

Scottish International Conference on Multidisciplinary Research and Innovation – SICMRI 2025

PEDAGOGICAL AND PSYCHOLOGICAL FEATURES OF DEVELOPING THE CULTURE OF COMMUNICATION IN STUDENTS OF HIGHER EDUCATIONAL INSTITUTIONS

Tajiyeva Nodira Yusupjanovna

Base doctoral candidate at Urgench State University

Abstract. This scientific article discusses the pedagogical and psychological aspects of developing students' communication skills and their specific characteristics. The technical aspects of implementing the culture of communication were scientifically analyzed based on a pedagogical-psychological approach. Methods of psychological preparation for the study and assimilation of communication and communication norms are also presented. Pedagogically characterized are the requirements for observing certain moral norms in the process of communication.

Keywords: student, interaction, communication, speech, psychological, pedagogical, culture, norm, ethics, conversation.

Communication culture is understood as speech etiquette, accordingly, communication culture embodies the rules of speech behavior. It is also a fixed, stable form of communication based on a cautious, gentle nature. The acquisition of communication culture skills by future teachers serves them to occupy a special position among those around them. It fosters a sense of trust and respect towards them. The assimilation and observance by students of knowledge about the culture of etiquette of communication strengthens their self-confidence, eliminates the need for someone's help, and prevents difficulties and deception in the process of communication. This is especially important for organizing teacher-student relationships, especially when observing the requirements of communication culture in the process of formal communication, which makes a good impression on the interlocutors. The reputation of a person who demonstrates a culture of communication increases.

The person's culture of communication has a national character. Every nation has its own indicators of communication culture. That is why our ancestors expressed the etiquette and culture of communication characteristic of the Uzbek nation through attractive speech.

There are also technical aspects of implementing the culture of communication. Any communication process consists of initial and final stages. If students are not familiar with each other in advance during the communication process, the initial stage begins with their mutual acquaintance. The familiarization process can be direct and indirect. In this case, it is important that one of the parties is introduced by a third person. In the process of communication, speech etiquette provides a number of possibilities. The attractiveness of communication directly depends on the speech etiquette of the first interlocutor.

The relationship between speech and behavioral etiquette is also important for communication culture. Communication culture, that is, speech etiquette, is directly related to a person's morality. Human morality embodies the main indicators of spiritual behavior. Etiquette embodies certain methods of behavior. And speech etiquette is a set of methods that demonstrate the etiquette of communication. Therefore, it manifests forms of politeness and courtesy, expressed through certain speech acts.

In the process of oral communication, communication, it is required to observe certain moral norms. They are closely related to each other.

Scottish International Conference on Multidisciplinary Research and Innovation – SICMRI 2025

1. One should treat their interlocutor with politeness and respect. It is required not to say insulting, offensive words to the interlocutor, not to allow disrespect. Avoiding negative attitudes towards the interlocutor's personality, skillfully evaluating their actions, observing moral norms, rudeness, arrogant speech, speaking in a style that irritates the interlocutor, causes a gross violation of the requirements of communication culture. Practically, it is impossible to agree with such aspects of the transaction. Such treatment does not give the expected result and negatively affects the psyche of the interlocutors. To ensure politeness and courtesy in communication, interlocutors should interact taking into account each other's age and gender characteristics, status, and mental state. These factors require the formal nature of communication, ethical indicators, and tasteful selection of topics to be discussed.

2. Interlocutors should be serious and calm in their self-assessment, not try to impose their thoughts, and not use excessive words in the communication process. At the same time, it is required to place the interlocutor at the center of attention, be attentive to them, approach their personality with interest, study and take into account their thoughts and interests.

At the same time, it is important to consider the capabilities and opinions of the interlocutor. Creating opportunities for the interlocutor to focus their thoughts also ensures the effectiveness of communication and gives them a positive mood. For this purpose, it is recommended to avoid using long sentences, make frequent pauses, use as short sentences as possible, clearly express the thought, and maintain consistent communication: "you know well," "you know that," "I believe it will be interesting for you to know this," "what do you think," "pay attention," "as you feel."

Communication norms, in turn, serve to determine the behavior of the interlocutor. In this case, the main condition of communication culture is to pause other work to listen to one's interlocutors. This rule is especially important for future teachers. They must listen to the speaker with respect, patience, and attention until the very end. This is important for the teaching profession.

If one of the interlocutors is busy, it is advisable to postpone the conversation. In the process of official communication, it is required not to interrupt the interlocutor's opinion, not to make various remarks. These actions contradict the requirements of the culture of communication and are a sign of disrespect towards the interlocutor. Along with the speaker, the listener should respect the opinion of the interlocutor, pay attention to him, and repeatedly emphasize their interest in communication with him. In the process of communication, both the speaker and the listener must agree or disagree with the interlocutor's opinion and, in turn, ask him questions.

Within the framework of communication culture, the norms of speech etiquette also apply to written speech. In this case, it is especially necessary to choose the form of address in official letters of a business nature. In letters of standard form, the form of address can be "Dear Karim Salimovich!," "Respected teacher!" In the process of writing to high-ranking officials, it is required to state the main purpose after the phrases "Dear Karim Salimovich!," "Respected teacher." As can be seen, speech etiquette occupies an important place within the culture of communication, in which the main directions of interpersonal relations are required.

Communication plays an important role in human life. Because interpersonal communication is one of the fundamental foundations of the existence of society. Therefore, problems related to the culture of communication of the individual are an integral part of the cultural life of society. Based on the opinions of researchers, it can be said that the culture of communication of the individual is always an interesting and boundless topic.

Scottish International Conference on Multidisciplinary Research and Innovation – SICMRI 2025

In psychological dictionaries, communication is defined as follows: communication is understood as the mutual joint action of two or more people within the framework of communication, which is characterized by the fact that this action is aimed at the exchange of cognitive and affective information between them.

In some places, it is emphasized that the concept of communication is an activity consisting of the exchange of thoughts and information in the form of speech. In turn, communication is understood as the process of exchanging thoughts, information, and experiences. In this sense, there are no differences between communication and communication.

From a linguistic point of view, communication is evaluated as the activation of human speech. Yu.D. Prilyuk, a specialist who worked effectively in the field of communication culture, noted the following about this: in terms of etymology and semantics, the concepts of communication and communication are equal.

Indeed, when approached from the point of view of the junction of interpersonal information exchange in society, the terms communication and communication have the same meaning. The terms "social communication" and "communication" perform the same function from a pedagogical point of view. It means the exchange of ideas between the teacher and students, students and students, that is, the development of dialogue skills. In this sense, within the framework of our research, the subjects of the communication process are understood as professors and students, students and students.

In this context, the subjects of the communication process succeed in developing the skills of exchanging ideas based on the requirements of communication culture. Within the framework of the requirements of the culture of communication, there is an opportunity to activate the participants in the communication process. In such a situation, not only the subjects providing information but also those receiving it exert psychological influence on each other. An atmosphere of collaborative communication arises between them. In some cases, nonverbal connections also arise between the subjects of the communication process. The recipient of the information can receive information from the information provider through various actions and react to it. In this process, the information provider influences the recipient in various ways. For example, treating with respect or disrespect, manipulating the interlocutor. In the process of such communication, the interlocutors can negatively affect each other. For example, in the process of communication, a person providing information replaces a positive position based on respect for their interlocutor with actions of disrespect. Dialogue can begin with communication and end with communication. Based on the above, it should be emphasized that not all subjects of the social communication process manifest as passive objects.

The scope and content of communication are also of particular importance. In this process, adherence to the culture of communication is of particular importance. Most experts assess social communication as a broader phenomenon than communication. There are also differences in these points of view. A.V. Sokolov emphasizes that among the forms of communicative activity, namely dialogue, control, and imitation, only dialogue has a communicative character.

Communication is based on subject-subject relationships, where the interlocutors, rather than the subjects presenting and receiving the information, are present. Therefore, communication should be organized based on the requirements of communication culture. In the process of communication, the interlocutors exchange ideas.

Scottish International Conference on Multidisciplinary Research and Innovation – SICMRI 2025

References:

1. Prilyuk Y.D. Obshestvenniye otnosheniya i sotsialnoye obsheniye // Obshestvenniye otnosheniya (sotsialno-filosofskiy analiz). - Kiyev: Nauk, dumka, 1991.
2. Sokolov A.V. Obshaya teoriya sotsialnoy kommunikatsii: Uchebnoye posobiye. - SPb.: Izd-vo Mixaylova V. A., 2002 g. ISBN 5-8016-0091-4.
3. Jo'rayev T.T., Halimov S.G'. Nutq madaniyati. O'quv qo'llanma.[matn]–Samarqand: Samarqand: Tibbiyot ko'zgusi, 2021. - 108 b.