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FUNCTIONS OF PEDAGOGICAL COMMUNICATION OF A PRESCHOOL TEACHER

Pedagogical communication is a professional communication of a teacher which was investigated by many scientists. That's why there are many definitions of it. Let's refer to some of them.

By A.O. Leontiev, pedagogical communication is a professional communication between a teacher and students in the classroom and outside of it, aimed at creating a favorable psychological climate [2].

I. A. Sasun gives a definition of a pedagogical dialogue: «Pedagogical communication is the communicative interaction of a teacher with students, parents, colleagues, aimed at establishing a favorable psychological climate, psychological optimization of activities and relations» [3].

C. A. Kan-Kalik believes that pedagogical communication is a system of organic socio-psychological interactions between a teacher and pupils, which is the exchange of information, implementation of educational influence, organization of relationships using communication means [1].

The main functions of pedagogical communication of a preschool teacher are:

1. Information. In direct interpersonal communication an educator receives a variety of information about the children's abilities, desires, needs, strengths and weaknesses, fears and dreams, about a group of children in general, about the internal processes that take place in it, about the characteristics of the relationships in families of pupils and etc.

2. Informative. Direct communication allows us to study, to know the person in a variety of conditions and forms.

3. Organization of activities. Any activity that children learn in preschool age it is difficult to imagine beyond communication. Either a game or work, or teaching the children are motivated and encouraged through a variety of methods that correspond to the age of pupils. Working with kids an educator prefers playing techniques, moments of surprises.

4. Empathy. This function provides the conditions for understanding another person's feelings, for creating empathy.

5. Self-affirmation. The implementation of this function requires the teacher to solve the problem, how to promote awareness of his "I", the sense of the personality, the formation of self-esteem and prospects of development of personality. This function is primarily realized in communication with diffident pupils with low self-esteem.

6. Integrative-compensatory. Child of preschool age is simultaneously a member of many groups: family, neighborhood, member of team sports sections, kindergarten. They are all at the same time and have different effects on the child. In these conditions the role of communication of the teacher with children is that it integrates these influences, offsets the shortcomings, corrects conflicting influences, minimizes negative, increases positive.

Therefore, the optimal implementation of all the above-mentioned functions of communication helps to determine it as a pedagogical communication, as the highest level of communication that is performed during the educational process.

LITERATURE

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