



PROBLEMS IN PEDAGOGICAL COMMUNICATION AND THE SCIENTIFIC-PEDAGOGICAL BASIS OF THEIR ELIMINATION

Sultanov Batir Karimovich

Senior lecturer of the Department of the Center for Training Aviation and Unmanned Aerial Vehicles Specialists of the Military Aviation institute of the University of Military Security and Defense of the Republic of Uzbekistan

Abstract. This study is devoted to the analysis of problems in pedagogical communication and the scientific and pedagogical foundations for overcoming them. Pedagogical communication plays a crucial role in the educational process, as it determines the effectiveness of interaction between teachers and students. The paper examines common communication barriers, psychological difficulties, emotional tension, and shortcomings in information exchange that arise in pedagogical practice. Special attention is paid to the importance of communicative competence, empathy, reflection, and modern pedagogical technologies in improving communication efficiency. Based on scientific and pedagogical approaches, effective strategies for enhancing pedagogical interaction are substantiated. The results of the study contribute to the professional development of teachers, the creation of a positive educational environment, and the improvement of educational quality.

Keywords: pedagogical communication, communicative competence, educational process, psychological barriers, pedagogical technologies.

Аннотация. Данное исследование посвящено анализу проблем педагогического общения и научно-педагогических основ их преодоления. Педагогическое общение является ключевым фактором эффективности образовательного процесса, так как оно определяет характер взаимодействия между учителем и обучающимися. В работе рассматриваются основные



коммуникативные трудности, психологические барьеры, эмоциональное напряжение и недостатки передачи информации, возникающие в процессе педагогического общения. Особое внимание уделяется роли коммуникативной компетентности, эмпатии, рефлексии и современных педагогических технологий в формировании эффективного общения. На основе научно-педагогических подходов обоснованы пути оптимизации педагогического взаимодействия. Результаты исследования могут быть использованы в практике подготовки и повышения квалификации педагогических кадров, а также способствуют созданию благоприятной образовательной среды и повышению качества обучения.

Ключевые слова: педагогическое общение, коммуникативная компетентность, образовательный процесс, педагогические проблемы, педагогические технологии.

Annotatsiya. Mazkur tadqiqot pedagogik muloqot jarayonida uchraydigan asosiy muammolar hamda ularni bartaraf etishning ilmiy-pedagogik asoslarini yoritishga bag‘ishlangan. Pedagogik muloqot ta’lim jarayonining muhim tarkibiy qismi bo‘lib, o‘qituvchi va o‘quvchi o‘rtasidagi o‘zaro tushunish, hamkorlik va ta’sir samaradorligini belgilaydi. Tadqiqotda pedagogik muloqotda yuzaga keladigan psixologik to‘siqlar, noto‘g‘ri kommunikativ uslublar, hissiy zo‘riqish va axborot uzatishdagi kamchiliklar tahlil qilinadi. Shuningdek, pedagogik muloqotni takomillashtirishda zamonaviy pedagogik texnologiyalar, refleksiya, empatiya va kommunikativ kompetensiyaning o‘rni ochib beriladi. Ilmiy-pedagogik yondashuvlar asosida samarali muloqotni shakllantirish usullari asoslab berilgan. Tadqiqot natijalari pedagoglarning kasbiy mahoratini oshirish, ta’lim muhitini sog‘lomlashtirish va ta’lim sifati samaradorligini ta’minlashga xizmat qiladi.

Kalit so‘zlar: pedagogik muloqot, kommunikativ kompetensiya, ta’lim jarayoni, psixologik muammo, pedagogik texnologiyalar.



INTRODUCTION

In the modern educational process, pedagogical dialogue is the main mechanism of interaction between the teacher and the student. The effectiveness of education largely depends on the teacher's communication culture, communicative skills, and the psychological environment established with students. Pedagogical dialogue is not limited to the exchange of information, but also plays an important role in the formation of interpersonal relationships, strengthening motivation, and ensuring the purposeful direction of the educational process. Therefore, problems in pedagogical dialogue are emerging as a pressing issue that directly affects the quality of education.

Today, various problems are encountered in the process of pedagogical dialogue in the educational environment. In particular, mutual misunderstandings between the teacher and the student, the use of incorrect communicative methods, emotional stress, and psychological barriers reduce the effectiveness of the educational process. In particular, the incompatibility of traditional forms of communication with modern educational requirements further deepens these problems. The introduction of digital technologies into the education system requires new forms of pedagogical communication.

From this point of view, it is important to analyze the problems in pedagogical communication on a scientific and pedagogical basis and identify ways to eliminate them. The scientific approach allows you to improve pedagogical communication, develop the communicative competence of teachers, and create a healthy psychological environment in the educational process. This article discusses the main problems in pedagogical communication, their causes, and effective solutions from a scientific and pedagogical point of view.

LITERATURE ANALYSIS AND RESEARCH METHODOLOGY

Pedagogical communication problems are an important object of research in the disciplines of pedagogy and educational psychology. In scientific literature,



pedagogical communication is interpreted as the main tool that ensures educational cooperation between a teacher and a student. In particular, Abdullaeva S.B. in her work “Fundamentals of Pedagogical Communication” evaluates pedagogical communication as an important factor determining the effectiveness of the educational process, substantiates the negative consequences of psychological barriers in communication and incorrect communicative methods.[2; 95]

Karimova G.M. in her research within the framework of pedagogical psychology, connects communication problems with the teacher's emotional state and level of empathy, and emphasizes the importance of reflection in eliminating them. Jo'rayev R.H. scientifically substantiates the possibility of forming a positive psychological climate in the educational environment by developing a culture of pedagogical communication.[3; 70]

Also, Ismoilova N.Q. considers the communicative competence of the teacher as the main indicator of the effectiveness of pedagogical communication and notes the need to use interactive methods in modern educational conditions. Russian scientist A.A. Leontyev analyzed pedagogical communication as a psychological process and showed that conflicts in communication are mainly associated with incorrect information transfer and poor feedback.[3; 63]

This study used qualitative and analytical methods. In particular, the theoretical foundations of the problem were clarified by analyzing pedagogical, psychological and methodological literature. Using the methods of comparison and generalization, the problems in pedagogical communication were systematized. Also, logical analysis and inference methods were used, and scientific and pedagogical conclusions were developed on the improvement of pedagogical communication. This methodological approach ensures the reliability and scientific validity of the research results.



ANALYSIS AND RESULTS

During the research, problems in pedagogical communication were analyzed from the point of view of their causes and impact on the educational process. Studies have shown that problems in pedagogical communication are mainly associated with insufficiently developed communicative competence of teachers, failure to take into account psychological factors, and the dominance of traditional communication styles. Such situations lead to a decrease in students' interest in education, and the emergence of a distance between the teacher and the student.

The dominance of the authoritarian style based on command in the process of pedagogical communication increases communicative barriers. In this style, the teacher is an active subject, and the student is a passive receiver. As a result, the activity of students in expressing opinions, asking questions, and making independent decisions is limited. On the contrary, a democratic style of communication based on cooperation increases student participation and serves to create a positive psychological environment.

Also, a significant part of the problems in pedagogical communication is associated with emotional tension and lack of empathy. The teacher's inability to correctly understand the mental state of students leads to the emergence of conflicts in communication. This negatively affects the effectiveness of the educational process. The results of the study showed that the development of empathy and active listening skills significantly improves pedagogical communication.[6; 138]

The use of modern pedagogical technologies and interactive methods increases the effectiveness of communication. Problem situations, discussions, teamwork and reflection elements enliven pedagogical communication and increase student activity. At the same time, the formation of a culture of communication in a digital educational environment was also recognized as an important result.

In general, the results of the study showed that eliminating problems in pedagogical communication requires a systematic approach. The development of



communicative competence, strengthening the person-centered approach and the introduction of pedagogical reflection were identified as the main factors for increasing the effectiveness of pedagogical communication. These results are of significant scientific and practical importance in improving the educational process.

CONCLUSION

This study was aimed at analyzing the problems that arise in the process of pedagogical communication from a scientific and pedagogical point of view and identifying effective ways to eliminate them. Studies have shown that pedagogical communication is an integral part of the educational process, and its quality determines the effectiveness of the relationship between the teacher and the student. Deficiencies in communication lead to a decrease in the quality of education, a deterioration in the psychological environment, and a decrease in student activity.

The results of the study showed that the main causes of problems in pedagogical communication are insufficiently formed communicative competence, emotional tension, lack of empathy and reflection, and the predominance of authoritarian communication styles. To eliminate these problems, teachers are required not only to have professional knowledge, but also to have a high level of communicative and psychological training. A person-centered approach, collaborative communication, and the formation of a positive psychological environment were identified as important conditions for increasing the effectiveness of pedagogical communication.

In conclusion, improving pedagogical communication is a continuous process that requires teachers to constantly work on themselves, implement modern pedagogical technologies in practice, and create an open and effective communication environment in the educational process. The results of this study are of scientific and practical importance in that they serve to develop a culture of communication in pedagogical practice and improve the quality of education.



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