

## **THE MAIN DIRECTIONS OF THE FORMATION OF COMMUNICATION CULTURE SKILLS AMONG STUDENTS**

Sultanova Venera Kalmuratovna,  
Koshkarova Utebiyke Orazbaevna  
Karakalpakstan Medical Institute+998913958910  
koshkarovautebike@gmail.com

### **Summary**

The article discusses the pedagogy of the systemic formation of a culture of communication among schoolchildren's skills — one of the urgent problems. In the educational system, effective forms, means and methods are used to form a culture of communication among schoolchildren.

**Key words:** communication, dialogue, process, interlocutor, educational process, relations, game, environment, society, culture.

### **Introduction:**

Communication is an integral part of human life. The need for communication accompanies a person at all stages of his life. Of great importance is the formation of a high culture of communication between different people, this issue is especially important in the educational system and the educational process.

For the formation of the student's personality, an in-depth ethical and psychological preparation is needed in the field of the communication culture of the teacher himself. For the organization of versatile communication in the educational process, requiring special theoretical knowledge and practical skills, the teacher is not enough purely professional knowledge in their subject. He should be able to create and maintain optimal socio-psychological relations in the audience, observe the rules of modern professional ethics, master the culture of communication, master new types of interpersonal interaction related to the ethical and psychological foundations of behavior in various conditions of human production and social activity.

Main part: First of all, when creating a system for the formation of a culture of communication among students, it is important to determine the functions and composition of the concept of a culture of communication. To date, two types of communication are characterized in scientific research:

1. Communication, socially oriented communication aimed at solving socially significant problems. As a result of communication between members of the society, interconnections and business relations arise.

2. Communication aimed at the individual. As a result of communication, interaction is carried out. An example is communication between a teacher and students in the learning process.

In the process of pedagogical communication, each of these two directions is manifested. In the process of explaining the new teaching material, the teacher proceeds to socially oriented communication. If he conducts individual work with the student, then the process of communication aimed at the person is carried out. Since communication is conducted directly between two or more people, it becomes clear the level of knowledge, worldview and culture of the subjects of the communication process. For students, the individuality of the teacher himself is very important. They evaluate the individuality of each teacher on a personal and group level.

Pupils form clear opinions about each teacher. Among other positive aspects, they learn and culture of communication. If the teacher does not adhere to elementary ethical rules, then in the eyes of students the authority of the profession of a teacher falls, as a result of which the influence of the teacher on students drops sharply. The mastery of the teacher's communication culture also depends on his knowledge of his subject. It is this fact that affects his professional qualities.

The teacher as a subject of the communication process should analyze the communication skills of his students. In the learning process, communication between the teacher and the student has a socio-pedagogical character and the teacher prepares him for active work in microsociety, quick adaptation to social relations. The process of communication between a teacher and a student as a single pedagogical process performs the following functions: understanding the personality, mutual exchange of information, organizing joint activities, interchange roles, establishing unity and makes it possible to show your personality.

In the process of communication based on the interchange of information, both the teacher and students have the opportunity of mutual exchange of material and spiritual values. As a result of such communication, a special atmosphere arises in the educational process. In the process of communication, the student reaches an understanding of the feelings of his classmates and learns to assess the situation based on their opinions. To do this, the teacher must develop communication culture skills during and after classes. To do this, the teacher must carry out their activities to develop communication skills in several stages:

1. Modeling a joint process of communication with students.
2. The formation of an atmosphere of mutual communication from the first stage of interaction.
3. Management of the course of communication between students in the educational process.
4. Analysis of the communication process and modeling of its subsequent stages.

When modeling the process of communication requires a high level of knowledge among students. In this case, a number of difficulties may arise associated with the nature of communication and the learning process. These difficulties arise in connection with the dynamics of the development of communication skills among students. In the next stage of communication, the teacher must ensure that students in the classroom can quickly begin to communicate. In this process, students should be able to prove themselves and show the technique of mutual influence.

In the process of managing the student's communication process, the support of student initiatives is important. In this process, it will be necessary to organize dialogical communication with them.

An analysis of the communication process should serve to its unity of purpose, result and means. To do this, at the first stage of communication with students, it is necessary to pay attention to their quick reaction. The formation of the concept of "we" in students on a democratic basis ensures the priority of a personality-oriented direction in the relationship between teacher and student. To organize the process of communication, the teacher must feel the inner state and experiences of each student. Establishment of the target communication of the teacher with students. In this process, it is important to notice and prevent the inappropriate and rude movements of any one student in a timely manner. This makes it possible to timely prevent possible obstacles in the process of communication between the teacher and the student. That is, the creation of the right forms of communication is the basis for the prevention of all obstacles. In turn, this circumstance will serve to create the necessary and purposeful form of communication between the teacher and the student.

It is known that there are two general aspects of communication: 1) communication means interpersonal relationships; 2) communication provides interpersonal relationships. The subjects of the communication process in relationships should show feelings of trust and interaction. To form a culture of communication among students, each teacher must be aware of its functions and patterns. The process of communication allows you to learn the individual characteristics of each person. At the same time, during this process, the amount of information, the possibilities of organizing activities, the interaction and self-affirmation of each participant are manifested.

Another important aspect of communication is its focus. In this process, the interaction of the subjects of communication is manifested.

In pedagogical science, the following areas of communication are indicated:

- 1) Communication aimed at expanding activities in collaboration.
- 2) Communication of teacher and student at the level of "subject-subject".
- 3) Communication based on friendly relations.

4) Communication based on dialogue. This form of communication is based on the mutually respectful relations of each subject of communication.

### **Conclusion:**

Choosing the right direction of communication contributes to a fruitful situation for the subjects of this process. It also has a positive effect on the results of the educational process. Mutual understanding, mutual support, the existence of mutual trust and mutual assistance between the subjects of the communication process are important. Since communication is an important condition for the development of the student's personality and enrichment of his cultural level.

### **References:**

1. Bodalev A.A. Personality and communication. - M., 1995.
2. James M., Jongward D. Born to win. - M. : "Progress", 1993.
3. Bukatov V.M. Educational Sacraments of Games: A Training Manual. - M. : Flint, 1997.
4. Ershova A.P., Bukatov V.M. Directing the lesson, communication and teacher behavior - M.-Voronezh, 1991