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Pedagogical Communication in Foreign Language Teaching (English as an Example)

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ANNOTATION

the article examines the technology for the development of pedagogical communication in teaching a foreign language. In the modern world, in the age of globalization, when state and personal contacts are expanding, the exchange of information is increasing, a foreign language acts as a means of communication, mastery of which can provide students with direct access to foreign language culture and dialogue of cultures. The peculiarity of a foreign language as an academic discipline is that learning is carried out with the help of language, thus language is both a goal and a means of communication. In the absence of a language environment for students, communication with the teacher is the main form of familiarization with a foreign language as a means of communication.

KEYWORDS: methodology, foreign language lesson, pedagogical communication, teacher's speech, technology.

Studying a foreign language forms the foundations of foreign language speech activity, broadens one's horizons, deepens knowledge about the structure of the native language, the nature and methods of verbal communication, ethics and aesthetics in the cultural sphere of the country of the language being studied. A foreign language as an academic subject, contributing to the development of the communicative orientation of the personality of future specialists in various fields, is a factor in the development and formation of the content of pedagogical communication and the communicative abilities of students.

The main goal of teaching a foreign language at a university is the ability of students to use it as a means of communication in the field of their future professional activities. Communication is considered as a motivated communicative-cognitive activity aimed at extracting and transmitting certain information. The process of foreign language professional communication is complicated by encoding and decoding information in a foreign language, especially in English. Mastering foreign language speech requires a certain orientation of the student's personality and the formation of cognitive activity. With a high information load of a student in the process of studying at a university, the "limitlessness" of a subject such as a foreign language, and due to the small number of hours allocated to its study, the value of the professionally significant function of language increases.

Language abilities in combination with other psychological conditions influence the level of learning a foreign language. The most significant thing in the professional activity of a future specialist is communication at various communicative levels, which sets requirements for the content, forms and methods of educational technologies, the implementation of which helps to increase the effectiveness of professional communication at various levels. Thus, taking into account the specifics of a foreign language as an academic subject that contributes to the development of pedagogical communication among university students improves the quality of their professional training.

The development of pedagogical technology for the development of pedagogical communication is subject to the general algorithm for designing the technology of any activity. This algorithm is based on five structure-forming components of technology, representing its invariant composition: 1) subject; 2) process; 3) product (result); 4) funds; 5) methods. Two additional structural components of pedagogical technology, which perform the function of external conditions, are not directly included in the process of obtaining a pedagogical result, but without them its achievement becomes difficult or impossible, namely: 6) norms (standards); 7) conditions (forms of organization of activities).

Thus, pedagogical technology is included in the external, substantive, non-psychological plan of pedagogical activity, because it characterizes it from the side of the external result (product). We can conclude that technology is a way of transforming the subject of activity into a product of activity.

Analysis of foreign literature indicates close attention to the problem of technology since the 30s. century, when the first audiovisual education programs were introduced. Since that time, the term itself has undergone a number of changes: from “technology in education” to “education technology”, and then to “pedagogical technology”.

Technology development is the most constructive approach to establishing actual relationships between value orientations, goals, means and processes in the structure of communication (communication, interaction, perception). The technology development process acts as design, i.e. ideal comprehension and practical implementation of the method of designing and reconstructing educational and pedagogical objects. The result of technology development is instrumental and managerial knowledge that determines the principle of communication and conceptually specified goals, conditions and methods for achieving them, forms of organizing activities (communication) in a historically and socially specific situation.

A systematic presentation of the technology for the development of pedagogical communication is based on considering technology as an external, subject-based, executive component of communication, understood as the activity of a student, not “torn into pieces” by various disciplines of the university curriculum. At the same time, the future teacher is considered as a thinking and feeling person, who has a certain idea of truth, morality and human dignity, whose activities always take place in a certain community.

To develop a pedagogical technology for the development of pedagogical communication when teaching a foreign language to students at non-linguistic universities, we identified, theoretically substantiated and experimentally tested a set of didactic conditions, including the transformation of information into knowledge;

- ✓ formation and use of scientific pedagogical concepts in interaction;
- ✓ use of diagrams and models;
- ✓ definiteness of pedagogical concepts;

- ✓ construction of a conceptual and terminological system;
- ✓ justification of the need for knowledge of foreign languages;
- ✓ comparison of English and Uzbek language content of pedagogical communication;
- ✓ integration of the conceptual and terminological content of various educational sciences, adequately reflecting the logic of the formation of foreign language pedagogical concepts.

We can conclude that the comprehensive implementation of didactic conditions for the development of pedagogical communication when teaching English has all the features of pedagogical technology and contributes to the improvement of interpersonal and international contacts of future teachers.

Recently, the leading technology in the advanced learning centers of the world is the game. Play is a communicative activity, and communicative communication between people is the most important problem of pedagogy.

The theory of play as a type of human activity has been developed in some detail and comprehensively by philosophers, psychologists, ethnographers, and cultural scientists. The beginning of the development of a general theory of the game should be attributed to the works of Shiller and Spencer. At a university, a game should represent an independent cognitive activity of a student within the framework of specific rules and conditions, aimed at searching, processing and assimilating educational information for making decisions in a problem situation. Ensuring the dynamism and productivity of thinking, memory efficiency in the process of mental and cognitive activity, educational games become a means of intellectual development.

The accumulated experience shows that students show increased interest in games, since during the game conditions are created that promote the involuntary assimilation of the material being studied, the development of creativity and activity. The unusual form of conducting classes, its unconventional, non-standard nature also contribute to maintaining interest in the subject being studied.

The educational game is most actively used in English classes, which is explained by the peculiarities of this subject, the main goal of which is to teach language as a means of communication. The use of the game contributes to the formation of the communicative and activity-based nature of learning, the psychological focus of lessons on the development of students' verbal and mental activity through the means of the language being studied, and the optimization of intellectual student activity in the educational process, the complexity of training, its intensification and the development of group forms of work.

Thus, to summarize we can say that:

- 1) in the process of pedagogical communication, there is a demonstration of mental activity through the verbal presentation of mental operations (analysis, synthesis, and so on) with the obligatory receipt of a mental product (concepts, judgments, conclusions);
- 2) pedagogical communication reflects the subject-subject relationship between the teacher and students, providing a predominantly dialogical form. The content of pedagogical communication contains scientific terms. The essence of feedback in pedagogical communication lies not only in monitoring knowledge and behavior, but also in establishing relationships of cooperation and partnership. Scientifically based and properly organized pedagogical communication contributes to the transformation of information into knowledge.

3) the foreign language content of pedagogical communication is transformed towards an increase in the number and meaning of foreign language psychological, pedagogical and psychological terms;

4) the complex of the most important didactic conditions for the development of pedagogical communication includes:

- transformation of information into knowledge;
- formation and use of scientific pedagogical concepts;
- use of diagrams and models;
- activities to improve the definition of pedagogical concepts;
- construction of a conceptual and terminological system;
- justification of the need for knowledge of foreign languages;
- carrying out a comparative analysis of Uzbek-language and foreign (English) -language content of pedagogical communication;
- integration of the essence and content of various fields of knowledge related to education;

5) based on a set of eight didactic conditions, a pedagogical technology for the development of pedagogical communication in the process of teaching a foreign language was developed, using English as an example. The game form of implementing pedagogical technology made it possible to combine educational, creative, search, diagnostic tasks, exercises and tests. The integrated implementation of the developing, educational and training functions of pedagogical communication through the use of technology improves students' ability to make interpersonal and international contacts.

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