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## FEATURES OF PEDAGOGICAL INTERACTION OF THE TEACHER AND THE STUDENT IN THE COURSE OF ENGLISH STUDYING

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***Abstract:** It is considered in article – the importance of pedagogical interaction and its features in the course of English teaching in higher educational institution.*

***Key words:** pedagogical interaction, subject, pedagogical process, English, methodology, education.*

## INGLIZ TILINI O'QITISH JARAYONIDA USTOZ – SHOGIRD O'ZARO ALOQADORLIGINING PEDAGOGIK XUSUSIYATLARI

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***Annotatsiya:** Maqolada oliy ta'lim muassasalarida ingliz tilini o'qitish jarayonida pedagogik o'zaro aloqadorlikning o'ziga xos xususiyatlari va ahamiyati ko'rsatib berilgan.*

***Kalit so'zlar:** pedagogik o'zaro aloqadorlik, subekt, pedagogic jarayon, ingliz tili, metodologiya, ta'lim.*

## ОСОБЕННОСТИ ПЕДАГОГИЧЕСКОГО ВЗАИМОДЕЙСТВИЯ ПРЕПОДАВАТЕЛЯ И СТУДЕНТА В ПРОЦЕССЕ ИЗУЧЕНИЯ АНГЛИЙСКОГО ЯЗЫКА

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***Аннотация:** В статье рассмотрено значимость педагогического взаимодействия и его особенности в процессе преподавания английского языка в ВУЗе.*

***Ключевые слова:** педагогическое взаимодействие, субъект, педагогический процесс, английский язык, методология, обучения.*

Modern pedagogical science has changed its leading principles: from active unilateral influence (adopted in authoritarian pedagogy) to interaction, which is always based on joint activities, cooperation and co-creation of teachers and educators. This requires a revision of some aspects of the professional activity of the modern teacher (in particular, it concerns the interaction of the teacher and students). The nature of interaction between the teacher and students is influenced by a variety of factors, among them of particular importance, in our opinion, are the features of the educational process of the educational institution, the personal characteristics of the student and the teacher, and the specifics of the taught subject. In this connection, of particular importance is the question of the effectiveness of the organization of pedagogical interaction between different subjects in the University.

In modern psychological-pedagogical literature, pedagogical interaction is considered in the context of student – centered learning (N.A.Alekseev,

E.V.Bondarevskaya, V.V.Davydov, G.I.Glazovskaya, V.A.Petrovsky, V.V.Serikov, V.A.Slastenin, D.B.Elkonin, I.S.Yakimanskaya); as a developmental phenomenon (I.B.Kotova, A.N.Orlov, V.A.Slastenin, E.N.Shiyanov, etc.); as a condition of actualization of human subjectivity (V.V.Gorshkov, A.N.Ksenofontova); as a method of enhancing the individual and collective in the works (A.C.Granitzka, M.A.Davydova, G.A.Kitaygorodskaya); as the process of disclosing of creative potential of teacher and student (I.Lapina, A.P.Trapezina.) and others); features of interaction and communication, during which there are changes in man and his relationship is revealed in the works of L.S.Vygotsky, A.N.Leontieva, V.V.Semikina.

Currently, the interaction of the subjects of the educational process in the University is becoming one of the main conditions for the effectiveness of the pedagogical process, however, despite the large number of studies in the field of pedagogical interaction, there is a significant gap between theoretical knowledge and its practical development; between the desired and actual level of interaction in higher education Pedagogical interaction is a multifaceted process of organization, establishment and development of communication, mutual understanding and interaction between teachers and students, generated by the goals and content of their joint activities [1].

In order to outline ways to improve the effectiveness of pedagogical interaction, we highlight the main features of the educational process, which is carried out in the process of learning English at the University.

In our opinion, the pedagogical interaction of its main subjects mainly contributes to the effectiveness of teaching English. It is productive interaction that allows to develop the potential of the teacher and students. To create conditions for professional self-realization and self-actualization. The interaction of these parties is present in all activities: in work, knowledge, play, communication and penetrates into the "core" of personal relationships of participants. Personal relationships are transformed under the influence of the group or collective, which falls into this person, and are manifested in varying degrees, especially in those properties and features that are set and maintained by the already established norms of the collective[2].

Thus, in each case, the interaction of the teacher with a particular group of students will be in demand some individual qualities of the teacher. On the basis of the analysis of psychological and pedagogical literature it is possible to reveal more than seventy professionally-important qualities of the personality of the teacher. Some of them are: mastery of the subject, emotionality, adequacy of behavior, sociability, empathy, which in our opinion are the most necessary qualities of an English teacher.

The personal qualities of the teacher are revealed in the course of his pedagogical interaction with a group of students, which takes place both during the educational process and during extracurricular time.

In the course of pedagogical interaction, the teacher solves two important tasks: motivational (aimed at increasing interest in learning a foreign language) and educational (aimed at understanding the essence of higher education by the student, at forming the personality of a representative of the intelligentsia), which are the basis in the organization of the pedagogical process.

In turn, the organization of the pedagogical process is to adjust the curriculum in accordance with the requirements that take into account:

- the level of English proficiency in the group;
- psychological relations between students in the group;
- abilities and aptitudes of students in the group.

Identifying the real level of English proficiency in the group does not fully solve the problem of a unified approach to all students. Often, only a few students show a high level of knowledge, and some low level of English. The main number of students has approximately equal level of knowledge, which differs only in a few gaps in different areas. The teacher is forced to divide tasks by complexity, introduce individual types of work and adapt to different situations, so in the process of learning English, an individual and differentiated approach, taking into account the level of language training of the student, is of particular importance[3].

One of the important conditions for the success of teaching is a favorable psychological climate in the group. Many teachers note that they have a special attitude to each particular student group. However, a favorable psychological attitude and desire to cooperate with students are not always associated with a high level of knowledge on the subject.

Barriers that arise during the teaching process are also associated with the characteristics of students, which can be caused by somatic disorders such as: low rate of mental reactions, fatigue, inability to long concentration of memory and attention, etc. in such cases, the least effective types of organization of the pedagogical process are listening, discussion, answers to questions, as well as all kinds of all kinds of non-standard exercises, translation from Russian into English. In such groups, the educational process should be based on the studied material, with a large number of similar exercises, constant recording of information and a clear explanation of the principle of performing independent and homework[4].

We believe that the interaction in the process of teaching English should be based on the future professional activity of the student. We distinguish the following stages of interaction:

- goal-settings
- modelings
- organization of activities and interaction
- management of the interaction
- analysis of results

At the beginning of each stage, the teacher defines and explains to students specific goals and objectives, time frame, system of current and final control. In order to prevent conflicts and misunderstandings, all requirements should be unchanged and periodically recalled. Adjustment of the curriculum should be taken into account with the future professional activity of students.

The role of the teacher at all stages of the educational direction of the interaction process is to coordinate, determine the vector, etc.

To achieve these goals of interaction teachers use certain tools, such as: the level of professional artistry and the ability to properly use all kinds of non-verbal communication to maintain natural communication throughout the class[5].

In the process of interaction, not only competencies are formed, but also there is an interchange of knowledge, life experience, so the interaction process should be based on the transfer of different subjects of their experience (personal, professional), the exchange of personal meanings associated with both professional and personal life.

Thus, as a result of the analysis of the literature, we have identified the following features of pedagogical interaction in the process of learning English at the University: the implementation of multilateral communication, subject-subject relations of participants in the educational process, interactive dialogue, the implementation of strategies of the Commonwealth and co-creation of its participants, the professional orientation of vocabulary, the predominance of individual and group forms of interaction between teacher and students. However, it should be remembered that the strategy of interaction should be adopted by all participants of the pedagogical process as an imperative of their activities and communication.

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