

## Issues of Development of the Communication Culture of Technical Students

**Pulatova Odina Khamidovna**

Associate Professor of the Department of Humanities, Andijan Machine-Building Institute  
(AndMI)

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### ABSTRACT

*The article is written at the intersection of several branches of science, reflects one of the problems of the university issue of developing the communicative culture of students of technical universities. The author considers the formation of the communicative competence of students of technical universities. It is argued that philological disciplines should be included at all levels of higher education, which contributes to the formation of a highly qualified specialist with not only professional, but also soft skills. The relevance of the issues of increasing the level of communicative culture of students at the university is due to the requirements of the new time, the dynamics of changes in the professional industry.*

Education of a culture of communication is a need for practical teaching in universities. The ability to communicate culturally in the professional sphere can and should be developed among students of technical universities - future specialists, since correctly and culturally organized communication largely determines the success of professional activity. It is obvious that for effective cooperation with other people in various fields of activity, the successful implementation of their vital needs, the future specialist must have a high level of communication culture.

However, the communicative process among students of a technical university is far from being fully realized. Studies show that the level of communication culture of students is below average, and the subjects are not fully aware of and are not able to reveal the very concept of "communicative process" [3].

One of the most important components in modern society is the formation of an education system capable of releasing a new generation of specialists from the walls of the university, trained to carry out all the transformations in the social sphere. The goal of such a pedagogical system is to form students, especially technical universities, the ability to effectively apply knowledge and skills in practice with the correct construction of their communicative readiness for the upcoming professional activity.

The communicative activity of a personality, as the most important manifestation of its life activity, and the issues of self-realization of a person in communication has always been in the center of attention of psychological and pedagogical sciences.

The pedagogical aspect of the problem of the development of individual communicative abilities of a person is considered in the works of domestic and foreign researchers such as V.M. Karimova, A.R. Khodjaboev, I.A. Khusanov, M.Kh. Tokhtakhodjaeva, U.N. Nishonaliyev, N.P. Anikeeva, V.M. Galuzinsky, S. Grebenyuk, V.I. Kashnitsky, A.V. Mudrik, M.I. Rozhkov, I.E. Unta and others [5].

Thus, the communicative component is one of the important aspects of the future professional activity of students of technical universities. The process of forming the communicative component of the individual style of pedagogical activity of the future specialist should necessarily be based on an individually oriented approach that allows taking into account the peculiarities of the communicative potential and the uniqueness of each student. The effectiveness of the formation of the communicative component of the individual style of professional activity of future specialists in a technical university is ensured by the following conditions:

- ✓ stimulation of self-improvement of future specialists in the communicative sphere;
- ✓ individually-oriented propaedeutic of the communicative behavior of future specialists in the profession;
- ✓ professional interactivity of subjects of training [3].

The formation of the communicative component of the individual style of a specialist's activity is an evolving process consisting of four main stages, the successful completion of which leads to qualitative changes in the style of communicative behavior of future technical specialists.

To date, a fairly extensive theoretical and experimental material has been accumulated in the psychological and pedagogical literature, revealing the essence and specifics of pedagogical communication. Researches devoted to the development of communicative activity in the educational process are presented in the works of domestic and foreign scientists. But the importance of revealing the concept of "communication" as one of the important elements of the educational process in technical universities is not sufficiently disclosed.

Communication literacy and competence is the foundation professionalism in today's world. The arsenal of communication characteristics includes not only skills such as the ability to listen, speak, create new contextual connections based on the analysis of various sources of information, but also the ability to use dynamic technologies to develop communication relationships.

Communication (from lat. *communico* - I make common, connect, communicate) is the semantic aspect of social interaction. Since any individual action is carried out in conditions of direct or indirect relations with other people, it includes (along with the physical) a communicative aspect [1]. It is important in the learning process to create subject-subject relations for students with a focus on the humanitarian and technical orientation of communication, based on the equality of the position of partners in communication, the acceptance of another person into their inner world. As a result, these relations between the teacher and the student are not only a condition for educating a culture of student communication, but also contribute to the formation of a professional culture of the personality of a future specialist as a whole.

- Communication in relation to education provides the formation of an information base and informativeness as a characteristic of pedagogical interaction;
- pedagogical communication complements the exchange of scientific information with human meanings and values;
- the humanitarization of education endows the communicative activity of the teacher with the characteristics of communication (two-sidedness and dialogue). The global goal and main

function of communication in modern society is the unification of people on the basis of common access to the necessary information. The purpose of the communication process is not so much to transmit information, but to receive an internal response from the addressee, not an impact, but interaction [2].

Information culture in the broadest sense is a component of the basic culture of the individual, defining a new type of communication based on free access to information being, and a new type of thinking that frees a person from routine information and intellectual work, encouraging him to self-development and self-learning.

The implementation of the psychological and pedagogical goals of education in the process of active use of information and communication technologies in the pedagogical process is achieved through the use of a combination of electronic technical means, software, organization conditions, forms and methods of their application, aimed at the effective use of educational information resources in teaching and educating students technical universities.

The practical aspect of teaching students of technical universities effective communication includes a system of training sessions, business games, elements of theatrical activities, pedagogical situations aimed at understanding oneself and the child as subjects of communication, at the practical mastery of communicative tactics and strategies. When modeling pedagogical and technical communication and selecting problems, it is advisable to bring them closer to real professional situations, which may include speaking at technical scientific conferences, conducting individual and collective consultations on technical equipment, organizing technical conversations with manufacturers and consumers, etc.

According to O. B. Ganpanturova, a significant role should be given to self-learning, feedback structuring, learning by experience and networking, special tasks must be applied that bring up professional and personal qualities, and in the course of training it is advisable to apply the method of analyzing storylines based on binary thematic oppositions. The training manual "Effective Communications" presents examples of cases for conducting business negotiations, managing conflicts, and participating in public speaking. These methods and techniques can be used in the course of practical exercises and trainings, which should become the main forms of teaching effective communication [4].

The result of the work should be the formation of a personality capable of speaking freely and correctly, creating oral and written tasks in the specialty for solving communication problems, effectively extracting information from someone else's speech, and observing ethical standards of behavior.

In accordance with the requirements of state policy, the instructions of official documents, the trends of the global professional community, the dynamics of changes in the professional industry, a new view of the competence-based approach in education is being formed. In recent decades, soft skills have become increasingly important, and more attention should be paid to them in the learning process. Communicative competence, being a component of soft skills, is becoming in demand not only for students in the humanities, but also for students in various fields, from medical to technical; thus, it provides a significant learning outcome that contributes to the success of the future specialist.

Based on the foregoing, we can conclude that for the effective development of the communicative competence of students of technical universities, it is necessary to update the content of education, its forms, methods and techniques.

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