MENTAL ENLIGHTENMENT SCIENTIFIC – METHODOLOGICAL JOURNAL

TECHNOLOGIES OF EFFECTIVE COMMUNICATION IN THE PRACTICE OF TEACHING RUSSIAN AS A FOREIGN LANGUAGE

Abdinazar Nurmanov
Doctor of Pedagogical Sciences, Professor
Jizzakh State Pedagogical University
Jizzakh, Uzbekistan
E-mail: anurmanovjizzax@mail.ru

Ulugbek Turgunov
Lecturer
Jizzakh State Pedagogical University
Jizzakh, Uzbekistan
E-mail: www.ulugbekturgunov22@jgmail.com

ABOUT ARTICLE

Abstract: this article discusses the problems of introducing technologies and techniques of effective communication in the practice of teaching methods of teaching Russian as a foreign language. The pedagogical essence of such concepts as effective communication, communication, communication, technologies and techniques of effective communication is revealed on the basis of a comparative analysis of research works of foreign and Russian scientists, and the author's attitude to these concepts is outlined. A technology has been developed to train students in classes on the methods of teaching Russian as a foreign language to technologies and techniques of effective communication.

INTRODUCTION

Today, the quality of preparation of a future teacher is largely determined by the presence of the necessary personal characteristics and socio-professional competencies. As the results of research work show, among professional competencies and priority personal qualities, a special place is occupied, along with emotional intelligence and stress resistance, charisma,

fairness and critical thinking, communication skills, and modernity in communication [Efimova, 2021: 202].

First of all, teachers who are competent in the field of communication will be able to satisfy the needs of society for specialists capable of effective interaction at interpersonal, interethnic, intercultural levels. Therefore, improving the communicative competence of a future teacher in the process of his professional training is an important linguistic and methodological problem at the present stage.

Technologies for effective communication in the process of teaching Russian as a foreign language can serve as one of the important factors in achieving the main goal of training - practical mastery of the Russian language for use in the most important areas of communication: everyday life, educational, socio-political, socio-cultural, in the formation of skills communication, in improving the skills of listening and speaking, reading and writing in Russian.

In this article, technologies for effective communication are considered in the context of a very relevant and practically in demand problem, namely, to teach Uzbek students to communicate effectively in Russian. And for this, first of all, it is necessary to prepare students of pedagogical educational institutions and future teachers of Russian as a foreign language for effective communication, since the effectiveness of professional pedagogical activities is largely determined by the degree of proficiency of future teachers in technologies and techniques of effective communication, pedagogical in particular.

LITERATURE ANALYSIS

According to T.I. Pashukova, communication research is carried out in more than 60 branches of psychological knowledge, in which certain aspects of communication are directly or indirectly considered [Pashukova, 2009: 38]. These works provide a detailed overview analysis of foreign theoretical studies on the psychology of communication conducted during the 19th – 20th centuries and to the present day.

In foreign research, the problems of effective communication began to be intensively developed in the 50s of the twentieth century. The first developments that led to concrete practical results in the form of training groups teaching more effective interpersonal communication belong to the English scientists K. Levin, J.L. Moreno, G. H. Mead, K. Rogers, E. Melibrouda, etc. It should be noted that a logical continuation of research into the effectiveness of interpersonal communication and social relations was the introduction into scientific use of the concept of communicative competence by English researchers R. Harre and M. Argyle, A. Furnham, J. A. Graham. Since the 80s of the twentieth century, under the influence of English

and American research in the field of effective communication and communicative competence, socio-psychological work of a practical nature by Russian researchers has intensified.

As a result of numerous studies in the field of interpersonal communication, such progressive ideas were put forward as: the identification in the structure of communication of such components as communicative, perceptual and interactive (G.M. Andreeva), which contributed to the further development of research into communicative, perceptual and interactive technologies of effective communication; development of an intersubjective approach (subject-subject and subject-object) to communication (A.U.Kharash); introducing the concept of communicative competence and revealing its essence, content and components (Yu.N. Emelyanov, Yu.M. Zhukov, L.A. Petrovskaya, O.I. Muravyova, etc.); development and implementation of a transcommunicative approach (V.I. Kabrin).

According to O.I. Muravyova, to date, psychology has developed many concepts, models, approaches to studying the effectiveness or ineffectiveness of communication and interaction, which can be divided into the following groups: 1) theoretical approaches; 2) empirical models linking the effectiveness of communication with the concept of communicative competence; 3) studies in which the effectiveness of communication is determined by hierarchical models of interaction; 4) practical techniques and techniques for effective communication and psychological technologies for the development of communicative competence [Muravyova, 2011].

Let us briefly discuss the main provisions of these areas of research into the problem of communication effectiveness. The first group includes theoretical ideas, called in Western psychology "socio-psychological theoretical orientations" (according to G.I. Pashukova). These are behavioral approaches, psychoanalytic concepts, research in the field of cognitive psychology, interactionism and the ethogenic approach of R. Harre. Thus, in behavioral studies, the effectiveness of interaction is determined by "the breadth of the repertoire of communicative skills and the degree of their formation," and exercises aimed at mastering patterns of behavior through observing the behavior of others are recommended as the main way to develop communicative competence. According to A. Bandura, the more learned models of social interaction an individual has, the more effective he will be in this interaction.

Representatives of psychoanalytic research (Schutz W.C., E.Bern, K.Rodjers) believe that the ineffectiveness of an individual's interaction with others is characterized not by a deficit of communication skills, but by deep-seated personal psychosocial and psychosexual deformations of the individual's development, creating psychological barriers that impede effective communication. They developed a theory of interpersonal behavior, a dynamic theory

of group functioning and a theory of group development. It was this school that substantiated the developmental influence of training in increasing the effectiveness of understanding others and oneself in the course of interpersonal communication. Social and psychological trainings as the most important modern technology for the formation and development of communicative competence of future specialists have already proven their effectiveness and are actively used in practice. The most prominent representative of this area of research is considered to be the founder of client-centered psychotherapy, C.R. Rogers, who developed and used the concepts of congruence, authenticity, and empathy in his works.

Well-known theories of the cognitivist school are the theory of structural balance by F. Heider, the theory of cognitive dissonance by L. Festinger, the theory of communicative acts by T. Newcome and the theory of congruence by C. Osgood and P. Tannenbaum. It should be noted that the effectiveness of interpersonal communication and interaction is considered by cognitive scientists from the point of view of cognitive processes. In this direction, concepts such as egocentrism and decentration, cognitive style, cognitive competence, etc. are substantiated.

Interactionists such as G. H. Mead, E. Goffman, T. Shibutani and others also dealt with the problems of the effectiveness of interpersonal communication and social interaction. The so-called role theories they developed emphasize the importance for the effectiveness of communication of such factors as "playing" a role, "knowing" a role, that is, an idea of the rights and responsibilities associated with a given role, on the one hand, and the ability to perform a given role, on the other. According to E. Goffman, in the process of interaction we look at ourselves through the eyes of another and try to adjust our behavior in order to create the most favorable impression of ourselves and achieve the greatest benefit from this interaction. At the same time, the entire process of interaction is interpreted as a process of adaptation of the individual to the situation, and the individual acts as a bearer of numerous roles.

The ethogenic socio-psychological theory of R. Harre puts forward the idea that the main motive of human development is respect for other people. And the effectiveness of communication largely depends on the individual's ability to "read the text" of social interaction, know its rules and principles of interpretation, be able to understand how he is assessed, and express his assessment. Thus, the ability to interpret and understand one's social environment are the determining factors of effective communication.

METHODS AND RESULTS. As a result of the analysis of theoretical studies of the effectiveness of interpersonal communication and communicative competence, O.I. Muravyova comes to the following conclusions, which have a certain pedagogical value for our research.

Thus, in foreign works, criteria for the effectiveness of communication were defined: a subjective positive assessment of the interaction that took place, the possibility of maintaining mental health (psychoanalysis) or the possibility of development, personal growth (humanistic psychology), the degree of cognitive dissonance or congruence, the level of respect achieved. And the following are called internal resources that allow one to be effective in communication: personal determinants, namely the absence of "psychoanalytic", "transpersonal" personal deformations; cognitive components – cognitive characteristics of an individual (egocentrism-decentration, cognitive style), the ability to adequately interpret an interaction situation, knowledge of patterns (scenarios) of social behavior, the correct choice of a social mask (R. Harre); role and situational normativity, that is, the ability to play a social role, knowledge of the rules of interaction, as well as compliance of an individual's social behavior with the expectations of a partner; behavioral, operational, technological component, which includes communication skills.

To improve the work on developing the communicative competence of students in higher educational institutions, practical models of effective communication between foreign and Russian researchers are of great importance. Similar works include the model of communicative competence of M. Argyle and his colleagues, Yu.N. Emelyanov, the transactional analysis of E. Bern, the level typology of communication by A.U. Kharash, the unified scale of relationships by E.L. Dotsenko, the communicative approach of V.I. Kabrina, communicative competence in the context of the model of the main spaces of human existence by O.I. Muravyova et al. The so-called modern technologies of effective communication, the pedagogical capabilities of which have not been sufficiently studied, deserve special attention.

Analysis of scientific and pedagogical literature allows us to name neurolinguistic programming technologies, technologies for establishing interpersonal contact, technologies for establishing mutual understanding, technologies for behavior management in educational institutions as modern technologies for effective communication (motivation, conflict management, formation of organizational and corporate culture, ethics of business relations), technologies for conducting business conversations and negotiations, image technologies, self-presentation technologies, technology for manipulative influence in business communication, technologies for overcoming barriers in communication, etc.

As a result of research conducted around the world to prepare students for the technology and techniques of effective communication, a number of scientific results were obtained, including: the multimedia technology "Communication Studies" (University of California) was developed; a person-oriented system and role-based, cognitive, behavioral components of

effective communication have been identified, and the concept of a communicative situation and its parameters have also been developed (Cambridge University); a set of socio-psychological trainings has been developed to develop the communicative competence of students (Manchester University); mechanisms for effectively organizing and implementing interaction through communication strategies have been improved (Kudan Institute of Japanese Language and Culture); innovative models have been developed to increase the efficiency of communication and interaction (Moscow State University); Neurolinguistic programming technologies have been improved, aimed at ensuring the effectiveness of the future teacher's professional activities and the development of his communicative competence (Moscow State Pedagogical University); a technology has been developed for preparing students for effective communication based on a humanistic-cultural approach (Tashkent State Pedagogical University).

According to Webster's dictionary, [Merriam-Webster, Inc, 2005] communication is an act of using words, sounds, signs, or behavior to express or replace information, or it can be to express ideas, thoughts, feelings and many other things to other people. It is clear that is more than just words. It is a process of sending ideas from the source of the informant to the recipient with the aim of changing his behavior. Beside that it is the transfer of knowledge from one person to another to achieve certain goals and that communication is the act of making contact between the sender and the receiver with the help of the message, and is received and interpreted by the receiver.

Communication skills need to be developed and trained continuously so that they become good communicators. Communicator the sender may not express what s/he ants to say clearly; or the room may be noisy; or the receiver may not understand the words the sender is using. To be effective, they have to try to minimise these barriers to communication [Prozesky, 2000].

Hasbullah et al stated that communication is the process of sending messages from one party to another through certain contexts such as intrapersonal communication, interpersonal or interpersonal communication, group communication or organizational communication and mass communication. When communication takes place in the context of group communication or organizational communication, it will have its own communication network or pattern [Hasbullah, 2018].

According to Aminullah communication is a symbolic behavior that cannot be separated in human life. In addition, communication is also referred to as social interaction, because humans are social beings [Aminullah, 2019].

Samsuddin and Ananda stated that communication is a process where individuals in their relationships with other individuals, in groups, in organizations, and in society to provide information [Samsuddin and Ananda, 2019].

Classical and modern definitions of the concept of communication in the works of famous Russian specialists characterize it: as a communicative process of transmitting an information message from a subject to another using various communicative means and mechanisms in order to exchange information between people and establish mutual understanding between them [Андреева,2000]; as a process of interaction, and the transfer of information only a necessary condition for communication. The meaning of human communication is in establishing mutual understanding, in making mutual contacts, in uniting people within a certain society [Bodalev, 1996]; as one of the types of human activity [Bern, 1998]; as a kind of social relations [Bueva, 1978]; as a specific form of interaction of subjects [Ilyin, 2009]; "both as a process of interaction of individuals, and as the information process, and how people relate to each other, and as a process of their mutual empathy and mutual understanding of each other" [Parygin, 1971: 178]; the combination of three components: process, activity, attitude [Gorodilova, 1992: 5].

In modern research, "Communication" and "communication" are considered as words close in meaning, which state that communication, like communication, is invariably active, dialogical in nature [Leontiev, 1999]. Representatives of the separate interpretation of the concepts of "communication" and "communication" give the following arguments to prove their arguments: a) communication has both a practical and spiritual character, whereas communication is a purely informational process; b) communication is an intersubjective interaction, and its structure is dialogical, while communication is the information connection of a subject with a particular object [Kagan, 1988].

The researchers' conclusions that the concepts of "communication" and "communication" have both common and distinctive features can be considered generally accepted. In their opinion, their correlation with the processes of information exchange and transmission and their connection with language as a means of information transmission are common. Communication is mainly characterized by interpersonal interaction, and communication has an additional meaning: information exchange in society.

As a comparative analysis of definitions shows, communication is perceived in a human sense richer than a simple communication and information connection. Communication necessarily involves communication (directional transmission of information) as one of the elements, but is not limited to it. Communication is a two-way process, necessarily involves

feedback and is much richer in content than just receiving and transmitting information. It is a complex system of interaction between two or more people. The act of communication takes place when a person who comes into contact with another person sees him as his own kind and equal and counts on active feedback.

The concept of communication as information communication is actively developed by V.D. Shirshov [Shirshov,1995:78-88]. His research concludes that interpersonal communication is acquiring a qualitatively new state in the information world. It takes the form of specially organized pedagogical activity, thanks to which the process of social inheritance and socio-cultural reproduction of a person becomes expedient. On the relationship between communication and communication, the researcher argues that communication is a type of communication mediated by language, and pedagogical activity is an organized form of interpersonal communication. Communication itself means information communication, which turns into an information relationship aimed at understanding. Therefore, the problem of understanding hasfundamental importance for the characterization of pedagogical activity as a communicative process.

DISCUSSION

We consider communication as a communicative process, as an activity and as an attitude in their totality. From these positions, we will analyze the concept of "effective communication", consider its place in communication, its connection with the activities and attitudes of the subjects of the educational process to each other.

In our study, we consider communication in the process of communication as a semantic contact, which is preceded by psychological and social contact. In our opinion, communication is the highest form of communication. The effectiveness of communication can be judged only when mutual understanding, semantic contact is achieved.

Thus, at the first level of communication, the subjects of communication are included in the communicative process aimed at establishing psychological contact. The establishment of psychological contact promotes interaction, leading to social contact (I began to listen and understand the purpose of the interlocutor), and influence (I began to look at the message through the eyes of the interlocutor), and then to effective communication (interaction, semantic contact, which is developed on the basis of personal meanings).

Therefore, communication has different levels of implementation. Mutual understanding, that is, the achievement of semantic contact, is its highest level, otherwise than **effective communication**.

Communication in scientific sources is considered in the context of activity. However, the nature of the relationship between communication and activity is understood in different ways. Firstly, they indicate important aspects of a person's social existence, his way of life [Lomov, 1976:130]. Secondly, communication is characterized by involvement in any activity as its integral element, and activity is considered as a condition of communication [Леонтьев, 1999]. Communication is characterized by a number of researchers as a communicative activity.

We find an interesting approach to this issue in L.P. Bueva, who believes that activity and communication are interrelated, relatively independent, but not equivalent sides of a single (individual and social) process of life. She writes: "... communication is a directly observable and experienced reality and the concretization of social relations, their personification, personal form" [Bueva, 1978:116].

In this definition, we find the answer to the question of the relationship between the concepts of "social relations" and "communication", and that the first is the content of the process, and the second is its individual form of manifestation. So, according to philosophical definitions, communication is considered directly in human relationships. It is understood inseparably from activity: the content of activity determines the forms of its communication, in which various social relations find expression. A completely opposite point of view is expressed by some modern psychologists, who consider communication as a specific form of human interaction with other people, not reducible to activity [Ilyin, 2009].

In their opinion, the main difference between the concepts of "activity" and "communication" is that activity is schematically represented by the formula "subject - object", and communication is "subject - subject". The so-called "manipulative" communication, in essence, is based on an activity-based scheme and as such is not communication. "In communication, none of the partners can be considered as an object, since each of them is an active subject of this process, determining its dynamics and content..." [Rean, 2006]. Thus, modern psychological science considers communication as: a) a means of organizing activities, b) satisfying a person's need for another person, in live contact.

We believe that in order to understand the essence of communication itself as a special psychological phenomenon, an activity-based approach is necessary, i.e. communication is considered by us in this regard as a specific type of human activity, as a subject-object relationship. And for pedagogical purposes, in order to prepare students for effective communication, it is considered as a specific form of interaction of subjects, consisting of "subject-subject" relations. It seems to us that in the process of education and upbringing, the communicative nature of communication becomes more important than the activity nature.

The communicative nature of pedagogical interaction in interpersonal relationships in the systems "Teacher - student", "Student – teacher", "Teacher – students", "Student – student", "Student – students") is characterized primarily by an increasing degree of agreement leading to mutual understanding. "Understanding means communication aimed at valid consent" [Habermas, 1993: 58].

Communication is manifested in taking into account the individuality of each student. After all, people differ from each other by their unique natural properties, their characteristics as individuals. Communicative learning involves taking into account all these characteristics of students, because only in this way can conditions for effective communication be created: communicative motivation is caused, purposefulness of speaking is ensured, relationships are formed, etc.

Communication is determined by the speech orientation of pedagogical interaction, which consists in the fact that the way to effective communication lies through the very practical mastery of technologies and techniques of effective communication.

Communication is expressed in the functionality of learning. The functional approach in the process of preparing students for technologies and techniques of effective communication is manifested primarily in methodological strategies of organization, assimilation of educational and didactic material, taking into account the personal characteristics of the subjects of interaction, the communication situation, context, extralinguistic factors, etc. in their unity. Communication is realized in the situational organization of the process of preparing students for effective communication, in situational exercises.

Thus, effective communication as the highest level of social relations in the education system is achieved when the subjects of the educational process observe democratic, truly humane relationships based on the "subject-subject" paradigm, which is dialogical in nature. It is in dialogue that an individual receives not only rational information, forms ways of thinking, but also assimilates human emotions, feelings, and behaviors through imitation and borrowing, empathy and identification.

The upbringing of a spiritually mature and harmoniously developed personality with independent thinking, developed intellectual potential, deep knowledge and a modern worldview is possible in dialogue. According to M.M. Bakhtin, the truth is not born and is not in the head of an individual, it is born between people who jointly discover the truth in the process of their dialogical communication [Bakhtin, 1986].

The above is most directly related to pedagogical communication. "A genuine – teaching, developing, educating pedagogical dialogue is possible only if the teacher himself is an active and creative, rhetorically educated person" [Vostrikova, 2010: 44].

During classes on methods of teaching Russian as a foreign language, we discovered that future teachers experience great difficulties in communication. The level of their communicative competence does not fully meet the requirements of professional activity. The profession of a language teacher requires a high communicative culture in the field of interpersonal, business and public communication. The program of extracurricular activities developed by us on the "Art of Communication" is aimed at improving the communicative culture, the culture of interpersonal, business, public, and professional communication of future teachers of Russian as a foreign language.

The goal of the program: students' in-depth mastery of the theory and practice of communication, its technology and techniques that determine effective communication. Improving communication technology, pedagogical, in particular. Main objectives: to update the role and significance of classes in students' own lives, personal development, social status, and professional and personal success; give students a certain system of knowledge about the essence of communication, theoretical - in particular, especially about verbal and non-verbal communication, their technology and equipment, about the culture of communication in general, its communicative qualities; illustrate these qualities with examples, with an emphasis on verbal and non-verbal means of communication, technology and equipment, introduce students to the features of their practical use, including in teaching activities; educate and develop students' communication skills in real life and professional situations; to promote in students a sense of personal and social responsibility for the state of the socio-communicative sphere in our society; identify the axiological and acmeological possibilities of extracurricular activities in the art of communication. To a greater extent, the program is associated with the practical aspect of communication - interpersonal, everyday, public and professional-pedagogical - when performing training and rehearsal tasks, as well as tasks of a certain communicative and creative nature.

As a result, students of higher educational institutions must, based on mastering theoretical knowledge of communication, its technology and technology, technologically adequately build communication, effectively using the technique of verbal and non-verbal means. Thus, improving not only the professional culture of communication, but also the general culture is an important factor in the harmonious development of the individual. The

program involves lectures, conversations and classes of informational educational, educational and methodological, practical and socially communicative nature.

Technology for preparing students of higher educational institutions for effective communication. Technology of preparing students for effective communication based on knowledge of its theory and practice, technology and construction techniques in the context of modern educational, theoretical, methodological and pedagogical positions, didactic principles, theory and practice of communication, student experience in communicative activities, content for this professional and personal training of future teachers in extracurricular classes in the art of communication. The following functionality of this technological system is emphasized: educational, training, developing, nurturing. And its components such as: emotional-psychological and motivational, organizational-attitude, cognitive-informational and specific subject-specific, intellectual-creative, practical, social-communicative, effective-final, self-improvement - assessments - characteristics.

System stages:

I. Motivational training of students.

II. Basic. Acquiring knowledge of the basics and means of communication, its technology and techniques.

Pedagogical communication (repetition, deepening).

Technology of communication, including pedagogical.

Communication techniques, in particular, professional communication - teachers.

Conditions for successful communication, especially teachers. Practice of communication, pedagogical, in particular.

III. Final. Self-socialization. Self improvement. Summarizing.

This is how the technological structure of the studied process of preparing students for effective communication through its technology and equipment is built. It should be noted that all components of the system are autonomous, but are interconnected and interdependent and represent in their complex not only a single whole - the process of preparing students for effective communication, but also optimal pedagogical opportunities for solving the problem.

During classes on methods of teaching Russian as a foreign language, students were offered a system of theoretical and practical tasks on effective communication techniques: topic of the lesson: "Body language", its elements, their "reading", including in combination, taking into account circumstances and situations. "Body language" is considered as a factor in a person's complete understanding of a person and effective communication. Students

understand that "reading" body language and its techniques is one of the conditions for success in life, profession, and business.

The meaning, purpose and significance of non-verbal communication techniques are studied: swaying, turning, moving - the head; expressions of "glow", "extinguishing" - eyes; expressions - glance; significant movement of the eyebrows, position of the lips, twitching of the cheeks, chin - facial expressions; multiplicity, diversity - smiles; flaming - cheeks; redness - ears; gestures, movements, positions – hands; movement, relaxation of the figure, compression of the fingers; positions - crossing, stomping, etc. – legs; pantomimes - shoulders, chest; behavior, gait, posture, posture, manners - in communication; style, tact, etiquette - appearance.

And also - the voice, its strength, timbre, diction, intonation, tone, and their variations. The sound background is important - music, the use of acoustic means. Attention to the environment, conditions, circumstances and other environmental means is required.

On eleven tables of "body language" elements, in which these elements, their signs, movements, actions, signs, states, hints are interpreted, students study their meaning, polysemy, rich variability, including in their complex.

For example, what does the following component mean in communication:

 - shaking your head, then rubbing your head with your hand, then tugging your earlobe and scratching the top of your head?

What does the following component mean in communication:

 - turning the head, then supporting the head with the hand, then rubbing the eyes and nose?

What does this smoking style mean:

 - looking up and blowing smoke in that direction?

 - looking down and blowing smoke in the same direction?

What does it mean to shake off fluff and hair from your interlocutor? and many others.

Training sessions are devoted to "reading" "body language" with a clear formulation of one or several tasks, including complicated tasks on the whole "picture of communication" - emotional, non-verbal. Using examples of thematic drawings and real communication situations, emphasized by students on various life events.

Students' knowledge of nonverbal means of communication, their technique, "reading" its elements in the communicative process is based on: motivational basis and purposeful understanding of the role of non-verbal means of communication, their technique in the productivity of communication; knowledge of the most important non-verbal means of communication and their elements; knowledge of the technique of "body language", its

elements, their perception (with reference to interpretation tables); perception of a complex of elements of "body language", their technique; "seeing" in the technique of non-verbal means of communication not only the emotional meaning, signal and hint, but also aesthetics - the beauty of the technical execution of "body language", its numerous elements, signs and symbols (individually, within acceptable limits); the penetration of communicators into each other's emotional state through the technique of non-verbal communication (an important factor in successful communication!); self-regulation and self-control using non-verbal communication techniques.

CONCLUSIONS AND SUGGESTIONS. Communication technique is a significant component of the art of communication. Effective mastery of communication techniques transforms the emotional state, voice, speech, gestures, and facial expressions into an effective factor of emotional and psychological impact.

Effective communication with a successful result of full interaction between those communicating is the result of achieving the set goal. Effectiveness of communication is the expected result of active communication. Thus, students are provided with conscious motivation for the role and importance of classes on technology and communication techniques, their necessity in the culture of communication, its effectiveness, first of all, in the professional sphere.

REFERENCES:

1. Efimova G. Z., Sorokin A. N., Gribovsky M. V. Ideal teacher of higher school: personal qualities and social and professional competencies // Education and Science. 2021. T. 23, No. 1. pp. 202–230. DOI: 10.17853/1994-5639-2021-1-202-230

2. Pashukova T.I. Theories of communication in domestic and foreign psychological research. // Theoretical and experimental psychology. 2009.T.2. No. 1. P.38-52.

3. Andreeva G.M., Bogomolova N.N., Petrovskaya L.A. Foreign social psychology of the twentieth century: Theoretical approaches. – M.: Aspect Press, 2001.

4. Muravyova O. Psychology of communicative competence: theoretical and practical aspects / O. Muravyova – LAP LAMBERT Academic Publishing GmbH&Co.KG, 2011 – 136 p.

5. Merriam-Webster, Inc (Ed.), 2005. The Merriam-Webster dictionary. Merriam-Webster, Springfield, Mass.

6. Prozesky, D.R., 2000. Communication and effective teaching. Community Eye Health 13, 44–45.

7. Hasbullah, et al. (2018). Communication Pattern of Wilayatul Hisbah, Lhokseumawe City in Implementing Amar Makruf Nahi Mungkar. Budapest International Research and Critics Institute-Journal (BIRCI-Journal), P. 194-205.

8. Aminullah, M. (2019). Human Interaction wit h Creators and Fellow Creatures (Study of Communication Relations of XYZ in Alamin Theory). Budapest International Research and Critics Institute-Journal (BIRCI-Journal), P.85-98.

9.Andreeva G.M. Psychology of social cognition: Proc. manual for higher students textbook establishments. 2nd ed. / G.M. Andreeva. M.: Aspect-Press, 2000. - 288 p.

10. Bodalev A.A. Psychology of communication. – M.: Pedagogy M., 1996. – 301 p.

11. Bern E. Games that people play: Psychology of human relationships. People who play games: Psychology of human destiny / Transl. from English - Saint Petersburg; Moscow: University Book, 1998. - 398 p.

12. Bueva L.P. Person, activity and communication. -M.: Mysl, 1978.-216 p.

13. Ilyin E.P. Psychology of communication and interpersonal relations. - St. Petersburg: Peter, 2009. - 576 p.

14. Fundamentals of socio-psychological theory / Parygin B.D.-M.: Mysl, 1971.- 351 p.

15.Gorodilova G.G. Methods of teaching professional speech communication in the preparation of a Russian language teacher for a national school. /Under the editorship of Prof. G.G. Gorodilova. – Tashkent, Ukituvchi, 1992.

16. Lomov B.F. Communication and social regulation of individual behavior: Psychological problems of social regulation of behavior. - M., 1976. - P. 130.

17. Leontyev A.A. Psychology of communication. - 3rd ed. - M.: Smysl, 1999. – 340 p.

18. Shirshov V.D. The essence and structure of the concept of "pedagogical communication" // Conceptual apparatus of pedagogy and education. Issue 1. – Ekaterinburg, 1995.

19. Leontiev A.A. Psychology of communication. - 3rd ed. - M.: Smysl, 1999. – 340 p.

20. Kagan M.S. The world of communication: The problem of intersubjective relations. - M.: Polit.izdat, 1988. - 319 p. - (What philosophers are working on, what philosophers are arguing about).

21. Habermas Yu. Theory of communicative action // Vest. Moscow State University. – Series 7. – Philosophy. 1993. – No. 4.

22. Rean A.A., Kolominsky Ya.L. Social educational psychology. St. Petersburg, 2006. – 297 p.

23. Philosophical Encyclopedic Dictionary [Text] / Ch. editor: L.F. Ilyichev, P.N. Fedoseev, S. M. Kovalev, V. G. Panov. – M.: Sov. encyclopedia, 1983. – P.448.

24. Bakhtin, M.M. Aesthetics of verbal creativity [Text] / M.M. Bakhtin. – M., 1986. – 256 p.

25. Vostrikova T.I. Professional and pedagogical dialogue as a rhetorical work // Materials of the XIV International Scientific Conference "Rhetoric and Speech Culture: Science, Education, Practice" February 1-3, 2010. / Under. ed. G.G. Glinina. - Astrakhan: Publishing house "Astrakhan University", 2010.