



THE IMPORTANCE OF THE CULTURE OF COMMUNICATION IN THE PEDAGOGICAL COMMUNITY

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Abstract

The presence of mutual assistance and trust in the pedagogical community in this article is one of the important conditions for adherence to the etiquette of communication. Mutual assistance and trust in each other are thought-provoking, mutual sharing of novelties learned from pedagogical, methodical literature, etc.

Keywords: pedagogical communication, emotional, potential semantic, speech communication, coding, decoding

Introduction

In educational institutions of the Republic of Uzbekistan it is required to educate young people as harmonious people, to integrate universal and national-cultural, spiritual, moral values into their minds. This, in turn, dictates from the pedagogical community a high responsibility for the upbringing of each child, putting the same demands on the child and having a joint educational effect. In the manners of the teacher, moral demands have been developed, which teachers must follow in their interpersonal relations.

Research Methodology

The presence of mutual assistance and trust in the pedagogical community is one of the important conditions for the observance of the etiquette of communication. Mutual assistance and trust in each other are clearly manifested in the exchange of experience, mutual sharing of innovations learned from pedagogical and methodical literature. [1]

When a person shares a sum of money with his partner, the amount of money in his wallet decreases. But when a person teaches knowledge in himself to another, the number of knowledge increases, the knowledge of the person who taught does not decrease, but on the contrary strengthens. New ideas in the pedagogical community, mutual exchange of knowledge increase in the level of the law of





communication etiquette it is useful for everyone that each teacher does it at his own discretion, at the command of the soul.

Observance of the etiquette of communication depends on the purpose of the pedagogical team, the moral level of the teachers. In the process, as a result of mutual exchange of views among teachers, discussions with fellow students, the level of knowledge of each teacher increases, their interaction is strengthened. The forms of teacher interaction in educational institutions are diverse. [2] The formation of communication etiquette the interaction of teachers with each other is important. In such conditions, teachers immediately understand each other, rejoice in their achievements and solve together the problematic issues of teaching and educating children. Such cooperation will often exist between teachers who teach the same subjects. Exchange of experience in the pedagogical community is carried out in the form of introduction to each other's lessons, observation of educational activities. Unfortunately, in some cases, the administration of educational institutions criticizes teachers at pedagogical councils and meetings, erasing the shortcomings in the notebook, where the results of the entrance to mutual classes are written. This harms the criteria of etiquette of communication, moral relations. However, the teacher's activities can not be evaluated depending on the result of one lesson observed. To such observation books, the teacher writes and analyzes the achievements in the lesson, new methods, showing them as an example to others, in accordance with the requirements of communication etiquette, serves to improve the moral situation in the team.

Analysis and Results

One of the peculiarities of pedagogical activity is that there may be dependence between the teacher and the pedagogical team. It is known that in the process of teaching, the teacher communicates with the students individually. Therefore, in some people, an erroneous notion is formed that the effect of education depends not only on the pedagogical community, but only on the teacher himself. The teacher in such a concept is separated from the pedagogical community. Therefore, the pedagogical team should go in the right direction to regulate the behavior of each teacher. Because it is necessary that the person who gives knowledge, education to the children himself be decent. The effect of educational and educational work in educational institutions is not only for some teacher, but first of all, the creation of a team of teachers of the Institute of education, the people, is connected with their high moral and spiritual level. [3]





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A healthy and competent team of educators is a place of moral education of young teachers, improvement of their pedagogical skills. If there is a harmonious pedagogical community in educational institutions, the selfishness of some teachers is eliminated. It is necessary for the pedagogical team to respect each of its members, to be aware of its achievements and shortcomings, to facilitate their correction. The requirements of the pedagogical community to the teacher, communication should be fair. It is necessary to take special care of the young teacher who graduated from educational institutions and came to the educational institutions. And the communication of a young teacher who is new to work in his place with a team of Educators, his ability to behave, is also important in the formation of moral relations.

If the members of the pedagogical team break up into small groups and enter the way of grouping, then the rules of etiquette of communication in the team, the moral and moral situation will be violated, conflicts will arise between teachers. It is known that the educational process does not occur without conjugations. So there can also be a conflict of views in the creative activity of the pedagogical team. Proverbs like "melon takes color from Melon", "compromise if you walk with good, shame if you walk with evil" are not mentioned in vain. In creative discussions, some of the disputes that arise in the pedagogical process are resolved without violating the good communication-relations between teachers. In this case, the public opinion will be on the side of the teacher, who, according to the norms of decency, protects the common interest, introduces a creative spirit, innovation into the work of the team. [4]



And in some cases, such conjunctions leave severe complications, even if they are solved positively. There will also be such disputes that the team of educators will not give a damn.

From the point of view of pedagogical etiquette, criticism is considered correct not only to the person who committed this defect, but also to eliminate the defect, improve the work of education, the interaction of educators. The role of criticism and self-criticism in the formation of communication etiquette is great. A leader who does not stand up to criticism of himself, his activities, will ultimately be subject to pride and selfishness. The sense of responsibility decreases. As a rule, the leaders of such educational institutions give way to a blind eye to maintain their career, fame and career.

Unfortunately, among the teachers and the heads of educational institutions, those who can not take a critical look at their activities, those who do not allow themselves to be blindfolded are simply threeraydi, while self-criticism is to a non-existent extent, some teachers have a wrong attitude to criticism. Sympathy, mutual friendship and cooperation in the pedagogical community contribute to the development of pedagogical skills, improvement of educational work.

Such an environment does not reject printsiplial criticism and self-criticism aimed at improving work. It is necessary to correctly indicate the mistakes, shortcomings of the teacher, to take the feedback of the colleague as an empathy. The fact that a person correctly understands the criticism he is told about is an indicator of the moral culture of the teacher, a high level of awareness of his pedagogical duty.

In the pedagogical community, mutual communication-relations are based on collegiality and single leadership, discipline. [5] The teacher's sense of responsibility for the general work and the rules of etiquette require a person to be able to behave in a team, to be subject to discipline. This is due to the moral qualities of the teacher.

Pedagogical activity dictates the demand from the teacher to himself, his colleagues. Such assertiveness should be impartial, impartial, universal and appropriate to national morality

Public opinion, the nature of pedagogical points of view, voluntary compliance with uniform requirements, conscious implementation of norms of decency - improves the moral and moral situation in the pedagogical community. [6] In such a moral environment, benevolence, creative cooperation, a good mood, a high discipline of Labor arise in interaction. Pedagogical activity is enjoyable, effective. In such a pedagogical team, the teacher works with inspiration, is satisfied with his work.





If in the pedagogical community there is a healthy moral-spiritual environment, then the moral norms and ways will not only be fulfilled, but they will also become a habit, a habit of every teacher. In order to consciously follow the rules, traditions in the pedagogical community, it is necessary that in the teaching work there is a rational embodiment of freedom-conscious discipline, submission with creative activity. Where there is a creative environment that understands each other, respects each other, the teacher confidently actively copes with the tasks assigned to him. As a result of the influence of the pedagogical team on the beneficial work of the individual and the team, profound positive changes occur in the spiritual image of the teacher, the right understanding of the social duty, the habit of properly assessing one's behavior and behavior is formed, interaction in the team is improved.

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The moral and psychological situation in educational institutions can be learned from the mood of team members. If the mood of many is choking, the spirit is high, then strength, enthusiasm is added to the strength of the teachers. This, in turn, has a positive impact on the moral education of students.

In the pedagogical community, disagreement, dependence is also a legal phenomenon. Because the education and upbringing of children is a complex process, which dictates conjugations. A fair settlement of disagreements with kindness positively affects the etiquette of communication. Selfishness in the character of some teachers causes conflicts to arise even from a place where there are no such shortcomings as blindness, selfishness, selfishness, which makes it difficult to overcome conflicts. So sometimes they can not see that the reputation of a colleague is growing, but also canzhah.

Conclusion

An important means of regulating relations in the pedagogical community is criticism, self-criticism. But criticism requires prudence from the person. rude laziness, improper criticism can disrupt good communication between teachers, offend a person without Place. The team of educators also suffers from this. Therefore, it is necessary to evaluate the work of a teacher, to comply with the requirements of pedagogical etiquette in communicating, to strive to maintain the human dignity, reputation of the teacher.

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