



CULTURE AND PSYCHOLOGY OF COMMUNICATION IN TEACHER PEDAGOGICAL ACTIVITY

Ergashova Guljahon Akmal qizi

Termiz davlat pedagogika instituti Pedagogika va ijtimoiy fanlar fakulteti Pedagogika yo‘nalishi talabasi
ergashovaguljahon03@gmail.com

Abstract

The article examines the role of teachers' communicative culture and psychology in enhancing students' motivation and engagement through speech culture, emotional stability, and communicative competence.

Keywords: Teacher, pedagogical communication, communication culture, emotional stability, communicative competence.

Introduction

In the process of modern education, the teacher's pedagogical activity is not limited only to the provision of knowledge in subjects, but is manifested as a complex system of communication that directly influences the personal and social development of students. The quality and effectiveness of pedagogical communication depend on the teacher's culture of communication, psychological training, empathy skills and communicative competence. Therefore, in the pedagogical process, the teacher is seen not only as a transmitter of knowledge, but also as a subject who directs the student's activity, stimulates his motivation and is able to create a psychological environment.

According to educational psychologists, in order for the student's activity and independent formation of knowledge to be effective, the teacher's approach to communication must be positive, responsive and pedagogically conscious. At the same time, the teacher's speech culture, emotional stability and communicative strategies ensure a socio-psychological balance in the classroom, increase students' interest and active participation. Today, pedagogical research shows that students' motivation and self-regulation increase significantly in the lessons of teachers with a high culture of communication and psychological training. Therefore, the



importance of communication in the pedagogical process and the psychological competence of the teacher as an object of research are of great scientific importance.

Teacher's communicative competence is one of the most important indicators of the effectiveness of pedagogical activity, including language skills, speech culture, emotional sensitivity and the ability to psychological adaptation. Modern pedagogical research shows that with the development of his communicative competence, the teacher becomes not only an informer, but also a subject who directs the student's activity, increases motivation and quickly finds solutions in problem situations.

High level of communicative competence of the teacher ensures effective pedagogical cooperation with students. For example, according to Tsvetkova's research, teachers with high communicative competence are 2 times more likely to engage students in the lesson, and also encourage students to master the subject independently. At the same time, communicative competence is closely related to the emotional stability of the teacher, which allows to continue the lesson process effectively in stressful situations.

The effectiveness of pedagogical communication largely depends on psychological factors. Psychological theories state that when a learner receives knowledge independently through activity, he learns more deeply and steadily. In this context, the teacher's pedagogical psychological approach is the basis for increasing the student's internal motivation, stimulating concentration and self-expression.

In the process of communication, we face many psychological barriers, in particular in the pedagogical environment — in the interaction between teacher and student. Studies classify these barriers as follows: language and meaning (semantic) barriers, psychological barriers (emotional) and barriers in the organizational-behavioral aspect of communication. For example, in the study Psycholinguistic Features of Pedagogical Communication in the Modern Ukrainian School, semantic, phonetic and logical errors were shown as guiding problems in pedagogical communication. Also, psychological blockages – the stressful state of the teacher, the negative attitude of the student, the lack of motivation – reduce the effectiveness of the language interaction process. For example, the article Pedagogical Communication between Primary School Teachers and Pupils as a Factor in the Wellbeing of Primary School Students in Educational Activities found



that a teacher's lack of equal attention to students during the classroom process and a communicative imbalance reduced students' psychological well-being.

Teacher's speech culture and emotional stability are important factors that determine the quality of pedagogical communication. Speech culture is defined as vocabulary, fluency of pronunciation, expressiveness and style of speech appropriate to the context of communication. Studies have also observed incomprehensibility and low focus in the course of lessons of teachers with a low speech culture: for example, the percentage of students who do not pay full attention to information was 39% in a particular study.

And emotional stability is related to the teacher's ability to maintain communication even in stressful situations, to feel the demands and feelings of students, to solve conflicts in a constructive way. For example, teachers with higher self-control and reflex skills are able to maintain a more stable posture in the process of communication.

Studies show that when a teacher uses emotional intelligence and strategies along with speech culture, students' motivation, class participation, and academic outcomes improve. For example, Xie & Derakhshan (2021) in their article "Positive Teacher Interpersonal Communication Behaviors" showed that traits such as positive interactive speech behavior, i.e., "mirror, collaboration, trust, intimacy" are important in increasing a student's interest in learning[11].

Teacher's speech culture is the main factor determining the quality of pedagogical communication. Speech culture refers to the vocabulary, accuracy of pronunciation, grammatical accuracy, adaptability to the context of the topic and expressiveness. Studies show that teachers with a higher speech culture significantly reduce incomprehensibility and decreased attention during the lesson. At the same time, the culture of speech helps to effectively implement the teacher's pedagogical strategies.

Emotional stability, on the other hand, is an important aspect of pedagogical activity, which refers to the teacher's ability to control himself in stressful situations, to resolve conflicts constructively, and to maintain effective interactive communication with students. An emotionally stable teacher creates a positive mental environment throughout the lesson, enhances students' motivation and ensures their psychological safety. Also, the emotional stability of the teacher has a significant impact on the social and emotional development of the students.



Research shows that in the lessons, where a positive communicative atmosphere is created in pedagogical activities, the level of concentration of students, the strengthening of knowledge and the motivation of the students are higher. Therefore, the teacher must constantly develop a culture of communication and emotional stability.

In conclusion, in the pedagogical activity of teachers, the culture and psychology of communication plays an important role in the academic and social development of students. Teachers with high speech culture, emotional stability and communicative competence establish effective pedagogical communication in the classroom, increase students' motivation and active participation. Also, identifying and eliminating psychological barriers, creating a positive communicative environment will increase the quality of the pedagogical process and ensure continuous improvement of the quality of education. In this context, the culture of pedagogical communication and psychological training of the teacher is considered an integral element of the modern educational system.

REFERENCES

1. Decree of the President of the Republic of Uzbekistan UP-5847 dated October 8, 2019 "On approval of the Concept of Development of the Higher Education System of the Republic of Uzbekistan until 2030"
2. Decree of the Cabinet of Ministers of the Republic of Uzbekistan No. 1059 on 31.12.2019 "Concept of Continuous Spiritual Education"
3. Kholikov, A. (2010). Pedagogical skill. Tashkent.
4. M.I.Israel, L.I.Tashmukhamedova. (2019). The Art of Public Speaking. Tashkent.
5. Cicero. (2007). Two Treatises on the Art of Public Speaking (translated by Urfon Otajon). Tashkent.
6. Bekmirzayev N.(2008). Basics of public speaking art: Textbook. Toshkent.
7. Ulugov, T. (1993). Fundamentals of speech culture. Toshkent.
8. Oji, R. K. B. (ed.). (n.d.). Communication in Education: A Handbook for Teachers. Pan-Atlantic University Press.
9. Dörnyei, Z. (1997). Group dynamics and foreign language teaching. System, 25(1), 65-81.



10. Kulikova, T. I. (2012). Psychological Culture of a Class Teacher as the Foundation of Modern Schoolchildren's Psychological Security. *Psychology in Russia: State of the Art*, 5, 458-470.
11. "Positive teacher interpersonal communication behaviors" (2021). *Frontiers in Psychology*.
12. Grafiati. (2025). Communicative culture of a teacher: List of books on the topic. Grafiati.
13. Positive Psychology (n.d.). *Positive Education Books: 18 Best Books for Teachers*.