

Didactic Opportunities for Developing Communicative Culture among Students of Higher Educational Institutions in Interethnic Relations

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Abstract: The article discusses the components of the educational environment in the development of the communicative culture of students, the pedagogical process in the educational environment, dialogic communication based on activities between educational subjects, public speaking, classroom teaching and extracurricular training, innovative teaching technologies developed on the basis of a psychodidactic approach, as well as theoretical and practical foundations of methods for combining didactic and psychological content based on the principle of generalization, developing innovative communication and its implementation.

Keywords: Education, teaching, didactics, culture, psychology, information, methodology, ability, communication, style, technology, social environment, component, integration, activity, person.

Introduction

In higher educational institutions, the educational process is aimed at forming individual knowledge, skills and abilities of students, in the absence of comprehensive pedagogical influence aimed at developing students' communicative culture. Communicative culture of students is formed in the process of joint activity, dialogue and other forms of higher mutual relations in the educational environment.

The educational environment plays an important role in the process of teaching and educating students.

Many researchers have recognized the importance of the learning environment. In their opinion, the influence of the teacher should be directed not to the student, but to the conditions: external (environment, interpersonal relations, activities) and internal (emotional state of the child, his life experience, relationships).

In pedagogy, the educational environment is considered as an integral part of the educational system that ensures the success of learning, development and self-development by attracting students to various educational activities and creating a psychologically comfortable environment.

S.T.Shirmatov understands the educational environment as "a system of influences and conditions for the formation of a person according to a certain model, as well as development opportunities available in the social and spatial-subject environment." [1;167].

M.Bahodirov's educational environment is a more or less organized multi-structural system of direct and indirect educational and upbringing influence that implements the psychological and pedagogical relations of teachers, describes the goals, tasks, methods, tools and forms of the educational process. ..." [2;89]

Based on the opinion of our scientists, we present the following author's definition: "Educational environment is a community characterized by the following characteristics of age: a) interaction of young people with adults and peers; b) important processes such as mutual understanding, communication, reflection (that is, the attitude to one's own experience in a certain society); c) such an important feature as a historical and cultural component, which determines where it comes from, how it acts..."

M.Bahadirov understands the educational environment as "a system of pedagogical and psychological conditions and influences." An opportunity to reveal the students' existing abilities and personal characteristics, as well as interests and abilities that have not yet been revealed" [2;156].

Based on the analysis of scientific studies, we present the following author's approach:

"Educational environment reflects the interdependence of the conditions that ensure human learning. This includes the presence of the student in the educational environment, interaction, interaction of the environment with the subject"

"The educational environment is a part of the socio-cultural place, the zone of interaction between the subjects of educational systems, their elements, educational materials and educational processes".

Also, one of our scientists, S.T.Shirmatov, considers the educational environment to be a space where the interaction of educational subjects takes place [1;139].

The following components are separated in this process:

- psychodidactic (content, forms and methods of activity);
- social component (relationships between subjects);
- spatial-subject component (opportunities provided by the science environment for the organization of activity and development of students);
- environmental subjects.

According to M.Solieva, "the social environment, various areas of the microenvironment of a person at different ages, throughout his life, have a corresponding effect on a person, including all stages of his ontogenesis."

In the educational environment, according to M. Solieva[1;56], a person acquires social-psychological knowledge and experience of social interaction and determines the attributive characteristics of the environment:

- integrity (this is ensured by natural interaction with other systems and subsystems);
- systematicity (in the form of connections and relationships between system components arranged in a certain structure that determines the behavior of the entire system);
- hierarchy (each component of the system can be considered as a system containing another system, that is, each component can simultaneously be a subsystem of a given system and contain another system); compatibility/incompatibility with other systems;
- stability (as the presence of stable feedback);
- adaptability (adaptation to the surrounding world, reaction to it and its influence);
- self-improvement ability.

V.A.Yasvin [4;78] proposes to distinguish spatial-architectural, social and psychodidactic components in the educational environment.

The first component of the educational environment is spatial and architectural. These are the architectural features of the building, equipment and special attributes of the educational environment.

The second component is social and is defined by a special form of subjective community specific to this type of culture. It is important to comply with the following conditions:

- teacher and student are the only multiple subjects of development;
- the existence of cooperative relations between the teacher and students;
- availability of collective distributed educational activities;
- to fill the life of students and adults in the university with communication.

The third component of the educational environment - psychodidactics, includes the content of the educational process, methods of movement developed by the student, and education.

M. Solieva confirms the above: "the educational environment of a higher education institution is not a passive condition that ensures efficiency, but acts as an active external organizing factor that guides and develops the formation of a specialist as a citizen, professional and person" [1;81].

M. Solieva said that the educational environment of a higher educational institution is one of the forms of human contact with the outside world, "mainly determines the way of life, under its influence, attitudes, values and personality stereotypes are formed..." [1;122].

Therefore, according to the analysis, a person receiving education not only interacts with the educational environment, but he can understand himself in this regard, learns interaction, culture, establishes social relations, and attracts the material of nature to the space of his life activity.

In addition, the author suggests considering the educational environment of the higher education institution from two points of view:

1. As a system of influences and conditions for the formation of a person according to a given pattern;
2. As a system that provides individual education for each student, creates conditions for his inner world and personal growth, self-understanding and formation of national self-understanding.

M. Bahadirov considers the educational environment as "a means of developing (student's) subjectivity in the process of interaction, activity and orientation to other subjects of communication." [2;234].

Thus, the pedagogical process in the educational environment is a dialogue based on the activity between the subjects of education. In the process of pedagogical dialogue, the teacher and the student enter into dialogue. The student acts as a recipient, and the teacher acts as a communicator. A special feature of teaching at a higher educational institution is constant attention to scientific lecture materials and students' audience. Lecture material - the scientific research activity of the student is explained in a public speech. Therefore, it is the main task of a student of a higher education institution to know his subject and the field of science well. But not only a good knowledge of the subject ensures the success of the lecture, the teacher must be interested in his subject, love it, have an "ideological approach" to scientific research, so that he can correctly explain the content of the lecture to students and not only knowledge, but also encourage them to independent work, experimental activities, additional is able to learn information sources.

The student audience is a co-creative subject of the pedagogical activity, and the success or failure of the lecture depends on their activity. Only a teacher who has mastered the art of oratory can convey the skills of communication culture to students. They should be ready to communicate with the audience, to any development of subjective pedagogical communication in any situation.

"Each public speech, audience exercise, and out-of-audience exercise is a specific psychological situation that can never be completely repeated and whose features cannot be predicted. When

giving an audience lecture, the "streams" change, the number of listeners is different, they sit differently in the audience; new information has been added, the audience is excited or tired about something, half of the students have the flu, the teacher himself is not in uniform, it's spring outside and the students can't concentrate. In any situation, the main thing is to collect yourself internally, master it, overcome situations, new techniques, actions, "build bridges", improvise" [1;136].

The central place in the structure of the educational environment is occupied by the methodological system of teaching, which, depending on the priority of the educational tasks: teaching, training and development, respectively, predetermines the approaches to education, upbringing and development...: didactic approach, in which creative education is educational will be built in the direction of expanding and deepening the material; didactic-psychological approach, combining the teaching of science at a high level with psychological lessons in the development of the student's abilities and personality; psychological-didactic approach (psychodidactic), the term "psycho-didactics" as a derivative of "psychological-didactic problems", "psychological-didactic approach" and others in the 1970-80s began to be used independently of each other by V. V. Davydov and I. S. Yakimanskaya.

As stated by S. T. Shirmatov [1; 47], modern pedagogical technologies operate as completely independent, and sometimes contradictory, independent subjects. They do not pay attention to the student's individuality, as well as the teacher's psychological characteristics and capabilities. An integrated approach focused on the whole system can be called "psychodidactic" and a new field of psychological-pedagogical knowledge. Psychodidactics makes it possible to implement person-oriented education in practice.

A.Z. Rahimov defines psychodidactics as "a field of scientific knowledge that combines the logical-philosophical, psychological, pedagogical, didactic and technological processes of teaching and mastering scientific material." [1;123].

Psychodidactics is characterized by the priority use of the psychological foundations of developmental education. Each of the approaches we have outlined has four components: didactic, psychological, methodological, and subject-specific.

The didactic component is related to setting a clear didactic goal for learning the content of the subject. The psychological component is determined by choosing the mental functions of the person that will help to achieve the set didactic goal. The methodological component has the function of transforming the educational material into a form that allows the student to realize the desired mental function and achieve the goal.

A specific subject component is determined by the specific content of the subject material" [43].

Within the framework of innovative teaching technologies developed on the basis of the psychodidactic approach, the emphasis changes radically: the criteria for evaluating the effectiveness of the educational process are changes in the intellectual and personal spheres of the student, describing his formation as an effective person.

Summarizing the essence and goals of psychodidactics based on scientific analysis, these are: "filling theoretical psychological-pedagogical knowledge with a technological component that helps to activate students' cognitive activity and acquire skills.

The teacher organizes lessons based on the requirements of educational psychology, didactics and methodology.

"Taking into account the special shaping possibilities of the environment in which the pedagogical process is carried out, realizing that it is impossible to create a "pedagogically pure" environment in the conditions of modern life, the issue of the ecology of the educational environment is renewed. For this, integration and decompensation methods are used. Integration is a method of teaching social and cultural elements..., decompensation is the elimination and blocking of influences on a person (future)" (V.A. Slastenin) [4;246].

Conclusion

Based on the above, we believe that the student's communicative culture is formed most effectively in the conditions of university education based on the psychodidactic principle: we have presented ways of combining didactic and psychological content, developing innovative communication, and implementing it based on the principle of generalization.

The formation of communicative culture of students includes two goals: on the one hand, to prepare him for effective interaction with people in society, and on the other hand, to prepare him for the formation of communicative culture as a specialist. The development of students' communicative culture includes three main directions: the ability to perceive, the development of skills and the ability to communicate in different situations.

Thus, the formation of communicative culture of students is a complex multifaceted process, during which targeted pedagogical influence should be shown in the conditions of a specially created educational environment of a higher education institution.

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