



THE SOCIAL NECESSITY AND PRACTICAL SITUATION OF DEVELOPING STUDENTS' COMMUNICATION CULTURE BASED ON AN INTEGRATIVE APPROACH IN A GLOBAL EDUCATIONAL ENVIRONMENT

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Abstract

This article presents some thoughts on the pedagogical conditions for developing 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: Communication culture, integrative approach, development, subject group, lesson process, independent development.

Introduction

In our country, the integration of education, science and production is often mentioned in reforms aimed at improving the education system. The need for the development of science and technology in close cooperation with the current era, market economy and production is one of the important ideas. 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 set the tasks of reforming the system of continuous education, which will ensure the interaction of students with work, forming them as a harmonious generation is becoming the basis for the successful implementation on a state scale.

Literature analysis and Methodology

The use of integration in education is helping today's students find their own solutions to difficult situations, such as overcoming scientific difficulties, excessive incomprehensibility of topics, and the absorption of topics into the minds of students. Problems related to the development of speech communicative competence are covered in detail in works on pedagogy and psychology. Among them, the works of G.S. Altshuller, V.I. Andreev, S.S. Goldektrikht, V.I. Zagvyazinsky, V.A. Kan-Kalik, A.A. Kirsanov, M.I. Makhmutov, R. Safarova, Kh. Mukhiddinova, Sh. Abduraimova can be cited. The problems of speech culture are covered in detail in the works of famous linguists V.V. Vinogradov, B.N. Golovin, D.E. Rozental, G.O. Vinokur, N. Makhmuldov, Kh. Nematov. The main issues related to the development of a culture of interpersonal communication are reflected in the works of such scientists as M.M. Bakhtin, V.S. Bibler.

Analysis and Results

As times change, many 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." 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 into one whole, to become one whole, to become whole[2].

Integration is not a mechanical unification of disciplines, this synthesis is the origin of something new, the 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 clearly and concisely in practice, because in this approach, the ability to broadly reveal the essence of knowledge includes concepts such as imagining the world as a whole, interconnected[2].

Communicativeness - having a culture of interpersonal communication, the ability to listen and hear the interlocutor, the ability to communicate and establish

contact, information gathering, establishing various social relationships, and the manifestation of non-verbal behavior[4]. Communicative culture - communicative speech culture allows you to communicate freely with people. It is not able to live outside of society, because it is a social being.

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

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

Politeness - 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].

Although the development of the theory of analysis and interdisciplinary connections is characterized by a differentiated state, in practice, integration and interrelationship further increase the social significance of science. In recent years, scientific research devoted to solving the problems of interdisciplinary connections 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.

The process of integrating subjects allows teachers to get rid of many seemingly difficult or seemingly difficult problems between teachers and students, such as incomprehensible, contradictory, difficult and boring, uninteresting and many other similar situations that have become one of the current issues of today. When teachers form the communicative competence of students 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.

One of the important tasks is to develop a methodology for developing communication culture in students and mechanisms for its implementation. It is necessary to develop a methodology for forming communication culture skills in students in various academic disciplines. During the educational process, special attention is paid to the development of a 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 of philosophical laws related to etiquette, historical information on speech etiquette, and the theory of the Uzbek language as a native language by students. During independent work and seminar sessions organized within the framework of the pedagogical disciplines, future teachers are involved in debate and conversation 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 related to the development of students' etiquette and speech communication culture in teaching the pedagogical disciplines.

Such processes are informative in nature and do not develop students' communication skills. Developed countries show that obtaining higher education in one or two specialties is not enough for personal development.

Conclusion

In order to obtain regular knowledge and enrich the content of professional competencies, it is of particular importance to design and organize pedagogical

processes aimed at developing the communication skills of future teachers. The need to enrich the content of professional competencies in order to develop the communication culture of future teachers has increased the need to develop a methodology for developing verbal communication. This involves paying attention to the following: - harmonizing the content of academic disciplines related to pedagogy, psychology, linguistics, unifying their goals and objectives, incorporating educational topics and materials aimed at developing students' communicative culture within the content of educational courses related to pedagogy, psychology, cultural studies, and logic; - achieving comprehensive development of students' cognitive, worldview, and moral and aesthetic spheres; - applying theoretical pedagogical approaches to the process of developing the communicative and communicative culture of future teachers; - using traditional and non-traditional didactic forms and methods to develop the communicative culture of future teachers.

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