



The Content and Methods of Shaping Creativeness in the Preparation of Bakalevr towards Technological Instruction

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Abstract: Pedagogical communication is understood by the content, methods and skills of teacher and audience about the content of the border movement between the team of mutual action between the team of mutual movement.

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Psychological dictionaries give two different description of the concept of communication:

1) communication - the process of establishing and developing contacts and development required by the need for joint activities; 2) communication - interaction of entities through a character system.

Communication is one of the important factors in the recipient psychological and social development, the interaction of two or more people to achieve general results in joint activities, establish and support interpersonal relationships. Communication motives are closely linked to the basic needs of the student, and based on this basis, it is possible to highlight three important categories: Knowing, business, personal.

The analysis of the communication in psychology is focused on its various aspects: "Communication" (Information Exchange), "Interaction" (Interaction) (Interaction). Practical communication occurs as a meeting of these components. In the pedagogical process, communication is limited to a function - information. However, all communication tariffs should be used - the organization of information exchange and tasks, organizing relations, illness to know the personality.

According to Pedagogical communication, the system, methods and skills of teacher and mutual cooperation between the team of the audience are among the team of mutual action between the team of mutual action. The pedagogue appears in the field as the initiator of this process and organizes it and leads it.

Assessing the educational and didactic dialogue of pedagogical dialogue - Active Pedagogical Communication - Active Pedagogical Teachers and the Creative Percenty of Educational Activities, the creative character for the formation of the listener The creator, which provides the emergence of an empty psychological developer, which provides an acceptable emotional environment, providing psychological and psychological processes, is an important tool in the educational process, creating

opportunities for the socio-psychological processes in the field, which creates opportunities for the teacher to use its pedagogical skills.

In pedagogical activity, communication of the audience is manifested as a socio-pedagogically sustainable system of education, educational processes to address the tasks of teaching the teachings based on modern requirements.

Pedagogical dialogue is characterized by the following functions as a socio pool: a person's study (knowledge), the organization of information.

The information exchange function of communication is to create conditions for positive enthusiasm, joint work and thinking to develop the process of sharing spiritual wealth and innovations.

Increase communication using roles exchange, they or this or that is the social formed behavior. Teachers use the personal form in the educational process: the audience invites students to perform some elements of the lesson. In this case, it is possible to ensure the aspirations of the listener (I), their desire to imagine their dignity, their suitable assessment and future.

One of the most important functions of communication is to sympathize. It is realized in the process of understanding other person's feelings, forming the ability to approving others' point of views and normalizes the community relationships. It is very important to understand the audience to understand his desires and to influence the listener based on these.

Didactic and harmful educational duties of educator cannot be done in effectively without forming the productive communication process between teacher and listeners. Thus communication in teacher activities:

- First, especially as a means of solving the training tasks;
- secondly, as a socio-psychological provision of educational process;
- third, as teachers and listeners as a way to establish a specific system of relationship that allows education and the successfulness of education;
- Fourth, it turns out to the field as an indiable characteristics of the hearer.

Pedagogical dialogue has a dynamic description that corresponds to the mitigation of pedagogical process. The following stages are highlighted in the structure of pedagogical dialogue: 1. Modeling (forecasting) - implementation of the communicative structure of the communicative structure of the interaction meeting to pedagogical tasks. 2. Organization of direct communication Terminate, correction its purpose in harmony with real conditions.

The achievement of the technology and analysis of the technology of the technology of pedagogical dialogue. This stage often is often called a feedback stage in the dialogue according to its content and corresponds to the final stage of solving communicative function.

- L.Vigotsky summarizes the main comments on development and education:
- We can effectively develop thought-out thinking and worldview in an interview with teachers and peers to cognitive development of students;
- The learners will be better developed if the recipients are helped, and should be given tasks that determine what to develop, not already;
- The learners need to develop "conscious understanding" about what they learn. It is necessary to prevent the reflection of dry facts that wake up a shortage;
- Such knowledge and experience gain for the subject

The structure of pedagogical dialogue is not meant to be designed and once this ability facilitates and expands the entire educational process.

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