

**THE ROLE OF COMMUNICATION IN THE EDUCATION OF INDIVIDUAL CHARACTER AND ITS PRACTICAL IMPORTANCE.**

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**Annotation.** *In this article, the authors analyzes the role of communication and its practical significance in cultivating individual traits that are important in the educational process today. He also stressed that in order to effectively organize pedagogical communication, teachers must have sufficient knowledge, skills and competencies in pedagogy, psychology, pedagogical skills and pedagogical technologies. Throughout the article, the author discusses both types of interactions in the communication process.*

**Keywords:** *Attitude, communication, activity, verbal, interaction, social perception, nonverbal, stereotyping, oreol effect, attribute, individual characteristics.*

Today, extensive reforms are being carried out in the educational process. The pedagogical process requires a new approach to the educational process. In order to effectively organize pedagogical communication, teachers need to have sufficient knowledge, skills and competencies in direct pedagogy, psychology, pedagogical skills and pedagogical technologies.

First of all, if we look at the socio-psychological content of the concept of communication, the category of communication is one of the central categories in the science of psychology (such as the categories of consciousness, behavior, personality). In the last 20-25 years, communication problems have become the largest research subject in psychology, especially social psychology.

Because communication is a complex process, the concept of communication is often distorted by emphasizing certain aspects of it. The dictionary of psychology defines the concept of communication in two ways: 1) the process of establishing and developing the communication required by the needs of communication and collaboration; 2) interaction of subjects through a system of communication signs. Of course, not every distortion claims universal status.

Because in it, as a rule, some aspects of communication are ignored, put aside. However, it is possible to give the following definition, which is conditionally common to communication: communication is a process of interaction between at least two people, during which information is exchanged, relationships are established and developed, terminated or corrected.

It is in the process of communicating and interacting with others that the human child becomes a person. Through communication, a person acquires social experience and culture. When a newborn is deprived of the opportunity to communicate with others, he can never become a person, that is, he remains at the level of a biological being in terms of his mental development.

Communication involves social and personal relationships. It is communication that forms a community of individuals working together. Collaborative activities are organized and carried out through communication. At the same time, new relationships and connections are being formed between people. This means that communication and activity are closely intertwined.

The following example illustrates the importance of communication in human life.

Throughout history, the Japanese have had a system of human self-improvement called the Moritao. It is considered to be the most difficult and complex of such systems. However, there is no physical suffering. He goes into the cave for a week and is left alone. He couldn't even talk to himself here. Those who pass the test will be happy to meet you later. Interestingly, they have a greater need to listen than to talk.

Through collaboration, people share different thoughts, ideas, and feelings. Thoughts and feelings can be interpreted as information, and communication as information exchange. The information coming out of the communicator can be of two types:

1. Inviting information command, advice, request, etc. appears in Its purpose is to stimulate the recipient to take action. There are three types of stimuli: a) activation (motivation to take action); b) interdiction (stopping an action); c) destabilization (imbalance in a movement).

2. The supporting information is expressed in the form of information. This type of information comes from a variety of educational systems and does not directly (but indirectly influence) behavioral change.

There are several different character systems used in the communicative process. Based on them, verbal and nonverbal communication are usually distinguished.

Speech is used as a system of signs in verbal communication. It is the most universal means of speech and communication. Because when it is transmitted, the content is lost to a minimum.

American journalist G. Lassuel suggests the following model of the communicative process, which consists of five elements: Who (by whom the information is transmitted); What (what information is being transmitted); How (how information is transmitted); To whom (to whom the information is being directed); How effective (how effectively the information was transmitted).

The communicative process can be axial (in which information is directed only to specific people) or retial (in which information is directed to a number of potential recipients).

The communicator knows how much the recipient understands him when the "communicative roles" change. Because in this case, the recipient becomes a communicator and expresses how he understood the content of the information received by the previous communicator.

The following systems are used as a sign system in nonverbal communication:

- The optical-kinetic system includes gestures (hand motor skills), facial expressions (facial motor skills), pantomime (whole body motor skills). The importance of these signs in communication is so great that a special field for their study - kinesics - has been formed.

- The paralinguistic system consists of sound vocalization, which includes sound qualities, range. The extralinguistic system includes pauses, coughs, tears, laughter, and tempo.

- The proxemic system includes the spatial location of the participants in the communicative process and the time of communication.

- Visual contact includes eye contact. Initially, it was thought that this type of communication could only take place within the context of intimate communication. However, recent research shows that visual contact can be observed in other areas (medicine, pedagogy, management, etc.).

Noverbal communication systems play an important role in the communication process. They complement, replace, and reflect the emotional state of the participants in the communication process.

In the process of communication, it is necessary to study the interactive side of communication in order to identify the characteristics of interaction.

The interactive aspect of communication is the interaction of the participants in the organization and implementation of joint activities.

There are usually two types of interactions in the communication process.

a) Cooperation based on cooperation - the communicative process consists of joining forces of participants in a common goal. There are several types of cooperation: automatic (instinctive-biological); automatic (with established social norms and traditions and customs); spontaneous (required by friendship, love, and similar relationships); directive (mandatory cooperation exists in dominant places); contractual (required by formal agreements), cooperation - a necessary element of joint activities.

b) Competitive interaction - is the interaction of participants in a communicative process in a context of mutual struggle to achieve individual or group goals. In such interactions, the personal activity of the parties is usually high. However, it is also associated with co-operation. Because competition also requires certain rules. Otherwise, the conflict could turn into a war. The brightest form of competition is conflict. Conflict is a process of sharpening the confrontation and struggle between the participants of a dialogue while solving an important problem.

In the process of communication, two different types of conflict are usually distinguished.

a) Destructive conflict. The reasons for its origin are as follows: it arises due to the incompatibility of personal characteristics; leads to a breakdown of the relationship; the number of participants will increase; negative assessments of the opposite side will intensify; it is easy for an object of conflict to be transferred to a person

b) The reasons for the origin of a productive conflict are as follows: leads to a broader acceptance of the problem; helps to find the optimal solution; cannot be transferred to an individual.

Collaboration creates the need to explore the perceptual side of communication.

The perceptual side of communication is the process by which people perceive each other, which is an integral part of communication and is the perceptual side of communication. Human perception is called "social perception." The term was first used by J. Bruner in 1947 to refer to the social determination of perceptual processes. Later, the term took on a different meaning, beginning with the process of perceiving social objects, that is, people, social groups, and large social structures.

During social perception, a causal attribute phenomenon is observed. Causal attribution is the interpretation of the subject of social perception by the behavior and motives of other people. Because a person does not have detailed information about the person being perceived through observation, he looks for probable causes that determine his behavior and "attaches" them to the behavior of the perceptual object, even if they are in fact incorrect. In other words, causal attribution is the attachment of certain causes to events and human behavior, to know that they are causal. G. Kelly distinguishes between personal attribute (such reasons are attached to the subject of action), object attribute (in which case the reasons are attached to the object directed to the action), situation attribution (in which the reasons are attached to the situation in which the action takes place).

The following three effects have been studied extensively in the process of understanding each other:

1. Oreol effect (halo effect) - when there is a lack of information about a person, the first impressions about him affect the process of subsequent perception of the person's behavior and personality.

2. Primary effect - The initial information about the perceived person is crucial in the process of perception. This effect occurs when a stranger is perceived.

3. The effect of novelty - the latest information about the perceived person is crucial in the process of perception. This effect occurs when a familiar person is perceived.

A person's ability to accurately, clearly, and unambiguously copy what others expect from him, what he is willing to hear, and what he is willing to see, is called tact.

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It is known that tact is an important component of pedagogical activity.

There are three different models of collaboration. 1. Each participant completes his / her part of the work independently of the others (for example, work on Saturday). 2. The general task is performed step by step by each participant (e.g. work on the conveyor). 3. Have each participant engage in joint activities with others at the same time (e.g., work on a football team).

The success of the teacher-student interaction in the pedagogical process depends in many ways on how the participants in the communicative process perceive each other, and how each participant forms perceptions of the other participant.

Russian psychologist AA Bodalev uses the phrase "man knows another man" as a synonym for "human perception of man." Because a person is accepted as a member of society, he also appears as a person in communication. As S.L. Rubinstein put it, "we read a person according to his outward behavior." From this, we can understand that a person's appearance indicates what kind of person he is.

"The individual who learns knowing the other person is also formed," writes LS Vygotsky.

At least two people should be involved in the perception of a person, so that in the process of mutual understanding both parties know each other's needs, motives and directions and put themselves in the position of the opposite party. or should receive. In the process of communication, people who understand each other try to understand each other. To do this, the following mechanism is activated: identification; reflection; stereotyping; empathy.

Identification (Latin equation) is the equating of a person, a song of equalization, in which a person seeks to understand his thoughts and ideas by placing himself in the place of an imaginary interlocutor.

Reflection (Latin reflection) - the desire to understand how a person is perceived and understood by the interlocutor. Perception of a person can be compared to the reflection in a double-glazed window. When a person reflects on another person, he also reflects himself, and if a person has complete, scientifically based information about the people with whom he communicates, he can interact with them with unmistakable precision. . However, the subject does not always have such accurate information.

Stereotyping is the use of a specific template in a person's attempt to understand the interlocutor, meaning the Greek word for repetition, without change. Stereotyping refers to the reconstruction of known or roughly known events, the classification of behavioral norms by relation, and the interpretation of their causes. Sometimes the wrong stereotypes arise in the process of treatment. For example, a study by AA Bodalev confirmed that stereotypes about a person's appearance and character have become popular. 9 out of 72 people surveyed said that if a person has a square face, strong, strong-willed, 17 people with big foreheads are smart, 3 people with straight hair are invincible and rebellious.

5 people confirmed that people below average height would be people who aspire to dominate and command others, 5 people would be beautiful people either stupid or self-loving. In perceiving a stranger, the first information, the first imagination, is of great importance. People's appearance is also important. A study by American psychologists is a case in point. The works distributed to evaluate 400 teachers were rated by 200 as positive, beautiful, and 200 as ugly and unpleasant. Experts were asked to distort the character, not the appearance. Unfortunately, the subjectivity of assessments is related to the assessment of a person's appearance.

Empathy is the desire to understand one's feelings and emotions by putting oneself in the place of an imaginary interlocutor. It is understood that a person's approach to emotional problems. It is the ability to empathize with other people's feelings and experiences. On the one hand, it is important to be able to put oneself in the place of understanding an object, and on the other hand, it is also important to be able to empathize with its inner feelings.

Orientation plays an important role in human perception. This is especially important when getting first impressions about a person, an unknown person. AA Bodalev's research in this area is very important. Two groups of students are given a picture of a person. In the first picture, the person in the picture is declared a criminal, and in the second group, the person in the picture is declared a great scientist, and they are given the task of expressing the portrait in writing. In the first case, the following descriptions are given, that is, that he has penetrated his eyes, that he is in pain, that he has begun a long process of revenge, including the completion of a crime.

In the second group, the eyes that penetrate speak of the depth of thought, in which the long dahan is assessed as endurance, willpower.

From the above, it is clear that external instruction, knowledge, skills and abilities of a person in this regard play an important role in the perception of a person by a person.

It is important for the educator to know the laws of communication, the formation of skills and abilities. It involves the establishment of a full-fledged pedagogical dialogue or interaction. Pedagogical communication is a set of ways in which educators and students interact. The content of communication is the exchange of information, mutual understanding and interaction with students by the teacher through various means of communication. The educational and didactic tasks of educators cannot be accomplished without anticipating the relationship between teachers and the student body.

Communication in pedagogical activity: a means of fulfilling educational tasks; socio-psychological system of predicting the educational process;

a way to organize the interaction between teacher and students, which predicts the success of the educational process; manifests itself as a process of nurturing the individual characteristics of the student.

In short, the role of communication in the development of individual characteristics and its practical significance is great. This is because communication between teachers and students is as important as mutual understanding, comprehension, support, moving towards a common goal, cultivating individual qualities in the student through learning from each other. is a key factor in the performance of tasks. Discovering new aspects of students in the process of communication and directing them in the right direction will help young people to develop into well-rounded people in the future. Increases the effectiveness of the pedagogical process.

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