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Pedagogical scientists' opinions on interpersonal relations

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ANNOTATION

At the beginning of the 21st century, as in many other countries, fundamental reforms in all areas have begun in independent Uzbekistan, which has made a worthy attempt on the world map. All these reforms expected the human factor to be at a higher level than ever before, and the problem of caring for a person and his perfection, working on himself, and his perfection has become more urgent than ever.

KEYWORDS: Psychological influence, adequacy, identification, emotional component, empathy.

Introduction

Communication takes different forms and manifestations according to its specific features. Communication reflects the material and spiritual forms of practical activity of a person, his needs. The culture of communication and interaction between a teacher and a student means that their behavior, attitude and education are manifested in practical life. It shows in his relationships. Educated, a cultured teacher understands well what to ask a colleague, student, whether it is possible to solve this or that problem, whether it is necessary to solve issues related to family relationships. One of the most important qualities of a teacher is to raise the interlocutor's mood, give him an optimistic spirit, and increase his self-confidence in the process of communication. It should be noted that a teacher with a literal culture of behavior cannot tolerate and fight vices such as arrogance, conceit, indifference, envy, and gossip [2]. The component of teacher's behavioral culture is related to speech culture. Because the speech and the words expressed in it have a strong psychological power affecting a person. It can be increased not only by its content, but also by the expression of the speaker's thought. Taking into account that the teacher's communication culture is necessary not only for interpersonal relations, but also for production, the work team, and the life of society, today it is necessary to improve the character of students and students. learning, teaching them to be kind to each other, it is possible to understand the relevance for the teacher. In general, raising the culture of communication has not lost its importance as a universal need. As the main character of Arthur Conan Doyle, the famous detective Sherlock Holmes, said: "Everyone is by nature an insoluble puzzle." Pedagogical psychology studies psychological laws and mechanisms of education and training.

Youth and pedagogical psychology emerged as a separate subject in the early 19th century. In Russia, examples of researchers in this field began to appear in a number of oral and written, practical and scientific works related to human psyche under the influence of Eastern and Western cultures. The first pedagogical-psychological works were written in the 17th-18th centuries in a religious-moral manner. Since the 18th century, scientific ideas with a certain order, direction and style have appeared on child psychology. In particular, K.R.Ushinsky's "Subject of human education", N.F. Kapterif's "Pedagogical psychology", I.A. Sikorsky's "Child's soul", A.F. Lazursky's "Description of the school boy", P.F. Lesgaft's works "Child education and its importance in the family" served to form psychological research.

I.M. Sechenov made a drastic change in the world of science by discovering the reflective properties of the psyche. A number of laws, properties, 2-signal system discovered by I.P. Pavlov laid a good foundation for conducting experimental work. Sechenov's and Pavlov's ideas include P.O.Efrusi, N.E.Rybakov, K.N.Kornikov, P.P.Blonsky, L.S. Vygotsky and other scientists conducted valuable research on youth psychology and created new laws.

At the end of the 19th century and the beginning of the 20th century, a number of works based on scientific research in the fields of youth psychology and pedagogical psychology appeared in the USA and Western Europe. The American psychologist W. James in his work "Conversation with Teachers on Psychology (1902)" deeply analyzed the scientific and practical information about the features of the youth period. K. Buhler consistently studied the role of activity in different age periods, the development of fantasy, thinking, speech, processes, mental activity and its stages of development (instinct, training, intellect) and the importance of biological and social factors in the formation of the individual. The French psychologist E. Durkheim points out that as much as heredity is important in biology, imitation also works in society. According to P. Jane (French), interpersonal relationships are the principle of development.

Even if our past ancestors did not study the problems of youth psychology consistently and comprehensively, based on a certain concept, from 4 different sources - folk art, exhortations and stories written dedicated to specific individuals, encyclopedias and works of art in this regard Abu Nasr Farabi's works such as "The City of Virtuous People", "Philosophical Questions and Their Answers", "The Meanings of Wisdom", and "The Meanings of the Mind" contain moral-philosophical observations about the psyche of man and knowledge, Abu Raykhan Beruni's " In the book "Utmish Mekaklar", the opinions expressed about the physical structure of people, their length and shortness are noteworthy, he connects the reason for long life with biological and hereditary factors. Communication is a process of interaction between people during their various activities arising from the needs of joint activities. That is, the activities of each person in the society (work, study, play, creation, etc.) include forms of interaction and interaction. Because any work requires people to get along with each other, to transfer various information to each other, and to exchange ideas, such as complex cooperation. Therefore, the position of each person in the society, the success of his work, and his reputation are directly related to his ability to enter into communication. Interpersonal communication, which seems easy at first glance, is in fact a very complex process, which a person learns during his life.

Facilitative communication should be thought of as free communication first and foremost

includes the combination of the existing and potential freedom, spiritual openness of its participants contact; and secondly, as a creative communication that requires individual creativity the person to advance in self-realization; thirdly, – as a reflexive connection, which actualizes the individual's need for self-analysis, self-determination, self-determination. Yes

At the same time, the formation of facilitative communication is a process of the teacher's previous personal action and self-development, practical change of his personality and self-improvement.

Research shows that educational support increases educational effectiveness and

development of the participants of the educational process due to comfortable communication

It was investigated by V. Kan-Kalyk, S. Kolomyychenko, I. Kulikova, O. Vrublevska, I. Zymnya, and others.

Facilitative communication is considered primarily as an integral characteristic of the teacher

a person who develops and enables the implementation of pedagogical action that inspires and motivates the

learner intensive conscious self-modification to achieve the highest priority personal meanings

activates the process of effective self-development of life (Vrublevska, 2005).

This article is particularly important in the context of large-scale reforms and the need for rapid renewal of fixed assets in the Republic of Uzbekistan.

In the modern world, the family has new forms and has been significantly changed compared to the traditional forms of family relationships accepted during previous generations.

About the psychological complexity of communication, B.F. Parigin writes: "Communication is such a multifaceted process that it simultaneously includes the following:

- a) The process of interaction of individuals;
- b) The process of information exchange between individuals;
- d) The process of one person's relationship with another person;
- e) The process of one person influencing others;
- f) The ability to sympathize with each other;
- g) The process of people understanding each other.

An important place in communication is occupied by psychological influence. Psychological influence is a structural unit of communication, a component. In essence, this is the penetration of one person (or group of people) into the psyche of another person (or group of people). The purpose and results of this introduction are to change and reconstruct individual or group mental phenomena (views, attitudes, situations, etc.). Psychological influence is not at all powerful, although under certain conditions it can bring about certain changes in the psyche of people and through it in their activities and behavior.

A specific form of communication between people is a stable, individually selected system of friendships and mutual relations, characterized by the mutual connection of communicators, high satisfaction from communicating with each other. The development of friendship includes compliance with its unwritten code, which confirms the need for mutual understanding, openness, trust, mutual support, mutual interest in the affairs of others, self-sacrifice of emotions. A serious violation of the code of friendship leads to its termination, or friendship falls into a superficial, friendly relationship, or even its opposite, turning into enmity.

As mentioned above, without mutual understanding, interaction is impossible. At the same time, it is very important how the communication partner is perceived. This process acts as a mandatory component of communication and can be conventionally called the perceptual side of communication. The perceptive aspect of communication is the perception of another person: his external signs, his connection with the personal characteristics of the perceiving person and the interpretation of his actions. In the most general sense, we can say that the perception of another person means the perception of his external signs, their connection with the personal characteristics of the perceived person, and the interpretation of his actions based on this. Comparison of oneself with another is carried out, as it were, from two sides: each of the partners compares himself to the other.

Interpersonal relationships are relationships with people who are close to us; it is a relationship between parents and children, husband and wife, brothers and sisters.

For several centuries, problems related to interpersonal relations have not only lost their relevance, but are increasingly important for many social and humanitarian sciences. Many social problems in society, family and individual development can be explained by analyzing interpersonal relations and opportunities for mutual understanding. Interpersonal relationships, which are an integral attribute of human life, play an important role in all aspects of life. At the same time, the quality of interpersonal relations depends on communication and the level of understanding achieved.

Despite the increasing interest in it in a number of social sciences and humanities, the role of communication in interpersonal relationships is still not sufficiently studied. But there are a number of approaches to it:

1. The need to clearly distinguish the category of communication from the field of interrelated categories of relationships;
2. An attempt to structure interpersonal relationships according to levels of communication.
3. Society's need to resolve interpersonal and interpersonal conflicts related to misunderstanding. The purpose of this coursework is to understand the role of communication in interpersonal relationships, as well as an attempt to structure interpersonal relationships according to levels of communication.

Components of interpersonal relationships:

1. Cognitive component - includes all cognitive mental processes: feelings, perception, image, memory, thinking, imagination. Thanks to this component, there is knowledge about the individual psychological characteristics of the partners in joint activities and the mutual understanding between people. The characteristics of mutual understanding are as follows:
2. Adequacy - the correctness of the mental reflection of the person being perceived;
3. Identification - a person's identification of his personality with the personality of another person
4. Emotional component - includes the positive or negative experiences of a person in interpersonal communication with other people.

In the process of communication, people use different actions, gestures, laughter, tones, etc. Gestures, facial expressions, tones, stops (pauses), emotional states, laughter, crying, eye glances, facial expressions, etc. are non-speech means of mutual communication, which strengthen the communication process and make it more complete. sometimes replaces spoken communication, such means are called non-verbal means. The great Russian writer L. Tolstoy observed that there are 97 different types of laughter and 85 different types of eye gaze in people. GM According to Andreeva, there are about 2000 types of human facial expressions and gazes. Especially, the role of eye contact when meeting for the first time has a strong influence on the fate of the next communication. All this helps people to understand each other, ensuring that the communication is rich and meaningful from the emotional side. It should be emphasized that non-verbal means of communication have national and regional features. For example, the communication process of the Uzbek people is rich, the direct character of their mutual relations is related to the greater use of such tools. The fact that children express their feelings and wishes to their mothers with their cries also depends on the children's age characteristics. If you look at the culture of other nations, you can witness the use of some means of communication in different nations for different purposes. When Bulgarians want to confirm their opinion on something, they shake their heads from side to side, and when they want to deny it, they shake their head on the contrary. It is known that the Uzbeks, Russians and a number of other nationalities have the opposite.

Communication in pedagogy means the skill, method and system of interaction between the teacher and the student team, its essence, mutual information exchange, educational and educational influence, mutual understanding is manifested in achievements and has the following characteristics:

- communication is the most important professional tool in the pedagogical activity of the teacher;
- social control and social laws are important to ensure proper implementation of the communication process;

- communication is considered the most important component of teacher-student relationship, and it plays an equally important role in motivation, as motivation;
- communication in pedagogy is the active organization of the interaction of the teacher based on influencing the students, performing the planned function of implementing a specific goal based on the program;
- communication - arises from the need for cooperation and is a multifaceted process of interpersonal relationship development;
- due to incorrect pedagogical communication, pupils develop fear and lack of confidence in their own strength, their attention and work activity decrease, speech dynamics are disturbed, and their ability to think independently and freely decreases.

Pedagogical communication is a professional relationship between the teacher and the students that creates the most comfortable psychological environment and creates a positive mental climate in extracurricular activities.

The main purpose of the teacher's close communication with the students:

- eliminate all processes that cause negative situations

to give

- forming students' independent thinking skills;
- to teach students to be active, to think freely, to express their opinions without fear and rely on them;
- development of hidden abilities of students;
- creating a mood of joy and happiness in class and extracurricular processes.

According to A.S. Makarenko, the teacher's communication should be in the form of a relationship based on hypmat and demand.

V.D. Sukhomlinsky states that "... every word spoken by the teacher in the school yard should be carefully thought out, full of intelligence and reasoning, and should be aimed at a certain educational goal." According to the scientist, a word should not only be spoken to the student's ears, but also to his heart. is built in the process of dialogue based on the position of mutual cooperation.

In the process of communication, the teacher should try to get to know the mental characteristics of the students perfectly, relying on his psychological knowledge. It is impossible to apply various educational punishments and reprimands to the students without penetrating into their inner world and mental state. This situation leads to an irreparable breakdown of communication with students, students enter a hidden state, their "shell".

The characteristics of teachers related to the mutual exchange of information are related to their ability to assimilate into the classroom community. Any events and incidents that occur in the class should be under the control of the teachers, their consequences should be quickly and fairly analyzed and prevented by the teachers. This is done only by exchanging information with active students. Only then, favorable conditions will be created for the activity of the teacher in the educational process and positive results will be achieved.

The teacher organizes the educational activity together with the students. It is important to have a fair interaction with active students and informal leaders of the class: it is important to involve students in consciously and independently perform various elements of education, and in this case, it is necessary to create an opportunity for students to fulfill organizational and executive roles.

The teacher's properly organized communication improves the student's self-awareness function. In this case, the teacher's role is to teach students to understand their "I" based on communication, to speak their opinion boldly and freely as an individual, to know their place in the team, to evaluate themselves. .

Pedagogical dialogue is a unique example of teacher's creativity in terms of its structure. Pedagogical scientists describe many descriptions of the teacher's communication with students in their scientific works, communication is primarily a personal psychological characteristic of the teacher. And scientists only give direction to the teacher for communication. In particular, according to the Russian pedagogue V.A. Kan-Kalik, the teacher's pedagogical dialogue is structured in the following directions:

1. Prognostic stage (modelling): Modeling of the future communication by the teacher with the class team.
2. Communicative communication: achieving direct communication with the student during the initial mutual acquaintance process.
3. Pedagogical process: The teacher's behavior and pedagogical skills should be aimed at direct communication management.
4. Analysis of results: Analysis of the implemented communication, objective assessment of achievements and shortcomings and modeling for future activities.

Based on the opinions of the scientist, these lines of communication can be described as follows?

At the modeling stage, the audience should respond to all standards, study the psychological characteristics of each student, anticipate and overcome the dynamics of difficulties that may be encountered in the educational process, build communication based on mutual cooperation, or It is necessary to ensure that the communication matches not only the personality of the teacher but also the personality of the student.

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