

Identification of The Components of The Development of Communicative Culture in Interethnic Dialogue of Students of Higher Educational Institutions

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ABSTRACT

The article defines the components of the development of students' communicative culture, the stages of formation of each component, pedagogical conditions, dialogic communication based on activity between educational subjects, public speaking, classroom and extracurricular activities, innovative teaching technologies developed on the basis of a psychodidactic approach, as well as the development of communicative communication, the formation of the axiological component, the ability to establish emotional relationships with employees, the orientation of the individual influencing cognitive needs, the theoretical and practical foundations of methods for its implementation.

Keywords: Component, axiological component, cognitive component, professional component, didactics, culture, psychology, motive, information, methodology, ability, communication, technology, integration, activity, personality.

INTRODUCTION

Studying the scientific works of many scientists, we observe changes in the system of higher professional education activities on a global scale. In the republic, the discussion of the problems of cultural formation in the interethnic dialogue of our youth is widespread. For this purpose, serious attention is being paid to the scientific work of scientists and teachers. His research is aimed at the development of civilized perception of the life and development of society, based on scientific knowledge about professional activity.

Psychological and pedagogical culture is considered as a subsystem of general professional culture and is characterized by a complex: component composition, including axiological, cognitive, vocational-educational, technological, communicative, regulatory subsystems [4].

E.I. Michko (2002) [126] identifies the following mechanisms for the functioning of a person's communicative culture:

- communication, ensuring information exchange;
- interactive communication, regulating the interaction of partners,
- perception, organizing mutual perception in communication.

M.G. Rud (1999) believes that communicative culture is represented by a number of the following components:

- "the ability to coordinate and interconnect one's actions, accept, choose, and present another, the ability to put forward arguments, alternative explanations, discuss the problem, understand and respect the opinion of others, and is based on this.

This is achieving the common goal of the activity to regulate relations for the creation of a student community;

- other needs as a communication partner, expansion of communication boundaries, comparison of points of view;

- Readiness to interact with others with flexible politeness reflective activity, designing communication skills and applying them in new situations" [152].

The culture of communication can be like any system built on various foundations.

O.V. Gusevskaya [46] considers communicative culture, on the one hand, as a part of folk culture, and on the other hand, analyzes communicative culture as the communication of cultures, acting as a connecting link in the process.

L.M. Bochkova (2003) [25] sees the following components:

Communicative culture:

- cognitive or sign-symbolic, providing communication;
- behavior;
- standard value.

Valitova R.R. [42] identifies the following components in the study of communicative culture:

- emotional;
- cognitive;
- behavior.

E.I. Michko [126] identifies the following structural components:

Teacher's communication culture:

- motivational and value-based;
- meaningful;
- practical.

Mitrova (2006) writes: "The structure of the communicative concept of culture includes three components: cognitive-motivational, active, and rhetorical..." [120].

Karimova E.G. considers the following components: communicative culture of students [18]:

- meaningful;
- motivational;
- personal and active.

"A person's ability to adapt at work, in society; the ability to reduce influence, negative factors in their emotional state, self-awareness [19] determine the following levels.

Formation of communicative culture:

- ideal (impossible);
- optimal (desire to solve communication problems, maximum attention to universal human ideals);
- acceptable;
- unacceptable (anti-social behavior, rudeness, use of offensive language, bad vocabulary, misrecognition, and the use of culturally appropriate signs and behaviors).

Having analyzed the existing approaches, we see in the structure.

Communicative culture consists of three main components: knowledge, activity, and motivational-regulatory.

- knowledge based on knowledge, providing for the presence of both mono-topics (didactic, psychological, methodological) and knowledge of the formation of an integrative psychodidactic specialist;
- creation of a safe educational environment for young people in the skills of professional communication skills, pedagogical communication of future specialists with a group of young people, implemented in the style of the activity component, including the system;
- the motivational-regulatory component of the communicative determines the value system of youth culture. We believe in shaping the communicative culture of future generations.

In the system of university content, the teacher occurs at several levels and includes the actions of students and is

characterized by a positive educational connection between teachers and students from the information stage, which allows understanding the importance of humanism, the ways of building on the path to mastering the level of communicative culture, professional communicative flexibility.

The effectiveness of the formation of communicative culture in students is ensured by the following pedagogical conditions:

- determination of the goal of forming students' communicative culture;
- orientation of the university space towards the content of educational work on skills and abilities that contribute to the communicative formation of the organization of holistic education and upbringing, the formation of communicative culture;
- introduction of the university system into the educational process;
- activity-based approaches to the formation of personality-oriented, competency-based, cultural, communicative, student culture;
- widespread use of dialogue, debates, and discussions, problem-based methods of student learning;
- organization of creative cooperation of the future specialist, motivational activity of students in the development of the level of society, culture of communication;
- development of students' self-management skills;
- organizing a state of success.

Psychological conditions:

- positive attitude of students, formation of communicative culture;
- cooperation between students and teachers;
- creating conditions for the psychological comfort of each person;
- a team that considers the age and group characteristics of students.

Students develop an attitude towards themselves as a subject of their life activity.

The third pedagogical condition is communication with other people, colleagues, who contribute to the organization of students' creative cooperation in society. Active involvement of students in communicative activity and communication forms the ability to establish social connections.

For students, it is very important to develop the desire to acquire skills in modern conditions of higher education, self-motivation for communication and communicative activity. Participation in competitions, festivals, sports events, scientific and practical conferences not only awakens students' desire for communication, but also contributes to the improvement of the general cultural level, develops the professional qualities necessary for a modern teacher, the culture of communication.

The structure of psychological and pedagogical culture is as follows:

The axiological component is professional humanistic values, standards, and norms.

Cognitive component - thinking processes, procedural knowledge, cognitive abilities.

Professional and educational component - basic competencies as the basis of professional training of specialists.

Technological component - the technological level of creative self-awareness, including communication methods.

Communicative component - social and communicative integration, adequacy of perception, sociability.

The regulatory component is self-esteem and self-organization through the regulation of activity and mental state, the ability for introspection, self-reporting, understanding the mental state of the individual, the results of activity and interaction with the external environment.

The communicative culture of students in interethnic communication plays a special role as an integral part of general pedagogical culture, its professional mastery, as well as a condition for the success of the pedagogical process. Communication culture is the main component of

professional culture, since its professional formation, culture arises in the educational process, in which communicative culture is the carrier of information and the subject of study.

The communicative culture of a teacher is the culture of professional and pedagogical communication with other subjects of the educational process.

Each component becomes the leader of the existing communicative culture and at a certain time at all stages of formation, and the main proposed model represents a logical relationship. The psychological and didactic content of pedagogical disciplines, special disciplines and educational practice, covered by students, using methods through the discussion of problems, multi-vector dialogues, reflexive analysis, problem-solving situations, pedagogical improvisations, associative tasks, trainings and classes, lecture-conversation, lecture-discussion, brainstorming, problem-based lectures, etc.

In the formation of students' communicative culture, teachers, tutors, each component of the model plays an important role separately, but only all components together give a certain result.

Thus, the formation of students' communicative culture has a targeted pedagogical impact and is a complex multifaceted process created in the specially created educational environment of the university.

Having analyzed the existing approaches, we see in the structure.

Communicative culture consists of seven main components: knowledge, activity-based, motivational-regulatory, goal-oriented, organizational, evaluative, and effective.

1) one-subject (didactic, psychological, methodological) knowledge, the component of knowledge, which implies the presence of both, and the formation of integrative psychodidactics - professional knowledge;

2) professional communication skills, implemented in the style of the activity component, including the system, pedagogical communication of students with a group of students, interaction in the skill of creating a safe educational environment;

3) the motivational-regulatory component of communication determines the value system of the student's culture; professional directions that change the profession are the educational process that determines the teacher's goals in the direction of personal development of students.

4) the target component includes the knowledge and definition of the goals of educational and professional activity;

5) the organizational component reveals the ability to engage and organize students in various types of communicative activity;

6) the assessment component includes self-assessment of the results of educational and professional (communicative) activities;

7) the effective component characterizes the effectiveness of professional communication activity.

The system of content of psychological and didactic activity includes the actions of students, from the information stage, which allows us to understand the significance of humanism, positive educational connections between teachers and students, the ways of building on the path of mastering the level of communicative culture are characterized by professional communicative flexibility.

The effectiveness of the formation of students' communicative culture, in our opinion, is ensured by the following pedagogical conditions:

Defining the goal of forming the communicative culture of students; skills and abilities that contribute to the communicative formation of students through the organization of holistic education; systematic, personality-oriented, competency-based, activity-based approaches to the educational process of the university for the formation of culture and communication in students; widespread use of dialogue, debates and discussions; problem-based methods of teaching students; creative organization of student interaction in society; motivational activity in developing the level of communication culture of students; development of self-control of students; organization of a state of success.

Developed and adapted taking into account the specifics of

teaching. Tasks of a psychological and pedagogical nature increase the motivational and value attitude towards the future profession and form a positive attitude towards oneself (axiological component). Communication takes place in pedagogy, and students learn the culture of argumentation, the technique of active listening, expressing agreement and disagreement. Individual points (communicative component); reflection at the final stage contributes to the development of a regulatory subsystem of psychological and pedagogical culture. The development of a manager's personality is largely determined by the professional orientation of the individual (axiological component). Its most active form is inclination, which acts as a need for a certain activity. Expression of the system of motives, orientation contributes to the formation of certain abilities.

Important elements of formation in our proposed methodology are the psychological and pedagogical culture of students - these are interests, life relationships and values, individual personal needs, that is, the axiological component of psychological and pedagogical culture.

For specialists working in a group of professions "from person to person," the formation of the axiological component is determined both by the ability to establish emotional relationships with employees and by the orientation of the person influencing cognitive needs.

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