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## COMMUNICATION STYLE OF PHYSICAL EDUCATION TEACHER WITH STUDENTS

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**Abstract:** *The article examines the role of communication in human development: in mastering the norms of social behavior, emotional development, in acquiring individual social experience, in realizing and establishing oneself as an individual.*

**Key words:** *pedagogical communication, style, teacher, specialist, attitude, conflict.*

One of the factors influencing the development of a child's personality is the communication style inherent in the teacher. The style of pedagogical leadership can be defined as methods of educational influence, manifested in a typical set of requirements and expectations for the appropriate behavior of students. It is embodied in characteristic forms of organizing the activities and communication of students and has appropriate ways of implementing the teacher's attitude towards the student's personality, associated with the achieved level of professional and pedagogical activity.

Communication is the most important component of human existence, present in all types of human activity.

Communication is a way of interaction between people, determined by socio-economic and cultural relations in society.

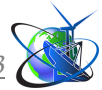
A person's perception of a person is usually the beginning of communication. In the process of communication, there is an exchange of thoughts, ideas expressed in speech (verbal communication), as well as moods, feelings, which, in addition to speech, can be conveyed by gestures, facial expressions, pantomime, gaze, etc. (non-verbal communication).

Traditionally, three interrelated functions are distinguished in communication: communicative (exchange of information), perceptual (people's perception and knowledge of each other), interactive (organization and regulation of joint activities).

In many activities, communication is not only an ordinary function of interaction, but also a functional category. Functional, professional, and significant is communication in pedagogical activities, where it acts as an instrument of influence, while the usual conditions and functions of communication receive additional stress.

In purposeful pedagogical activity, communication acquires special tasks. The teacher must know the patterns of pedagogical communication, possess communicative methods and a culture of communication.

Pedagogical communication is the interaction of a teacher with students in the educational process, aimed at creating a favorable psychological climate that promotes fuller personal development.



The teacher must be a fairly sociable, emotionally contact person, ready to cooperate and participate. The teacher must be distinguished by high plasticity of behavior, be emotionally responsive, capable of empathy and at the same time have a high level of emotional stability of behavior and resistance to conflict situations.

The style of pedagogical communication is a certain system of interaction between a teacher and students. It determines his entire pedagogical activity, his culture as a teacher. This is a very important definition in the work of a teacher; the effectiveness of his work depends on the teacher's communication style.

The style of pedagogical communication includes the teacher's communication technique (manner of communication), his creative characteristics, his attitude towards students, as well as the attitude of students towards the teacher. Thus, a teacher's communication style is a very broad concept. They vary from teacher to teacher.

Pedagogical communication must be considered in two aspects: firstly, the communicative activity of the teacher is aimed at organizing his relationships with students, this is managing his communication. And the second aspect is managing communication among students. These aspects are interconnected: the correct organization of communication between a physical education teacher and students determines favorable relationships in the team. And therefore, we will consider the communication process from two sides: the ability of a physical education teacher to establish relationships with students and the influence of those means and methods that make up the communication process on the relationships of students in the class.

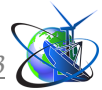
The concept of pedagogical communication style. As a rule, communication is carried out in a manner and means typical for a given person, since in relationships between people life values, ideological and ethical principles of his personality are realized.

We call a set of relatively stable and individual-specific techniques and methods for organizing communication aimed at solving communicative problems a communication style.

By analogy with the activities of management, leadership of people, a team, where democratic, authoritarian and liberal styles are distinguished, many authors identify the same three styles in the professional communication of teachers. This is quite reasonable, since management activities are an important component of education: the teacher manages the student body. Therefore, in our opinion, it is permissible to consider the style of pedagogical communication and the style of leadership and management of a teaching group as synonyms.

There is a known classification of the main styles of pedagogical communication, according to which three types are distinguished - authoritarian, democratic and liberal.

Experts who study the problems of managing teams characterize leadership styles as follows: 1) authoritarian (also called autocratic), when rigor and harsh leadership methods predominate in the relationship between the leader and his subordinates; 2) liberal (non-mixing, permissive); 3) democratic, a feature of which is the participation of each member of the team in discussing the tasks facing the team and jointly making any decisions. The leader's actions combine persuasion with



demands on his subordinates.

#### *Autocratic style.*

1. Features of relationships and general characteristics of communicative activities. Relationships with students are built on the basis of suppressing independence and initiative. Loves “iron” discipline and unquestioning obedience. Almost does not allow freedom to discuss tasks and assignments. Poorly listens to the opinions of the team. More often he has business authority, less often personal authority. Actively organizes business relationships between those involved and does not delve enough into their interpersonal relationships. I am sure that I understand my students, but do not adequately imagine the structure of relationships in the team. Conflict situations often arise.

2. Features of speech communication. Addresses individual students more often than the group as a whole. Identifies mainly those who are technically weak. Often uses harsh and ironic intonation. Questions and disapproval predominate among the forms of address. The manner of treatment is inappropriate to the situation of treatment

3. Features of personal qualities. Self-confident, principled, demanding of people, not restrained, lacking good nature, noisy. The characteristics of a particular physical education teacher with an autocratic style are confident, looking down on students somewhat. Keeps the entire group in sight, sees all the mistakes and inaccuracies, successful and unsuccessful actions. Among the evaluation methods, disapproval with some ridicule predominates.

Sometimes the comments are not tactful. The physical education teacher does not skimp in his choice of expressions in relation to the student who has performed the actions incorrectly:

Students are hurt by insensitive remarks, but they do not dare to object to the physical education teacher. Basically, these are the weakest in the class, not seeing the support of their comrades, they do not come into conflict with the teacher, because they do not want to get a bad mark.

Sometimes a teacher, having acquired a taste for contemptuous remarks, chooses a strong student who has made a mistake as a target for his witticisms. In such situations, conflict is inevitable and ends with the teacher removing the dissatisfied student from the lesson. At the next lesson, the student apologizes, and outwardly peace is restored.

Students value professional qualities in a physical education teacher, the ability to explain, and demonstrate movement. In addition, the teacher himself is a master of sports and has excellent physical properties.

However, the personal qualities of a physical education teacher are rated low by students.

At the same time, the teacher gives a negative assessment to the class: “They are lazy, they only work when you shout.” Students do not like to contact such a teacher; students try not to communicate with him on any issues outside of class.

#### *Liberal style.*

1. Features of relationships and general characteristics of communicative activities. To a large extent allows freedom in choosing exercises and load. Tries to



provide students with maximum independence; often follows their lead. Poor understanding of interpersonal relationships. Listens to the opinions of authoritative practitioners.

2. Features of speech communication. In classes, the object of communication is choosing those who are technically strong. Compared to other styles, there is almost twice as much organizational information. Approvals and comments predominate among the forms of communication. Likes to use a friendly intonation.

H. Features of personal qualities. This style is characterized by: compassion, restraint, innocence, tact, good nature, and ease of use. Characteristics of a specific teacher of physical culture, liberal style.

He is outwardly confident and very friendly. Monitors the class, corrects mistakes, addresses with diminutives (for example: "Honey", "Dear", "Pull up your toe", "Head straight", etc.),

Emotionality is manifested in endless shades of friendly and calm intonation, and passion is shown in the demonstration of exercises and in openly admiring the good performance of an exercise by someone involved. Very balanced and tactful. However, conflicts arise. Conflicts most often with strong practitioners who know their impunity.

Remarks are made in a soft, calm voice when discipline is violated or conflict is brewing; the intonations remain disarmingly friendly in any conflict situation, only the voice takes on a somewhat ringing tone, tears can be heard in the helpless voice, but outwardly the teacher remains just as unperturbed.

From the profiles of those involved: "I. O. is very kind, she never yells at us"; "She is not very demanding, she forgives everything, especially for those who do the exercises well. No matter what I tell her, she endures everything, because I do better than others"; "Unfair, gives preference to those who are doing well."

#### *Democratic style.*

1. Features of relationships and general characteristics of communicative activities. Relationships are built on the basis of respect for the individual. Allows sufficient freedom to discuss assignments and assignments. To a large extent, it allows for freedom of opinion of individual practitioners. Delves into the interpersonal relationships of those involved. Organizes joint work on the principle of "whoever wants with whom," taking into account, first of all, personal likes and dislikes. Addresses the entire class evenly, without singling out anyone.

2. Features of speech communication. Compared to other styles, educational information predominates. Guides in the form of requests, advice, instructions. The intonation is most often even, but irony, jokes, and friendly intonation are used for educational purposes.

3. Features of personal qualities. Personal qualities are characterized by integrity, demands on oneself and other people, directness, and tact. Characteristics of a specific physical education teacher of a democratic style.

He is confident but friendly. He watches the whole class, notices everyone's mistakes. Corrects more often in the form of specific instructions, for example, "Hands up!" The intonation is calm, businesslike, friendly.

Emotionality and passion for one's work is manifested in live conversations



with students, which are held in between exercises and after classes. Once at a class meeting, the question was clarified as to why such and such a girl did not come to the competition. The girl explained that her parents did not let her in because she had done something wrong. The physical education teacher convincingly began to prove that if they love basketball, then they need to make their parents love it too. "Bring your mother to the competition, show her that by your absence you can let down many people, your comrades, the teacher who, sparing no time, worked with you. You need to instill in your parents such an attitude towards training so that they consider attending classes as your responsibility, and not as entertainment that can be deprived of you."

In the arsenal of forms of address, a physical education teacher has many techniques and specific tactical instructions (for example, "Straighten your back!"), and approval ("Well done, Lida"), and disapproval ("I'm dissatisfied with you today"), and comments, etc. P.

The teacher is balanced, calm, tactful, and students willingly fulfill all his requirements. The teacher enjoys great authority professionally (the team won the title of regional champion), and personally, students go to the teacher with all their troubles, hopes, and experiences).

The teacher evaluates the class well, he worries about its future: "Wonderful girls. Smart, diligent."

Students pay the physical education teacher with the same love. From the questionnaires: "For her, everyone is equal, and this is the main thing"; "I don't think I can love and respect another teacher like this one" "He treats "everyone" well, etc.

In addition, the dependencies of the style of a specific situation were revealed, which allows us to talk about the situational manifestation of the communication style. To the most significant; Situations that influence style include specific characteristics of the team, in particular, the level of its development. A class can be very different in its level of socio-psychological development. The highest level of development as a team is characterized by each member's sufficiently developed ability to self-govern. The most effective leadership style for such a group can be considered a democratic style with liberal elements.

The style of pedagogical communication, as a fairly stable personality characteristic, develops mainly in the first years of direct professional activity. The lack of basic pedagogical communication skills leads to the fact that at first the teacher, as a rule, adheres to authoritarian methods in organizing relationships with students. The process of developing a more optimal style of pedagogical communication proceeds favorably without disruptions if the teaching staff in which the young teacher begins his activity is truly creative, if there is a good mentor and an experienced teacher next to the beginner. An important condition is that the teacher has communication skills and mastery of pedagogical communication techniques.

One of the main factors determining the individual uniqueness of a teacher's communication style is attitude. The attitude is understood as a unique program of actions and behavior of the teacher as a whole, his readiness to perceive significant situations, adaptive actions. The attitude expresses the value orientations of the physical education teacher and determines his attitude towards the student and the





team.

Considering the process of pedagogical communication, psychologists talk about the teacher's positive or negative attitude towards students.

In order for there to be a good emotional climate in the class, relationships of goodwill, mutual respect, camaraderie, support, students must see and understand that the teacher in his actions and judgments is based on their interests, must feel the objectivity and fairness of his assessments.

Of course, the teacher must implement an individual, differentiated approach to communication. It's bad when there are no differentiated attitudes at all, but unfair negative and unrealistic positive attitudes are also dangerous. The teacher should strive to be realistic and objective in his attitudes and assessments.

The study of a teacher's communicative activity shows that the nature and content of pedagogical communication is determined by many factors, among which the individual communication style and the teacher's attitude are decisive. However, the teacher must consciously communicate with students. A necessary condition for the formation of the ability to self-manage pedagogical communication is that the teacher has knowledge about the laws of the communication process and the development of communication skills.

Analyzing his style of working with students, the teacher must choose the most optimal one, taking into account the personal characteristics of the students, specific situations that arise in the educational and competitive processes, the level of development of the team, etc.

The success of such a choice depends on the presence of a realistic attitude, as close as possible to an objective assessment of the activities and behavior of students. The attitude is developed in the process of communicative activity, and at the same time it affects the effectiveness of communication. An essential factor in the formation of a realistic attitude, and, consequently, the most optimal communication style, is the presence of skills in the teacher that ensure professional communication.

In conclusion, I will give several recommendations for a physical education teacher on the development of the emotional and sensory sphere of the student.

Listen to wise advice that will help you improve your relationships with others and students today and in the future.

1. Relationships with people are the main thing in any activity, especially teaching. All your knowledge and ideas will remain unclaimed if children do not reach out to you with their soul and heart. Think about your relationships with people around you, build them on mutual understanding and trust.

2. When communicating with a person, never focus on achieving your specific goals and objectives. Build communication not from yourself, but from them. As a teacher, do not turn into an official for whom the lesson plan is the main thing; do not forget that the child, his interests, aspirations, his present and future - this is the meaning of your work.

3. Learn to see in every person, child, what distinguishes him from others, that "zest" that makes him unique, inimitable. Remember that each of us is unique, and each of us needs our own approach. Help your student see his capabilities and develop them in himself; demonstrate your respect for his strengths more often.



4. When you come to a person, leave your problems, ambitions, and existing stereotypes. Communicate with him, and not with his official status, age, or your ideas about him. The need for equality is inherent in everyone, and even more so in children. When coming into contact with children, do not build communication with them “vertically”, from top to bottom.

5. Learn to see yourself as if from the outside, through the eyes of other people. Analyze how you behaved while communicating with them, try to put yourself in the place of the person you are communicating with, to feel it.

6. Develop your communicative memory, this will help you quickly restore the previous communication situation, reproduce its emotional atmosphere, place the right emphasis, and accurately determine certain psychological moves. Try to immediately remember the external characteristics of people, their names. Remember the words of D. Carnegie: “A person’s name is the sweetest sound for him.”

7. Smile at people more often. A smile attracts people around you, creates a favorable emotional mood, and makes others want to communicate with you.

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