



## Formation of communicative competencies in student environment

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### ABSTRACT

Pedagogical dialogue is a special type of pedagogical relations built on the principles of cooperation, co-creation, mutual respect and mutual understanding, a specific form of communication involving not only information communication of subjects, but also their spiritual unity, a special form of pedagogical interaction aimed at solving the problem.

The purpose of the study is to develop methodological recommendations on pedagogical communication of students based on the analysis of psychological and pedagogical research on the problem.

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## Talabalar muhitida kommunikativ kompetentsiyani shakllantirish

**Kalit so'zlar:**

aloqa madaniyati,  
pedagogik muloqot,  
oliy maktab,  
pedagogik ijodkorlik,  
o'quv jarayoni,  
shaxs,  
talaba.

### ANNOTATSIYA

Pedagogik muloqot – bu hamkorlik, birgalikda ijod qilish, o'zaro hurmat va o'zaro tushunish tamoyillariga asoslangan pedagogik munosabatlarning maxsus turi, nafaqat sub'yektlarning axborot aloqasini, balki ularning ma'naviy birligini, muammoni hal qilishga qaratilgan pedagogik hamkorlikning maxsus shaklini nazarda tutadigan o'ziga xos aloqa shakli.

Tadqiqotning maqsadi – muammo bo'yicha psixologik va pedagogik tadqiqotlarni tahlil qilish asosida talabalarning pedagogik aloqalariga oid uslubiy tavsiyalar ishlab chiqish.

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# Формирование коммуникативной компетенции в студенческой среде

## АННОТАЦИЯ

### *Ключевые слова:*

культура общения, педагогический диалог, высшая школа, педагогическое творчество, образовательный процесс, личность, студент.

Педагогический диалог – особый тип педагогических отношений, построенный на принципах сотрудничества, сотворчества, взаимоуважения и взаимопонимания, специфическая форма общения, предполагающая не только информационную связь субъектов, но и их духовное соединение, особая форма педагогического взаимодействия, направленного на решение проблемы.

Цель исследования – на основе анализа психолого-педагогических исследований по проблеме разработать методические рекомендации по педагогическому общению студентов.

## INTRODUCTION

The goal of modern education is to form and develop the qualities of the individual that are necessary for him and society to be included in socially significant activities. One of the components of personal development in higher professional education is the student's communication culture.

Today, there is an increased conflict in the society and the world as a whole, increasing hostility of some social groups, entire states in relation to others: no one wants to converge, selfish interests are defended, there is incompetence, and sometimes lack of desire to listen to this or that opinion. The development of a culture of communication among students is the education of a unique person who is interested in understanding the psychological and pedagogical foundations of communication as an integral system of the "space-time" existence of the educational process at the intersection of history and modernity. This is a study of the main pedagogical research that was bequeathed to us by outstanding teachers of the past and a list of current phenomena, innovations of the present time. The power of the conversation mindset, which determines the development of the communication culture, comes from the innovations of objective reality, which helps to observe it from the position of unity of views of the persons who interact and contact.

The culture of communication of students at the university can be considered as the most important creative resource of higher professional education in intellectual development of the individual. The development of a culture of communication obliges a student of a higher educational institution to master it as a universal characteristic of a specialist, which allows fulfilling the social expectations of society and reaching a high professional and personal level. The institute of education is not only the sphere of education and upbringing of the younger generation, but also the most striking indicator of the spiritual, moral and social health of society, the well-being of culture as a whole. The affirmation of humanistic values in education puts the value of the individual, the richness of his spiritual world, on the priority positions.

## LITERATURE AND METHODOLOGY

The concept of culture (from "cultura" – "to cultivate, to process"), as a complex phenomenon, has no unambiguous interpretation and appears in the form of a set of material and spiritual values, the "second" nature, the human world, the result and / or method of human activity, the systemic quality of society, etc.

Other definitions of culture emphasize the duality of culture: on the one hand, culture is the world of a person's social experience, accumulated permanent material and spiritual values, on the other—a qualitative characteristic of human activity [3, 4, 6, etc.].

The concept of communication is also characterized by a complex and multifaceted understanding. One of the approaches to communication, which is quite widespread today, was developed in the works of G.M. Andreeva. In accordance with this approach, communication is a complex process that includes the transfer and exchange of information, interaction, and mutual understanding of people in the established system of public relations [1].

Culture and communication in their development are in dialectical unity. Communication is perceived as a necessary condition for the production of cultural values, including a person, as a way of being a culture. M.S. Kagan notes: "Intersubjective interaction is the true product and 'mechanism' of culture" [6]. Constantly interacting and integrating with each other, the concepts of "communication" and "culture" form a new concept of "communication culture" in terms of content and structure. Based on socio-philosophical approach to the subjects of the culture of communication, the following levels can be distinguished: humanity as a whole; a separate society; a social group; a specific person.

In the last decade, many scientists have actively developed the problems of communication culture and its formation, offering practical recommendations. Various aspects of the communication problem were studied by A.A. Bodalev [4], I.S. Kon [2], A.A. Leontiev [3], N.D. Tvorogova [7], A.L. Svetsitsky [5], and others. However, the analysis of the scientific literature has shown that the directed formation of a culture of communication in non-pedagogical universities is particularly relevant, since they do not sufficiently use the opportunities of the educational process, there are no uniform requirements for the organization of educational work, etc.

All of the above allows us to state the fact that the problem of forming a culture of communication is caused and closely related to the need to improve the quality of training of specialists, that the assimilation and application of universal, humanistic, ethical values by students, as well as their implementation directly in communication, contribute not only to the personal and spiritual development of young people, but also to the identification of the social and professional potential of a specialist.

#### **DISCUSSION.**

The culture of communication is an important component of general culture of the individual, the formation of which acts as an urgent need of our days, when there is a change in the old forms of interaction, a reassessment of values and ideals, the search for new life attitudes and guidelines. Likhachev, denoting the phenomenon of "culture of communication", emphasizes its moral and spiritual content, including: "education, spiritual wealth, developed thinking, the ability to comprehend phenomena in various areas of life, a variety of forms, types, ways of communication and its emotional and aesthetic modifications: a solid moral foundation, mutual trust of the subjects of communication; its results in the form of mastering the truth, stimulating activity, its clear organization".

The culture of communication is connected on the one hand to the concept of communicative tolerance, on the other, through communication styles in interaction with people. The culture of communication is an integrative quality of a person, including

knowledge about this phenomenon, the traits of a tolerant personality, the ability to objectively evaluate people, entering into dialogical relations, establishing cooperation and determining an active moral position in interaction with people.

Based on the above definitions, the “culture of communication” is one of the aspects of the basic culture of the individual, which in turn is a set of characteristics (knowledge, qualities, habits, value orientations, etc.) that allow a person to live in harmony with the universal, national culture, to develop both society and the individual identity of his personality. The culture of communication is the most important condition for an individual’s satisfaction with relationships with others and life in general, a necessary prerequisite for effective work, one of the indispensable conditions for the mental, emotional, intellectual, and social development of the individual.

In order to test our assumptions about the peculiarities of the students’ communication culture, we conducted an empirical study. The basis of the study was the Gulistan State Pedagogical Institute. The study involved 1st year students in the direction: 61111700 – (Russian in foreign language groups), the empirical study covered a total of 53 students. The study was conducted on a systematic sample among students aged 18-20 years.

The purpose of our study was to identify the peculiarities of the communication culture of students. Three methods were used to conduct the study: the questionnaire “The importance of communication culture for students”, the tests “Communicative tolerance” and “Communication Styles”.

The first method of research was a written questionnaire, which included a number of questions. Let’s consider the question “Do you think communication culture is an important condition for your professional activity?”, with the help of which we have determined the importance of communication culture for the future professional activity of students.

For 89% of students, the culture of communication is of great importance in their professional activities. But at the same time, 3.8% of 1st year students deny its significance, so they tend to think that the culture of communication is not an important condition for their future professional activity. The students of the control group have no negative attitude.

According to the results of the study, using a questionnaire, we have formulated the conclusions that the majority of students have clear ideas about the culture of communication. But they note the importance for modern society and the individual in professional development. Students of both faculties have a relatively low level of communication culture, which indicates the need to develop knowledge and skills. Because the culture of communication for students is an important condition for the professional activity of a future specialist.

The second method of research used by us is the test “Communicative tolerance”. This technique is designed to diagnose the structure of behavioral reactions in interpersonal communication, the ability to accept or not accept the individuality of people in interaction. Communicative tolerance determines the life path and activity of the individual; therefore, it is its central characteristic. It is its features that indicate the mental health of a person, his inner harmony or imbalance, and the ability to self-control. Communicative tolerance is well manifested in communication: some people are very patient with everyone, others are very good at hiding dislike for the interlocutor, and

others are able to ignore the negative and unpleasant qualities of others. But the lack of communicative tolerance leads to the fact that it causes condemnation of other people, rejection, constant criticism, irritation, and even anger towards others.

## RESULTS

Understanding the problem of the process of communication culture of students, as a combined part of psychological and pedagogical education, occurs:

- in the presentation of the advantages of collaboration in educational development as a transformative interaction based on empathy and co-creation.

- based on understanding the knowledge of communication and high-profile activities as a whole organism, permeated, like arteries, by conversational relationships.

- in attracting opportunities that actualize problematization, alternatives for fulfilling the conditions of effective communication.

- in the ideas of understanding the subject-subject relationship with professional activity as an interpersonal contact in the educational and educational space.

Firstly, as a unique form of subject-subject contact with a shift towards the guiding educational and constituent functions of the teacher, and secondly, pedagogical dialogue can be understood as equal communication of individuals with individual preferences.

Interpersonal contemplation is based on a sense of empathy, belonging, mastered by the student as an objective material that contains subjective attitudes.

The orientation of the subjects towards each other during the implementation of the combined activities can be found both in the vertical perspective (the synchronic axis) and in the horizontal perspective (the diachronic axis).

Unambiguity is replaced by ambiguity, monologue gives way to dialogue, involvement, sympathy, addressed to the subject in the search for answers to the questions posed by life. This interaction of the value indicator affects education and the establishment of humanistic ideals.

Students are given a wide choice of pedagogical situations of different orientation in the didactic dialogue. The study of pedagogical situations that are close to reality directs students to master the profession of a teacher, since the models depict the set type of relationship and communication in the pedagogical structure. The analysis of pedagogical situations, which supports the thoughts of the general discussion of students and the teacher, affects the dialogic motivation for action, allows you to move from a one-voice orientation to a dialogic one, revealing its best qualities. Dialogue in pedagogy with the character of subject-subject interaction contains both a typological characteristic – “teacher”, “student”, “parent”, etc., and a personal one, representing the choice and richness of its features.

In the course of pedagogical communication, students study various types of pedagogical interactions taking into account their quality and divide them into the following groups.

Value-based pedagogical interactions, built on the belief of its participants in certain values, and on the basis of this, build a specific line of interaction and the structure of relations. When the analysis of pedagogical situations confirms a person's social intentions, which are manifested in faith, the faith changes into a confidence that supports positive emotional feelings.

Purposeful interactions of pedagogy, reasonable from the point of view of the expectation of a certain result, both with the use of expectation as one of the components of a well-thought-out goal, and with the position of reflection, as regards the perfect fact.



The position “above the past” stimulates the development of reflection, encourages deep study of pedagogical situations, to reveal oneself “new” in them, which in turn changes the student’s motivation, personal and pedagogical position. The position of the future on the present predicts the attachment of the studied model of the pedagogical situation with the future profession.

Stereotypical, interactions formed on the basis of a confident, repetitive connection, a stereotype of the participants who entered into the interaction.

Affective, emotional pedagogical interactions caused by emotional excitement or the emotional state of his partners.

### **CONCLUSIONS**

Thus, the features of the students’ communication culture are characterized as a set of rules that each individual should adhere to. Compliance with these rules is an indicator of the level of education and culture of a person as a whole, without a culture of communication it is impossible to interact with people in society, it is impossible to cooperate and establish business contacts. The culture of communication implies the communication of two people who perfectly understand the limits of what is allowed and do not allow themselves to violate them. The culture of communication is an integral part of the behavior in interaction in society, any conversation, phrase directed in someone’s direction should be cultured, beautiful and worthy. The culture of communication should manifest itself not only in the knowledge of the principles and rules, but also in the ability to understand the other person. It manifests itself in a thousand little things: in the ability to argue respectfully, behave modestly at the table, in the ability to help another person imperceptibly, to protect nature, not to litter around yourself. Language is always linked to culture, just as culture is linked to language.

It follows that it is quite possible to expand the culture of pedagogical communication among students by studying the dialogic type of communication and interaction, in which there is a full-scale barter between the interlocutors with messages, their content and assessments of the result approved by each of them.

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