

# IMPROVEMENT OF PEDAGOGICAL CONDITIONS FOR THE DEVELOPMENT OF COMMUNICATIVE CULTURE IN FUTURE HIGHER EDUCATION SPECIALISTS

<sup>1</sup>Mukhamedjanova Sitorabegim Djamolitdinovna

*Abstract*---The article substantiates the possibility of improving the quality of professional training of future specialists in vocational educational institutions by forming their communicative culture in the conditions of innovative educational activity.

*Keywords*---spiritually mature, sustainable development, communication, communicative culture, interpersonal communication.

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## I. Introduction.

Creating conditions for the harmonious development of a professional personality, its self-determination and self-realization requires the construction of a single process of knowledge acquisition, an adequate life, based on the organic filling of a combination of humanitarian, social, historical, natural science and art disciplines with common humanistic meanings and spiritual and moral goals. Modern philosophy sees the prospect of humanity in the formation of a new humanitarian thinking and practice based on the principles of the integrity of being, culture, and personality. In this context, education is a sphere of socio-cultural life, in which a spiritually mature, morally free person is emerging, capable of being responsible for the fate of earthly civilization, protecting universal human values, and contributing to the development of culture.

## II. Literature review

Among the key areas of state educational policy in Uzbekistan, we note: reforming the education system based on the philosophy of "anthropocentrism", reorienting its content towards sustainable development, and improving the quality of education on an innovative basis. Given this, modern professional education should focus on the formation of a spiritually developed, harmonious, cultural personality with a holistic humanistic worldview. Communication problems were covered in the psychological, pedagogical and social studies of B. Ananyev, G. Andreeva, G. Balla, A. Bartashev, A. Bodalev, M. Borishevsky, A. Valitskaya, G. Vasyanovich, A. Drobnitsky, A.

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<sup>1</sup>A teacher of the Department of  
"Foreign Languages",  
Bukhara Engineering-Technological Institute  
setora087@rambler.ru  
(+998 91) 409 00 21

Kirichuk, A. Leontiev, S. Maksimenko, V. Rybalka, I. Rydanova, S. Rubinstein, V. Semichenko, M. Skiba, V. Sukhomlinsky, V. Teslenko, N. Hvorostovskaya, etc. The questions of the formation of the style of interpersonal interaction, readiness for personality-oriented communication are revealed in the works of K. Bogatyrev, I. Zyazyun, V. Liventsova, M. Piren, L. Savenkova, T. Chmut. Communication culture issues were investigated by I. Afanasyev, V. Grekhnev, V. Malakhov, I. Saytarli, G. Chaika and others. Various aspects of the formation of communicative competence in the process of training are highlighted in the publications of T. Adamyants, L. Vasilevskaya-Skupoy, M. Vasilenko, T. Gannichenko, K. Glushenko, D. Godlevsky, N. Grishchenko, L. Dariychuk, T. Dementieva, M. Isaenko, T. Konovalenko, V. Kruchek, A. M. Novikova. V. Barkovsky, A. Bovdir, I. Voznik, A. Gavrilyuk, B. Dubova, V. Krasnaya, G. Petruk, Yu. Yussef investigated the problems of forming a communicative culture of specialists of various profiles in higher educational institutions. As A.M. Novikov notes, the humanistic essence of education lies not only in the development of the abilities, personal and professionally important qualities of future specialists, but also in helping a person in self-development and spiritual growth. The communicative revolution of the late XX century has repeatedly increased the speed of information exchange, and at the same time the speed of decision-making, the dynamics of economic, cultural, political phenomena. A reflection of this is the fact that in a new society a person constantly, again and again faces a new choice and he has to make a decision again and again. Independence and firmness are becoming necessary qualities of a person of a new era. In this regard, the scientist focuses on the fact that a new education should teach a person to classify and reclassify information, evaluate it, change categories if necessary, move from concrete to abstract and vice versa, consider the problem from a new perspective: how to teach yourself. In order to be ready to act in conditions of high dynamics of the labor market, one must be able to work with information technologies, be able to analyze what is happening, be dynamic, easy to climb, sociable, etc. The need to quickly navigate in an ever-accelerating information flow, make quick decisions and organize their implementation leads to a new social order for the educational level of future specialists. In countries with developed educational systems, the formation and formation of a professional culture of a specialist is associated with a culture of interpersonal communication. Communicative competence as the possession of communication techniques at the verbal and non-verbal levels, the ability to communicate socially acceptable, observing certain moral and ethical standards, taking into account the psychological characteristics of the interlocutor, is recognized there as an important component of professional training, and a high level of communicative culture is one of the main conditions for employment and career growth in business, services, management, education.

### **III. Discussion**

The formation of the personality of a specialist occurs during training in an atmosphere of relationships and communication. In this way, social experience is gained and an own system of value interpersonal and social relations is created, which will certainly provide for a certain type of interaction and require communication of the appropriate type. In addition, the professional activity of workers in many areas and specialties is permeated by communicative interaction, interpersonal contacts, the need to overcome conflict situations. This means that a culture of relationships and a communicative culture are important interdependent professional and personal characteristics of specialists in these sectors of the economy. Therefore, education in modern society should be

aimed at developing the ability to communicate, learn, analyze, choose and create, nurturing personal qualities necessary from the point of view of social order and involves assimilation of the sociocultural experience of the individual. The professional training of future specialists in our educational institutions focuses primarily on the National Strategy for the Development of Education in Uzbekistan for 2012-2021, which proclaims education to be a strategic resource for “socio-economic, cultural and spiritual development of society, improving the well-being of people, ensuring national interests, strengthening international authority and the formation of a positive image of our state, the creation of conditions for the self-realization of each individual. ” This document defines the course on the upbringing of a person of an innovative type of thinking and culture by creating an educational space taking into account educational innovations, personality requirements, social and state needs, which is most important for the country. In the process of training, students learn the knowledge on the basis of which they form the scientific worldview, moral, labor, aesthetic and physical qualities, develop an appropriate attitude to the learning process and subsequent professional activities. During study, the mental and social development of the personality of the future specialist largely depends on communication, since it acts not only as an important spiritual need of the individual as a social subject, but also as the main tool that ensures its relationship with other people. A. Novikov emphasized that communication as a type of activity “is determined by the social nature of man and is a condition of cognition, a condition of work, a condition for developing a system of values”. In this regard, specialists in industries involving work with people should have the skills and communication culture in the "personality-personality" system. The social phenomenon of communicative culture combines humanistic morality and etiquette. This is a kind of communication and behavior that, thanks to the moral and ethical principles of respect, courtesy, tact, dignity, nobility and responsibility, harmonizes human relationships in any social plane. Given this, it is advisable to consider a communicative culture as one of the main components of the professional culture of specialists. Modern pedagogical science requires the search for innovative approaches in the educational process in order to create conditions for the formation and development of a holistic, creative, free personality, capable of socialization, adaptation and self-realization in society. This should be preceded by proper organizational work: analysis by competent experts and practical testing of the methods that will be used in training; collection, processing, systematization, accumulation and use of information on innovations; resource justification and development of a mechanism for the practical implementation of innovative processes; the creation of projects, programs, regulations for the implementation of innovative processes and their evaluation in accordance with established criteria, the definition of a control system. An indicator of the quality of innovation is the increase in the effectiveness of the educational institution.

The introduction of pedagogical innovations should come primarily from clearly formulated educational goals. A.M. Novikov identified three general goals of education in modern society:

1. Creation of conditions for mastering a truly human personality, including professional activity for its inclusion in socially useful work in accordance with its interests and abilities. Moreover, for each individual person, his education appears in two ways:

- as a means of self-realization, self-expression and self-affirmation;

- as a means of sustainability, social self-defense and adaptation in a market economy, as his property, capital, which he disposes or will dispose of as a subject in the labor market.

2. Education of citizens - socially active, creative members of society, who have mastered the system of universal and national values and ideals, capable of transforming production, production, economic and social relations, participation in management; with a sense of civic responsibility for their life and the life of their family, for the results of their activities, for the preservation of nature, for the fate of the country and the world.

3. Meeting the current and future needs of production in the economic, social, cultural and other fields in qualified specialists who meet the requirements of the humanitarian, social and scientific-technical process, possessing broad general and professional horizons, professional mobility.

In this context, vocational education should be aimed at raising students' readiness for cooperation, initiative, developing their creative abilities, tolerance, improving the ability to conduct dialogue, seek meaningful compromises, learn independently, and also to form a high level of professional culture, an important component of which is communicative culture of personality. The professional and communicative culture of the future specialist assumes that he has the appropriate moral qualities, the ability to work, professional knowledge, skills, among which a significant place belongs to the culture of communication, adequate communication of information, etc. In addition, the nature of educational innovations should reflect not only the social requirements for the training of specialists, but also the needs of the students themselves, taking into account the specifics of a particular educational profile. Updating didactic systems, methods and technologies of vocational training requires a transition to more advanced teaching models, which are characterized by the systematic introduction of complexes of pedagogical methods and techniques aimed at constantly attracting students to active educational and cognitive activities, intensive versatile communicative interaction, exchange of information and student interaction results and teachers. Such training encourages students to be proactive, creative and active in all types of educational activities, involves self-acquisition, creation, construction of knowledge, skills, competencies, which significantly increases the effectiveness of training. As evidenced by foreign and domestic experience, this contributes to a deeper and more conscious understanding of the essence of the studied, the formation of the ability to independently analyze and evaluate information, formulate conclusions, defend one's point of view reasonably, listen to others, respect an alternative opinion, work in a team, build constructive relationships with its members and determine their place in the team. In addition, this allows you to realize the idea of cooperation of all participants in the educational process, teaches them constructive interaction, and helps to ensure an atmosphere of psychological comfort. Preparing young people for professional activities in the conditions of modern market relations requires activation of the educational and cognitive abilities of students. The effectiveness and strength of the impact on the consciousness of future specialists depends on the professional skills and style of the teacher. Encouraging students to discussion and questions creates a more democratic, creative, emotional atmosphere in the audience. The use of modern technologies by teachers of socially-humanitarian, general professional and professionally oriented disciplines optimizes the educational process, because the classes should capture, stimulate interest and motivation, teach independent thinking and develop passion for the future profession.

It is advisable for teachers of professional educational institutions to draw the attention of students to the essential features of a future profession, the manifestation of a professional culture in the performance of production functions, and to culture as a phenomenon of social activity. In practical classes, it is desirable to focus on the awareness of the complexity and versatility of future activities in the chosen industry, on universal human moral and ethical and professional norms of behavior, on the creation and awareness of their own value systems. The nature of practical training involves the use of creative tasks and exercises, tests, self-esteem, business and role-playing games, situational actions, trainings, designing real activities. All this, provided a sufficiently high level of professional culture of the teacher contributes to the development of a communicative culture and the effectiveness of interpersonal interaction of future specialists, their efficiency and flexibility in solving complex situations, the ability to withstand psychological difficulties, etc. In this regard, the need to search for rational organizational and pedagogical conditions for the formation of a communicative culture of future specialists in vocational schools is becoming more relevant. This includes, among other things, the use of the potential of social and humanitarian subjects for the professional and communicative development of students, as well as the willingness of teachers to implement this process, which will organize and provide appropriate humanitarian, general professional and professionally oriented training of specialists in accordance with State standards of vocational education, modern requirements of employers, the requests of the trainees themselves and social order.

The development of the communicative culture of future specialists as a component of their professional competence involves:

- improving the personal and professional qualities of future specialists;
- the formation of skills to communicate constructively at all stages of the production process, to establish and maintain contacts with other people, taking into account age, status and socio-cultural characteristics;
- adequate and effective use of non-verbal and verbal channels of communication in professional activities;
- overcoming communication barriers;
- possession of methods of self-regulation and self-control in the process of interpersonal communication, the development of skills for professional dialogue, etc.

Taking into account the above, we define the communicative culture of a specialist as follows: this is a complex formation of a person as a subject of professional activity, which is at the same time a condition for the realization of professional competence in communicative activity and a means of personal and professional growth. It is based on professional knowledge and communication skills, professional communication skills, social and personal experience and is determined by individual personality qualities necessary for the successful implementation of professional activities. At the same time, it provides the degree of social activity of the individual, the social significance of the norms of her behavior, the use of appropriate means of communicative activity. Understanding of communicative culture as a means and conditions for the formation of a specialist's personality is based on the knowledge of its adaptive capabilities that help a person to act in accordance with the cultural standards of a significant environment for him, in our case, the professional sphere.

In this regard, modern professional training should ensure the formation of a spiritually developed cultural personality, characterized by a high level of communicative culture. We suggest implementing innovative

approaches to the formation of a communicative culture of future specialists in vocational education institutions, taking into account the following provisions:

- vocational training should be guided by cultural, axiological, competency-based, personality-oriented, active approaches to training and focus on the formation of skills to effectively interact in the professional sphere, prevent conflicts and, if necessary, constructively resolve them;
- preparation of future specialists for professional communication activities is effective if it is carried out systematically and is based on the functional responsibilities of the future specialist, and during the training, the features of professional activity are taken into account;
- the quality parameters of the communicative skills of students will increase if the latest pedagogical technologies are rationally used in the training process, the aesthetic, psychological, cultural knowledge and professional skills are interconnected, as well as personal values of students, and international requirements for the professional competence of qualified specialists are taken into account.

#### IV. Conclusion

Further research tasks include studying tasks, functions and directions of development of the communicative culture of specialists, determining the organizational and pedagogical conditions for its formation during training, developing scientific and methodological support for this process.

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