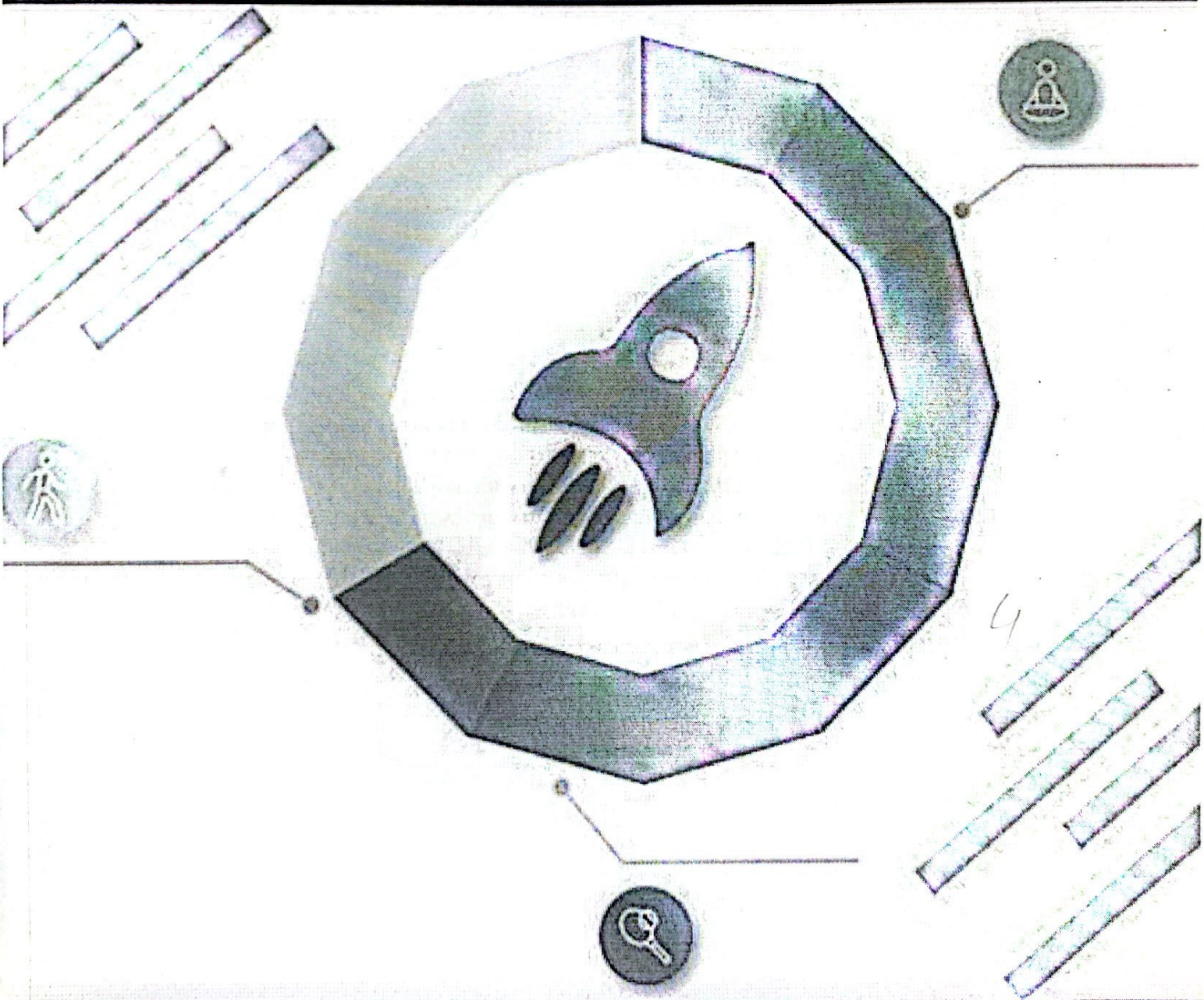
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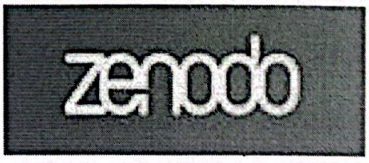
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MODELS OF PEDAGOGICAL COMMUNICATION IN THE EDUCATIONAL PROCESS

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Annotation: The article reveals the concept of the model and the style of pedagogical communication in the educational process.

Keywords: pedagogical communication, style of pedagogical communication, models of pedagogical communication

Currently, on the pages of psychological and pedagogical literature, much attention is paid to the problem of communication in professional pedagogical activity.

Education is essentially a communicative process, the basis of which is communication: through communication, the educator organizes the behavior and activities of students, evaluates their work and actions, informs about events, causes appropriate feelings about misconduct, helps to overcome difficulties, not to lose faith in their abilities.

It is more difficult to talk to a child than to an adult: to do this, you need to be able to correctly perceive the external manifestations of his contradictory inner world, take into account the possible emotional reaction to the word addressed to him. Communication is carried out not only in verbal form. A look, a gesture, a pose, even silence is also an answer or an appeal to a partner.

Pedagogical communication is a professional communication between the educator and the students having certain pedagogical functions and aimed at creating a favorable psychological climate, as well as optimizing the relationship between the teacher and the students within the student body.

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Pedagogical communication is aimed not only at the interaction itself, and at students for their personal development, but also at what is basic for the pedagogical system itself — the organization of the educational process and the formation of skills on this basis.

Pedagogical communication — interaction, cooperation of the educator and students. This is a personal and socially oriented interaction.

Models of pedagogical communication.

Communication is a process of development and formation of relations between subjects who actively participate in the dialogue. The teacher's speech is the main means that allows him to introduce students to his ways of thinking. If we consider communication as a cross-cutting process, then it is necessary to distinguish two main models of communication: educational and disciplinary; personality-oriented.

1.Educational and disciplinary model of communication. It has been developing in our country for decades and bears the imprint of the second half of the 70s of the last century, when the purpose of training was to equip students with knowledge, skills and abilities. The slogan during the interaction of an adult with children was "Do as I do". The model of communication under consideration is characterized by an authoritarian style of communication where: Methods of communication: instructions, explanations, prohibitions, demands, threats, punishments, notations, shouting. Communication tactics: dictate or guardianship. There is a view of the child only as an object of the application of the forces of the educational system.As a result of such a communication model, a detrimental effect on the child's personality occurs. An alternative to this model is a personality-oriented communication model.

2. A personality-oriented model of communication. The purpose of the personality-oriented communication model is to provide a sense of psychological security of the child, his trust in the world, the joy of existence, the formation of the beginning of personality, the development of the child's individuality.

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children, the suppression of independence, the presence of negative assessments concerning the personality, and not the actions of the child, can lead to low group cohesion, frequent conflicts between children, and other difficulties in communication.

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