

COMMUNICATIVE CULTURE AS A CONDITION FOR IMPROVING THE TRAINING OF FUTURE SPECIALISTS

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“If you speak a man with a tongue,
which he understands you talk to his head.
If you talk to him on his
mother tongue, you speak to his heart”.
Nelson Mandela

ABSTRACT

The article considers communicative culture as a person's ability to use the language of the target language to carry out speech and written communication both in the sphere of professional activity and in society. The speech highlights the teacher-student interaction, the psychological features of the speech activity, the native speaker's vocabulary, and more.

Keywords: Communication, culture, communicative information, communicative culture, business communication, art of communication, training, discussions, knowledge.

INTRODUCTION

Communicative culture is a defining property of a person in the 21st century, a natural phenomenon and a process. It has a unique integrated character, being a global phenomenon. Without determining the laws and characteristics of the development of a communicative culture of an individual, the evolution of general and professional education is impossible.

The system of global communication, the growth of its intensity affects every person, it becomes a condition for the realization of freedom, individuality, self-consciousness as a person with ethical and moral responsibility.

In this regard, in the field of education there is a problem of improving the quality of communicative training of modern specialists.

The effectiveness of professional activity depends on many factors, among which a special place is played by a successful communicative activity of a specialist as the basis of productive relationships, achievement of mutual understanding and achievement of goals and objectives of professional activity and all life activities, as a way of self-improvement, self-realization and overcoming personal crises.

In this regard, the research problem is the pedagogical conditions for the development of students' communicative culture in the process of training.

Material and methods. The above determines the relevance of the selected topic. Its results can clarify and adjust a number of theoretical provisions regarding the system of organization of

the educational process based on the use of innovative technologies that contribute to the development of a communicative culture of a future specialist.

The main value of the work: 1. clarify the concepts: “communication”, “business communication”, “culture”, “communicative culture”, “professional communication”, “art of communication”; 2. analyze the criteria and indicators of the levels of development of the communicative culture of students in the process of training; 3. establish the laws of the communicative culture of the teacher and its impact on the training of students.

The main tasks of the work are:

- to identify the pedagogical conditions for the formation of a communicative culture of students in the process of professional training (educational environment, pedagogical, organizational and pedagogical, personnel, program-methodological, psychological technologies);
- compare value relationships and professional and personal qualities of a teacher, contributing to the development of a student's communicative culture in the process of training;
- conduct a comparative analysis of modern programs for the formation of a communicative culture of students [2].

Results and discussion. Communication can not be attributed to the complex and less studied process of communication. We all communicate with each other without much difficulty, influence each other, and since childhood, speech activity has been the main means of communication. Nevertheless, the multifaceted nature of communication, including a variety of functions and parties, verbal and non-verbal communication, is a serious subject of scientific research by scientists of different directions. Based on the analysis of literary sources, I will try to reveal the structure of the function of business communication, to show ways to increase its effectiveness.

For a teacher, the art of communication is the most important professional feature, since communication is the main means of training and education. And, therefore, the effectiveness of his work depends on the level of development of the communicative abilities of the teacher. With the restructuring of the education system, when democratization permeates all aspects of the life of citizens of the country, the requirements for business communication of teachers increase.

Speech should be considered not only as a process of communication, but also as a form of thinking. Therefore, such features or properties of speech as consistency, clarity and consistency in the expression of thoughts play an important role in understanding the information exchanged. It should be borne in mind that any information is refracted through the experience of the transmitter (communicator) and the receiver (receiver). Consequently, disagreements may arise in understanding its essence, and with distorted information, conflicts arise.

The exchange of information takes place in different forms and conditions. In the activities of teachers, an important place is occupied not only by lessons, but also by public speaking. Moreover, public speaking in the form of lectures in the Russian education system continues to be a central element of instruction and requires more detailed instruction from the teacher.

The speaker's task is to provide secondary, logically ordered information to help students understand the flow of primary information, which will allow him to correctly analyze what he heard and generate interest in self-knowledge. In methodological terms, creative thinking is

achieved by the problematic method of lecturing. If a lecturer formulates a thought in front of an audience, then empathy and mental help arise between speakers and listeners. If the lecturer poses problematic tasks, if most students even solve them in a limited way, then an authentic contact is created in the audience.

The most general requirements for the content of the lecture are implemented taking into account the psychological characteristics of speech activity. From the point of view of the power of perception of speech, its emotionality should be put first. The emotionality of speech is achieved by a set of conditions.

Only your word can be vibrant, bright. A word born of the creative power of a lecturer, deep knowledge of the problem posed, strong convictions. It is the deep knowledge, erudition and conviction of the lecturer that are the determining conditions for the emotionality of speech activity. At the same time, good diction plays a good role, that is, a clear and clear sound of each sound, a clear pronunciation of words.

An important condition for expressive speech is its pace and tone. Both slow and fast pace tire the audience and suppress the slightest incentive to involuntary perception. Long pauses between words and tonal homogeneity of lecture monotony, which lulls the audience. But quick speech, although perceived by the audience better, also complicates the perception and requires the manifestation of tension due to an excessively large flow of information.

Usually we speak at a speed of 110-130 words per minute. For a lecture, it is advisable to pronounce approximately 100-110 words per minute, but it should be accelerated or slowed down depending on the meaning of the text: conclusions and definitions are given at a slower pace than the presentation of facts and the disclosure of the contents of known concepts. By changing the speed of speech, intonational expressiveness is achieved, which can increase the listener's attention to the most important positions of speech.

Literacy and logical harmony of speech should be put in second place in terms of the importance of speech exposure. A good general training of students requires the teacher to correctly, literally express their thoughts. If an incorrect accent is allowed in a lecture and there is no stylistic richness, then this sharply reduces the lecturer's authority. The culture of speech means the skillful, free use of all means and expressive capabilities of the literary language [1].

It is necessary to dwell on the tactics of communication in resolving contentious issues, to consider communication as interpersonal interaction.

Business communication in conflict situations requires a high general culture from the interlocutors, since the emotional sphere of a person colors all his mental activity, including thinking. Therefore, in a state of excitement of communication, it is difficult to objectively evaluate the information discussed, which is often transmitted to the perception of the person and forms an aversion to each other. In such cases, the conflict intensifies and draws other members of the collective into its orbit, giving the psychological climate a tense character. In this regard, the pedagogical worker has a growing need for knowledge of the socio-psychological laws of the formation and functioning of interpersonal relationships that are formed in the process of people working together and ways of communication while resolving emerging conflicts.

Relationships and mutual influences arise against the background of social control, which is carried out on the basis of moral standards accepted in society, and provides correction of behavior in case of violation of these norms, including mechanisms of social control (condemnation, punishment or simply disapproval). At the same time, called role expectations play a significant role. Whether a person wants it or not, people around him expect behavior that corresponds to accepted patterns. And if role expectations are not justified, psychological tension arises between the interlocutors and, conversely, the correspondence of the word and the behavior of interacting people attributed to each other's expectations ensures communication success. The ability of such a person to accurately attribute to others the expectations of what he is ready to accept is called tact. This, of course, does not mean that a tactful person must follow predictable expectations in all cases. When principles and beliefs diverge, a tactful person comes into conflict, but does it right, without insulting or humiliating a person. More often, ignoring the attributed expectations leads to tactlessness, which means the destruction of expectations in the process of communication, which disrupts the interaction of the interlocutors.

In pedagogical work, violation of tact in communication leads to extremely undesirable consequences - latent or open conflicts, a drop in the authority of the teacher. Behavior that does not meet expectations leads to interpersonal conflicts, which, in turn, negatively affects the psychological climate of the team.

Under the group conflict refers to the collision of various trends in interpersonal relations associated with pronounced negative states of its participants. At the subjective level, any conflict is evaluated by a person negatively, as this leads to psychological stress (stress state), which during a long course with an unknown result negatively affects not only the vital activity of the body, but also on a personal character.

At the same time, every teacher should know that in an objective sense, conflict as a type of manifestation of contradictions is a source of development. The basis of these contradictions can be business differences that contribute to the intensification of joint activities, the solution of social problems, and the convergence of points of view.

As methods for resolving conflicts, one can suggest using such as humor, recognition of the merits of the subject of the conflict, compromise, arbitration, mutual analysis, and others. Proper conflict resolution is one of the conditions for creating a normal psychological atmosphere [5].

Debate and discussion are similar types of communication. If the dispute is a hot argument, a clash of opinions, the discussion is also associated with a public discussion of controversial issues, although in a less acute form. Therefore, it is necessary to dwell only on the socio-psychological characteristics of the contradiction.

Contradiction is an active way to consolidate and deepen knowledge, develop creative thinking, and the ability to argue. At the same time, the dispute is an effective method of persuasion when the parties to the dispute, as it were, come to one or another conclusion independently. A dispute can be planned on predefined issues, but it can also arise when there are disagreements during the interview, when discussing a report, holding a round table and other forms of communication.

The art of business communication is of great importance for the productivity of any teacher. Communication reflects the cultural level and intelligence of a person. The systematic increase in the role of the “human factor”, the mastery of socio-psychological methods of managing people, necessitates increasing attention to the development of communication skills of a teacher and, above all, the ability to establish contacts with people. The processes of establishing and maintaining contact form a framework for communication, are its universal component.

According to the data obtained, the communicative culture is based on the basic principles of communication, which are an interconnected system of psychological functions of activity, practical methods and means of self-realization of a person. The important principles of pedagogical communication, which form the basis of the formation of a communicative culture, are also the system (techniques and skills) of organizational social and pedagogical interaction of a teacher and an educated person and the exchange of information, accompanied by providing educational impact using communicative means [4].

CONCLUSIONS

The conditions affecting the effectiveness of the formation of a communicative culture of a person are:

- orientation of the educational process on improving the communicative culture of future specialists;
- creating a developing educational environment, a system of psychological and pedagogical diagnostics, as well as conducting special courses, trainings, special seminars and other forms of business communication that contribute to the cognitive effectiveness of the educational process;
- use innovative pedagogical technologies, forms and methods in the learning process that support and regulate the communicative culture of students and improve the quality of education at all stages of communicative learning (preparatory, theoretical and practical);
- highlighting the purpose of training in its various aspects (motivational-value, substantial and practical), reflecting the nature of the impact on the motivational, intellectual and behavioral spheres of the student’s personality in the process of formation and improvement of professional culture of a future specialist [3].

Based on the relevance of the problem of forming the foundations of a communicative cultural identity, we can conclude that a communicative culture is the basis of the future specialist and determines its success.

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