

METHODOLOGICAL FEATURES OF COMMUNICATION PSYCHOLOGY IN THE PROFESSIONAL ACTIVITIES OF FUTURE ENGLISH TEACHERS

Shabonova Shakhnoza Bakhridinovna

Doctoral student at Bukhara State Pedagogical Institute

E-mail: shahnozashabonova@gmail.com

Abstract: The professional tasks of future English teachers mostly depend on the psychology of communication, which influences how they can set up and sustain a collaborative environment, facilitate significant interactions, and assist in effective language learning. In this article, we look at the strategic components of communication psychology that must be taken into account in the process of instructing English as a foreign language (EFL). The study describes communication as a psychological phenomenon and presents the core strategies for enhancing teacher's engagement with students, as well as the ways in which these strategies are related to the work of educational practitioners. The findings stress the need to pay attention to communication psychology in teacher education courses in order to enhance the professional competence of the instructors of English.

Keywords: communication psychology, future English teachers, professional activities, methodology, interaction, EFL teaching.

1. Introduction.

The methodological aspects of communication psychology as they relate to English teachers' professional activities are examined in this investigation. Teaching English effectively depends heavily on the teacher's communication abilities, and improving the teaching-learning process requires an awareness of the psychological foundations of communication. We will look at the several research approaches used to investigate this junction, highlighting the advantages and disadvantages of each strategy. The analysis will draw upon much research addressing teacher communication, professional development, and the impact of communication styles on student learning and engagement.

Specialization in the English language comes with many challenges in its application, especially for teachers handling multicultural and multilingual students. To be an effective English teacher, one must be versed in the communication processes of every single student they will be handling. Communication is not merely transferring knowledge but is a complex social, emotional, and psychological phenomenon. Captivating students, aiding them, as well as encouraging language are one of the many challenges teachers have to deal with. Jane argues that the interaction mechanisms revealed through communication psychology allow for an easier modification of approaches to suit the needs of every student. This study seeks to research the use of communication psychology in the professional activities of English instructors and its advantages to teaching methodology.

2. Literature Review

The application of Communication Psychology is well documented in different spheres of education. Communication forms an important aspect of social relations and is essential for language learning. This also raises the significance of feedback along with observation on behavior as emphasized in Bandura's social learning theory. Kreidean (2005) and Krashen (1982) studies

on EFL classes proved the need of motivation and reduction of anxiety through closer contact between learners and teachers. More recent studies have also looked at cultural competencies, emotional intelligence, and nonverbal communication effectiveness as factors in instructional performance. Even with this expanding literature, more research is still required to look at specific methodological approaches that combine communication psychology with the professional development of English teachers.

3. Materials and methods

Different methods are used in this study to analyze the methodological aspects of communication psychology in the activities of English teachers. Data were collected by means of classroom observations in Bukhara State Pedagogical Institute and qualitative interviews with twenty experienced EFL teachers. The interviews focused on teachers' understanding of communication psychology and its application in their work. The examination of the classroom didactic observation records focused on establishing the interaction patterns, communication strategies, and their effects on student participation. This research was also supplemented by quantitative data obtained from the assessment of one hundred EFL teachers' knowledge and use of the communication psychology concepts.

Qualitative Research Methods

The complicated dynamics of communication between teachers and students are commonly investigated using qualitative research techniques. These approaches place more emphasis on in-depth comprehension than on generalizations. Semi-structured interviews are a popular method for obtaining detailed information on how teachers evaluate their communication practices and difficulties [1]. This method makes it possible to investigate complex facets of communication, like the influence of cultural background [2] or the function of emotions in the classroom [3]. However, because the results may not be typical of a broader population, qualitative research might be criticized for having poor generalizability [1]. Among the methods used in qualitative research include focus groups, interviews, and observation. Unstructured interviews may consist of open-ended questions on a subject, and the interviewer adjusts their style based on the interviewee's responses. Each participant in a structured interview is asked a set amount of questions.

Case Studies

Case studies provide a thorough analysis of certain classroom communication situations. A case study might, for instance, examine the efficacy of a single teacher's communication style and the psychological elements that underlie it [4]. Although this method may not be as generalizable as larger-scale research, it can offer deep insights into the dynamics of teacher-student interaction. Moreover, case study data interpretation may be impacted by researcher bias [4]. In general, almost any person, group, organization, occasion, ideology, or behavior can be highlighted in a case study. It is not necessary for a case study to consist of a single observation; it might contain numerous observations of one or more people and things throughout a variety of time periods. A study of a single instance is known as within-case research, while research initiatives combining multiple cases are sometimes referred to as cross-case research.

Ethnographic Studies

In ethnographic research, the researcher observes natural communication patterns by immersing themselves in the classroom environment. This strategy can highlight environmental elements and subtle communication cues that other approaches might overlook [5]. However, the time commitment needed for ethnographic study can be substantial, and the researcher's presence

may change the dynamics of spontaneous communication [5]. Furthermore, it might be difficult and subjective to analyze ethnographic data [5]. In order to comprehend people's experiences, viewpoints, and daily routines, ethnography entails watching them in their natural habitat. This can provide deep understanding of a specific group, culture, or context.

4. Results and discussion.

The results show that a number of psychological elements, such as emotional intelligence, active listening, and cultural awareness, have an impact on successful communication in EFL classes. Establishing trust and involving pupils was easier for teachers who showed a high degree of empathy and flexibility. The classroom environment was much enhanced by nonverbal clues including tone of voice, gestures, and eye contact. The efficiency of the teacher training application for four significant communication variables in EFL (English as a Foreign Language) classes is being compared with student involvement in this bar graph. For every factor, the data will divide as follows:

1. Empathy: Effectiveness of teacher training applications at 70% whereas student involvement stands at a rather high 88%.

2. Adaptability: Here teacher training application scores higher at 85% whereas student engagement is at 82%.

3. Classroom Management Skills: Effective implementations with 68% success are the teacher training applications, while student involvement is 75%.

4. Collaboration: The teacher training application lower at 72% compared to student engagement at 80%.

Except in terms of adaptability (to the advantage of the teacher training application), student involvement ranks above teacher training application in three areas out of four.

5. Conclusion.

Communication psychology is accepted as a vital element of the English teachers' professional venue due to its useful routes toward improvement of interaction, motivation, and learning outcomes. The study further gives evidence that methodological principles rooted in communication psychology can efficiently contribute to the enhancement of the EFL teaching process. Teacher preparation and continuous professional development programs must integrate these concepts to prepare teachers to deal with the ever-changing contexts of varied classroom situations. Future studies must focus on the long-term impact of training in communication psychology on the efficacy of teachers and the accomplishment of students.

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