

## **Pedagogical Communication as One of the Ways to Optimize the Process of Teaching a Foreign Language in Non-Linguistic Universities**

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### **Abstract**

This article discusses various aspects of educational interaction that have attracted the attention of researchers for many decades. In particular, the ways of organizing pedagogical interaction and their impact on the educational process and its participants are considered.

**Keywords:** pedagogical interaction, personality of the student, professional field, adequate pedagogical communication.

### **Introduction:**

Currently, the teaching environment has undergone significant changes. First, this is due to constant political problems, economic instability, and a revision of moral and ethical norms and values. All these phenomena negatively affect the teacher's attitude towards his role and place in the educational process, the reevaluation of life positions and ideals, which in turn affects the quality of teaching.

The use of new information technologies in the training of highly qualified specialists, the desire for global computerization of universities is largely dictated by Uzbekistan's entry into the global educational space, where the computer has long been used as an indispensable computing and information tool. However, information, according to V. Einstein, is not identical to knowledge, much less creativity. Therefore, the influence of the teacher on the focus of learning on fundamental aspects and on understanding, on passion, on the quality of preparation and education of students remains fundamental [7, 1792].

Interaction and pedagogical interaction are analyzed by many researchers (I.A. Zimnyaya, A.A. Leontyev, V.N. Panferov, V.A. Slastenin, etc.) as requirements that promote the personal and professional development of students. So, V.N. Panferov considers interaction as "a process of joint activity of people to accomplish a common task" [24, 126–127]. The authors of "Methods of educational work" believe that at present the unit of the educational process is becoming "pedagogical interaction, which involves the mutual and fruitful development of the personality traits of the teacher and his students on the basis of equality in communication and partnership in joint activities." In their opinion: "Interaction is this is a coordinated activity to achieve joint goals and results, to solve a problem or task that is significant to them by the participants" [18, 160]

### **Main part:**

It is not uncommon to identify the teacher with the source of transmission of educational information, the subject teacher. This happens because the pedagogical conditions for interaction between the teacher and students are not met, teachers simply forget about the decisive influence

of the teacher's personality on the formation of the personality of the student, future specialist and representative of the intelligentsia. The learning process or didactic process is the activity of students, controlled by a teacher and aimed at mastering a system of knowledge and skills in any professional field.

In contrast to the didactic process in school, where it is strictly included in the framework of the program and is systematically controlled from above, the learning process in higher education varies more widely and depends on the specialty, course, level of preparation of students in the group, and the presence of motivation to learn a foreign language on the one hand and the personal characteristics of the teacher - on the other [10,773].

Depending on the specialty or faculty whose students he works with, the teacher draws up a calendar plan of classes based on the specialty standard. When drawing up such a plan, most teachers who have experience working at a university take into account the specifics of working with students, their abilities and strive to adapt the educational process to specific students. In addition to optimization, one of the principles of constructing the educational process at a university is the principle of an individual approach to the student's personality, which takes into account such personal characteristics as temperament, character, abilities, inclinations, motives, interests [17, 5].

Based on the above two principles of the educational process, it can be noted that for an effective educational process at a university it is necessary to take into account the professional orientation of the student - the future specialist. This means that the learning process should not only take into account the individual characteristics of students and optimization of learning, but also be built from the perspective of the future demand for knowledge of a foreign language and the connection between learning a foreign language and the student's specific specialty.

Based on this principle, the teacher can:

- adapt the educational process to the level of knowledge of the students. Identify the main and minor aspects of learning a foreign language, eliminate complex and uninteresting ones, and pay more attention to professionally significant aspects;
- diversify the didactic process with the help of games, trainings, communicative situations, thereby attracting students' attention to the study of this subject;
- study the level of knowledge and motivation in a foreign language group and increase it both during the educational process and during pedagogical interaction and adequate pedagogical communication [9,475].

When a teacher interacts with a student, it is necessary to focus on increasing the activity of students, establishing feedback with them, creating a friendly atmosphere for jointly solving assigned problems, and strengthening the authority of the source of information. In the process of educational activity, teachers play a huge role on the student; it is their interaction that determines how the student will emerge from the walls of college and how much knowledge he will have in his head.

However, there is no denying that not only teachers, but also students themselves influence the learning process. It depends on them what the teacher's approach will be to the group being taught as a whole and to each of the students individually. The main task of the teacher and student is to find the "golden" optimal middle ground for them, in which their interaction will be much more successful and fruitful. The need to seek a compromise, make contact, be more loyal, enter into each other's positions and situations is a necessary requirement for coordinated interaction, a clear vision of possible problems and solving them.

Adequate pedagogical communication presupposes that the teacher has such qualities as the need for communication, the development of technical and communication skills, taking into account his personal characteristics and the psychological characteristics of students.

Adequate pedagogical communication allows the teacher to:

- study interpersonal relationships in a group of students and influence them in order to establish a more favorable psychological climate and cohesion in the group;
- establish the necessary psychological contact between the teacher and the student, based on mutual trust and respect for the personality of the contacting parties;
- to form the communication skills and attitude towards future professional activities necessary for the student.

### **Conclusion:**

Thus, adequate pedagogical communication between a foreign language teacher and a student is a necessary component of effective pedagogical interaction between a teacher and a student at a modern non-linguistic university. Moreover, the teacher and the student, as subjects of interaction, feel the need to establish and expand connections to determine the most significant areas of interaction, which presupposes mutual interest in the result - the training of a qualified specialist. The quality of education directly depends on the quality of the relationship between teachers and students.

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