



## WAYS AND MEANS OF DEVELOPING COMMUNICATIVE QUALITIES AND COMMUNICATION SKILLS OF AN EDUCATOR

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### Abstract

The article talks about ways and means of developing communication skills, developing communication skills and developing them in preschool teachers.

**Keywords:** Speech, demand, communicative, communicative phases, educator, means of speech, ability, communication, attitude, listeners.

### Introduction

Tarbiyachi - maktabgacha ta'lim jarayonidagi pedagogik jarayonning asosiy qahramoni. Pedagogning asosiy ish quroli ovozdir, chunki aynan ovoz yordamida tarbiyachi va bolalar, tarbiyachi va ota-onalar, tarbiyachi va hamkasblar o'rtasida kommunikativ o'zaro ta'sir sodir bo'ladi.

O'z mazmuniga ko'ra insonning boshqa insonlar bilan faol o'zaro munosabati bilan bog'liq bo'lgan kasblarda kommunikativ va tashkilotchilik korxonalarini asosiy bo'lib, ularsiz yuqori harakat mehnatni ta'minlab bo'lmaydi.

### The Main Part

Affection and sensitivity are especially necessary when working with children of early and preschool age, because educators compensate for the absence of mothers during the period of children's stay in a preschool educational institution. The teacher also makes sure that the children's life in the kindergarten is meaningful, contributes to the development of children's diverse interests. In order to develop the interests of the students, the teacher uses games and activities in the preschool educational institution and manages the children's activities.

The success of pedagogical interaction depends on the level of the teacher's speech culture, and its formation is one of the important tasks of the teacher's professional development, and especially his self-development and self-education.





The success of the educational process largely depends on the emotional connection of the pedagogue with the children. From the first days, it is very important for children to feel love, to be supported and understood by the teacher at any moment. A good teacher cares not only about the conditions of the child's stay in a preschool, but also about the moral comfort of his parents. Thus, the teacher must find an emotional connection not only with children, but also with their parents. Awakening parents' attitude towards kindergarten, creating a positive emotional environment for communication, providing insight into effective methods of developmental education, etc.

Having non-verbal means of communication, especially with children of primary school age, is of great importance in the implementation of the communicative function for the educator of a preschool educational institution. For them, the intonation of an adult, his appearance, smile, gesture carry a much greater emotional load than the words themselves, so it is necessary to maintain a benevolent positive emotional atmosphere.

Preschool children often have problems adapting to a new community, establishing relationships with peers and adults. Children can be helped through play exercises that develop communication skills.

Self-formation of the teacher's communicative culture often leads to an independent communication style, frequent interpersonal conflicts, tension between the teacher and children (groups or groups), a decrease in discipline, and a decrease in the manners of the students. Reluctance to learn, psychological injuries and irreparable losses in moral education, and as a result, in some cases, children may deviate from social norms.

The communicative characteristics of a person forming the basis of educational communication include:

***speech features:***

***accuracy,***

***expressiveness;***

***personal characteristics:***

***courtesy,***

***openness,***

***to hear and feel the students.***

The above characteristics are considered the most important elements in creating a communicative relationship between the teacher and the student. Clarity and expressiveness in speech are important for the educator to communicate with children and leave a good impression on them. Children also understand the teacher well.





Openness, courtesy and empathy are very important to the educator in the work process.

The basis of the educator's communicative culture is "openness", the constant desire to establish contact with people, the ability to quickly establish contact. Sufficient communication culture in the educator is an indicator of high communicative potential. The ability to communicate is one of the special qualities of a teacher. According to researchers, communication includes the following components:

*politeness - the ability to enjoy the communication process;*

*social kinship - the desire to be in society, among other people;*

Pedagogical activity includes continuous and long-term communication. Therefore, educators who have not developed tact quickly get tired, nervous and generally do not feel satisfied with their work.

## Conclusion

Forming the culture of behavior and the characteristics of observing ethical norms in communication in future educators is the process of developing the communicative ability of the educator. Therefore, the basis of communicative ability is the fulfillment of the requirements for the educator's speech.

The teacher must try to convey the idea he is expressing to the student in a concise, clear, effective and understandable way. Often, it is necessary to refer to long and more than one sentence in order to describe the character of something in a clear and understandable way to a child. In such cases, the educator can avoid long sentences and use other means to explain the same idea clearly and concisely.

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