



INFLUENCE OF THE STYLE OF PEDAGOGICAL COMMUNICATION ON THE MOTIVATION AND LEARNING ACTIVITY OF ADOLESCENT CHILDREN

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ABSTRACT	KEYWORDS
In the article the author tries to show the dependence of motivation and the success of educational activities on the characteristics of the styles of pedagogical communication between teachers and adolescents.	<i>style of pedagogical communication, teachers, children, teenagers.</i>

Introduction

Communication is the main condition for the development of the child, the most important factor in the formation of personality, one of the main types of human activity, aimed at understanding and evaluating oneself through other people. Communication of a child with adults is vital for the formation of his personality, the implementation of his life. Knowledge of motivation is necessary for every teacher, as he must encourage other people to work or encourage them to work with interest, easily and naturally. But as they grow up, not only the personal characteristics of the child, his priorities, but also his relationship with adults, his requirements for communicating with them change. The attitude of a teenager to an adult is complex and ambivalent. An adult is important and meaningful to a teenager.

A teenager is capable of empathy towards an adult, but protests against the preservation of “childish” forms of control, obedience requirements, and expressed guardianship in the practice of upbringing. Adolescents develop a need for respect from an adult. Communication between adolescents and adults implies a growing democratization of intergenerational relationships, solving the problem of mutual understanding between them. Communication with adults no longer solves all the problems of a teenager, and their intervention causes resentment, protest. The content of communication is changing. If the younger teenager was interested in questions of teaching and teaching, then the older teenager is interested in questions of personal communication, the development of individuality. In order for the education of adolescents to be productive and successful, it is very important to form the right learning motivation. With the correct organization of educational activities, students are oriented towards the method of activity. The significance of the teaching begins to grow. The teenager continues to be a schoolboy. Educational activity retains its relevance, but psychologically it recedes into the background. Educational activity ceases to be leading at this age. With age, a situation develops in

adolescents of an increase in the need for personal communication with teachers. Therefore, the teacher needs to adjust his pedagogical style of communication with adolescents. Psychologists distinguish three styles of pedagogical communication:

- 1) authoritarian (suppression);
- 2) democratic (cooperation);
- 3) liberal (indifference).

The optimal style of interaction between a teacher and teenagers is a democratic style that combines encouragement for independence, responsibility and collegiality and constant, demanding control and fair assessment of the results of schoolchildren's learning. If teachers notice the processes of maturation of students, recognize them, organize educational activities so that adolescents can adequately realize themselves as individuals who are being formed, then the process of communication between them is productive. The criteria for productive pedagogical communication are to create a favorable psychological climate; the formation of certain interpersonal relationships in the study group; purposeful formation of interpersonal relationships.

The author of this study analyzed the assessment of the pedagogical style of communication of several teachers according to the methodology of the teacher's assessment activity I.Yu. Kulagina. To study this parameter, 3 teachers were selected, teaching in the 8th grade. The choice of these teachers was not accidental, because in the course of the survey it turned out that relations with these teachers in 8th grade teenagers develop differently. Analysis of the obtained data showed that each teacher has his own style of pedagogical activity. Pedagogy of a comprehensive school 41 The first teacher has an authoritarian style of pedagogical communication. This style is characterized by excessive demands, suppression of students' initiative, sole control, strict rules, categorical judgments and neglect of students' opinions. This teacher needs to adjust his relationship with students, because this style of communication reduces the success of educational activities, leads to a decrease in educational motivation in adolescents, the emergence of stable conflict situations. The second teacher has a democratic style of pedagogical communication. This style of communication is built on cooperation and mutual respect between teacher and students. This style of communication is optimal for the personal growth of students and maintaining a positive attitude towards learning activities. The third teacher revealed a liberal style of pedagogical communication.

This type of communication is characterized by a conniving attitude towards the activities of students, lack of initiative, indifference to the personality of students. Despite the negative aspects, this style of communication supports a positive attitude towards learning, maintains a positive atmosphere in the team. But for productive work, high professional skills of the teacher and a pronounced strong internal learning motivation in children are necessary. Otherwise, there is a high risk of losing the ability to control the course of the process in the classroom. Next, the students were asked to evaluate the teacher's activities according to the methodology developed by the educational psychologist J. Hazard. The study involved 12 adolescents. The activities of those teachers whose styles of pedagogical communication were considered at the 1st stage of the study were evaluated. After processing the results of this study, the author came to the following conclusions: Assessing the activities of a teacher with an authoritarian style of communication, 68-97% of adolescents believe that it is difficult for them to get along with the teacher, the teacher is not able to predict the success of students; the teacher lacks sensitivity in relationships; dissatisfied with the teacher; do not trust the teacher; will not share their opinion with him; the teacher does not listen to their opinion; feels badly about their mood. Evaluating

the activities of a teacher with a democratic style of communication, 75-100% of students believe that the teacher is a fair person; can predict the success of students; skillfully prepares for control; has sensitivity in dealing with people; always gives advice; always listens to the opinion of students; knows well all the strengths and weaknesses of his students. The students also noted that they trust the teacher, they would like to be like the teacher, they perceive work with him with pleasure. Assessing the activities of a teacher with a liberal style of communication, 58-100% of adolescents noted that: they are quite satisfied with the teacher; the teacher is capable of sensitivity; teacher evaluation is important to them; the teacher carefully prepares the lesson; completely trust the teacher, would like to be like him.

It should be noted that the monitoring of performance in these subjects shows that the performance of adolescents in the subject taught by a teacher with an authoritarian style of communication is very low, satisfactory and unsatisfactory marks prevail. In the process of conversation with adolescents, a very low interest in this subject was revealed. Students are reluctant to respond in class for fear of teacher criticism and poor grades. Lessons attend reluctantly. The lessons of teachers with a democratic and liberal style are attended by children with interest, academic performance in these subjects is average and high. Teenagers try to improve their knowledge in these subjects, they are happy to communicate with teachers. This analysis shows that adolescents are very receptive to the relationship with the teacher, to his style of communication. They very sensitively feel the mood of the teacher, react sharply to comments, trust in relationships is very important for them. Teenagers really want their opinion, mood, and individual characteristics to be taken into account in the process of interaction.

Most adolescents have a negative assessment of the authoritarian style of communication. With this style of interaction, learning motivation falls, there is no interest in learning, and conflict situations arise in the classroom. With a democratic and liberal style of interaction, adolescents feel comfortable, motivation is supported by the actions and attitudes of teachers.

A necessary condition for creating students' interest in the content of education and in the learning activity itself is the opportunity to show mental independence and initiative in learning. The main means of fostering a sustainable interest in learning is the use of such questions and tasks, the solution of which requires active search activity from students, carried out in conditions of free democratic communication both with the teacher and within the children's team.

Thus, learning motivation, being a special kind of motivation, is characterized by a complex structure, one of the forms of which is the structure of internal (process and result-oriented) and external (reward, avoidance) motivation. Such characteristics of learning motivation as its stability, connection with the level of intellectual development and individual psychological and pedagogical qualities of the teacher are essential.

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