



PEDAGOGICAL NEED FOR DEVELOPING STUDENTS' COMMUNICATION CULTURE ON THE BASIS OF AN INTEGRATIVE APPROACH

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Annotation. This article presents some thoughts on the pedagogical need to develop students' communication culture on the basis of an integrative approach in a global educational environment. The article also presents thoughts on the role of an integrative approach in improving communication culture, and the system of disciplines for developing students' communication competence on the basis of an integrative approach.

Keywords. Integrative approach, Communication, interdisciplinary approach, teacher, relationship building, improvement.

Introduction. In our country, the integration of education and scientific and technological development is often mentioned in reforms aimed at improving the education system. The need for the development of science and technology in close cooperation with market economy and production is one of the important ideas of the present time. Therefore, the effective use of integration in the development of education is becoming an urgent task. The issues of forming a culture of communication among students based on an integrative approach are set out in the Law of our Republic "On Education", the "Development Strategy for the Development of the Republic of Uzbekistan for 2022-2026" and other regulatory documents, which provide a basis for the successful implementation of working with students in the educational process and their formation as a harmonious generation at the state level.

Literature analysis and methodology. The use of integration in education is helping today's students to find their own solutions to difficult situations, such as overcoming the difficulties of science, excessive incomprehensibility of topics, and the absorption of topics into the minds of students. As times are changing rapidly, many



International Conference on Educational Discoveries and Humanities

Hosted online from Moscow, Russia

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16th December, 2024

changes and innovations are being introduced into our education system. In order to contribute to the elimination of the above problematic situations and many other conflicts and shortcomings, we decided to write the following article entitled "Forming a culture of communication among students based on an integrative approach."

Analysis and results. At this point, the article should explain the three basic concepts. The word "integration" comes from the Latin word "integro" - to restore, to fill, "integer" - whole, and integration is the joining of separate parts or elements together, their transformation into a whole, and their integration[2]. Integration is not a mechanical unification of disciplines, this synthesis is the emergence of something new, a discovery. It is the connection of separate systems and the creation of a single new thing.

Integrative education creates an opportunity for students to have a more complete and comprehensive understanding of the world around us in their minds. Students are able to express their knowledge in practice clearly and concisely, fluently, because in this approach, the ability to broadly reveal the essence of knowledge includes such concepts as imagining the world as a whole, interconnected [2].

Communicativeness - the ability to have a culture of interpersonal communication, the ability to listen and hear the interlocutor, the ability to enter into communication and establish contact, gather information, establish various social relationships, and the manifestation of non-verbal behavior[4].

Communicative culture - the culture of communicative speech allows one to communicate freely with people. He is not able to live outside of society, because he is a social being.

Communicative culture includes the following main features[4].:

- level of openness;
- presence of motivation in communication;
- general culture;
- development of speech and language;

Politeness is a characteristic feature, the main content of which is the habit of observing certain rules of behavior in various situations of human communication, compliance with the rules of etiquette[4].



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Although a differentiated situation prevails in the development of the theory of analysis and interdisciplinary communication, in practice integration and interrelationship further increase the social significance of science. Scientific research devoted to solving the problems of interdisciplinary communication, which has been carried out in recent years, is a requirement of social life. Through the scientific terms considered above and the appropriate definitions given to them, we can understand that even if teachers integrate lessons into each other, the lessons will be interesting, and students will form the necessary knowledge and skills for themselves.

The process of integrating subjects allows teachers to get rid of many seemingly difficult or seemingly difficult problems between teachers and students, which have become one of the most pressing issues of today: incomprehensible, contradictory, difficult and boring, uninteresting, and many other similar situations. When teachers form students' communicative competence in their lessons based on an integrative approach, they must first of all have developed communicative skills themselves, mastering integrative teaching skills[5].

The results of the study and analysis of pedagogical processes and existing approaches in higher pedagogical educational institutions showed that the problem of developing cultural communicative speech in educational institutions is extremely urgent, and it was determined that students have a certain level of communication and communication skills. The formation of the skills of speech communicative culture of communication should become one of the main tasks in the preparation of future teachers. The culture of communication of a future teacher has a special pedagogical value in the process of professional activity. Because students imitate the culture of communication and speech of the teacher, learning from it. The exemplary manners of the teacher evoke a positive mood and positive emotions in those around them. Mastering the culture of professional communication is of great importance for a future teacher, which allows him to establish communication with students through speech. In this process, the future teacher himself also develops, his cognitive skills and opportunities for independent thinking expand. The culture of speech communicative communication and communication of a teacher is an important means of comprehensive development of students.



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One of the important tasks is to develop a methodology for developing communication culture in students and mechanisms for its implementation. It is required to develop a methodology for forming communication culture skills in students across various academic disciplines. During the training process, special attention is paid to the development of the culture of speech and communicative communication of future teachers by equipping students with linguistic concepts and knowledge that are part of communication culture. In this regard, it is required to enrich the content of the following courses: “Cultural Studies”, “Philosophy”, “Native Language”, “History” and “Didactics”. This, in turn, ensures the thorough mastery by students of philosophical laws related to communication etiquette, historical information on speech etiquette, and the theory of the Uzbek language as a native language.

During independent work and seminar sessions organized within the framework of pedagogical disciplines, future teachers are involved in debates and conversational situations that allow them to master historical social experiences, models and concepts related to the culture of speech communication. The results of studying the experience of higher pedagogical educational institutions show that there are a number of experiences in teaching pedagogical disciplines related to the development of students' etiquette and culture of speech communication. Such processes are informational in nature and do not develop students' etiquette. Developed countries show that obtaining higher education in one or two specialties is not enough for personal development.

Conclusion. In order to systematically acquire knowledge and enrich the content of professional competencies, it is of particular importance to design and organize pedagogical processes aimed at developing the communicative etiquette of future teachers. The need to enrich the content of professional competencies in order to develop the communicative culture of future teachers has increased the need to develop a methodology for the development of verbal communication. This involves paying attention to the following:



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