

THE ROLE OF PEDAGOGICAL TECHNOLOGIES IN PREPARING STUDENTS FOR COMMUNICATION

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Abstract:

In this article, it is mentioned that the dialogue between the teacher and a particular student is important in preparing students for international communication, and the use of special technologies in preparing students for international communication and cooperation is also mentioned.

Keywords: tolerance, interethnic communication, culture, teacher, student, pedagogical technologies.

Introduction

As a result of the practical implementation of pedagogical technologies that serve to prepare students for interethnic communication, students acquire positive social experiences and acquire the skills of cooperation and communication with representatives of different nationalities. The main basis of such positive experiences is the participation of students in a specific process of cooperation and positive determination of interethnic attitudes towards cooperation among students. Thus, the effectiveness of the use of pedagogical technologies aimed at preparing students for international communication is related to the creation of certain conditions in the educational process. Creation of these situations creates a convenient opportunity to prepare students for international communication.

The possibility of using certain pedagogical technologies in preparing students for international communication is somewhat limited. Because there are also large-scale educational processes outside of pedagogical technologies. This is manifested, first of all, in connection with the essence of educational processes. For example, a teacher's reputation in front of students can be included in this list, such as his knowledge of values, level of acquisition of skills and qualifications, attractiveness. The contribution of subject teachers and class leaders, school administration in the formation of international communication skills in students is incomparable. Therefore, only teachers with international cultural skills can achieve effectiveness in their pedagogical activities in this direction. Because personal examples and positions of teachers are important in preparing students for international communication. If the teachers themselves do not have such skills, their pedagogical activities in this direction may be ineffective or even lead to negative consequences. Therefore, teachers who have mastered the norms of interethnic communication consciously prepare students for interethnic communication without forcing them. The extent to which such teachers adhere to values when engaging in dialogue with students. their obedience to the rules of national tolerance is

evident. In addition, students' readiness for international communication or their desire to acquire it is reflected in their behavior. Students' acquisition of international communication skills is accelerated as a result of dialogue-based communication between teachers and students.

The dialogue between the teacher and the students is a conversation or dialogue between two subjects of the educational process, in which they manage to share their social experiences. Accordingly, in fact, the dialogue between the teacher and the students is an intercultural dialogue. In the dialogue between the teacher and the students, intellectual freedom among the subjects of the educational process is protected and strengthened. Therefore, the dialogue between the teacher and students is evaluated as an indicator of human attitude towards students. Because, in this process, the teacher is able to identify and bring out the students' individuality, independence and thinking possibilities.

During the dialog, the teacher presents his positive experience to the students. As long as each student appears as a representative of a certain nation, he shows a certain mentality, character, national-cultural values, and national spirit specific to the nation he belongs to. In the process of dialogue, students develop the skills of listening to the interlocutor, analyzing his thoughts, understanding, solidarity, fraternity, and joint social activities.

While communicating with students, the teacher pays attention to their personality and inner world. Because his presence, nationality, culture, and religion are embodied in the inner world of students. Today, it is extremely necessary to understand the internal commonality of nations, and this is done with the help of dialogue. In the dialog between the teacher and the students, the following are expressed: establishing value-based relationships between teachers and students;

use this opportunity to feel the mutual solidarity of teachers and students and prepare them for international communication.

In the process of communication, teachers and students enter into subject-subject relations. In this case, the teacher is able to see the unique aspects, uniqueness, attractiveness of a particular student as an important condition of the pedagogical process. In the practical application of certain pedagogical conditions for preparing students for international communication, we managed to demonstrate the experimental process at two levels:

1. Organizational level. We used dialogue forms and methods of education. We held conversations based on storytelling and explanations, organized general, group and individual work with students. We analyzed students' knowledge, skills, and abilities related to international communication while presenting new information. In the final, concluding sessions, we tried to determine the knowledge of the students about which nationalities live in Uzbekistan and their unique customs. We tried to find out what nationalities live in their neighborhood, in what language they speak with representatives of other nationalities, and to what extent their neighbors or neighbors who are representatives of other nationalities know the Uzbek language. The teacher's communication with a particular student led to making corrections to the content of the educational process at the organizational level.
2. Technological level. We tried to prepare students for international communication with the help of special pedagogical methods and technologies during the educational process. In this process, we paid attention to the teacher's dialogue with the students, mutual openness, exchange of ideas based on the established procedures, and identification of mutually valuable situations. These technologies not

only prepare students for interethnic communication, but also form tolerance, tolerance, and tolerance in them and affect their emotional world.

Based on the above, it should be noted that the dialogue between a teacher and a particular student is important in preparing students for international communication. In addition, the use of special technologies in preparing students for international communication and cooperation is also recommended. In this place, technology is interpreted as a set of methods, which allows to obtain a guaranteed result in the process of interpersonal communication.

Pedagogical technology that serves to prepare students for international communication is selected based on psychodidactics, social psychology, pedagogical anthropology and pedagogical theories. Based on pedagogical technologies, teachers perform actions with a certain consistency. These actions are aimed at the performance of specific pedagogical tasks and allow the implementation of a pre-planned pedagogical process.

Pedagogical technologies that serve to prepare students for international communication can be divided into three groups:

- technologies based on teaching methods;
- technologies based on educational content;
- technologies that provide a guaranteed result.

Educational programs aimed at preparing students for international communication include the content of training, tools for its implementation, and practical skills. The goal of educational work aimed at preparing students for inter-ethnic communication is to help them acquire knowledge about the national characteristics, culture, uniqueness and generality of the peoples living in our country. For this, it is not enough to get acquainted with the customs and cultures of other nations. Students should be able to communicate directly with representatives of different nationalities. One of the main goals of the educational process is to create such a situation. For this, teachers should bring students into the process of direct communication and cooperation with representatives of other nationalities in class and outside of class, and should be able to design and implement concrete situations in this.

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