

COMMUNICATIVE CULTURE OF SOCIO-PSYCHOLOGICAL SUPPORT OF PROFESSIONAL DEVELOPMENT OF HIGHER EDUCATION STUDENTS

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ABSTRACT

The article is devoted to communicative culture as a socio-psychological factor contributing to the professional development of students of higher educational institutions. The article also discusses such topics as communication, communication culture, information communication, communication stops, communication and its functions, a number of psychological and pedagogical approaches to communication.

Keywords: Culture, personality, communication, communication, activity, mutual understanding, pedagogical communication, pedagogical position, professional and personal qualities, teacher.

INTRODUCTION

The concept of communicative culture is a psychological concept that has been studied by many researchers to date. Communication concepts "lat.communicatio" is an act of communication, a relationship between two or more individuals based on mutual understanding; communication of information by one person to another or a number of persons [1, 76]. Communicative - to, for, and communicable. Communicable is a sconnny, sposobny k communication, installation contacts and communications, legko master [ix, 98].

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Communicative culture has been widely studied in many psychological studies. Supporters of unity in the interpretation of the above concepts - L.S. Vygotsky, I.A. Winter, I.I. Ivanets, N.V. Kurbatov, A.A. Leontiev, M.I. Lisina, M.G. Rud et al. From their point of view, it is unlawful to reduce the process of communication to the transfer of encoded information from subject to object. In their opinion, communication is invariably active, dialogical in nature. The same features are inherent in communication. Similar views are held by such authoritative foreign scientists as T. Parsons. and C. Cherry According to the first, communication can be considered as communication, interaction between people.

In our study, we adhere to the point of view of S.I. Samygin, who, in fact, clarifies the above concept: “communication is narrower in scope, communication is a broader concept in terms of volume - communication” [4,65].

Analysis of the work of M.S. Kagan and other supporters of the second approach, insisting on the separation of the terms “communication” and “communication”, revealed two main differences between these terms: a) communication is both practical and spiritual in nature, while communication is a purely informational process; b) communication is an intersubject interaction, and its structure is dialogical, while communication is an informational connection of a subject with one or another object [5, 223].

K. Cherry notes that communication is “in essence a social phenomenon”, “social communication” using numerous communication systems developed by people, among which the main ones “undoubtedly are human speech and language” [3,124].

METHODOLOGY

However, the nature of this connection is understood differently. Sometimes activity and communication are not considered as parallel existing interrelated processes, but as two sides of a person’s social life, his lifestyle. In other cases, communication is understood as a certain aspect of activity: it is included in any activity, there is its element, while the activity itself can be considered as a condition of communication. Finally, communication can be interpreted as a special type of activity. Communication as a communicative activity is characterized by: G.M. Andreeva, A.A. Leontiev, M.I. Lisina, E.V. Rudensky, I.I. Rydanova and many other researchers. In their opinion, communication aspects are: communicative, including the exchange of information; interactive, involving the organization of interaction; perceptual, reflecting the processes of perception and image formation of another person and the establishment of interaction [7, 21].

The communicative function of communication between people has its own specifics. First of all, communication is not just an exchange or movement of information. Here we have in mind the relations of two individuals, each of which acts as an active subject.

Secondly, the exchange of information provides for the mutual influence of the subjects, involves a psychological impact on the behavior of the partner in order to change it.

Thirdly, communicative influence is possible only when the subjects have a single or similar coding and decoding system, when the signs and meanings assigned to them are known to everyone.

Fourth, communicative barriers that are social or psychological in nature are characteristic of communication. On the one hand, it is a different attitude, worldview, giving rise to a different interpretation of the same concepts. On the other hand, barriers can be purely psychological in nature due to individual personality traits [9, 76].

To determine the essence of pedagogical communication, an important idea for our research is the idea developed in recent decades about the functional and level organization of communication G.M. Andreeva, A.A. Bodalev, A.A. Brudny, A.N. Leontiev, B.F. Lomov, V.N. Panfilov et al. We gave an analysis of the concept of “communication” as one of the initial ones with respect to the term “pedagogical communication”.

The system-communicative-informational approach allows you to determine the criteria, conditions and methods of communication efficiency based on the specifics of the course of mental processes in the conditions of information transfer through the communication channel. For our study, this is an important fact, since it clarifies the very concept of communication and interacting entities as systems, i.e. functionally consistent systems interact: the psyche of the communicator and the psyche of the recipient. "Thanks to communication, such systems can exist and act in identical states - emotional arousal or calm rationality, restless insecurity or confident knowledge. They are able to have the same orientation in orientation, use the same stereotypes as a material of thinking" [10,56]. This position is important enough to characterize pedagogical communication. Obviously, the communicative approach allows you to visualize the scheme of pedagogical interaction that is used in modern pedagogy in all the variety of its constituent parts (source, situation, communication channel, feedback, etc.

Many researchers G.F. Belousova, E.V. Bondarevskaya, G.V. Zvezdunova, E.A. Popova et al. Emphasize the synonymy of the concepts of "culture" and "pedagogy". Let us make an attempt from the same positions to trace the connection between the concepts of "communication" and "culture". Communicative culture is a person's position, manifested in the need for interaction with other subjects, integrity and individuality, the creative potential of a person and his ability to maintain a "major character". [11, 93].

Analysis of the studies that determine the formation of a communicative culture V.A. Kan-Kalik, A.V. Mudrik, M.G. Rud et al. Allows you to build a hierarchy of goals: socio-psychological, communicative-organizational, integrative-communicative.

In the pedagogical process, this is presented as the interconnection of the various stages of activity. In our study, we are interested in the pedagogical mechanism for the development of the communicative culture of the teacher. The pedagogical mechanism of development, in our view, develops around the concept and indicators of human culture.

Culture (lat. Cultura) - level, degree of development achieved in any branch of knowledge or activity: work culture, speech culture, etc.

We use the definition given by A.I. Solzhenitsyn:

1) civilization as the cultivation of the environment, living conditions, culture as the cultivation of the inner life of man, his soul;

2) culture is a combination of intellectual, ideological, ethical and aesthetic achievements. The main thing in culture is the development, enrichment, improvement of intangible life. Based on the results of research in the theory of teacher education, we consider it necessary to follow the development of the category of "communicative culture" in three schools: Rostov, headed by a corresponding member of the Russian Academy of Education, doctor of pedagogical sciences, professor E.V. Bon Darevskoy; Moscow, under the leadership of V.A. Slastenin and the Leningrad school of pedagogical skill N.V. Kuzmina, G.I. Schukin.

In the 70s. a view was formed of this problem as a pedagogical ethic of a teacher (lat. ethica - custom, character) [12,86]. Technology was seen as the education of a pedagogical orientation: a penchant for pedagogical activity, a love for the pedagogical profession, a relationship to it as a life calling, pedagogical ethics.

Based on the project of the professiogram, the following professional qualities are distinguished: pedagogical vigilance and observation, pedagogical tact, pedagogical imagination, sociability.

The communicative competence of a teacher is a complex of knowledge, linguistic and non-lingual and communication skills acquired by a person in the course of natural socialization, training and education. Undoubtedly, an important role is played by the natural data and potential of the individual.

For example, the provisions put forward by E.V. are of particular interest. Bondarevskaya. Pedagogical culture is an essential characteristic of the personality of the teacher and includes the following components:

- 1) pedagogical position and professional and personal qualities;
- 2) a high level of pedagogical knowledge and a culture of professional thinking;
- 3) professional and pedagogical skills and the creative nature of pedagogical activity;
- 4) the culture of behavior, communication, the ability of the individual to self-regulation.

A teacher who professionally owns pedagogical equipment is distinguished by the ability to turn his emotions, voice, speech, gesture, facial expressions into an apparatus of pedagogical influence. The ability to manage one's mental states, to pedagogically efficiently and emotionally openly express one's attitude towards pupils is one of the tools of a teachers professional technique.

According to the psychological analysis, "pedagogical culture" is fundamental for the category of communicative culture we are considering, we consider it appropriate to analyze the interpretations of this concept that we have encountered. Under the pedagogical culture in the socio-historical aspect, we understand a certain set of accumulated pedagogical experience during the existence of all existing world civilizations and historical epochal periods E.V. Bondarevskaya, E.Yu. Zakharchenko, G.F. Karpova, N.G. Peshkova, R.M. Chumicheva. The authors consider the pedagogical culture as a complex self-organizing open system, informationally filled with science, art, religion, moral principles of society and, at the same time, reproducing and transmitting to new generations the spiritual and aesthetic, moral and ethical values of an individual nation and all of humanity. According to E.Yu. Zakharchenko, pedagogical culture is "a part of human culture integrating the sphere of pedagogical influence" [13.58].

CONCLUSION

So, the analysis of the current state of the development of research issues of pedagogical culture allows us to state the increased interest of scientists in determining its essence and content. The most conceptually developed, we consider the work of E. V. Bondarevskaya and I.F. Isaev, who have a number of general provisions. The coincidence of the points of view of different authors and groups of authors in characterizing the essence of pedagogical culture is explained by the strengthening of humanistic tendencies in the educational process, increasing scientific interest in the personality of the teacher and the search for the essence of the characteristics of his professional activity.

According to our conclusion, the effectiveness of the formation of a communicative culture of future specialists in the context of modern professional training largely depends on knowledge of the norms, values and attitudes implemented in communication; attitude to a person as a subject of communication; knowledge of the psychology of communication, which should be based on the principles of trust, mutual understanding, cooperation.

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