



Psychological aspects of communication skills development in young people

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ABSTRACT

The article emphasizes the relevance of the formation and development of communication and organizational skills among young people as an important aspect of the training of future scientists. The results of the research revealed the need to develop these skills among young people. The main characteristics of the development of communication skills were formulated during the study. Currently, human communication is a complex and multifaceted activity that requires certain skills and abilities, regardless of age and social status. A high level of development of communication skills plays a key role in the formation of a person's communicative competence, which is an important condition for successful adaptation to the social environment. The study also shows that an effective method for improving communication skills is to involve youth in various communication spaces and situations.

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Yoshlarda muloqot ko'nikmalarini rivojlantirishning psixologik aspektlari

ANNOTATSIYA

Kalit so'zlar:

kommunikativ tajriba,
talabalar,
psixologik jihatlar,
psixologik xususiyatlar,
muloqot qobiliyatlari,
muloqot qobiliyatlarini
rivojlantirish,
yoshlar,
yoshlar,
kommunikativ
kompetentsiya.

Maqolada bo'lajak olimlarni tayyorlashning muhim jihatlaridan biri sifatida yoshlarda kommunikativ va tashkilotchilik ko'nikmalarini shakllantirish va rivojlantirishning dolzarbligi ko'rsatilgan. Yoshlarning kommunikativ va tashkiliy moyilligini aniqlash va rivojlantirish bo'yicha olib borilgan tadqiqotlar natijalari. Natijada, muloqot qobiliyatlarini rivojlantirishning asosiy xususiyatlari shakllantiriladi. Hozirgi vaqtda odamlarning muloqoti murakkab va ko'p qirrali faoliyat turi bo'lib, yoshi va ijtimoiy mavqedan qat'i nazar, shaxsdan ma'lum ko'nikma va

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qobiliyatlarini talab qiladi. Kommunikativ ko'nikmalarni rivojlantirishning yuqori darajasi ijtimoiy muhitda muvaffaqiyatli moslashishning asosiy sharti sifatida shaxsning kommunikativ kompetensiyasining rivojlanish darajasini belgilaydi. Shuningdek, tadqiqot shuni ko'rsatadiki, muloqot ko'nikmalarini oshirishning eng foydali usuli bu yoshlarni turli kommunikativ makon va vaziyatlarga jalb qilishdir.

Психологические аспекты развития коммуникационных навыков у молодежи

Ключевые слова:

коммуникативный опыт, студенты, психологические аспекты, психологические характеристики, коммуникативные навыки, развитие коммуникативных навыков, молодые люди, подростки, коммуникативная компетентность.

АННОТАЦИЯ

Статья подчеркивает актуальность формирования и развития коммуникативных и организаторских способностей у молодежи как важного аспекта подготовки будущих ученых. Результаты проведенных исследований выявили необходимость развития указанных навыков среди молодежи. Основные характеристики развития коммуникативных навыков были сформулированы в ходе исследования. В настоящее время человеческое общение представляет собой сложную и многогранную деятельность, требующую определенных навыков и умений независимо от возраста и социального статуса. Высокий уровень развития коммуникативных навыков играет ключевую роль в формировании коммуникативной компетентности человека, что является важным условием успешной адаптации в социальной среде. Исследование также показывает, что эффективным методом повышения коммуникативных навыков является вовлечение молодежи в различные коммуникативные пространства и ситуации.

INTRODUCTION

The goals of education are aimed at the long term in training and education and suggest solutions for the most important tasks related to the formation of young people's ability to adapt to the labor market. They become most significant during the period of research by science and socio-pedagogical practice, the best ways to prepare young people for the new social relationships that are emerging today in society. At the present stage of development of the educational system, particular importance acquires the problem of preparing young people for productive communication and the realization of their abilities in the field of human-to-human interaction [5].

MATERIALS AND METHODS

Dynamic changes in the world and the need for an adequate response to them make the development of the communicative sphere of young people in the conditions of education. This is evidenced by various authors devoted to the problems of the communicative sphere (B.N. Golovin, V.S. Grekhnev, I.A. Zimnyaya, V.A. KanKalik, N.V. Kuzmina, A.A. Leontiev, L.M. Mitina, V.P. Simonov, E.I. Khitarova, Yu.I. Emelyanov, N.V. Yakovleva and others).

In contrast to the adult generation, which is more focused on development in the profession, young people are focused on general personal self-realization and success [2]. In the process of interaction with the older generation in the family, as well as in the educational space and educational institutions young people get to know themselves, look for their vocation, and master general skills in communication [3]. The purpose of our work is to study students' communication as a specific type of activity and experience of personal development. The following tasks were set to achieve the goal:

1. describe communications in the student environment;
2. formulate the main characteristics of students' communications;
3. determine the most effective way to form and develop communicative skills and abilities;
4. improve the overall level of communicative competence
5. develop student success.

Communication can be interpreted as a process of interconnection and interaction of subjects. At the same time, the nature of interaction is the exchange of information, knowledge, skills, and the results of their activities (intellectual, labor, professional, etc.) [4]. In the life of students, communication as an activity is a very significant factor and is of independent value. It highlights two opposed trends:

- a) the circle of interpersonal interaction is expanding;
- b) young people tend to individualize personal and social contacts.

Exactly, there is a sharp increase in time for interpersonal communication, and the social space for contacts is expanding (friends from other educational institutions, areas of residence, other social status, etc.). As for individualization, at a young age this is manifested in a strict delimitation of the nature of interactions, a high degree of selectivity in friendly affections, and demands for personal contact. To be successful in this field, it is necessary to have qualities that match the requirements that professional activity imposes on the personality of the worker. One of the aspects of preparing successful cadres becomes the development of their communicative and organizational spheres. In this regard, the aims to put the task of formation and development of communicative and organizational inclinations among young people [6,8], and the educational program includes all necessary measures (Table 1).

Table 1.

Content of systematic development work communicative and organizational spheres of the personality and psychological aspect of young people

Direction of activity	Types and forms of events
Acquaintance of students with scientific activities, their involvement in research work on early learning	<ul style="list-style-type: none"> – classes within the framework of the course "Fundamentals of research activity"; – participation in conferences, seminars.
Conducting developmental training work	<ul style="list-style-type: none"> – classes within the framework of the courses "ABC of communication", "BusinessCommunicationn", "Basics of business communication", "Rhetoric", "Sociology"; – developing classes with elements of training, and business games on formation and development of communication skills ("Me and you!", "Me and team", "Am I a leader?", "Public speaking", etc.).

Inviting students to participate in activities contributing to the development of communicative and organizational inclinations	Discussion Club "Young Economist"; – Economics Olympiad; – competition of research papers and essays; – thematic weeks ("Week of Science", "Week of Etiquette", "Week of entrepreneurship, etc.).
Ensuring the interaction of schoolchildren with representatives of various professions and fields of activity	– excursions to enterprises and organizations of economic orientation; – thematic meetings-conversations.

Realizing the importance of developing communicative and organizational skills, teachers use active teaching methods in the classroom, which have a practical focus [7]. They are characterized by play action and the creative nature of learning, interactivity, the use of a variety of types of communication, and dialogue. The teachers conducts the lesson based on the knowledge and experience of students, activity approach to learning, group form of organization of work, involvement in the process of all senses, movement, and reflection. However, it is necessary not only to form and develop tendencies but also to monitor results, communication, and organizational inclinations to determine their levels of development [6]. V.V. Sinyavsky and B.A. Fedorishin [9], who are adapted from youngsters and allowed to take into account their individual and personal characteristics. Based on the results of the diagnostics, each subject has levels of development of communicative and organizational inclinations (very low, low, medium, high, highest) and is given a brief description (Table 2).

Table 2.

Characteristics of the levels of development of communicative and organizational tendencies

Level	Scores	Level Characteristics
Highly short	1-4	The sphere of communication and organizational skills is not developed. Subjects strive to avoid contact, communicate little even in a narrow circle, and feel discomfort in a situation of forced interaction with unfamiliar people [1]. In organizational activities do not show initiative, are constrained, and it is often difficult for them to make decisions on their own worthy
Short	5-8	The subjects do not seek to communicate and prefer to spend time alone. In the new company or team feel constrained. Having difficulty establishing contact with people [8, p. 62]. They do not defend their opinion, they are hard offended. Rarely show initiative, avoid making independent decisions
Average	9-12	The subjects strive for contact with people and defend their opinions. However, their potential tendencies are not highly stable. Needs further educational work on the formation and development of these personality traits [8].
High	13-16	The need for communicative and organizational activities is formed in sufficient no measure. The subjects are not lost in a new environment, quickly find friends, strive to expand the circle of their acquaintances, help relatives and friends, take the initiative in communication, and can make decisions in difficult, non-standard situations [1].

Higher	17-20	The need for communicative and organizational activities is fully formed. The subjects quickly orient themselves in difficult situations, behave naturally in a new team, are proactive, and make independent decisions [9]. They voicing an opinion and getting their decisions made. They like to organize games and various activities, persistent in activities.
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RESULTS AND DISCUSSIONS

Communication can be interpreted as a process of interconnection and interaction of subjects. At the same time, the nature of interaction is the exchange of information, knowledge, skills, the results of their own activities (intellectual, labor, professional, etc.) [4]. In the life of students, communication as an activity is very significant, factor and is an independent value. So, when building relationships for some, the desire to take a position matters for the leader, for others – to be accepted, and recognized, for the third – to be an authority in any specific case, and sometimes just join the group. In other words, the psychological component in the communication experience of students is extremely significant [5]. For this reason, the impossibility or the inability to achieve the desired position in the group may be accompanied by excessive conflict among young people, leading to indiscipline, aggression, and even delinquency.

Based on the description, it is possible to formulate the main characteristics of communication as a specific type of activity and experience of personal development in the modern student environment:

1. it is the basis for obtaining social interaction skills, developing the ability to obey collective discipline, defending one's rights, correlating personal and one's own interests, and competing;
2. this is a specific type of emotional contact based on the desire to satisfy psychological needs, get help, gain self-confidence, increase self-esteem and self-respect;
3. it is a way to increase the level of communicative competence [5].

Based on the study, it can be concluded that the most effective way of formation and development of communicative skills, raising the general level. The communicative competence and success of students is their involvement in the communicative space "student – society" and "student – university", taking into account psychological characteristics.

Indeed, the communication of young people strongly depends on psychological motives. One can observe the search for the most favorable psychological conditions for contacts, the expectation of empathy, support, and sympathy, the search for unity of views, and the search for sincerity. Young people are also looking for the realization of the need for self-expression and self-affirmation. It is worth noting that these needs are permanent and urgent. In a student environment, as a rule, they prefer to interact at ease, strive to establish new contacts for leisure activities, and a quick transition from superficial interaction to friendly, long-term. This is accompanied by a frequent change of communicative situations and, accordingly, a very wide range of participants [10].

CONCLUSION

In conclusion, communication in the young people's environment differs in the degree of closeness: at a young age there may be friends, comrades, close comrades, buddies, and classmates. In the future, these differences become clearer – couples, groups, and companies are distinguished – likes and dislikes. Communication with pairs

also more often goes beyond the educational institution, new interests, hobbies, and activities appear. This is another feature of them. In communication, young people experience a variety of psychologically colored events: struggle and clashes, defeats, disappointments and victories, joys and sorrows. Communication itself becomes so emotionally colored and absorbing for young people that they forget about homework and assignments. However, this does not mean at all a decrease in the developing potential of the modern education system as a communicative space. It can be argued that the modern educational environment is generally favorable for the comprehensive development of a young person: the mental components of a student develop in educational structures, his cognitive motivation as a future professional, as well as many other aspects of personality.

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