

## METHODS OF FORMING TEACHER'S COMMUNICATIVE CULTURE

Boboeva Z.A.

Teacher at FarDU

<https://doi.org/10.5281/zenodo.7982620>

**Abstract.** *The article emphasizes the importance of communication as a fundamental tool in people's lives. It highlights that for professionals such as educators and doctors, communication is not just an accompanying factor in their work, but a crucial category that holds professional significance and forms the basis of their activities. The article also analyzes various types of communicative abilities.*

**Keywords:** *communication, professionals, category, interaction, teachers.*

Communication, being the most vital structural tool in a person's lifestyle, is present in all professional endeavors. However, in certain professions (such as actors, educators, doctors), communication exists not merely as the usual form of interaction between people, but as a category that ensures the success of professional activities. In this context, communication is not the usual form of interaction between people, but exists as a category that ensures the success of professional activity.

Especially in pedagogical activities, communication is regarded as a significant function and a crucial tool for teachers. It is manifested as a means of mutual education and educational influence, wherein compliance with important communication conditions, laws, and additional tasks is necessary.

One of the most crucial qualities of a teacher is their ability to efficiently organize educational activities through mutual cooperation with students, actively communicate with them, and exhibit passion and kindness as a leader. In the field of pedagogical and psychological research, there are numerous opinions and considerations regarding the communicative abilities of teachers, which play a vital role in effective pedagogical practice.

If a teacher lacks interest in their profession and does not have a love for their students, they will not develop the ability to effectively communicate with them, which includes their communication skills. Experiences conducted in the field of pedagogy over many years demonstrate that simply having knowledge of integral sciences and educational methodologies is not enough to achieve success in communicative activities. The teacher can only transmit their knowledge, practical skills, and qualifications to students through live and direct communication. Live communication between teachers and students is an essential requirement and aspect of pedagogical activities within educational institutions. Communicative ability: The teacher can create a positive classroom atmosphere for students during both in-class and extracurricular processes.

Communicative ability: pure voluntariness in the interaction of the teacher with the pedagogical team and parents, residents of the neighborhood, understanding and sympathizing with their mental states. The teacher should have psychological knowledge and regularly form the culture of behavior.

Communicative ability: pure voluntariness in the interaction of the teacher with the pedagogical team and parents, residents of the neighborhood, understanding and sympathizing

with their mental states. The teacher should have psychological knowledge and regularly form the culture of behavior.

Teacher's communication skills encompass the ability to effectively express oneself, utilize language as a tool for communication, and understand the nuances of human psychology beyond verbal interactions. Among the crucial aspects of a teacher's profession is their use of speech and communication with students. Speech serves as a verbal form of communication, enabling individuals to convey messages through language. Within social interactions, meaningful words are regarded as the means of oral communication.

Words can be spoken or written down or replaced by gestures that have some meaning in deaf-mute people. Communication between people cannot be likened to the transmission of information by telegraph. Emotions of communicators are also legitimately involved in human relations. It is in this emotional relationship, which is considered the content of communication, both to the object and to those involved in the relationship, that special non-verbal communication is composed. Non-verbal means of communication include hand, finger and facial movements, gesture, tone, pause, leave-refreshment, laughter, tears, etc., which form a system of signs that complement and reinforce, and sometimes replace, words.

Communicative ability is the ability to communicate in a unique way within the framework of pedagogical interactions. In the literature on psychology, several groups of communicative abilities are distinguished:

1. The ability to understand another person: This set of abilities involves assessing an individual as a whole, considering their unique appearance, motives, and actions, and evaluating them based on their outward appearance, behavior, and inner world. It includes the skill of interpreting nonverbal cues such as gestures, body language, and facial expressions.

2. Self-awareness: This refers to a person's capacity to evaluate their own knowledge, abilities, character, and other aspects of their personality, as well as to understand how others perceive them from an external standpoint and within their immediate environment.

3. The ability to accurately assess the communication situation: This entails observing the situation, identifying its most informative cues, and paying attention to them. It involves the capacity to accurately perceive and evaluate the social and psychological aspects of the situation.

The main educational methods of pedagogical influence are chosen based on the lifestyle, cultural values, and traditions of the nation. They are selected with the aim of organizing the education of students in a pedagogically appropriate manner.

Pedagogical impact encompasses a system of tools that are employed to organize and guide the socially beneficial work of students towards specific goals. These tools are directed towards the individuality of each student and shape their behavior.

A teacher should consistently strive to develop politeness, which is an important and essential quality in their professional skills. In terms of mutual exchange of ideas and personal self-education related to the pedagogical activity of the teacher, the following recommendations can be made. Please check and improve the translation as needed.

1. Realizing self-awareness in terms of professional activity involves identifying one's qualities, both positive and weak aspects, in the mutual exchange of ideas during communication. Based on this, developing a self-education program centered around the mutual exchange of ideas is recommended.

2. It is important to evaluate one's professional activity in the following aspects: analyzing impressions gained from interactions with people, assessing the current state of interactions with students, reflecting on personal achievements and shortcomings in interactions with others (teacher team, parents) to gain an understanding of how students perceive them.

3. Incorporating specialized self-influencing "autogenic" exercises can be beneficial for developing key human characteristics.

4. Engaging in various public activities with students and parents, such as lectures, discussions, and involvement in mature youth associations, fosters skills and competencies in the realm of mutual exchange of ideas.

5. Creating a system of situations that help individuals overcome negative moods and cultivate politeness in verbal communication is essential.

6. Approaching politeness from the perspective of our national traditions, customs, Uzbek behavioral culture, and national spirituality can serve as a foundation for pedagogical activities. Implementing this proposed system contributes to the formation of humanity and politeness, which are integral personal qualities associated with the teaching profession.

In conclusion, it can be stated that the success of a teacher's communication with students relies on their pedagogical skills. Teachers play a significant role in educating the younger generation, shaping them into spiritually mature individuals, and equipping them with profound professional knowledge. Additionally, the ability to engage students and generate their interest in a subject is contingent on the pedagogical skills of teachers. These skills are refined through the teacher's professional experience, requiring a combination of aptitude, intelligence, and enthusiasm.

## **REFERENCES**

1. Muslimov N.A., Usmonboeva M.H., Sayfurov D.M., Toraev A.B. "Innovative educational technologies." Tashkent: "Sano Standard" publishing house, 2015.
2. B. Ziyamammedov. "Pedagogical technology." Tashkent: "Turon-Iqbal" 2006.
3. Zulfiya, B., Rakhmonali, S., & Murodjon, K. (2021). A brief history of the development and teaching of drawing science in uzbekistan.
4. Zulfiya, B., Rakhmonali, S., Murodjon, K., & Makhpuzakhon, A. (2021). Drawing Tools And Design Elements In Geometric Drawing. *Turkish Online Journal of Qualitative Inquiry*, 12(10).
5. Akbarjonovna, B. Z., & Ruzimhammad, A. (2021). FACTORS FOR FORMING STUDENTS' VIEWS THROUGH THE FINE ART. *Galaxy International Interdisciplinary Research Journal*, 9(6), 197-200.
6. Zulfiya, B., Rakhmonali, S., Murodjon, K., & Makhpuzakhon, A. (2021). Drawing Tools And Design Elements In Geometric Drawing. *Turkish Online Journal of Qualitative Inquiry*, 12(10).
7. Nazokat, A., Ibrokhim, Y., & Makhpuzakhon, A. (2021). FACTORS OF DEVELOPMENT OF FINE ARTS.
8. Ахмедова, Н. Э. (2022). БУГУНГИ ЁШ АВЛУДНИ АХЛОҚИЙ, КОГНИТИВ ВА ЭСТЕТИК ТАРБИЯСИНИ ШАКЛЛАНТИРИШДА КИТОБОТ САНЪАТИНИНГ ЎРНИ. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(10-2), 204-208.

9. Ахмедова, Н. Э. (2022). МЎЪЖАЗ САНЪАТНИНГ БЕТАКРОР НАФОСАТ ОЛАМИ. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(10-2), 125-130.
10. Ахмедова, Н. Э. (2022). МАРКАЗИЙ ОСИЁДА ТЕМУР ВА ТЕМУРИЙЛАР ДАВРИ МЕЪМОРИЙ БЕЗАК ТУРЛАРИНИ ТАҲЛИЛ ҚИЛИШ НАТИЖАСИДА ЁШЛАРНИ АҚЛИЙ ВА МАЪНАВИЙ ТАРБИЯЛАШ САЛОХИЁТИГА ТАЪСИР ҚИЛИШ ОМИЛИ. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(10-2), 41-45.
11. Yuldashev, I. (2022). QADIMGI AN'ANALAR DAVOMIYLIGI USUL VA USLUBLARINI TURLI YO'NALISHLARDA TASVIRLASHDA KITOBAT HAMDA MINIATYURA SAN'ATINING O'ZIGA XOS XUSUSIYATLARI. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(10-2), 209-216.
12. Akhmedova, N. E. (2023). PEOPLE'S PRACTICAL ART TRADITIONS AS THE BASIS FOR DEVELOPING THE ARTISTIC-PEDAGOGICAL ABILITIES OF FUTURE ART TEACHERS. *Science and innovation*, 2(B4), 701-705.
13. Sulaymanova, S. B. Q. (2022). BADIY OLIY TA'LIM MUASSASALARDA TASVIRIY SAN'AT FANINI O'QITISHGA BO'LGAN EHTIYOJNING OSHISHI VA UNING BUGUNGI HOLATI. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(10-2), 89-96.
14. Yuldashev, I. (2022). URF-ODAT VA MAROSIMLAR MILLIY LIBOSLARNI SHAKLLANTIRUVCHI ASOSIY VOSITA. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(10-2), 78-83.
15. Yuldashev, I. (2022). BORLIQNI IDROK ETISH VA TASVIRLASHGA DOIR DASTLABKI MA'LUMOTLAR HAMDA ULARNI XARAKTERLI JIHATLARI. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(10-2), 9-15.
16. Бобоева, З. (2022). ИЖТИМОЙ ФАОЛЛИКНИ РИВОЖЛАНТИРИШДА ТАСВИРИЙ САНЪАТНИНГ ЎРНИ. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(10-2), 51-55.
17. Boboyeva, Z. A., & Mo'Minova, D. B. Q. (2022). TALABALARNING KREATIVLIK QOBILIYATLARINI RIVOJLANTIRISHNING NAZARIY ASOSLARI. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(10-2), 221-233.
18. Boboeva, Z. (2023). FEATURES OF LANDSCAPE CREATION IN IMPRESSIONISM. *Science and innovation*, 2(B2), 597-600.
19. Boboyeva, Z. A., & Raxmonjonov, X. A. (2022). O'QUVCHILARNING TA'LIM JARAYONIDA DIZAYNERLIK MAHORATINI SHAKLLANTIRISH. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(12), 1017-1023.
20. Boboyeva, Z. A., & Soxibov, R. J. (2022). UZLUKSIZ TA'LIM TIZIMIDA ANATOMIYA FANINI O'RGANISHNINING NAZARIYASI VA METODIKASI. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(12), 983-988.
21. Umarzhanovich, G. A. (2022). EFFICIENCY OF PHYSICAL EDUCATION CLASSES THROUGH A COMBINED APPROACH WITH THE USE OF MEANS AND METHODS USED IN BELTS WRESTLING. *Galaxy International Interdisciplinary Research Journal*, 10(5), 842-846.

22. Умаржонович, Ф. А., & Фармонова, Ш. М. (2022). Ёш курашчиларнинг базавий хатти-харакатларини координация машқларидан фойдаланган ҳолда такомиллаштиришнинг методологик асослари. *Образование*, 8(9), 10.
23. Gofurov, A. U. (2020). METHODS OF IMPROVING THE PHYSICAL TRAINING AND COORDINATION SIKILLS OF WRESTLERS AGED 10-12. *Scientific and Technical Journal of Namangan Institute of Engineering and Technology*, 2(6), 421-426.
24. Ibrokhim, Y., Nazokat, A., Nodirjon, M., & Abdusalom, M. (2021). The Period Of Book Art. *Turkish Online Journal of Qualitative Inquiry*, 12(10).
25. Kurbonova, B., & Ahmedova, N. (2022). THE CONCEPT OF ARTISTIC THINKING IN THE FINE ARTS. *International Journal of Early Childhood Special Education*, 14(6).