

AXIOLOGICAL AND ACMEOLOGICAL ASPECTS OF PREPARING STUDENTS FOR TECHNOLOGY AND TECHNIQUES OF EFFECTIVE COMMUNICATION

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Abstract. *In the conditions of the 21st century, a new ideal of an educated person in the world is being created, who must have not only physical, but also mental, spiritual, moral, aesthetic, ethical, informational, communicative, and also emotional culture.*

Keywords: *axiological approach, acmeological approach, communicative culture, technologies and techniques of effective communication, emotional intelligence.*

The importance of the formation and development of general and professional, in particular, communicative competence among future specialists is noted in modern government documents, such as the “Law on Education”, “Decree of the President of the Republic of Uzbekistan on the strategy “Uzbekistan - 2030”, which set the task of “increasing status of teaching staff, development of their knowledge and qualifications in accordance with international standards”[1].

To solve this problem, first of all, at the stage of training teaching staff, it is necessary to develop their communication abilities, targeted preparation for technology and techniques of effective communication.

An important component of the communicative competence of a modern specialist is the culture of communication, which refers to the social value on the basis of which a personality is formed, developed and improved.

In pedagogical activity, the culture of communication as a phenomenon of social relations, as an independent and specific form of activity of subjects, acts as an unalternative means of transmitting from generation to generation the values of society and the formation of personality, its intellectual, moral, and civic development.

In the light of the pedagogical theory of values (E.V. Bondarevskaya, B.S. Gershunsky), we consider the preparation of students of higher educational institutions for technology and techniques of effective communication as a subject-subject value interaction between a teacher and students, during which the mutual development of such personal and professional qualities such as tolerance, empathy, sociability, competence, communication culture, mastery of oratory, reflective skills, modern technologies of effective communication, pedagogical ones, among others.

Communication at a high cultural level determines the active communication skills of the teacher and students, contributes to the achievement of mutual understanding, mutual enrichment, mutual disclosure and unity; in the process of effective communication, mutually beneficial interpersonal, cultural and business contacts are expanded and improved, contributing to the development of such value orientations of the individual as solidarity, tolerance, humanity, etc.

Thus, preparing students for the technology and techniques of effective communication should be carried out, first of all, on the basis of an axiological approach.

A student-centered approach to preparing students for the technology and techniques of effective communication creates favorable conditions for the development of their creative abilities and emotional intelligence, defined in scientific sources as “the ability to understand one’s own emotions and the emotions of others, to motivate oneself and others, and to manage well.” emotions alone and when interacting with others.”[2].

Learning to be aware of one’s own emotions and the emotions of students, and being able to manage them in the process of communication is one of the promising factors for effective communication among future teachers.

According to the theory of emotional intelligence[3], abilities such as the ability to understand and manage yourself, the ability to recognize what you feel and why you feel it and to be aware of the effect that your behavior has on others, the ability to openly express your thoughts and feelings, to be firm and protective your point of view, the ability to direct and control yourself, the ability to recognize one's strengths and weaknesses and to have a good opinion of oneself despite weaknesses, the ability to realize one's potential and be satisfied with one's achievements, the ability to understand what other people may feel and think, the ability to cooperate with others and be a productive member of one's community groups, etc. allow effective solution of social and communicative problems.

The use of theoretical results and practical models of emotional intelligence, undoubtedly, in the process of preparing students for the technology and techniques of effective communication will serve to improve its pedagogical capabilities.

In the process of researching the pedagogical possibilities of preparing students for the technology and technique of effective communication, we turned to the acmeological approach as one of the newest methodological guidelines in the theory and practice of teacher education.

Pedagogical acmeology as a science about ways to achieve professionalism in interaction and communication with subjects of the educational process contributes to the ascent of the individual to a high level of communicative competence and oratory skills.

The purpose of implementing the acmeological approach in our study is to carry out acmeological and pedagogical influences on students so that they develop an acmeological orientation of personality as a core property and the most important indicator of professionalism. In turn, the acmeological orientation of the personality of the future teacher is the psychological basis for the formation of his readiness to implement acmeological education of schoolchildren [4].

The acmeological approach in the process of preparing students for the technology and technique of effective communication allows, first of all, to identify the acmeological potential of the methodological, pedagogical, communicative, as well as criterion parameters for preparing students for the technology and technique of effective communication and communicative activities that we have developed; the created model for preparing students of higher educational institutions (pedagogical institutions in particular) for technology and techniques of effective communication; developed technology, which includes stages, content, forms, methods and means of preparing students for effective communication based on the author’s program on the “Art of Communication”; axiological and acmeological possibilities of extracurricular activities in

successfully preparing students for technology and techniques of effective communication, including pedagogical.

The pedagogical technology we developed during the research process, including goals and objectives, stages, methods and forms, means of preparing students for effective universal and pedagogical communication, will ultimately contribute to the development of acmeological and axiological culture of the personality of future teachers.

An analysis of scientific and methodological literature and the state of training of future teachers in pedagogical universities shows that there have been positive trends in filling the content of teacher education with humanistic values, which create a favorable situation for rethinking the essence of professional teacher training.

The preparation of a professionally competent teacher should be based on the results of modern research on the axiological and acmeological nature of this process, reflected in the works of E.V. Bondarevskaya, V.I. Zagvyazinsky, V.A. Kan-Kalika, N.V. Kuzmina, V.A. Slastenin, I.F. Isaev, A.A. Derkach, A.K. Markova, D.Kh. Nasriddinova, E.A. Popova and others.

The works of L.M. are devoted to the study of professional and personal qualities of a teacher that contribute to the formation and development of pedagogical competence. Mitina, E.I. Artomonova, O.A. Galstyan, U. Inoyatova, Sh. Sharipova, A.R. Isyanova and others.

In modern conditions, special attention is paid to the technological aspect in the training of future teachers in the works of such scientists as M.V. Clarin, U. Begimkulov, A. Abdukadyrov, U.K. Talipov, M.B. Urazova, G.T. Khalikova and others.

However, the progressive ideas put forward by these studies in the practice of teacher training still remain not fully implemented. Since the success of this process largely depends on the level of communicative competence of not only students, but also teachers of pedagogical universities, as well as on the conditions created in the educational space of pedagogical universities.

Based on these considerations, we argue that targeted training of students in the technologies and techniques of effective communication will contribute to the development and improvement of the axiological and acmeological culture of future teachers, and therefore their professional competence.

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