

Psychological aspects of the communicative process of using interactive methods

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Abstract. This article presents the results of a study conducted in schools in Samarkand, Syrdarya regions and the city of Tashkent in 2012-2019. On the basis of the conducted research and the results obtained, the important factors of the organization of the communicative process in interactive learning are analyzed. The analysis presents a set of rules and recommendations for the teacher to listen and respond to the students, as well as forcing them to take the correct positions during the dialogue. In general, the main psychological aspects of the correct organization of the communicative process in interactive learning are analyzed.

1 Introduction

The expansion of the use of modern innovations, advanced forms and methods of the educational process occupies a special place among the large-scale creative work to develop the educational system of the republic at the modern level.

Interactive learning has special positive qualities in the environment of innovations in the educational sphere, as a result of which it is actively introduced into practice by teachers of various educational subjects. To date, many literatures have been published on interactive methods and their use. Despite this, it is well known that there are a number of scientific, theoretical, methodological and practical problems that are waiting for their solution.

Communication, methods of interpersonal communication and their effective use in accordance with scientific, pedagogical and psychological conclusions and recommendations are of decisive importance as the main factor in the organization, implementation, management and management of interactive learning processes. Taking this into account, it is relevant to consider the methods of communication in the process of interactive learning and a somewhat detailed analysis of the listening process and its effectiveness as one of the decisive issues.

In addition, it is necessary to organize interactive classes and make a scientific analysis of the versatile tasks and role of the teacher in this on the basis of practical experience, thoroughly develop the necessary scientific and methodological recommendations aimed at the teacher performing the functions as a game developer for interactive classes (game

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When organizing a communicative process in interactive learning, it is provided for its proper organization, the effective development of dialogue, that is, communication, as well as the psychological rules for increasing the level of listening and speech competence. As you know, any communication has two aspects: to understand spoken speech and to respond to understood speech. Therefore, in the process of communication it is not enough just to speak, listening and understanding the student's speech is also one of the most important competencies. Effectively listening to speech, that is, listening (correctly) occupies a special place in the organization of interactive learning. This rule applies to the following:

- create favorable conditions to hear what the listener says. Help the speaker feel that you can speak, create the appropriate conditions for him. Turn off phones. Choose a place where no one bothers you;
- have an active position. The movements of the body are inextricably linked with the activity of the brain. If the body moves within normal limits, then the brain will also move. Otherwise, brain activity also slows down;
- pay attention to the listener. In this case, listening, paying attention is very easy. If you look sideways or down, then a dangerous situation will appear, our thoughts may haunt our eyes. Establish visual contact with the student, but you should not peer at him (sometimes this can be mistaken for hostility);
- show what you want to listen to. What you are interested in should be noticeable. Ensure that your position and your gestures express that you are listening to the student. Remember that your student wants to communicate with someone who will listen carefully;
- be unwaveringly attentive to the listener. During the hearing, you can not do other things. For example, do not draw anything on paper, do not tap with your fingers or pen, do not rustle paper. Any distracting movement, even just to look at the table, to glance at the papers brought with you, can become a cause that distracts attention;
- hear and listen. In order to focus on what the student is talking about, "distracting" thoughts must be avoided. It is necessary to listen carefully to the listener in order to understand his thoughts;
- logically plan the listening process. Usually, it will be difficult to remember everything that is said, but you need to remember the main ideas;
- try to understand the feelings of the student. In the process of listening, you need to feel not only the meaning of the words, but also the feelings of the student. People transmit their thoughts and feelings "coded" in accordance with the accepted social norm.
- Observation. Usually emotional communication takes up most of the communication, so it is important to follow the non-verbal movements of the speaker - facial expressions and gestures.
- Responsible for communication. At least two people participate in the training, so there are such forms of communication as dialogue, polylogue. The role of the listener in the process of communication is performed by them in turn. To show the student that you really understand him, you can achieve active emotions, clarifying questions. If you do not tell him this, your student may not know that you understand him.
- Be patient. Try to listen to the student without interrupting him. Set aside enough time for this and act like you have no more important job to do than listen to him and help him.
- Management of emotions. Your restless expression and your emotional changes should not prevent the student from listening. If the student's speech and actions affect your feelings, don't try to hide them. On the contrary, let's see it. This will help you clarify the situation and make it easier for the student to listen.

- Criticism. Of course, one should not be afraid and avoid criticism, but one should criticize with caution and courtesy, and by no means evaluate. Criticism should be directed at the student's opinion, and not at his personality. It is advisable to have a positive attitude towards the student, helping him to clearly express his thoughts. Do not forget that any negative reaction on your part causes the speaker to feel self-doubt and defensive reactions.
- Understanding the purpose. Often the student's goal is to get something real out of you or get you to do something or change your mind. So first you need to know what's going on and then develop the direction of the conversation based on that.
- Bad habits that hinder the process of listening. Try to reveal your listening habits, strengths and weaknesses of your character. Are you too quick to talk about your listeners? Do you have a habit of listening without looking at the person? Do you often interrupt the student's words and thoughts? Do you show yourself as if you are listening carefully, although your head is occupied with your own problems?

Do you jump to conclusions without listening to the end? The teacher must ask himself these questions, and if a negative answer is found, he needs to work on himself. This is one of the key criteria showing what he is capable of as a student or teacher in determining his competencies.

In our opinion, in order to follow these rules and to achieve the level of a competent teacher, it is necessary to observe the following psychological aspects:

- systematize the student: his important ideas, keywords, dates, names ...;
- analyze what you hear and compare with what you know;
- try to hear feelings - they often contradict words;
- try to understand the student's thoughts;
- let your thoughts come and go, focus on the speaker's opinion, not your own.

2 Experiment technique

Obviously, the interactive learning process mainly consists of dialogues and polylogues. Therefore, in interactive learning, it is necessary to pay attention to the forms of listening skills in the process of dialogue and the active participation of all those present in it. Including:

1. Non-verbal form of hearing;

- tete-a-tete contact;
- language of the body;
- listen with certain sounds (imitative words, particles) (aha, uu, ah-ahh, hmm...);
- Express your thoughts and feelings.

2. Form of reflection (mirror);

- non-verbal hearing;
- using the student's words and expressions, repeat his words "close to the text";
- I heard what you said...understood;
- be sure that the student has understood.

3. Generalized form based on what was heard;

- non-verbal hearing;
- reflection;
- a summary of what was heard from the other listener in the form of opinions, feelings and ideas;
- make sure you review everything that is important to your student.

4. Form of joining opinions:

- non-verbal listening;
- reflection (like a mirror);
- repeat briefly and in your own words what you heard from the student;

- joining the opinion and feelings of the student (understand in cases where it is not necessary to join and accept opinions);
- feel (if I were you, I would also feel the same: it's understandable, it happened to everyone, we are all angry...)

5. Form of stimulation (compliments):

- praise the student for being sincere and trusting you;
- thank you for telling me about it;
- it is very important for me to know about your opinion;
- I'll think about it;
- I like your openness;
- You are absolutely right, I need to think about it.

6. Compliance with the four step formula:

1. when... (description of events);
2. I thought ... (expression of opinion);
3. I felt ... (expression of feelings);
4. I would like the next time you do...; if you ..., then it would help me a lot (getting out of the situation with the right sentence).

After listening to the student in the process of dialogue, silently (silently) do:

- systematize what the student says: important ideas, keywords, dates, names...;
- analyze what you have heard, compare it with what you know;
- try to understand feelings - they often contradict words;
- try to understand the student's opinions;
- let your thoughts come and go, focus on the speaker's opinion, not your own.

Based on the foregoing, we have developed an algorithm for active listening in the process of interactive learning.

3 Results and discussion

In this process, there are ways to determine the opinions expressed by your student, i.e. the listener, for example:

1. Supporting echo. Repeating the last words of the student during the conversation. This encourages him to clarify his needs more clearly.
2. Semantic echo. Repetition of a few key words from the student's sentences. In doing so, we will direct his speech in a certain direction. With this method, we emphasize the topic of an important conversation for us.
3. Mirror. Repetition of the student's opinions in his own words. This technique gives him the feeling that he is understood and it is he who controls the demon. Allows the student to think through and plan their opinions and questions.
4. Repetition - kaita tacrorlash??? (paraphrase). Verbatim repetition by the student of the words of the speaker. The purpose of this is to understand the meaning of the opinion. Repetition not only makes it possible to understand the content, but also expresses understanding in the words of the listener of thoughts that are not explicitly disclosed. The student whose opinions have been accepted in this form will be able to distinguish the right concept from the wrong one.

Positive conclusion of communication. The conclusion is a repetition of the meaning or content (in the same or similar words) of the student's opinions. At the same time, we put at the end of the sentence (with a raised voice) an "exclamation question mark", as a result of which it will turn into an exclamatory sentence: the student is stimulated in relation to further opinions or words.

4 Conclusion

It is important for a teacher to master the communicative process at a high pedagogical, psychological and methodological level when organizing an interactive educational process. Based on the above information, studies organized in schools in Samarkand, Syrdarya regions and the city of Tashkent in 2012-2019 showed that the organization and management of the communicative process in the classroom with high skill turned out to be the main factor in ensuring the high efficiency of education. At the same time, it was noted that the level of mastering the lesson increased by 11.6%. From this we can conclude that, along with the scientific knowledge of the teacher, methodological skills and experience, knowledge and practical application of an important element of psychology - communication rules - is one of the competencies in demand in the 21st century.

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