THE MECHANISM OF DEVELOPING A CULTURE OF COMMUNICATION IN STUDENTS IN THE EDUCATIONAL PROCESS

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ABSTRACT: The following article deals with the mechanism of developing a culture of communication of students in the educational process. In the conditions of social, economic and political transformations taking place in our society, a person with a high level of communication is in demand. The article proposes a set of pedagogical tools aimed at solving this problem in the educational process.

KEYWORDS: specialist training, educational process, communication culture.

I. INTRODUCTION

A number of scientific researches have been carried out in the world to improve the mechanism of development of communication culture of students of higher educational institutions, to develop new pedagogical tools to support their communicative ability, to develop skills of effective organization of socio-cultural and communicative activities. Ethical and aesthetic worldview and political socialization are recognized as the main factors in the development of a culture of communication in students. Also, as pedagogical mechanisms of communication culture, the spiritual and cultural foundations of moral, professional and communicative training of students, a conscious attitude to the ideas of development, the development of technocratic thinking play an important role in this process.

In our country, special attention has been paid on improving the content of higher education and training processes on the basis of advanced foreign experience, the development of communicative competencies in students as an important area of spiritual and educational work. At the same time, there is a need to achieve a full understanding of the social significance of future professional activities of students, to improve the pedagogical mechanisms of decision-making attitude to social needs and responsibilities. In the Strategy of Actions for the Further Development of the Republic of Uzbekistan was stated: "We need for youth of physically healthy educated, mentally and intellectually developed, independent-minded, loyal to the motherland, having a deep outlook on life, and for achieving this we should issue deepe democratic reforms and increase social activity in the development of civil society"[1]. This requires the identification of pedagogical and psychological features of the development of communication culture of students, the improvement of the pedagogical model of the development of communication culture and interactive technologies for the organization of extracurricular activities.

A number of tasks were set out in the decree of the President of the Republic of Uzbekistan № PF-4947 of February 7, 2017 "On the strategy for further development of the republic of Uzbekistan"; № PQ 2909 of April 20, 2017 "On measures for further development of the higher education system"; resolution № PQ-3775 on June 5, 2018 year "On additional measures to improve the quality of education in higher education institutions and ensure their active participation in the ongoing comprehensive reforms in the country", and was determined the urgency of improving the mechanism of developing a culture of communication among students.

II. ANALYSIS OF THE RELEVANT LITERATURE

Communication is the oral or written speech of two or more persons directed at each other. Oral and written speech is expressed in the form of oral or written text. Communication is a means of interpersonal communication.

The developed level of communication culture skills is reflected in the elements of oratory art formed in the student. The art of rhetoric considers the student's artistic and written speech. Rhetoric is prose speech by its very nature. It includes a person's oral communication as well as a text of written prose communication. Rhetoric, that is, the culture of written prose communication and it includes: finding and collecting the material necessary for the expression of ideas, systematizing and placing them, expressing one's opinion verbally based on evidence, the choice of words, their logical connection, methodological point of view. It is especially

important to achieve visual fluency to memorize information in oral communication, and to pronounce words correctly.

In the past, there were schools of rhetoric that taught children the art of public speaking from an early age, that is, high-level communication skills. After elementary high school and grammar school, students were taught the art of speaking, oratory skills in Rome. In addition to the art of public speaking, they focused on the teaching of various subjects, in particular, Rhetoric, Law, History, Literature, Philosophy, which helped to form the worldview of young speakers. Mark Tully Cicero and Mark Fabius Quintilian's book "Advice on the Art of Public Speaking" was the main guide used in governing Rome. They took Rome to a new stage of development and ensured the transition of these schools to state ownership in Rome. In the last periods of the Roman Empire, as the political system's dependence on the art of oratory declined Rome's position and became a means of resolving controversial issues [141-336]. The art of public speaking was also highly developed in the East, where children were taught from an early age. Many intellectuals, nobles were good orators. It became a tradition for prayers to go out in public, especially on Fridays, in Eid and Navruz, and to be able to send good speeches and communication texts o the public. The art of public speaking has developed over the years due to its social, artistic, aesthetic and pedagogical significance. This means that the culture of interpersonal communication plays an important role in the development of the state and society. But recently the attention and interest in this important socio-pedagogical phenomenon has significantly decreased. Students' written and oral speech are being developed very slowly. However, it is important to develop a student's speech culture in the learning process. The student's speech culture consists of mastering the norms of oral and written literary language, as well as the use of the visual means of language in different communication conditions in accordance with the purpose and content of speech.

The culture of speech formed in the student combines two important stages of the process of mastering literary language:

a) The correct expression of thought, the appropriate use of language tools in their place;

b) Speaking skills, gaining person's communication skills.

The speech culture developed in students consists of skills that express their independent thinking, and speaking skills. These skills are also manifested as communication text creation skills. The culture of speech formed in the student, including communication skills is an important socio-pedagogical phenomenon, which is formed under the influence of socio-pedagogical factors in the educational process, as a student's level of knowledge, cultural level, ability to express and comprehend ideas, increasing vocabulary skills, communication skills and speech culture as well [140-425].

One of the basic human needs is the need to communication. Everyone should be able to communicate with others in order to express their opinions, respond to the opinions of others, ask for help from someone, express their wishes. As a result of communication, people need to be aware of what is happening around them. This allows them to contribute to events in a particular society.

Holding a young child by the hand can help him develop eating, drawing, writing, and other skills, but teaching him to communicate, especially to create a communication text is a complex didactic process.

In recent years, new content and methods of teaching have been developed that has taken into account the need for students to interact with people around them, to develop written and oral speech, and to interact with the environment.

The concept of communication is much broader than the concept of speaking, talking. There are people who do not know how to speak, but successfully communicate through gestures, mimes and actions, language or text[101]. People in the second group know how to speak but cannot communicate.

When people who have the ability to communicate as opposed to speaking interact with everyone around them and they are able:

1) Understand and accept;

2) To react to the opinion of people around;

3) Have the ability to be patient and polite when talking to others.

So, communication is not just about speaking, communication is also about listening, understanding, starting a conversation politely, expressing one's thoughts in writing in accordance with the norms of literary language, and being able to be polite when talking.

As a result of acquiring communication skills, students acquire the following skills:

1. As a result of communication, students are able to meet a number of their material, spiritual, emotional needs.

2. They will be able to express their ideas first using individual words, phrases, and then using grammatically correct sentences.

3. They can pronounce different sounds and words clearly and choose the word needed for the statement of thought.

4. They have the etiquette of starting a conversation, continuing the culture, sending their thoughts to others in a logical sequence.

5. During the conversation they learn to observe the attitude of the interlocutor to the conversation, to understand their feelings, to pay attention to their thoughts.

6. They will be able to listen, understand, respond and be polite during the conversation.

Communication is a two-way process in which participants not only talk but also listen to each other or exchange ideas through correspondence. In the process of communication, students try to imitate their teachers, people they respect.

Speech is important in fostering a culture of communication between people. Therefore, it is necessary to develop students' communication culture, and increase their vocabulary. Well-known scholars A.A. Ufimtseva and Yu.Nayd have noted in their connection that speech units representing communication skills have two different connections:

a) Chain;

b) Consistent.

In the development of students' communication culture, it is expedient to organize the learning process, taking into account these two connections between the units of speech. On this basis, it is necessary to create a logically rich speech model in students. One of the important issues in the learning process is the creation of a productive system for the development of students' communication culture.

III. ANALYSIS AND RESULTS.

The following rules of interpersonal (teacher-student, student-student) communication have been identified in the theoretical approaches implemented so far:

1. Give the student time to respond. Regardless of the student's mental state, behave in such a way that the student entering into the conversation feels what response you expect from him or her. The student should be given time to think, to reason. We have to wait for an answer from him until he turns his attention to something else.

Alternatively, the student should be given time and opportunity to begin the conversation first. If only the teacher speaks and takes the initiative in the process of communication, then the student will not be able to understand his role in engaging in interpersonal communication. The teacher should be able to express himself as a real friend, interlocutor when talking to the student. Even if he responds on the scale of his own words and worldview, students need to be able to feel that the teacher is waiting for an answer.

2. In the process of communication, it is advisable to talk or write about things that interest the student, events and topics. Often students listen indifferently to classmates, teachers, or others around them. They have almost no written communication with them. It is important to keep in mind that the main point they focus on in shaping a student's communication skills is that they are adults, teachers, parents, celebrities, athletes, artists. Young people feel the need to communicate with them on a regular basis, to keep in touch. Therefore, it is possible to effectively develop students' communication culture by giving them assignments to engage in written communication with celebrities during the course. In assigning such assignments, it is especially important to work with the student's area of interest in mind.

3. In this or that lesson it is necessary to draw students' attention to the topics, objects, subjects, technical means, teaching aids planned for this educational process. It is important to encourage students to focus on the process of engaging in communication or creating communication.

4. It is necessary to encourage the student to continue the conversation naturally, to write the text of the conversation in a purposeful way.

As a result of mastering the culture of communication students:

1. They will be able to meet their expressive needs.

2. They develop the skills of demanding and rejecting, designing the ideas to be expressed, consistent systematization.

3. They acquire the skills to challenge or accept the views of the interlocutor.

4. They will have the skills of cultural greetings, expressions in their hearts, thoughts, farewells.

5. Explore the exchange of information with their interlocutors, the objects to which they send letters.

6. There is a feeling of empathy for the interlocutors, helping them.

Students who consistently acquire communication skills will also have:

- Be able to convince others of their views;

-Involvement of interlocutors;

- To state each point in its place;

-Speech and communication etiquette;

-Satisfaction with the idea they express, elements of the art of public speaking.

As a result of students' ability to express their ideas in writing, compose a text, work on the text:

1. Learn to address others in writing and to express their opinions consistently.

2. They are accustomed to expressing their views in writing on a particular topic.

3. Will be able to design the stated bold and master the theoretical foundations of the native language.

4. Develop the ability to write correctly, without errors, to express ideas in a logical sequence.

5. They are accustomed to correctly write and edit texts of different sizes.

6. Have the ability to work with a dictionary.

Discourse is a text in which all extralinguistic descriptions of communication are pragmatic, sociocultural, psychological. Discourse, that is, represents different types of expression of thought in a logical sequence. For example, there are oral and written forms of communication, interviews, lectures, formal communication, which take place in the course of daily activities. It is advisable to develop the ability to create such communication texts in the process of teaching students in the subjects specified in different curricula.

Communication mode includes 3 main elements:

1. Creating a speech situation;

2. Logical coherence;

3. Create a dialogue text based on the conversation.

The speech situation represents the conditions of the communication that takes place between the participants of the communication, a student and a teacher, or between two or more students. The speech situation plays an important role in the communication process. It is important to create a speaking situation while developing communication skills in students. For example, understanding the content of the information provided by the interlocutor, following grammatical rules, gaining an understanding of whether the information is true or false, and so on.

Rhetoric is the ability to speak and the first element of recording evidence[141]. At this stage, the student develops a culture of thinking. They acquire the skills of thinking and connecting one idea with another, quoting from one idea to another, creating a new one from a given sentence.

In most cases, students' oral and written speech is characterized by a lack of thought, lack of vocabulary, speech defects in the structure of the text.

1. The main strategic goal is to constantly develop the student's speech, forming his communication skills. As a result of speech development, students' written and oral communication skills are formed. Listening and comprehension skills are stabilized, on this basis, students' intellectual, aesthetic, spiritual worldview develops.

2. Improving student speech is a guiding principle in the educational process.

3. Speech development is a systematic activity of the student and the teacher aimed at the formation of written and oral communication skills.

 Communication is a process of interpersonal interaction generated by the needs of interacting subjects and aimed at meeting these needs. The role and intensity of communication in modern society is constantly increasing, since with an increase in the amount of information, the processes of exchange of this information become more intensive, and the number of technical means for such exchange increases.

In addition, the number of people whose professional activities are related to communication is growing, that is, those who have professions of the "person-to-person" type.

Constructive communication, exchange of opinions are essential components of a professional. That is why the role of the culture of communication is so important among the representatives of the younger generation who are inclined to receive higher education.

The problem of the formation of a culture of communication, in its broad sense, is due to the need to improve the quality of training of specialists, since the assimilation and application of universal, humanistic, ethical values by students and their implementation directly in communication contribute not only to the personal and spiritual development of a young person, but also to social, professional the potential of a specialist.

A modern graduate of a higher educational institution, in accordance with the state educational standard, must have many knowledge and skills in the field of communication culture. Therefore, today it is impossible to solve the problems of scientific comprehension and construction of the pedagogical process without including in it the content that provides for teaching the student to communicate.

During the student age, the problem of choosing life values is especially pronounced, and the unformed system of moral guidelines of student youth makes it susceptible to a variety of influences. Consumption values come first. Kindness, mercy, decency, politeness and other moral values of communication are left aside. The image of the younger generation is gradually taking form, which absorbs a negative, nihilistic attitude towards culture.

The concept - culture (from "cultura" - cultivate, process), as a complex phenomenon, does not have an unambiguous interpretation and appears as a set of material and spiritual values, a "second" nature, the human world, the result and or a way of human activity, systemic quality of society, etc.

Other definitions of culture emphasize the duality of culture: on the one hand, culture is the world of a person's social experience, accumulated enduring material and spiritual values, on the other, a qualitative characteristic of human activity [3, 4, 6 and others].

The concept - communication - is also notable for its complex and multifaceted understanding. One of the approaches to communication, which is quite widespread today, was developed in the works of G.M. Andreeva. In accordance with this approach, communication acts as a complex process, including the transfer and exchange of information, interaction, mutual understanding of people in the existing system of social relations [1. 160p.].

Culture and communication in their development are in dialectical unity. Communication is perceived as a necessary condition for the production of cultural values, including a person, as a way of being a culture. M.S. Kagan noted: "Intersubjective interaction is the true product and mechanism of culture" [2. 245p.].

Constantly interacting and integrating with each other, the concepts of "communication" and "culture" form a new concept of "communication culture" in terms of content and structure. Based on the socio-philosophical approach to the subjects of the culture of communication, the following levels can be distinguished: humanity as a whole; separate society; social group; specific personality.

Thus, the culture of communication of a society is the degree of development of the spiritual wealth of society in the sphere of human relationships: humanistic principles and values, ethical and etiquette norms, systems of knowledge in the field of communication, a certain level of mastering them, and the degree of their use.

In the process of mastering the spiritual wealth of society in the sphere of communication, external forms of regulation of human behavior are transformed into internal ones - the requirements of society become knowledge, beliefs, needs, habits, which, in unity with emotional-volitional qualities, are motives of human behavior, act as self-esteem, self-control, ensuring the unity of social requirements and human behavior. Proceeding from this, it is possible to consider the culture of communication of a person as a complex personal formation, characterized by the degree of assimilation, acceptance, application and enrichment by a person of the spiritual wealth of society in the field of communication (values, norms, scientific knowledge).

Having studied the functions of the culture of communication, we can conclude that it is an integral part of the culture of society and the culture of the individual. The culture of communication performs a number of very important functions, in particular: it promotes the introduction of the individual to the cultural experience of mankind, the formation of the leading features of the spiritual world of the individual, the creation of optimal conditions in communication from a psychological point of view.

From a pedagogical point of view, in the culture of communication of a person, there are three main components, the harmonious combination of which in the structure of the culture of communication ensures its effective functioning.

So, the cognitive component is knowledge in the field of general provisions on the culture of communication, ethics, etiquette, and psychology of communication.

Personally significant component reflects the value of the culture of communication for the individual, which finds its expression in the desires, interests, ideals, value orientations, beliefs of the individual. The lack of awareness of the usefulness of the culture of communication as a value leads to the fact that the individual, if he follows the cultural norms of communication, does so contrary to his attraction and interests. The personality in this case "bows down to the norm, but does not rise to it" (S.L. Rubinstein). Only when the socially significant becomes personally significant, the implementation of cultural actions is not just a duty, but also a need [5. 157p.].

The behavioral component characterizes the implementation of the learned values, norms, knowledge in practice, in situations of everyday communication, includes the skills of cultural interaction, reflection of the cultural side of communication, creative attitude to communication. In the absence of this component, when information received from the outside is stored in the inner baggage of the personality's knowledge and is not used by it in life, the culture of communication loses all meaning.

Consequently, in the process of assimilating the culture of social communication, the position of the individual changes from the role of an outside observer to interest, from interest to readiness and conviction, and then to activities corresponding to the system of internalized communication experience.

The role of communication at student age is associated with three main tasks: the formation of personal independence, professional self-awareness and the mastery of the foundations of a future profession, as well as effective orientation in relations with the opposite sex and choosing a partner for future family life. At the stage of college students, in the conditions of the complication of the system of relations, in which the personality is included, the problem of personal choice arises more and more often and in a more acute form, requiring awareness of one's position and making one or another responsible decision. In the process of studying, communication with fellow students is of particular importance for the student. A study group for a student is a focus that concentrates his social connections.

The level of communication culture is the result of the following objective factors: a) economic, b) socio-political, c) demographic, d) religious and cultural, e) the state of the educational environment, etc. The subjective basis of the level of communication cultures is made up of specific personality parameters: orientation; education; good breeding; socialization; general culture; development of mental processes and

personality traits. At the same time, the formation of attitudes of tolerant consciousness and behavior of a young person in interpersonal communication is a priority task.

Compliance with a set of organizational and pedagogical requirements will contribute to the successful solution of this task:

- Designing pedagogical activities, taking into account the structure and content of the culture of communication, the possibilities of the educational process;

- Implementation of the tasks of fostering a culture of communication based on the principles of humanism, dialogue of cultures, and co-creation of subjects of interaction of the educational process;

- Instilling the integrity of knowledge about a tolerant personality as a value quality, which determines the adequate content of the educational process?

- Application of forms and methods of education, imitative-role character, contributing to positive interpersonal interaction.

The implementation of the tasks of educating a culture of communication, based on the principles of humanism, dialogue of cultures, co-creation of the subjects of interaction of the educational process, allows for dialogue interaction of students, ensuring their mutual understanding and spiritual mutual enrichment as representatives of different cultural communities, to assert the value of a person as a person, his right to freedom, development and the manifestation of their abilities, to contribute to the development of initiative and independence of pupils, joint creative solution by the teacher and students of emerging problems. In the classroom, such a form of organization of the content of educational material is created, with the help of which the teacher manages to create a creative situation, directly or indirectly set the goal, conditions and requirements of educational and creative activities, in the process of which the student actively masters knowledge, skills, and develops creative abilities.

Positive interaction of students-representatives of different cultures is achieved through forms and methods of problem-search, imitation-role character in the formation of structural components: cognitive, personality-significant and behavioral.

When forming the cognitive component of the culture of communication, the following forms and methods are used:

- Lecture - a press conference, during which the teacher invites students to ask their questions on the topic. The lecture is presented not as answers to questions, but as a coherent text, during the presentation of which answers are formed. At the end of the lecture, the teacher analyzes the issues as a reflection of the interests and knowledge of students;

- Cognitive game, for example, "Dialogue of cultures", "Agent", the application of which involves the creation of special situations that simulate reality, in which students could find themselves in life.

The formation of a personally significant component is influenced by:

- Seminar-discussion, when topical problematic issues are brought up for discussion. Students first ponder them individually, and then form pairs and small groups in which these issues are discussed. The point is that the issues have already been discussed in pairs, some firm opinions have developed, and the discussion in a small group will be more meaningful. At the end of the session, time is allocated for a group discussion.

- Role playing game, for example, "Magic Shop", "Group Picture", in which a certain situation and a person's behavior in this situation are played out. The main task of the game is to teach the student to navigate in various life situations, to give an objective assessment of his behavior, to establish contacts, to be able to take the position of another.

The formation of the behavioral component is achieved by forms and methods:

-Seminar problem situations, involves consideration of problem situations that may arise when communicating with representatives of different cultures, nationalities, religions, social groups, views. The student's task is to build a model of his behavior, to find the most optimal and correct solution to a way out of the current situation;

- Exercises, for example "Web of prejudices", "Transformations", "I am a statement, you are a statement", aimed at the development of three aspects of communication that manifest themselves simultaneously (communication, interaction, perception).

As a result of the application of these forms and methods, the positive interaction of participants in the educational process is manifested in cooperation (characterized by equality of positions in communication, "feeling of a partner", the ability to accept him as he is, the absence of stereotypes in the perception of others), compromise (implies joint determination of the goals of the activity , its joint planning, distribution of forces and means based on the capabilities of each) and adaptation (it is assumed in cases where the partner's position is acceptable, characterized by attention to the partner, emotional stability in relation to the subject of interaction).

IV. CONCLUSION AND RECOMMENDATION

One of the important conditions for the effective development of the higher education system is the creative and intellectual development of students. In the learning process based on the new topology and content, the task is to develop the student as a creative person. To this end, the informativeness of teaching materials should be a priority in the learning process. The student should be able to learn as much as possible about available evidence, events, and social processes. This requires the provision of informative learning materials, and the student must be able to clearly express their views based on available evidence, information. To this end, the didactic aspects of the teaching materials should also be detailed in the applicable prohibitions. First of all, all teaching materials provided to students should be informed. To do this, it is necessary to create a didactic description of each learning material. Only then will they be able to use each argument effectively in the process of creating a culture of communication in their speeches. This requires that clear, detailed interpreted meanings of terms and words be provided to students during the learning process. Excessive presentation of the study material to the student leads to the fact that his communication culture is not sufficiently developed.

Practical experience today shows that it is not pedagogically expedient to provide students with theoretical materials in a dense and large number. On the other hand, the tight placement of theoretical materials in teaching aids is also inefficient because today science and technology and practice are undergoing rapid changes. Therefore, it is advisable to regularly update the database of information provided to students, to ensure that this information has an effective impact on the development of their independent thinking. In this regard, in the course of research aimed at developing a culture of communication among students, there was a need to identify the following:

1. The educational process aimed at developing the culture of communication of students should be organized in a certain sequence.

2. A new model of educational content should be defined with a view to developing students' communicative skills in a broad sense.

3. In choosing the content of the educational process aimed at developing a culture of communication in students, it is expedient to rely on new principles that serve to ensure the open, innovative significance of teaching.

4. The quality of skills acquired as a result of the learning process aimed at developing a culture of communication of students should be assessed on the basis of certain requirements.

5. It is important to identify the didactic opportunities of the learning process that serve to develop a culture of communication in students and to enrich the pedagogical skills of the teacher on the basis of these opportunities.

6. In the development of a culture of communication of students is required to determine the content and scope of educational tasks, taking into account their age and level of development.

As a result of the research, we recommend the following:

1. To achieve the systematic equipping of higher education students with knowledge about the theoretical foundations, types, parts of communication in the educational process.

2. Development of rhetorical (oratory) skills in students in the educational process.

3. Presentation of exercises, problems and educational assignments on the basis of a consistent system, which serve to develop a culture of communication in the programs, textbooks, manuals created for all training modules.

4. In the process of independent extracurricular learning, assignments on the development of a culture of educational communication and the development of the content of additional creative assignments.

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