

<https://doi.org/10.62837/2024.5.232>

ABIYEVA V.G.
SAFIXANOVA A.H.
Azerbaijan Medical University
asefixanova@gmail.com

TEACHING TO COMMUNICATE WITH THE STUDENTS AT THE LESSONS SYMMARY

Key words: education, teaching skills, communication, teacher-student communication.

Each teacher has to communicate with the students at the lesson paying attention their abilities. The teacher he leder of the group at the lesson. Because this environment is designed to nurture individuals in accordance with the defined goal of education. We know taht a model of communication is formed as a result of the interaction of students with teachers and students each other. The qiality of the communication also affects the formation of social groups at the lesson. Subqroups at the lessons may be in a strong or weak communication process with each other. Creating dialogue between students can be chall

enging ejet fundamental part of teaching. Effective communication can help to build and foster a safe learning environment where students can thrive proper and learn. The importance of establishing good communication at a yang age is critical in a child`s development and future learning. It takes a lot of skill and energy to control the flow of communication in the auditerium. Forming decording, distributing and evaluating messages created at the lesson can be achieved trough special skills and effort.

The teacher responsible for entuing that all written oral, figurative messages auditorian are propely understood by students, Based on all this, we can say this article is wery relevant for our time. Faiture to do this skillfully can lead to irreparable misconseptions and asa result misunderstandings. D

oing more team activities and group work is a great way to take the fokus off conpeting with one auother and concentrable more on working together to get the best results.

The meaning of communication which is derivea the word “common” used to main together ness, has expanded over time and it has started to be used in the sence of creating common knowledge, common opionion and feeling various definitions of communication are showed in the article. Communications of people`s understanding. Communication is the “interaction” process that takes place to make common and it terms of communication at the lessons, it shows the student`s level of

achieving the previously determined cognitive, affective and behavioral goals of a subject. Create a safe, inclusive and supportive environment where students feel comfortable to open up and express their thoughts and ideas. An atmosphere that allows the students to ask if they need help is crucial to their academic success. It is important that at all stages of the teaching process you nurture that kind of non-judgmental environment. Having an open door policy and allowing students to pop in and talk about anything that may occur is a great way to promote good communication. Giving students extra support, tuition or explanations before and after classes (1, səh.18-20).

The effectiveness of educational communication is a combination of many factors. The most important factor in creating an effective communication in teaching activities is the teachers who initiate communication that is, the source. The fact that teachers have pure general cultural and field knowledge competences. Causes them to create an environment in line with a uniform and essential understanding of expertise in the messages they will convey to their students in the communication process (2, səh.33-34). A teacher who has developed communication skills humanitarian characteristics and leads and guides the students is communication. It can organize the education and training environment according to its reconstructive understanding. Individual differences of students in education and training practices. To individualize the learning and teaching processes and maximize the potential values of each student, the communication between teacher – student, student – student, student – family and teacher – the family must be appropriate and healthy. This obligation emphasizes the need for education and training to support learning at a social and psychological level. The learning event is carried out by transferring the information produced and developed from a knowledge source to the target audience that is to the students technique and appropriate tools and equipment and ensuring that the activity is developed and continues healthily by taking continuous feedback in this process. A person with whom you can not communicate one – on – one does not have the chance to gain the behavior you target in any area of learning. In the global world, we are in a certain standardization is made in education and training practices, as in other fields. In this context the central value in learning, teaching, activities is now it is the student himself as an individual within the scope of individual differences. Team work and collaboration are skills that are transferable across all aspects of life and will be particularly important in their future working lives. Consider incorporating some games and even some quizzes into the lesson plan split students into pairs or small groups and tell them that they need to work together to play or have a change at doing well. Pair and group work will also have the added benefit of encouraging students that may not drink out together regularly to interact more to ask questions,

talk about themselves and listen to others. The importance of establishing good communication at a young age is critical in child's development and future learning. Communication can be described as the process where people exchange thoughts or ideas with one another. The benefits of fostering such relationships enable students to freely discuss thoughts and ideas and create an open environment. Education and training activities mainly rule to maximize these potential talents and abolition of the individual. Achieving the targeted success in providing the service to the learner depends on the execution of teaching and learning process together with psychological counseling and guidance services. Psychological counseling and guidance services, in the words are shaped with the scope of communication skills established with the individual. At this point, it is understood that communication skills are one of the basic variables for education and training practices and achieving the targeted success. The success of these processes in gaining behavioral skills determined for learning depends on communication skills (3, səh. 3 – 5).

At the lessons to manage time and learning with a democratic and counselor auditorium management approach are one-on-one communication with students and feedback must be obtained in return for the message sent. The solution to any negative situation that may sabotage learning and teaching activities in the auditorium depend on the existence of such healthy relationship. The teacher has an important role in increasing the quality of teaching service both as a part of the teaching environment and as a resource. Teaching activities that have the task of bridging current learning are expected to be organized in a way that will create certain valid experiences in students. Teacher behavior has gained importance in terms of its contribution to students' valid learning according to some research results conducted in recent years the quality of the teaching learning environment in the auditorium can explain the variability in learning products rather than physical qualities of the teacher. Teacher behaviours largely determine the quality of teaching service. The teacher is in the position of an auditorium manager in the course. One of the most important features that a good manager in the course is to be a good communication. The communication that the teacher regulates the teaching of the lesson, the student's interest in the lesson, and the appropriateness of the environment. For this reason, the teacher should establish good communication with the student. Teachers must be open to communication. The teacher wants to behave in effective communication should be able to anticipate student behavior and be aware of their behavior. Verbal expression, gestures and body language play an important role in conveying messages. For this reason, a daily life teacher should focus on the answers to these three questions at the lessons.

It now can the teacher make his students feel his position through his body:

a) How should he interact and communicate with his environment at the lessons.

b) How should he use his gestures and gestures in the learning – teaching process? The answers that the teacher gives to these questions constitute the first step he will take in becoming a good communicator. Of course, the most important thing is not to give these answers mentally, but to put them into practice. To be a good communicator, the teacher should pay attention to the following: 1. Be a good speaker. The teacher should first adjust the tone of the voice, speak carefully pay attention to the emphasis. They should avoid using the same words and the same examples pay attention to the right to speak to the student and should not keep the speaking time too long.

Think before you speak.

Determine the message you want to give come quickly to simple.

Let the other persons respect his opinion. Allow the natural flow of your emotions, speaking style body language and voice avoid ostentation. In other ways describe in different words the places you want to emphasize again in your speech. It should be a good listener. The learner should focus on the student while speaking and make him feel that he is listening to be a good listener. The learner should eliminate distraction. Have an acceptable way of thinking continue to use clear body language in encouraging communication (3, səh.14-16).

Use body language well body language element of communication helps teacher to perform the lesson effectively. Messages given to the other person messages such as I am ready to communicate or I am closed to communication. The lectures should be open to communication and give messages to the student that encourage communication. With a friendly tolerant and optimistic lecture. While students communicate more comfortably express themselves better and actively support the lesson. The student avoids listening to the student hesitating to communicate with the students and isolates himself from the lesson and closes himself to learning. However, this situation poses a big problem for the teacher who is given the task of education, teaching and training the student. The teacher should clearly show. What he expects from his students and show his through his behavior. Therefore, the teacher's expectations and behavior should be consistent resistively expressing. These expectations will contribute to the development of teacher-student relations. For example the moment the teacher says "This homework is too difficult, it will be exceed you" the student's self-confidence will decrease and they will spend a minimum of effort to do the homework. The teacher should show respect and compassion to his students and demonstrative this with body language (tone of voice, facial expressions, posture). The way a person uses the upper (above, the waist) part of the body while sitting, as well as standing, gives an idea of the inner world. Be

able to make eye contact with the student. As soon as the teacher enters the auditorium all eyes look at him: the teacher should not miss his/her eyes and ignore the student. It is necessary to make eye contact with every student. This keeps the student's interest at the lesson alive by giving the impression that you are to communicate with him. While making eye contact, we should not look for a long time in a way that bores the student. Be careful not to stare at one of your students for a long time. Do not make him insecure and brighten him. This makes the person you look at aggressive and students who want to be dominant may want to test who can look more. It should be tidy, clean and well-groomed. The teacher should communicate with the students outside the auditorium. The teacher should provide guidance when necessary. Guidance, which is one of the important roles of the teacher is one of the important roles in the formation of the relationship between teacher and student. If the teacher knows the problems and experience of the student and approaches the student accordingly he/she can establish a more comfortable communication. The teacher must be competent in his field. A teacher who is a competent in his field did not have any difficulty when asked about his subject, he gives examples from like talks about the work done and facilitates communication by asking questions to the student. The teacher should pay equal attention to all students. The teacher communicating with certain students causes other students to be attracted. In this case, it causes the communication to be lost. In the auditorium with disconnected communication, the rate of attending the lesson decreases, the students can not express themselves and they hesitate to ask questions on the incomprehensible subject. In this way, the desired goals in education can not be achieved (4, səh 26-28). Communication is an important element in education. For this teachers need to have effective communication skills, improve themselves in this regard, and help students gain communication skills. Nowadays, we see that student-centered education becoming widespread in all education programmes, and the teacher should be a guide in finding information rather than transmitting the information. The new programme helps teacher to communicate with the students since communication is a very important element of lesson management and constitutes the basic of learning – teaching process with the information – processing dimension. In education faculties giving not as short subject but as a separate courses will provide important gains in terms of training teachers with effective communication skills. Many studies have revealed that there are inadequacies in the areas in the source of teaching and other important problems that emerge from the practices carried out within the framework of the education and training system. Therefore developing training programmes in line with new measures to be taken will be very meaningful in terms of solving problems. It is very important to organize the materials in the auditorium environment. The teacher should be careful about this. The teacher should control it.

He also has a respectable place in the students, so she or he to behave appropriately. It should be known that societies where communication skills are not developed, social – based decision skills mechanisms based on misunderstanding result in irreparable problems.

**Abiyeva Valida G.
Safixanova Afat H.**

DƏRSLƏRDƏ TƏLƏBƏLƏRƏ ÜNSİYYƏT QURMAĞA ÖYRƏTMƏYİN YOLU XÜLASƏ

Açar sözlər: ünsiyyət, təhsil, tədris prosesi, tələbə-müəllim ünsiyyəti.

Müəllim tələbələrlə ünsiyyət qurmaq üçün hər şeydən əvvəl onlarla fərdi yanaşmalıdır. Auditoriyada tələbələrin müəllimlə tələbələrin bir-biri ilə qarşılıqlı nəticəsində ünsiyyət modeli formalaşır. Bu ünsiyyətin keyfiyyəti dərstdə sosial qrupların formalaşmasına təsir göstərir. Tələbələr bir-birilə güclü və zəif ünsiyyət prosesində ola bilər. Bu baxımdan müəllimin rolu tədris prosesi zamanı sağlam ünsiyyət mühitini təmin etmək və tələbədən onu qoruyub saxlamağa həvəsləndirməkdir. Müəllim tədris zamanı ünsiyyətdə qrup rəhbəri olmalı və müəyyən mənada ünsiyyətə nəzarət etməlidir. Çünki bu mühit təhsilin müəyyən edilmiş məqsədlərinə uyğun fərdlərin yetişdirilməsi məqsədilə yaradılmışdır. Müəllimin dərstdə ünsiyyət lideri olması onun yüksək koqnitiv oroblemi həll etmə qabiliyyəti ilə təchiz olunmasından asılıdır. Bir çox peşələrlə müqayisədə müəllimin ünsiyyətə daha çox vaxt ayırdığını söyləmək olar. Kommunikativ yollarla dərstdə daha çox ünsiyyət yaratmaq mümkündür. Dərstdə ünsiyyət axına nəzarət etmək xeyli bacarıq və enerji tələb edir. Dərstdə yaradılan mesajların formalaşdırılması və qiymətləndirilməsi özü də xüsusi bir bacarıq və güc tələb edir. Müəllim ünsiyyət zamanı həm yazılı, həm şifahi və özrlü mesajların tələbələr tərəfindən düzgün başa düşülməsinə cavabdehdi. Beləliklə, bu məqsədlə ünsiyyət tədris prosesində mühüm rol oynamasını tələbələr üçün vacib olduğunu qeyd etdik.

**Абыева Валида
Сафиханова Афат**

ОБУЧЕНИЕ ОЩЕНИЮ СТУДЕНТАМИ НА ЗАНЯТИЯХ РЕЗЮМЕ

Ключевые слова: коммуникация, образование, студенты, образование, учебный процесс.

На каждом уроке модель общения формулируется в результате взаимодействия студентов с учителем, а студентов друг с другом. Качество этого общения также влияет на формирование социальных групп в аудитории.

Студенты могут находиться в сильных или слабом коммуникативном процессе друг с другом. В этом отношении роль учителя состоит в том, чтобы обеспечить здоровую среду общения во время учебного процесса и побудить учащихся поддерживать ее. Учитель должен быть лидером группы в аудитории и в некотором смысле контролировать общение в группе. Потому что, урок предназначен для воспитания людей в соответствии с определенными целями образования. Способность учителя быть лидером общения в классе зависит от его способности решать сложные когнитивные задачи. Можно сказать, что учителя тратят на общении больше времени, чем во многих других профессиях. Независимо от того, насколько дружелюбна обстановка в аудитории, общение там носит формальный характер. Уроки предназначены на для развития отношений, а для превращения целей, изложенных в учебной программе. Хотя в аудиториях иногда бывает неформальная обстановка. Управление потоком общения требует больших навыков и энергии. Учителя несут ответственность за то, чтобы сообщения были правильно поняты учащимися. Исходя из всего этого можно сказать, что тема очень актуальна для нашего времени.

REFERENCES

- 1.Dökmen Ü. Communication students and empathy. Istanbul, 2005.
- 2.Блох М.Я. Геометрическая грамматика английского языка. Москва, 1983.
- 3.Condrill, Bough. Communication Road communication equipment for life. 2002.
- 4.Çağdar A. Definition of communication and communication Modelş İstanbulç 2004.

Rəyçi: prof. Məmmədova Z.Ş.