noted-the students began to go to lessons again and perform tasks, stopped forgetting sports uniforms. We again had to additionally interview students orally about the details of these situations, such as the choice of interaction tactics and the emotions and feelings that were experienced in this case. At the same time, it should be noted that in many cases – both in the first practice and in the second – the reports of physical education students who did not pass them "in the first rows" were compilations or outright copying of the texts of earlier reports of fellow students who had already been awarded a positive assessment. In such cases, an additional oral survey remained the only means of positive attestation of the student, and during the conversation, many of them were able to reveal the topic of the question more richly and coherently than in writing, but even then the actual psychological analysis of communication situations did not differ in particular depth.

Thus, the pedagogical communication of students-interns already has specific features related to the subject area being taught. It is also important for them to establish positive business and interpersonal relationships with students. At the same time, there are also inevitable difficulties associated mainly with the lack of practical work experience and insufficiently developed reflexive abilities and skills.

In conclusion, we can conclude that the problems of the psychology of pedagogical communication, which began to be developed by I. V. Strakhov in the second half of the last century, remains still relevant today. Moreover, new pedagogical systems and approaches reveal all new aspects of this field of research.

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