CULTURE OF COMMUNICATION: ITS ROLE IN EDUCATION.

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Abstract. The article discusses the importance of reforms in preparing young people for a new social environment, education in the spirit of modern times. Communication is carried out by symbolic means and is caused by the need for joint activity, aimed at changing the state, behavior and thinking of the partner. Authoritarian, democratic, and liberal communication styles differ. An important role is played in the process of communication by such components as charm, appearance, posture, facial expressions, gestures, tempo and timbre of speech, intonation changes, speed, speech without parasite words, logical thinking, consistency and accuracy of presentation of thought.

Keywords: communication, style of communication, function, means of communication, parameters of interpersonal communication, cultural values.

Introduction

In the current context of wide-ranging reforms, the preparation of young people for a new social environment and education in the spirit of modern times is one of the most urgent and priority development tasks of the Republic of Uzbekistan. The success of the reforms depends on the spiritual condition and personal development of young people. Meeting these challenges requires a profound reflection of democratic principles of human relations. The formation of a healthy and harmoniously developed generation in our reformed society is given great attention. One of the important qualities of a harmoniously developed person is the culture of communication. It is difficult to maintain healthy social relations with a negative culture of communication.

In connection with this, we consider it necessary to consider such concepts as «culture», «communication».
The word «culture» comes from the Latin «cultural», which means to process, cultivate. Moreover, culture has historically been a stage in human and social development. It reflects the types and forms of life and activities of human beings, taking into account the material and spiritual values they have created. So far, however, a single and universal definition of the concept of «culture» has practically not been worked out. Its universality gives rise to various classifications that reflect spiritual and material definitions created by mankind over the centuries, thus creating «processes of cultural formation». In our view, from a philosophical point of view, the process of cultural formation is the realization of human inclinations, capabilities, abilities, desires and social programmes, the realization of goals and interests, ideas and views, language and traditions, beliefs and norms.

**Materials and methods**

Historian V. Y. Zhukov considers culture as:

1) The internal wealth of the individual (consciousness, memory and thought; Human needs and capabilities; Knowledge and skills, intellectual and moral development; Aesthetic tastes)

2) Social relations (social communication and interaction; traditions standards of morality, law and conduct; various public institutions);

3) Concrete results of people’s activity - ready products of material and spiritual production (tools and objects of everyday life, fruits of artistic and scientific creativity, etc ). [1]

Culture describes the characteristics of the individual as part of our society in the common concepts of all human activity. In thinking about culture, it is necessary to mention the point of view of scientist K.K. Klahon. He believes that culture consists of manifestations and hidden patterns of thought and behaviour. These drawings are unique, highlighted achievements of human communities. They are reflected in certain characters. Through these signs they are accepted and transmitted from person to person and from generation to generation [2; 264 p.]. It should also be noted that any culture is based on ideas and especially values that have passed through tradition. Cultural systems can be seen, on the one hand, as the
result of action taken and, on the other, as a basis for future action [2; 15 p]. It follows that the perceived implementation of such systems will be a process of existing culture.

However, modern researchers such as A. E. Turdikulov, Y. Shodymetov, B. Ziyumukhamedov, I. P. Mazur, A. S. Tukhtaiv, E. V. Kadyrova believe that culture is a cultural process, and the result is the way of life and activity of our human society. It can also include a set of social norms and a special system of characters. The system, on the other hand, reflects the level of development of society and relations between people, and thus represents the uniqueness and value of each nation and each people. As culture masters the pedagogical process, it will enrich it with characters and content. Man, as the original creator of culture, may create his own way of life, but first he may enter the process of life from nature (the location of the process in regions), man assimilates him as nature and as a social being, because his work is primarily aimed at reorganizing the natural world.

Communication is carried out by symbolic means and is prompted by the need for joint action, aimed at changing the partner’s state, behaviour and thinking. By communicating, the person himself is presented - defined - updated - socialized, discovers his or her individual characteristics. It exhibits communicative skills, abilities, temperament and character traits, a common culture, including speech and literacy. Communication - creativity, creative revelation of the personality of the communicators. Communication is multifunctional. Typically, the following [3;4;5;6;7] communication functions are distinguished: communicative (information), perceptual (cognitive), interactive (organizational and regulatory), affective-communicative (hyperemotional). We consider the main one to be a tool-information (communicative) function. There are also functions such as translation, self-expression, as well as contact, motivational, familiarization, perception (each other), coordination (orientation), understanding (partner), emotive (arousal of the interlocutor), organizational and orientation, influence.
The scientific literature distinguishes [3;4;5;7;13;14] the following types of communication: interpersonal, group, collective, social communication. Communication can be planned, prepared, fleeting, arbitrary, direct or indirect.

The form is divided into monologous (one-way), dialogue (alternating), and polylogous (complex) communication.

Communication is information, narrative, conversation, debate, discussion and styles.

Communication styles are a set of techniques, methods that characterize the way people communicate, behave, act. A positive style of communication is based on common interests, friendship, distance of communication, negative style, flirting, superiority.

There are differences in authoritarian, democratic, liberal modes of communication. Communication styles have individual peculiarities, depending on the identity of the mind and personality, its uniqueness, temperament, character, intellect, needs and abilities.

Sign systems and means of communication are divided into:

Verbal - word, speech, tone, exclamation - inter-dimensional (moderate);
Optical and kinetic system of signs with sleepless means - smile, look, mimics, gestures, pantomics, postures, movements, manners;
Para-linguistic and extra-linguistic systems - non-reciprocal insertions into speech, such as pauses, reflections; a system of «eye contact» (expression of eyes, variation of eyes);

As the focus of research is on interpersonal and social communication, its substance, meaning, purpose and parameters, form and content should be considered.

Interpersonal communication is a conscious, personalized, emotionally positive communication; A purposeful and concrete-oriented, system-informative,
technological, organizational and activity-oriented, multicultural, creative-individual and socially oriented process anticipating the predicted result.

As in general in communication, also in interpersonal communication there is a process of preparation of a follower. In this process there are composite communications and its technological orientations (for the subject of communication), such as:

- Targeting and understanding of communication;
- Knowledge of the object of communication, its psyche, character, temperament, interests, abilities, intellect, emotional culture;
- Stipulating the conditions, situations and circumstances of communication;
- Definition of the topic, content and conduct of the interview;
- Development of core and complementary issues;
- A clear vision of the plan, the structure and the communication process and its outcome;
- Mobilization of the necessary communicative knowledge, skills, skills and abilities and their effective use;
- Communicating according to the required rules, observing the necessary standards of ethics, tact and etiquette;
- Achieving the purpose of communication;
- Taking stock of its findings;
- Self-reporting on the interview (satisfaction / dissatisfaction with the communication, its outcome).

Interpersonal communication depends on such factors as motivation, engagement, attitude, goals, intentions, interest, mutual understanding and influence, contact between partners, their style and nature of communication, communication content, communication language, The erudition of partners, the emotional culture of the subject and object of communication, verbal means, content of communication, the ability to use them, non-verbal means (voice, tone,
expression, gestures, manners), understanding of the situation in which communication takes place, the framework of communication established by the communicators, warm and friendly communication, communication of the newly acquainted, extremely close, transition to «you», distance communication (although the communicators have long been acquainted).

The parameters of interpersonal communication are meaning, purpose, tasks, forms, means, process, results.

The essence of interpersonal communication is informational, educational, moral and didactic, humane-ethical, organizational-stimulating, etc.

The purpose of interpersonal communication is to communicate differently. The objectives of interpersonal communication are motivational, motivational, organizational and planning, procedural, stimulating, cumulative, forward-looking and other.

Forms of interpersonal communication act as mini-communication - greeting, fleeting mini-communication, specific information, communication of opinion (on the move); Maximal communication - communication on social, social, cultural, moral and ethical, artistic, national-traditional, communicative and arbitrary topics.

Public communication is also distinguished by a presentation to a group, a group with certain information, a purposeful and prepared (communication, story, narration, report, lecture; Participation in a debate, discussion) or in a spontaneous, unprepared speech (in addition to the content of a lecturer-educator, a teacher, an objection, an option by him, etc.). Public speaking, such as a report, a lecture, requires a number of orientations: emotionality, brilliance, imagery, systematism, consistency of presentation, a high level of theory, a holistic development of the topic, Its relationship to life, abundance and analysis of specific facts and phenomena, histories and situations, their interrelationship and generalization, the availability of speech, convincing arguments, scientific evidence, logical conclusions and generalized conclusions. Advocacy is a prime example of public communication. Students with an interest in such communication receive the
necessary guidance: to disseminate knowledge of the culture of communication, thereby influencing the general culture and moral and ethical image of listeners, influencing their actions and behaviour.

**Discussions**

Analysis of the psychological literature reveals several established approaches to defining communication:

Communication as a process of transferring an information subject to another through various communication means and mechanisms with a view to exchanging information among people and establishing mutual understanding between them. Information is thought, feelings, experiences, opinions, knowledge, experience, etc. (L.C. Vygotsky [16] et al.); communication is a process of interaction, and communication is only a necessary condition for communication.

The purpose of human communication is to establish mutual understanding, to conduct mutual contacts, to unite people within a defined society (B.F. Lomov; communication as a human activity (A.A. Leontiev and others); communication as a form of social relations.

Communication problems are also studied in depth by the psychological sciences. From this it can be concluded that the spiritual development of a person, his relations with others and the formation of an individual as a person cannot be imagined without communication. Because communication is also a human need. Communication in infancy and adolescence is an activity that directly influences the formation of new psychological characteristics. The concept of communication should be distinguished from communication. [17;5 p.]

Communication means the exchange of information between live and dead systems. Exchange of signals between animals, human contact with technical means, communication can only take place between people. It is through communication and interaction with others that a child becomes an individual, acquiring social experience and culture. Communication is the first type of social activity that occurs in ontogenesis (the way of individual development). When people are active, new
relationships and connections are formed. Consequently, activities and communication are closely interlinked. [17;5 p.]

Culture can be characterized as human activity that transforms the world around it, where material values are created and, above all, human. Cultural values, norms that are based on a person’s culture, individuality and the ability to create favourable relationships, are formed. Because it is only through communication that a person is socialized, that he is inculcated, that the ability of social interaction emerges, becoming a member of society.

The culture of communication includes norms, methods and forms of interaction established in a given society. In addition, it is necessary to take into account the fact that the culture of communication, which is a peculiar unity of personal and life stances, is one of the components of the moral culture, without which the existence of a harmoniously developed individual is impossible. On this basis, it must be concluded that the culture of communication and the process by which it is formed are part of a moral education that pays attention to the skills of behaviour and communication with their ethical content. The definition of culture includes the results of people’s activities, the ability to realize accumulated knowledge, skills and skills in these activities, and the level of intelligence, moral and ethical development, world view, ways and forms of people’s communication.

The culture of communication until the 16th century was seen as a unified process of education.

In the modern world the concept of «culture of communication» has acquired a full meaning.

In his work, M. Cole views the alumni' communicative culture in the context of human culture and describes it as a consciously constructed system of adaptations to the social environment [18; 5-21 p.]. L.V. Yurkina distinguishes such functions of the culture of communication as axiological, normative, educational, regulatory. It notes that:
1) The culture of communication is the unity of the process of the creation of ethical values and the process of acquiring these values, that is, it performs an axiological function;

2) The communication culture has a normative function. Behavioural culture imposes certain requirements on the individual as to what to do, and morals as enshrined in traditional norms of conduct and unwritten laws;

3) The culture of communication serves an educational function, contributing to the development of certain personal qualities which they are reached through the interaction of the participants in the communication;

4) The culture of communication performs a regulatory function, identifying as a system the system of certain attributes of the individual, which is a defined regulator of social relations [19; 72 p].

A culture of communication is formed in a specific environment. There are many factors that influence changes in the culture of communication. In his work, I.F. Petrova identifies several such factors at different levels:

1) Mega-level (internalization of social life, informatization of society, emergence of cyberspace, scientific and technological progress, development of mass media); 2) Macro-level (socio-economic, political-legal and sociocultural) 3) meso-level (social groups); 4) Micro-level (self-knowledge and self-fulfilment) [20]. It follows that the micro level is one of the fundamental stages in the process of self-knowledge and self-fulfilment of the individual, from which social groups emerge and follow.

A person who possesses a sufficient culture of communication, communicative experience, is more likely to successfully adapt to meso- and macro-level activities than those who do not possess such skills. The individual in a social environment is the most exposed to internal changes. The social environment creates motivation for communication, stimulates social relations, stimulates self-development, influences the development of communication skills, which carry both constructive and destructive motives. In a permanent social environment, the
individual uses communicative experience that has been accumulated and used in the given environment. But changing this environment leads to changes in communicative behavior and adaptation to it, which leads to enrichment of new skills and experience, regardless of positive or negative. There is a need to develop a culture of communication among university students in a conscious approach to communication, to acquire communication skills for successful use both in everyday activities and in professional activities.

The mechanism for developing communication culture skills in higher educational establishments is aimed at developing communicative experience and objectively evaluating one’s behaviour, self-expression, analysis of behavioural patterns, skilful use of communication tactics, evaluation of behaviour in communicative situations, Environment, its role in social groups, the selection of verbal and non-verbal means.

The culture of communication is regarded not only as the basis of the personality, but also as the basic component of the professional activity of the person being produced. The foreign researcher C.L. Karrassa considers the need for a culture of communication in the «negotiating process» [21; 19p]. He believes that the future generation must be able to resolve conflicts in a civilized way, to take responsibility, to impose rigid conditions, but not against human principles, and to compare the values presented at the negotiating table [21; 16p].

C.L. Karras puts forward the personal qualities of negotiation, such as planning, the ability to think clearly in a stressful situation, wide horizon, knowledge of the problem under consideration, erudition, culture of speech, patience, introspection, The ability to take risks, to predict success [21; 73 p.]

The works devoted to the study of the culture of communication highlight the requirements for it: creation of a favourable climate for communication, mastering of communication techniques, the set of communicative skills, the ability to overcome conflict situations. Elements such as charm, appearance, posture, facial expression, gesture, tempo and tone of speech, intonational change, speed, parasitic speech, logic of thought, system and precision of thought play a significant role in
communication. The incompatibility between the internal and external culture of the individual leads to personal disintegration, where tact, civility, i.e. the external features of culture do not correspond to the internal moral character of the individual as an obligation, kindness, honour. Their convergence leads to the final and integral stage of the formation and improvement of the culture of communication.

Results

The axiological function of a culture of communication is the unity of the process of creating ethical values and learning these values. The culture of communication imposes certain demands on the individual as to what to do, and a normative function as enshrined in traditional norms of conduct and unwritten laws - morals. The culture of communication fulfils an educational function, contributing to the formation of certain qualities of the individual, which are achieved through interaction of the participants in the communication. The culture of communication fulfils a regulatory function, identifying itself as a system of certain qualities of the individual, which is a certain regulator of social relations.

In view of the fact that the process of developing and improving a culture of communication takes place throughout a person’s life, in which experience of communication is accumulated and the function of communication is demonstrated. During research was revealed cumulative function. The cumulative function of the communication culture makes it possible to retain the experience of previous communication, which enables a person to analyse his or her behaviour in a communicative situation and to mentally correct, to predict the situation and the dynamics of the communication process, evaluate the behaviour of the partners in the communication process.

The experience of communicative activities is stored in memory in the form of strategic actions, which are repeatedly used in various communicative situations. Repeated use of tactics and techniques that manifest themselves in communication, reinforce communication skills. Students have the opportunity to use and learn all the reception packages, strategies that will be rehearsed and played during the learning process. Previously studied, considered, social roles students
will «try on» on themselves and remember communicative experience. It is necessary to create conditions for the student to improve, enrich and experience communicative activities for self-representation and self-fulfillment in employment.

**Conclusion**

In general, it can be said that communication is a process in which various relationships and their totality can be observed, as well as the mutual influence of people becoming their joint activities. This process implies a result in the form of changes in the behaviour and activities of others. Everyone has a role to play in society. Multiple positions often create a clash - a conflict of roles. In some situations, conflicting positions are found that reflect conflicting values, objectives and goals, sometimes resulting in interpersonal conflict. This is where a culture of communication is needed.

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