

Development of communication skills of students

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Annotation: This article describes the psychological aspects of tutor-student cooperation in the educational process. Valuable scientific results were obtained due to the research of the influence of social-psychological, emotional-emotional, spiritual-cultural and territorial factors that form the relationship of tutor and student cooperation, ensure its effectiveness, negatively affect interpersonal relations and cooperation activities. and psychological analysis was carried out.

Key words: tutor, student, collaborative relationship, interpersonal relationship, psychological analysis.

Currently, the range of problems studied and solved by pedagogical psychology scientists is expanding significantly. Today, not only the formation of a comprehensive system of universal knowledge, skills and qualifications, but also the formation of a specialist who is ready and able to competently and skillfully perform professional activities is considered one of the priority tasks. This is primarily due to the dynamism of modern social changes and the development of education in the direction of innovation and change.

The state order aims to clearly define the priority tasks in the content of education, each person should understand the qualities and educational potential required in a modern state. As a result, there was a need to include specialists who work on the personal needs of students in the staff list of educational institutions. It is for this reason that one of the significant trends in modern education reform is related to the emergence of new educational professions. Thus, a new position - tutor - was introduced among the employees of educational institutions.

Tutor (from the English "tutor" "educator") - means a coach, that is, an individual consultant of the process of developing a growing personality and performs the following activities: individual consultation, pedagogical,

is the coordinator of organizational work. The problem of pedagogical psychology is the lack of tutoring activity, and the psychological analysis of the tutoring activity shows that it is necessary to study a set of certain personal qualities and abilities necessary for the successful implementation of this activity. Another problem that is relevant for educational psychology and university practice is the need to develop professional competencies of psychology students. A number of contradictions are encountered in solving this. This is, on the one hand, a discrepancy between the theoretical and practical foundations of training specialists and the lack of psychological recommendations to increase the effectiveness of this process. On the other hand, ask a professional there is a conflict between the requirements of the profession and the existing professional qualities. But in these works, the issue of studying psychological laws in connection with tutoring activities should be considered as a form of cooperation with students that fully meets modern requirements. Therefore, the main content of our research work is focused on the psychological analysis of the formation of tutor-student cooperation.

The main mechanism of a person's cooperative activity is determined by the way their relations are organized, communication skills, communication tact, humaneness of relations, interest in communication, and other aspects.

In our study, it can be recognized as one of the factors determining the cooperation between the teacher and students of the modern higher education institution.

In our research, we used the methodology of T. Leary, which allows us to illuminate the general image of the teacher in the relationship between the tutor and students. The purpose of using this methodology was to determine the importance of the role of the mentor in the cooperation between the tutor and the students and the importance of the leading factors in their interaction. Taking this into account, we studied the characteristics of relations between the subjects of the

higher educational institution of pedagogy with the help of the leading factors from the description of the methodology.

We tried to evaluate the tutor's ability to communicate with students, their ability to establish a relationship.

According to the etiquette and tact of communication, the tutor should have a high level of communication skills in relation to students. In our study, there is one observed the situation, and this fact showed that there is no reliable difference in the relationship between the tutor and the students.

If there is uniformity in the attitude of the subjects, this should be recognized as a positive situation, but it makes it much more difficult to recognize that the communication levels are around the average value. If the tutor's ability to communicate falls behind that of the students, then his ability to influence his students indicates that the content of the personality falls under the influence of the students. It allows us to conclude that coordination or subordination in the tutor's relationship with students has its own meaning.

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