



Mechanisms For The Formation Of Communicative Abilities In Students Of Higher Educational Institution

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Article History	Abstract
Received: 24 November 2023 Revised: 12 December 2023 Accepted: 27 December 2023	<i>In the article, it is studied that it is the main factor for students of higher education (future pedagogues) to have an understanding of the culture of communication and to know how to apply it correctly to students in the future. It is explained that communication culture is a sign of a person's maturity and perfection.</i>
CC License CC-BY-NC-SA 4.0	Keywords: communication, future pedagogue, ability, culture, teacher-student, education and training.

1. Introduction

The joint action of a person with the universe surrounding himself occurs in the system of objective relations between people, which are formed in the process of their social life and production activities. Individuals interact not only with nature in the production process, but also with each other. The decision of the president dated 21.06.2022 “on measures to improve the quality of pedagogical education and further development of the activities of higher educational institutions training pedagogical personnel” was adopted PQ-289. Accordingly, pedagogical and psychological knowledge in educational systems from preschool educational organizations to higher educational institutions should be considered as an important political task in teaching. Number of independent universities have been established in the regions of the Republic in order to coordinate the work of training specialists in territorial terms and to more broadly involve the younger generation in the deep acquisition of professions and knowledge. Now the curricula in all available specialties in higher educational institutions of the Republic are being revised on the basis of pedagogical knowledge.

- the requirement of the current period, which consists in further deepening and accelerating reforms in the field of Education, puts the following important tasks before the employees of this field: - To continuously acquaint young people with the rich history and culture of our people and, on this basis, to form and develop their national-spiritual consciousness; - Development of the methodology of pedagogical-psychological education of young people based on the formation of concepts about the culture of communication and the establishment of practical education on this basis;

- conducting scientific research on the creation of pedagogical textbooks and manuals for higher and secondary specialized educational institutions and their introduction into practice; In our republic, a number of research, educational and pedagogical, methodological and software works have been carried out on the solution of these tasks:

S.H.Temurova, O.Hasanbayeva, N.Muslimov, M.Ochilov, A.Q.Munavvarov, S.Usmanov, M.Kamoldinov, B.Vakhobzhonov, N.V.Pavlova, S.Khusankhojayeveva, M.G.Kata was a contribution to the work of studying the spiritual heritage of our people of antalogy on the development of pedagogical thought in the Republic of Uzbekistan, created by Davletshin.

2. Literature Analysis and Methodology

Among the works in this direction, O.The scientific and pedagogical research of hasanboyeva is noteworthy. In these works, together with the pedagogical traditional manifestations in Uzbekistan, a wide range of scientific pedagogical and biographical information is also given about the toxic educators of our recent history, about the hassos representatives of our culture and spirituality, and about the respected teachers and dear pedagogical scientists, passionate enlighteners who work side by side with us. Issues of improving the effectiveness of Family Education A.Q.Munavvarov was embodied in his research. In these studies, the norms of morality of the family environment, various aspects of the upbringing of a child in the family were thoroughly studied from a pedagogical point of view. The author was researched on the basis of categorizing the prosperity, maturation, development of the family, the samadoriality of the upbringing of a child in the family according to the number of his families, arrangement, place of residence, general intellectual level, socio-mental and material status, level of fullness, professions of family members, interests, aspirations.

Pedagogical Communication is a professional attitude of the teacher towards creating the most favorable psychological environment with students in class and in extracurricular time. From improper pedagogical communication, fear, insecurity appear in the reader, Attention, Attention, performance decrease, speech dynamics are disrupted, independent thinking decreases. The communication of his teacher with students should not allow such a mood, provoke the student to activity, cause joy in him.

A.S.Makarenko believes that teacher communication should be an attitude based on respect and exactingness. V.Sukhomlinsky says:"every word when spoken in the school yard should be thought-out smart, goal-oriented". The word teacher should be aimed not only at the ear, but also at the heart. The student should treat his teacher as if he were a friend, spouse and mentor. The attitude of the teacher student should be based on friendship. In the opinion of advanced educators in general, my attitude should be only in the position of collaborative pedagogy. Pedagogical communication is a manifestation of the professional activity of the teacher, in which the tasks of education and upbringing are solved by the means of interaction between the teacher and other participants in the educational and educational process. In one situation, the teacher comes out in the role of an evaluator (teacher – director, teacher – parent), in the second case he himself is the recipient of the assessment (teacher - director, teacher – Methodist and inspector and hokazo). It is clear that in such cases, the tasks and means of pedagogical influence also differ in the pedagogical communication of the teacher. We look only at the teacher's communication with students in Aries. The components of pedagogical communication will consist in assessing its tasks, the means and methods of interaction of the teacher with students and colleagues, the nature of communication. Communication tasks include: giving the student new information or exchanging ideas; mutual knowledge of students with the teacher; correcting and managing each other's hulks; opening and using the capabilities of the individual of each participant in communication, independently solving their problems in front of them; pedagogically purposeful nature of the teacher's personal opinion; the fact that participants in communication satisfied each otherAnother aspect of pedagogical communication is its tools and methods: Tools can be organizing, evaluating, encouraging discipline (instruction, evaluating discipline, and reprimanding). The literature emphasizes that the teacher is the master of his work, and approaches discipline more towards organizational impact on motivators. Yes, in general, the number of influences in such a teacher is much less than in colleagues, which means that in his classes the "communicative space" for students has become empty.

3. Discussion

The style, formed as a method of communication, is manifested in practice in its three forms: joint cooperation of students with the teacher in the acquisition of knowledge (democratic style), the teacher's repression of students and the non-realization of their activity (authoritarian style), the teacher's neutral attitude towards students and its deviation from the issue being solved (liberal style);

1. The situation in communication involves the same reciprocal movement ("lateral" alignment), repression of another participant ("upward" alignment), coordination of another participant ("downstream" alignment).
2. The character of emotional overtones in communication varies from positive to negative through a neutral state. All this creates an atmosphere of communication, a certain climate in the classroom.

3. Mature pedagogical communication implies the control of the teacher - self, the process and results of communication.

4. In the course of properly organized pedagogical communication, the teacher is embodied in a pedagogical delicacy, which is understood as a measure of the compliance of the selected tools with tasks and conditions.

What are the specific difficulties in pedagogical communication? This is, first of all, the absence of special tasks of communication, as a result of which the teacher does not look at pedagogical communication as a special aspect of his work, does not plan it, communication does not improve methods, in some cases it also occurs that they do not mutually understand all the tasks of communication, poverty of means of communication, monotony and unattractiveness. For example, communication, which calls for a narrow range of discipline of students, which is emotionally negative, often causes them an opposite effect. An important role is played by the fact that each teacher comes up with an analysis of his difficulties in order to draw up a grounded program of work on pedagogical communication methods. The general direction of all exercises on pedagogical communication is the creation of qualifications in existing pedagogical situations, the use of tools that facilitate the disclosure of the capabilities of each participant in communication, ensure the development of his personal feelings, which he satisfies through communication, etc. A number of exercises can make this possible: One of the most important functions of communication is to be empathetic. It is realized in the process of forming the ability to understand the feelings of another person, to approve the point of view of others, and normalizes relationships in the team. In this, it is very important for the teacher to understand the student, his desires and understand the need to influence the student on the basis of these. Knowledge of communication functions helps to organize the interactions with students in the classroom and beyond for teachers as a holistic process. When preparing for the lesson, it is necessary to achieve a comprehensive use of all the functions of communication. When planning a lesson, it is necessary not only to inform, but also to plan the creation of conditions in which students will be able to show their personality and show their own personal abilities. In this, the teacher should pay special attention, especially to students who need his help, think in advance about ways to interest each student, the organization of work based on cooperation and creativity. According to Kan-Kalik, a major specialist in communication, the composition of professional pedagogical communication consists of:

- class-modeling (design) of the dialogue with the group by the educator;
- conduct direct active communication in the first moments of interaction (communicative attack);
- communication management during the pedagogical process;
- carried out analysis and modeling it for future activities.

In order to successfully complete each of the elements of communication, it is necessary to pay attention to the following. "Communicative attack" - in itself known in this, it is necessary that the teacher knows the technique of quickly attracting students, acquires dynamic influence and methods of pretending to be cool. What should the future teacher know at each stage of communication? At the stage of "communicative attack", a technique is needed that quickly attracts the class to work, it is necessary to introduce oneself and master the methods of dynamic influence. At the stage of communication management, students will need skills to support the initiative, organize dialogue, be able to adapt their thoughts to real conditions. Results What is the difference between a "communicative attack" and a "brain attack"? At the stage of communication management, it is necessary to approve the initiative of students, conduct dialogical communication, make adjustments to their thoughts in accordance with the real conditions. The teacher, having planned the lesson, should not only provide information, but also provide opportunities for children to express their opinions, to assert themselves. In the analysis eTap, it analyzes the unity of purpose, means and results. In the educational process, the teacher becomes a leader, initiator in the organization and management of communication. The moral upbringing of a person becomes namayon in a diverse relationship to what is around him. It is expressed in human senses, experiences, and is present in the behavior of hatti Harkat. Doing good to children and kindness should be the main motivation in the relationship with the child or with the class in our pedagogical activity, and not in the state with our inner forgiveness. Leaders' communication management styles are given in: authoritarian, democratic, liberal style. These styles can be seen in the style of teacher leadership in pedagogical communication.

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