DIDACTIC SUPPORT FOR THE DEVELOPMENT OF THE CULTURE OF COMMUNICATION OF ENGLISH-SPEAKING STUDENTS

Usmanova Komola Khikmatullaevna,
Lecturer, National University of Uzbekistan, Tashkent, Uzbekistan,

Abstract. During 21st century in the socio-cultural sphere, interpersonal relations have developed psychologically and reached their peak. This fact testifies to the growing importance of psychological influence in the management of social formations. If earlier social relations were effectively organized on the basis of a value approach, historical heritage, national traditions, and the example of adults, now, considering all factors, a reasonable psychological impact has become an important factor in achieving the desired. At the same time, such concepts as physical strength, political propaganda or economic dependence, which were a priority in the management of social subjects, have lost their meaningful essence. On the contrary, interpersonal relationships, their content, leadership ideas, volume are becoming increasingly important. Therefore, effective preparation of the younger generation for the process of social relations, in which the development of a culture of communication is an important pedagogical task.

Keywords: culture communication, English language, students, social networks, methodology, communications.

ИНГЛИЗ ТИЛИДА СЎЗЛАШУВЧИ ТАЛАБАЛАР МУЛОҚОТ МАДАНИЯТИНИ РИВОЖЛАНТИРИШНИНГ ДИДАКТИК ТАЪМИНОТИ

Усманова Комола Хикматуллаевна
Ўзбекистон Миллий Университети ўқитувчиси,

Аннотация. XXI асрда ижтимоий-маданий соҳада шахслараро муносабатлар психологик жиҳатдан ривожланиб, ўзининг юксак чўққисига чиқди. Бу ҳолат давлат субъектларини бошқаришда психологик таъсирнинг аҳамияти ортиб бораётганидан далолат беради. Агар илгари ижтимоий муносабатлар қадрият ёндашуви, тарихий мерос, миллий анъаналар ва катталар намунаси асосида самарали ташкил этилган бўлса, эндиликда барча омилларни ҳисобга олган ҳолда оқилона психологик таъсир кўрсатиш кўзланган мақсадга эришишнинг муҳим омилига айланди. Шу билан бирга, ижтимоий субъектларни бошқаришда устувор аҳамиятга эга бўлган жисмоний куч, сиёсий ташвиқот ёки иқтисодий қарамлик каби тушунчалар ўзининг

мазмунли моҳиятини йўқотди. Аксинча, шахслараро муносабатлар, уларнинг мазмуни, этакчилик ғоялари, ҳажми тобора муҳим аҳамият касб этмоқда. Шундай экан, ёш авлодни ижтимоий муносабатлар жараёнига самарали тайёрлаш, бунда мулоқот маданиятини ривожлантириш муҳим педагогик вазифа ҳисобланади.

Калит сўзлар: маданий мулоқот, инглиз тили, талабалар, ижтимоий тармоқлар, методология, алоқа.

ДИДАКТИЧЕСКОЕ ОБЕСПЕЧЕНИЕ РАЗВИТИЯ КУЛЬТУРЫ ОБЩЕНИЯ АНГЛОЯЗЫЧНЫХ СТУДЕНТОВ

Усманова Комола Хикматуллаевна
Преподаватель Национального университета Узбекистана, г. Ташкент, Узбекистан

Аннотация. В 21 веке в социокультурной сфере межличностные отношения получили психологическое развитие и достигли своего пика. Этот факт свидетельствует о возрастающем значении психологического воздействия в управлении общественными образованиями. Если раньше общественные отношения эффективно организовывались на основе ценностного подхода, исторического наследия, национальных традиций и примера взрослых, то теперь с учетом всех факторов важным фактором в достижении желаемого стало разумное психологическое воздействие. В то же время такие понятия, как физическая сила, политическая пропаганда или экономическая зависимость, являвшиеся приоритетными в управлении социальными субъектами, утратили свою содержательную сущность. Наоборот, все большее значение приобретают межличностные отношения, их содержание, лидерские идеи, объем. Поэтому эффективная подготовка подрастающего поколения к процессу социальных отношений, в которых развитие культуры общения является важной педагогической задачей.

Ключевые слова: культурная коммуникация, английский язык, студенты, социальные сети, методология, коммуникации.

Introduction. The educational process organized in higher educational institutions plays a special role in the acquisition of a culture of communication by students, who make up a significant part of the youth of the republic. At the same time, we are not talking about the general essence of the development of a culture of communication among students, but only about one aspect - organizational forms of education aimed at this goal.

Awareness of the essence of the concept of «form of education» allows

students to adequately highlight the importance of forms of education in the development of a culture of communication.

Existing pedagogical sources define the concept of «form of education» as follows: the form of education is an external expression of the activity organized by the teacher and the student in a certain order, in accordance with a certain regime [58, 40], the organizational structure of the educational process [1]. Another source describes the content of the concept on the example of production, vocational education as follows:" [2]; "Educational activity aimed at the conscious and active assimilation of educational material under the guidance of a master of vocational education "in order to achieve the intended goal of a particular lesson (lesson) by students" [3].

In the first two examples above, the essence of the concept of «form of education» is correctly expressed. Indeed, the form of education is manifested in the organizational structure of education, as the form of pedagogical activity. In the third example, the concept of «form of education» would be clearer if the views of the authors were expressed not as «ways of organizing, organizing and managing the educational process», but as «a state of creation, organization and direction of the educational process». educational process. Indeed, the concept of «method» is close to the terms «method» and «method» in relation to «form» and serves to highlight the implementation of a particular action or activity in one way or another. In the fourth example, it is advisable to define the concept of "form of learning" not as "learning activity", but as "organizational or external structure of activity".

Materials and methods. The form of learning is the outward expression of purposeful activity or movement. It is known that in philosophy the concepts of «form» and «content» are studied as important philosophical categories. If the content is «a specific quality, character, essential features, the sum of the elements of a certain thing, event, process» [4], then the form expresses «the state of existence of the content, internal and external structure of things.» and events" [4]. This definition helps to clarify the essence of the concept of «form of education». However, it should also be noted that there is some ambiguity in this definition. After all, on the basis of form, only the external structure of a thing is visible. For example, when we say «the shape of a machine», the human eye embodies only its appearance and expression. «Shape of a vehicle» means its internal structure, i.e. the interior, its contents (seats, steering wheel, etc.), trunk and its structure, hood and its mechanisms (engine, battery, pistons, radiator, etc.) does not appear in the eyes. In addition, the event will not have an internal or external structure. More precisely, an event, like an event, a process, does not have a specific form, on the contrary, they have only a cause and effect, and in some cases only constituent elements. the internal structure of an object is usually expressed

in terms of content. For example, no one knows that any historical change, revolution has a clear, realistic look and form. However, many will be aware of any historical changes, the causes and effects of the revolution, and the constituent elements that drive it. Therefore, the concept of «form» would be correct when interpreted as «the state of existence of the content, the external structure of an object, object or thing.» After all, the internal structure of any thing, object or object means what it serves, illuminating its content, that is, its inherent qualities, character, properties.

So, based on the above considerations, what forms of education are important for developing students' culture of communication based on the English language. This is what is discussed below.

In one of the pedagogical sources [5], lectures, seminars, practical classes, meetings, presentations, trips, educational conferences, etc. are recorded as forms of education (or organizational forms of education). In fact, by their very nature, they are forms of learning, i.e., phenomena that represent the organizational structure of the educational process. Based on pedagogical approaches, it is possible to enumerate the forms of education in detail. That is: speech; seminar; training in practice; laboratory training; meeting; presentation; travel (excursions); conference (training conference, on-line conference); round table; debate; competition (competition); consultation; education; practice (pedagogical, industrial, field practice); research (pedagogical research, scientific research, applied research, creative research); games (role-playing, business, intellectual and heuristic games); educational productions (theatrical and educational productions), etc.

Preliminary studies have shown that among these forms of education, both in theoretical and practical terms, effective in developing a culture of communication among students are: speech; training in practice; seminar; laboratory training; competition; education; games; educational performances.

These forms of education have a number of advantages in the development of the English-speaking culture of communication among students. With their help, students: 1) realize the theoretical foundations, rules, conditions of the English-speaking culture of communication; 2) knows how to practically correctly organize the process of communication based on the English language; 3) acquire the skills of active organization of the English-speaking communication process on the basis of mutual cooperation.

Analysis and Discussion. Forms of teaching student's theoretical knowledge important in arming with practical skills and abilities. Just like the methods, means and technologies of teaching, the organizational forms of the educational process provide theoretical and practical-methodological organization and orderly behavior of teachers and students. In addition, the right choice of forms of education, considering the content, nature,

volume of educational material, the level of preparedness of students and the experience, skills and professional competence of the teacher, will help improve the quality of education. education. Another characteristic feature of the correct choice of the form of education is determined by the fact that it is able to arouse students' interest and motivation to master the educational material. Therefore, in the process of forming the English-speaking culture of communication among students, special attention was paid to the correct, rational choice of forms of education.

Theoretical analysis, pedagogical observation, questioning and sociological surveys, conversations with teachers and students, questions and answers, and research based on the methods of studying documents, trainings, games, educational performances, etc. turned out to be effective. At the same time, the didactic potential and practical significance of these forms of education in developing students' culture of communication based on the English language are discussed.

1. Lecture. By its didactic nature, the report is «the main form of providing a large amount of structured information as an indicative basis for students' independent work» [3]. In the same way, the lecture plays a leading role in developing the culture of communication between students. This form of education gives students information about the essence of English-language communication, the conditions for its effective organization, the order, qualities that should be manifested in the process of communication, the requirements for the formation and development of a personal culture of communication, specific aspects of learning aimed at achieving this goal. During the lectures, the teacher introduces students to the theoretical foundations of the English-speaking communication process and b. considering factors creates the necessary conditions for achieving the expected result.

2. Practical exercises. Education is also important for developing a culture of communication based on English in students. In this context, practical training provides an opportunity to "deepen, analyze, expand, apply educational information (lectures and independent work) received under the guidance of a teacher, and control its assimilation by students" [3]. In the course of practical classes, students are given tasks for the correct, effective, active organization of communication in English, and their implementation is controlled by the teacher. The tasks for the training are aimed at demonstrating the practical culture of communication in English, based on the theoretical knowledge of communication, its effective organization, and the impact on the interlocutor. Tasks are performed in pairs or small groups, depending on the level of preparation of students. Therefore, communication by its very nature is based on interpersonal dialogue. In this process, the correct formation of pairs and small groups by the teacher is extremely important.

The teacher must carefully consider the theoretical knowledge of how to organize communication in English in each pair or small group, the presence of a student (in pairs) and students (in small groups) who have thoroughly mastered the rules. It is thanks to the activity of these students that the process of communication becomes interesting, lively and productive.

3. Laboratory training. It is laboratory classes that enable students to work with educational tasks to ensure the norms of communication in formal, informal, oral and written speech. Indeed, in laboratory classes, students directly "organize activities to solve practical problems" related to correct, effective communication in English [5].

4. Competition. This form of education is also important for developing a culture of communication based on English in students. Consequently, the competition increases the interest of students in the educational process as a «competition of character, who is better or better», «organized in order to form a person's spiritual and moral (including strong-willed), physical, aesthetic qualities, to enrich their worldview» [6], activates learning activities. By its nature, competitions are organized with the participation of two or more groups. In some cases, competitions can be held among students on an individual basis. In the educational process, which is organized in the form of competitions, the teacher gives the same task to students in groups or individually. The status of the assignment in groups (each student) ensures the determination of the winners. Depending on the complexity, one or more tasks can be completed by students in one lesson. As in all cases, competitions organized to develop the English-speaking culture of communication among students are based on a well-defined order, criteria and indicators that determine the quality of tasks.

5. Training. This form of education is important for developing a culture of communication based on English in students. Trainings, used as a non-traditional form of education in the education system, "help students acquire certain knowledge, develop the ability to effectively apply it in practice, and realize their full potential in the process" [7, 8]. At the trainings organized in order to develop a culture of communication between students based on the English language: 1) a teacher of natural sciences; 2) an invited specialist; 3) Active students can act as trainers. The main attention is paid to the effective organization of communication of students in English, the rapid detection and elimination of errors and shortcomings. During the trainings, students will be able to actively and enthusiastically communicate in English. The opportunities of the student community and small groups are directly focused on developing the ability of each student to communicate in English. Trainings aimed at developing an English-speaking culture of communication among students in higher educational institutions are organized according to a well-

founded work plan.

6. Games. This form of education is also important for developing a culture of communication based on English in students. Games by their very nature, as well as competitions and trainings, serve to involve students in the learning process, increase their learning activity. In contrast, students are relatively free during the games. However, games to develop students' culture of communication based on English are also organized according to certain rules. Consequently, as "an important type of personal activity, a form of assimilation (copying, imitation) by children of the content of social relations" [8], games effectively prepare students for the process of communication with foreign citizens. In addition to games played directly in the development of the English-speaking culture of communication between students at the university, computer games can also be used in the form of educational programs. With the help of such games, students have the opportunity to imitate the process of communication with citizens of foreign countries.

7. Educational performances (or theatrical educational performances). This form of education is also important for developing a culture of communication based on English in students. The use of theatrical educational performances to develop students' culture of communication based on the English language teaches them to «behave, control their voice, body movements, arms and legs» in interpersonal relationships [9, 10]. After all, such situations play a special role in the effective impact on the interlocutor in the process of communication. Therefore, it is advisable for teachers to prepare scenarios for theatrical educational performances and effectively use them in the educational process in order to form a culture of communication among students based on the English language.

The achievement of national independence of Uzbekistan has created new opportunities for development in all areas. During the years of independence, as in all spheres of public life, in the education system it was possible to get acquainted with the experience of developed countries in the field of teaching, to apply them in practice. In particular, on the basis of familiarity with interactive education, interactive educational technologies and interactive methods used in the practice of foreign countries, it is possible to improve the quality and efficiency of the educational process. At present, at all stages of the system of continuous education, interactive education, technologies for its organization, interactive methods are used expediently, purposefully, consistently.

One of the pedagogical sources describes the concept of «interactive learning» as follows: interactive learning (lat. «inter» - intermediate, intermediate, mutual) - the main participants in the learning process:

cooperation between the teacher, the student and the student group, live discussions, interaction on exchange [11].

Another source defines the concept as follows: interactive learning is a special organizational form of cognitive activity, manifested in the form of student interaction [11].

The reflective component is the ability to study the outcomes of one's action and to assess the product of that activity [8].

Conclusion. Thus, the concept of «forms of education» means the organization of the educational process on the basis of a clear goal, the external structure of educational activities. In modern conditions, education is organized in dozens of forms. Lectures, practical classes, seminars, laboratory classes, competitions, trainings, games, educational performances are effective in developing a culture of communication between students. Therefore, in the process of developing a culture of communication between students, it is advisable to use them expediently, purposefully, actively, efficiently and consistently. Interactive methods help to increase the cognitive activity of students in the learning process. Therefore, they are widely used in the educational process in modern conditions.

REFERENCES

1. Pedagogy: 1000 answers to 1000 questions, (2012). U.I.Inoyatov, N.A.Muslimov, M.Usmonbaeva, D.Inogomova, Tutorial, Tashkent: TSPU named after Nizami, 122 p.

2. Khodjaboev, A.R., Khusanov, I.A., Nishonaliev, U.N., (2006). Vocational Education Methodology, Textbook, Tashkent, Printing House under the Institute of Advanced Training and Retraining of Secondary Special and Vocational Education, pp. 43-44.

3. Nishonaliev, U., Tolipov, O.Q., Sharipov, Sh.S., (2007). Pedagogy of vocational education, Textbook, Tashkent, TSPU, 359-p.

4. Nazarov, K. et.al., (2006). Fundamentals of Philosophy, Tashkent, "Uzbekistan" Publishing House, 173 p.

5. Tokhtakhodjaeva, M.Kh. et.al., (2010). Pedagogical Theory, Textbook for Higher Education Institutions. Tashkent, Finance and Economics, 380-p.

6. Kayumov, B.E.et al., (2006). Pedagogical theory, Composition, Angren: Tashkent Region SPI, 40 p.

7. Rustamova, N. R. Technology for the development of media culture of students of general secondary education (on the example of grades 7-9) (Doctoral dissertation, dissertation for the degree of Doctor of Philosophy (PhD) in pedagogical sciences.-Tashkent, 2019.-42 p).

8. Rustamovna, R. N. (2020). Development of technology based on vitagenic experience using media resources in higher educational institutions

students teaching. International Journal of Scientific and Technology Research, 9(4), 2258-2262.

9. Rustamova, N. R. (2020). Training of students of cognitive processes based on vitagen educational situations. International Journal of Advanced Science and Technology, 29(8 Special Issue), 869-872.

10. Isyanov, R., Rustamov, K., Sharifhodjaeva, H., & Rustamova, N. (2020). Formation of ICT competence of future teachers in the classes of general physics. Journal of Critical Reviews, 7(5), 235-239.

11. Yunusova, D. M., Ilhamova, I. N., Daulanova, K. I., Normuradova, G. M., & Rustamova, N. R. (2020). Using of interactive educational technologies in teaching medical terms. Journal of Advanced Research in Dynamical and Control Systems, 12(S6), 596-601.

12. Inoyatov, U.I., Muslimov, N.A., Ruzieva, D.I., Usmonbaeva, M.H., (2012). Pedagogy: a textbook for non-pedagogical higher education institutions, Tashkent, "Fan" publishing house, 205 p.

13. The National Program of Personnel Training of the Republic of Uzbekistan, (1997). Harmoniously developed generation - the basis of development of Uzbekistan. Tashkent, Sharq Publishing and Printing Concern, 31-61-p.

14. Ruzieva, D., Usmonbaeva, M., Khalikova, Z., (2013). Interactive methods: essence and application, Methodical manual. Compilers, Tashkent: Nizami TSPU Publishing House, 136 p.

15. Ioffe, A.N., (2000). Active methodology is the key to success, Civic education, Material of the international project, St. Petersburg: Publishing house of the Russian State Pedagogical University im. A. I. Herzen, 382 p.

16. Aminov, M., et al. (2000). Stationery, Practical Manual. 2nd edition. Tashkent, "National Encyclopedia of Uzbekistan" State Scientific Publishing House, 447 p.