

# The Features Of Pedagogical Communication In Teaching Foreign Languages

Aripova Matluba Lutfullayevna

Candidate of Pedagogical Sciences, Associate Professor, Department of Pedagogy and Psychology, Uzbekistan State World Languages University, Uzbekistan

**Received:** 22 November 2025; **Accepted:** 13 December 2025; **Published:** 18 January 2026

**Abstract:** This article discusses, the features of pedagogical communication in teaching foreign languages in examples, social-psychological process, methods and forms of communication, the teacher's skills in pedagogical communication, and the great help of pedagogical tact in professional activities.

**Keywords:** Foreign language, pedagogical communication, social-psychological process, communicative skills, forms of communication, pedagogical tact.

**Introduction:** A teacher today must meet specific socio-political, pedagogical, and personal requirements in training well-rounded specialists, fulfill society's social mandate, possess faith in the idea of independence, demonstrate a highly developed scientific mindset, be an expert in their profession, and a master of pedagogical communication, moreover, they should have pedagogical, psychological, and methodological knowledge and skills, be able to quickly perceive, study, and evaluate various pedagogical situations, and possess the ability to choose the most effective methods and tools for pedagogical influence. In teaching a foreign language, these aspects also hold significant importance. The processes of language teaching differ in certain respects from teaching exact and natural sciences. This is because, in this context, a sincere and effective interaction must be established between the teacher and the student. Every minute of the lesson, direct dialogue between the teacher and the student, and discussions among others in the group are essential requirements for teaching this subject effectively. Therefore, the teacher must be well-versed in various methods of pedagogical communication and managing the classroom.

Pedagogical communication is the genuine interaction between the teacher and the student, both during and

outside of class, aimed at creating a favorable psychological environment. Just as pedagogical skill is neither an innate talent nor a hereditary trait, pedagogical communication is also an ability developed throughout life based on knowledge, exploration, and experience. Therefore, the skill of pedagogical communication is not a standard or uniform method for all teachers but rather the result of continuous exploration and creative effort. Incorrect pedagogical communication can instill fear and a lack of confidence in students, diminish their attention, memory, and ability to work, and disrupt the norms of their speech. As a result, their interest in learning, independent study, and critical thinking declines. As a consequence, students may develop certain negative attitudes towards the teacher and their subject that persist for a long time. Pedagogical communication, as a socio-psychological process, is characterized by the following functions: studying (cognition) of an individual, exchanging information, and organizing activities. Different forms of communication—such as meetings, discussions, and leisure activities—require the teacher to use distinct communication styles and adjust their tone accordingly. In communication, the choice of tactics is related to the use of role positions. A.V. Dobrovich has demonstrated that there are three types of role positions.

The "Top-Down Position" involves the teacher demonstrating complete independence and taking responsibility upon themselves. This position is referred to as the parental position.

The "Bottom-Up Position" involves the teacher presenting themselves as dependent, submissive, and lacking self-confidence. This is known as the child position and is used to foster student independence (e.g., the teacher deliberately makes a mistake on the board).

The "Side-by-Side Position" is characterized by the teacher's politeness and patience, adaptability to situations, understanding of others' perspectives, and sharing responsibility with others. This is referred to as the adult position.

Of course, in teaching foreign languages, it is the teacher's responsibility to decide which of these roles to adopt, however, the teacher must apply different approaches based on the nature of each lesson topic and the intended goals. In lessons focused on teaching language elements in isolation, such as correct spelling and verb tenses, the "Bottom-Up Position" tends to be more effective, whereas the "Side-by-Side Position" is generally more important in most other lessons. This is because learning other languages often involves frequent discussions, role-playing scenarios such as "getting acquainted," participating in various topic-based dialogues, and introducing oneself in front of the class—all of which require the student to feel comfortable and at ease. If a student fear making mistakes or being laughed at by the class, this may later lead to developing a habit of experiencing similar feelings when attempting to speak in that language, which can hinder their ability to express themselves freely. The effectiveness of the pedagogical communication process largely depends on the teacher's scientific competence, their authority among young people, personal qualities, scholarly talent, experience and skill in the field of education, as well as the friendly relationship established with students. When discussing the teacher's skill in pedagogical communication, it is essential to consider their consciousness, commitment to national values and ideology, breadth of knowledge and thought, and attitude towards their duties. Particularly, it is crucial to emphasize that the teacher must have a broad scope of thought during the pedagogical communication

process. Because without comprehensive knowledge and thought, a person cannot achieve maturity. Indeed, one resolves any matter through the process of thinking. Therefore, anyone striving to master pedagogical communication must, without a doubt, continuously expand their knowledge and regularly update the ideas and thoughts that have a moral and ethical impact on students. To achieve this, one must read and learn extensively. Assessing a teacher's skill in pedagogical communication is closely related to the effectiveness of their communication in achieving desired outcomes.

Today's educators are required not to limit themselves to their existing knowledge and expertise but to diligently study the experiences of foreign countries, master various communication styles, and develop advanced communicative skills while adhering to pedagogical tact in any situation, this is a demand of the modern era. The Russian psychologist A.Leontyev characterizes communicative skills as follows:

- Mastering social perception (reading from facial expressions);
- Modeling a student's personality, psychological state, and other characteristics based on their external signs;
- Maintaining composure during interactions with students;
- Structuring speech in the most effective way from a psychological perspective, that is, knowing how to use both verbal and non-verbal communication with students.

A good example of effective use of role positions in communication is A.S. Makarenko's skill in bringing a street delinquent from a correctional facility to the colony.

"Nobody could persuade him to go from the collector to the colony, so I had to go myself. He greeted me with an indifferent glance, lying on the bed:

- To hell with all of you! I'm not going anywhere! I was aware of his heroic pride. That's why I began to speak gently:
- Dear sir, I understand that disturbing you is uncomfortable for both of us, but I am obliged to fulfill my duty. Therefore, I kindly ask you to get up and take your place in the carriage prepared for you."

My somewhat "extraordinary" behavior initially astonished Oprishko; he even raised himself slightly from the bed. However, his stubbornness prevailed, and he threw himself back onto the pillow:

- "I said I'm not going, and I'm not going! Get lost!"
- "In that case, dear sir, let me inform you that I'll have to use force against you!"
- "Would you look at that! Where do you think you're from? Do you really think you can persuade me by force?!"
- "Just keep that in mind."

I raised my voice and said mockingly:

- "Dear Oprishko," then suddenly yelled at him, "get up! Why are you lying around? Get ready immediately! I said get up!!!"

He got up and dashed toward the window.

- "God help me, I'll throw myself out the window right now!!!"

I looked at him with concern and said:

- "Either jump out the window right away, or get into the carriage! I don't have time to argue with you!"

We were on the third floor, so Oprishko burst out laughing mischievously and cheerfully:

- "Why are you so insistent? What can I say? Are you the head of the Gorky colony?"
- "Yes."
- "Why didn't you say so? I would have left a long time ago!"

It is evident that various concepts and communication methods developed by specialists in the field of pedagogy cannot be classified as entirely good or bad. Each communication position can prove useful at different stages of the educational process and when working with students of various characteristics.

## **CONCLUSION**

In conclusion, future foreign language teachers and students training in this field need not only a high level of knowledge and competence in pedagogy but also distinctive communication skills, which will significantly aid them in their future professional activities.

## **REFERENCES**

1. Aripova M.L. The essence of using pedagogical and

psychological technologies in education. Novateur publications/India Journal NX- A Multidisciplinary Peer Reviewed Journal ISSN No: 2581 - 4230 Volume 9, Issue 12, December -2023, 43- 45 p.

2. Aripova M., Ashurova F. Didactic principles of effective teaching of foreign languages to gifted students. Web of Scholars: Multidimensional Research Journal (MRJ) Volume: 01 Issue: 08 | 2022, 46-51 p.
3. Dobrovich A.B. To educator on psychology and psychohygiene of communication: Book for teachers and parents. - M., 2007.
4. Jalolov J. The methodology of teaching foreign language. - T.: O'qituvchi, 1996, 368p.
5. Kan-Kalik V.A. A teacher in pedagogical communication. – M.: Prosveshenie, 1987, p.126.
6. Leontyev A.A. Pedagogical communication. - M., 1995.
7. Makarenko A.S. The pedagogical poem. O'zdavnashr, 1956, 282p.