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Specific features of pedagogical interaction with heterogeneous groups

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Abstract: The article deals with the peculiarities of pedagogical interaction between teachers and children of the heterogeneous groups in the conditions of inclusive education. Studies devoted to this problem are presented. The article shows the interdependence of the pedagogical interaction of the subjects and educational process. The concepts of "interaction", "pedagogical interaction", and "heterogeneous group" are clarified.

Keywords: pedagogical interaction, interpersonal interaction, interdependence, heterogeneous group, inclusive education.

Introduction

In a modern school, one of the central figures is the teacher, whose personal qualities determine the features of interaction with students and influence not only the students' attitude to the subject, but also the general mood of children, their emotional and personal well-being in the educational team [1]. The need to study interaction in the "teacher-student" system is determined by the need to implement a humanistic model of education and development of the younger generation. One of the necessary skills defined for teachers and educators is "to use and test special approaches in order to include all students in the educational process, including those with special educational needs: students who show outstanding abilities; students for whom English is not their native language; students with disabilities" [2].

The transformations taking place in various areas of public life, on the one hand, are socially determined, and on the other hand, they themselves significantly affect on the change in relations between people. The processes of world integration, the formation of an interstate educational space, the formation and strengthening of the legal basis of the state, the co-existence of various organizational forms in the country's economy, broad cultural exchange, and the intensive search for new,

subject-oriented technologies in educational practice require a rethinking of the actual forms and content of interpersonal interactions. The effectiveness and efficiency of solving many problems, according to scientists, today depends not so much on the individual qualities and skills of the individual, but on his competence, which is the ability to engage in joint activities at the level of partnership, cooperation, co-creation, on the formed culture of social behavior [3]. Interest in the study of interactions has also increased recently because the communication sphere is dynamically expanding, new forms of contacts are emerging, and opportunities for not only direct but also indirect joint activities are expanding.

LITERATURE REVIEW

According to a group of scientists (N. P. Anikeev, B. C. Bibler, L. L. Bodalev, A. K. Bolotov, E. I. Golovakh, N. V. Panin), when implementing specific practical activities, there is a mutual overlap of interpersonal and intergroup interactions, where one type of interaction is closely related to another and affects it. In addition, the generalized multidimensional approach to understanding interaction allows us to interpret it as a universal category, involving the impact of objects on each other, mutual transitional type of relationship or connections, direct or

indirect; the integrating factor of combining parts into a whole; the methodological principle of cognition of nature and people; the form of movement of the system [5]. According to G. M. Gadzhiev and E. E. Kvimsadze, the peculiarity of pedagogical interaction is the focus on gaining valuable experience of educational activities, the student's life experience [6]. Pedagogical interaction in accordance with the new adopted laws and standards should be built with different groups of students. In this article, we consider children from heterogeneous groups. What is a heterogeneous group, which students belong to it? The following concepts are revealed: "inclusive education", "adapted educational program" [8]. The legislation identifies various groups of students who need a special approach in the organization of pedagogical interaction and education. The concept of "heterogeneity" is reflected in the works of N. A. Berdyaev, I. Kant, and A. I. Herzen. Heterogeneity in these works is understood as the differentiation of something. Heterogeneous groups are considered in their work by R. Werber and K. Werber. A heterogeneous group is a group consisting of people of different genders and ages, with different levels of training, as well as different attitudes and interests [9]. In our study, the works of V. V. Davydov, A. N. Leontiev, A.V. Petrovsky, and Zh. Piaget devoted to the study of the relationship of heterogeneity with the problems of socialization of the individual, the development of normal and abnormal behavior, biological and social ratio of a person. General theoretical and methodological aspects of the organization of educational activities in homogeneous and heterogeneous groups are reflected in the works of A. G. Asmolov, G. A. Bordovsky, K. Yu. Grachev, as well as in the research of A. Blinova devoted to the problem of organizing the education of children from heterogeneous groups.

RESEARCH AND METHODOLOGY.

The dynamic nature of pedagogical activity, due to the need to develop various options for the content of education, uses the

opportunities of modern education.- the role of didactics in improving the effectiveness of educational structures, scientific substantiation of new ideas and technologies, determines the objective need to improve the system of training teachers of heterogeneous groups. The training of such teachers is currently conducted in Uzbekistan only within the framework of the professional development system. In this regard, it is necessary to fix the following contradictions: between the need for teachers who possess different methods and technologies of interaction with children from heterogeneous groups, and the lack of practice of training such teachers; between the increased scientific interest in the problem of the inclusive component of the teaching profession and teacher education and the lack of a well-founded pedagogical system for the formation of teachers readiness to work with children from heterogeneous groups in the new educational conditions. The need to eliminate these contradictions led to the formulation of the problem: what are the features of the interaction of teachers with children from heterogeneous groups? It is the interactions that organize a person's personal space. In some interactions, the individual acts as an active participant, influencing the form and content of the collective activity, and in others - as a passive object, spectator, performer. This situation is particularly evident in the educational sphere. In psychological research, interaction is understood as a process of influence, the influence of people on each other, generating their interdependence. At the same time, within the framework of the activity, a person objectively enters into a certain system of relations with other people. In this system, an important place is occupied by interaction as a universal form of changing the state of objects. From these positions, the content of interaction is communication, exchange (actions, objects, information) and mutual influence [4].

It is impossible to organize the pedagogical process without relying on the interaction of the parties, participants, and subjects of the educational situation. In

pedagogy, interaction can be characterized as a specially organized process, represented by professional and pedagogical communication of a teacher-educator with his colleagues, students and their parents, with representatives of educational authorities and the public, carried out in the field of his professional activity. Furthermore, pedagogical communication is considered as communication between the teacher and students in the classroom or outside of it, which has certain functions aimed at creating a favorable psychological climate, organizing educational activities and regulating relations between the teacher and students, as well as within the student team. At the same time, it should be noted that pedagogical interaction, socially and personally significant relationships between teachers and students are based on mutual faith in each other's abilities, recognition of each other's individuality, freedom of choice, mutual respect, mutual assistance and empathy.

RESULTS AND DISCUSSION.

After analyzing a number of works related to heterogeneous groups, we found a clear disparity in the understanding of the term "heterogeneity" and the category of students who belong to heterogeneous groups. In this regard, we will define a heterogeneous group of students of an educational institution as a group that unites gifted children, children with a low level of socio-psychological adaptation, children with disabilities, children with foreign languages. Understanding the essence of the special educational needs of students of various heterogeneous groups and creating conditions for their consideration can allow us to solve various important tasks of modern education, since "the need encourages activity, and the motive-directed activity. A motive is an incentive to activity associated with the satisfaction of the needs of the subject". At the same time, the main theoretical positions and approaches, under heterogeneity we understand a special type of relationship between a teacher and students, democratic in nature, depending on the qualities, individual characteristics of the

subjects; a variety of mutual relations between a teacher and students, determined by the professionalism of the teacher, his pedagogical skills, and style features; the free nature and regularities implemented in pedagogical practice at different levels. The results show that interaction is one of the important categories that characterize the reflection of the processes of the impact of objects on each other, a universal form of movement and development that determines the existence and structural organization of any material system. In this regard, it is necessary to note the negative factors that distort pedagogical interaction in the "teacher-student" system: a hostile attitude on the part of the teacher; the authoritarian nature of teaching and upbringing in the family; the negative position of the child, manifested in inactivity, opposition to educational measures. Thus, we consider it appropriate to consider pedagogical interaction from the position of a personal characteristic that ensures internal unity and continuous change in attitude to the components of the learning process.

CONCLUSION

So, interaction is considered not as a homogeneous phenomenon, but as a set of components and is the most important condition for the effective formation and development of the student's personality. Summing up the main theoretical positions and approaches, under pedagogical interaction we understand a special type of relationship between a teacher and students, democratic in nature, depending on the qualities, individual characteristics of the subjects; a variety of mutual relations between a teacher and students, determined by the professionalism of the teacher, his pedagogical skills, and style features; the free nature and regularities implemented in pedagogical practice at different levels.

Taking into account the needs of students from heterogeneous groups interaction will certainly motivate such children to engage in productive

educational activities, which will ultimately improve the quality of education.

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