

PSYCHOLOGICAL AND PEDAGOGICAL MECHANISMS FOR FORMING A CULTURE OF COMMUNICATION IN ENGLISH AMONG STUDENTS

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Abstract: In the era of globalization and digital communication, the ability of students to communicate effectively in English is no longer limited to linguistic competence alone. It requires the formation of a communication *culture* that integrates psychological readiness, socio-emotional intelligence, and pedagogical support. This article explores the core psychological and pedagogical mechanisms that contribute to the development of English-based communication culture among students. It highlights the role of motivation, self-confidence, emotional climate, interactive teaching strategies, and digital tools in constructing communicative competence that aligns with modern educational demands.

Keywords: communicative culture, English language education, psychological readiness, pedagogical mechanisms, motivation, interactive learning

TALABALARDA INGLIZ TILIDA MULOQOT MADANIYATINI SHAKLLANTIRISHNING PSIXOLOGIK VA PEDAGOGIK MEXANIZMLARI

Annotatsiya. Globallashuv va raqamli muloqot davrida talabalarning ingliz tilida samarali muloqot qila olish qobiliyati endilikda faqat lingvistik kompetensiya bilan cheklanib qolmaydi. Bu jarayon psixologik tayyorgarlik, ijtimoiy-emotsional intellekt hamda pedagogik qo‘llab-quvvatlashni o‘zida mujassam etgan muloqot madaniyatini shakllantirishni talab etadi. Ushbu maqolada talabalarda ingliz tiliga asoslangan muloqot madaniyatini rivojlantirishga xizmat qiluvchi asosiy psixologik va pedagogik mexanizmlar tahlil qilinadi. Shuningdek, motivatsiya, o‘ziga ishonch, emotsional muhit, interaktiv o‘qitish strategiyalari hamda raqamli vositalarning zamonaviy ta‘lim talablari bilan uyg‘unlashgan kommunikativ kompetensiyani shakllantirishdagi o‘rni yoritib beriladi.

Kalit so‘zlar: muloqot madaniyati, ingliz tilini o‘qitish, psixologik tayyorgarlik, pedagogik mexanizmlar, motivatsiya, interaktiv ta‘lim.

ПСИХОЛОГО-ПЕДАГОГИЧЕСКИЕ МЕХАНИЗМЫ ФОРМИРОВАНИЯ КУЛЬТУРЫ ОБЩЕНИЯ НА АНГЛИЙСКОМ ЯЗЫКЕ У СТУДЕНТОВ

Аннотация. В условиях глобализации и цифровой коммуникации способность студентов эффективно общаться на английском языке уже не

ограничивается исключительно лингвистической компетенцией. Данный процесс требует формирования культуры общения, включающей психологическую готовность, социально-эмоциональный интеллект и педагогическую поддержку. В статье рассматриваются ключевые психолого-педагогические механизмы, способствующие развитию культуры общения на английском языке у студентов. Особое внимание уделяется роли мотивации, уверенности в себе, эмоционального климата, интерактивных методов обучения и цифровых инструментов в формировании коммуникативной компетенции, соответствующей современным образовательным требованиям.

Ключевые слова: культура общения, обучение английскому языку, психологическая готовность, педагогические механизмы, мотивация, интерактивное обучение.

INTRODUCTION

In the modern era of globalization, the demand for learning foreign languages has significantly increased. Today, proficiency in at least one foreign language is an essential requirement for specialists in any sphere—whether economics, science, or culture. The effectiveness of the pedagogical system largely depends on considering the real communicative function of the target language as a tool for both interaction and cognition. Strong command of one’s native language (for instance, Russian) serves as an important foundation for successful foreign language acquisition, as it enables students to apply their knowledge, explore national and global scientific and cultural values, and fully realize their intellectual potential.

Organizing the learning process with consideration of students’ philological background maximizes the transfer of existing knowledge, skills, and abilities while minimizing interference between the linguistic systems within their minds. Moreover, ensuring interdisciplinary connections between language-related subjects broadens students’ linguistic horizons, enriches their philological experience, and enhances their motivation to study foreign languages.[1]

It is widely acknowledged that the field of foreign language education has been influenced by globalization and integration processes of recent decades. However, in today’s rapidly changing world, learning objectives are being revised. Proficiency in a foreign language is no longer viewed merely as a gateway to another culture or a means of entering the global economy. Instead, it also serves as a way to preserve one’s national identity while engaging in multicultural communication. Consequently, language education should contribute to developing a spiritually and morally enriched individual, capable of interacting effectively with representatives of other linguistic and cultural communities on the basis of humanistic values. As L.V. Shcherba observed, the methodology of teaching foreign languages must evolve in accordance with societal structures and conditions.

The culture of communication is considered one of the most essential components in ensuring the effective organization of interpersonal relationships in contemporary society. It plays a decisive role not only in an individual’s success in

social life but also in establishing an atmosphere of mutual trust and respect within the community. The process of shaping and developing communication culture is strongly influenced by psychological mechanisms, which arise from both the individual's internal and external factors.[2]

Methodology

To investigate the psychological mechanisms of forming and strengthening communication culture, several research methods were applied:

1. Theoretical analysis: A review of scientific literature related to the psychological and pedagogical bases of communication culture was conducted.
2. Practical observation: Interactions between students and teachers were observed to determine the factors influencing communication development.
3. Interviews and questionnaires: Opinions of students and teachers were collected regarding the importance of communication culture and effective methods for its advancement.

Results

The findings of the study highlighted the following points:

- Psychological mechanisms: Both internal factors (such as personal motivation and self-awareness) and external factors (such as social environment and pedagogical influence) are essential in the development of communication culture.
- Pedagogical approaches: Dialogue-oriented activities proved effective in fostering communication culture in educational contexts.
- Technological tools: The integration of modern information and communication technologies was shown to positively contribute to the growth of communication culture.

Psychological mechanisms in the creation and development of communication culture function as an interconnected system. Internal factors—such as self-awareness and social competence—when aligned with external influences, lead to more effective outcomes. Simultaneously, pedagogical methods, including dialogue-based instruction and the application of technological resources, were found to play a crucial role in this process [3].

The aim of this study is to theoretically substantiate a methodology for developing students' lexical skills and abilities when teaching English in the first and second years of study. It can be argued that introducing professional vocabulary at the initial stage will be more effective if supported by a specially designed set of exercises and tasks. Furthermore, teaching English through an integrated course can strengthen interdisciplinary links and improve overall learning outcomes.

Contemporary methodology emphasizes speech activity as the central focus of practical training. Speech activity is a form of communicative behavior carried out through specific sign systems, possessing its own structure and content. It represents an intentional process of producing or receiving messages, mediated by the language system and shaped by communicative contexts [4]. Like any type of human activity, it relies on the mastery of relevant skills and abilities. Two levels of speech activity can be distinguished: the operational (skills such as lexical, grammatical, and

phonological structuring) and the motivational (abilities related to the overall communicative act).

In developing communicative competence, linguistic competence plays a central role [5]. It encompasses lexical and grammatical skills, ensuring accurate sentence construction and appropriate vocabulary use. Speech competence—developed across all four types of language activity (speaking, listening, reading, and writing)—is inseparable from lexical skills, which are therefore fundamental in language instruction.

However, scholars differ in their approaches to skills and abilities. Some, such as P.B. Gurvich and Yu.A. Kudryashov, emphasize lexical skills alone, identifying primary skills (e.g., selecting suitable lexical units, forming new word combinations, and differentiating synonyms) and auxiliary ones (e.g., paraphrasing, recalling words, or applying lexical knowledge). A.N. Shchukin defines a lexical skill as an “automated action of selecting a lexical unit appropriate to the communicative plan and combinable with other units in productive speech, as well as its recognition and semantic association in receptive speech”. Similarly, V.S. Korostelev regards lexical skill as inseparable from speech skill as a whole [6].

Our position is that vocabulary teaching should integrate both skills and abilities. S.F. Shatilov classifies lexical skills into expressive (using and forming words appropriately in oral and written contexts) and receptive (recognizing and comprehending lexical items in listening and reading). He concludes that lexical skills consist of two main components: word usage and word formation [6]. Moreover, given the integrative nature of vocabulary, words must be studied from multiple perspectives—phonetic, morphological, semantic, and syntactic. Some scholars therefore propose lexico-grammatical skills, emphasizing the synthesis of lexical and grammatical aspects of speech.

The accuracy of foreign language speech ultimately depends on the strength of lexical skills—specifically, how firmly foreign words are associated with concepts and interconnected within the learner’s mental lexicon. Effective practice in the target language is crucial for building strong, flexible lexical skills capable of resisting interference from the native language [7].

CONCLUSIONS

Foreign language instruction in the initial stages of education must be aimed at the gradual and consistent development of all components of communicative competence in a foreign language. The complete formation of this competence—as part of students’ overall professional skills—should be achieved by the end of university studies. At this stage, a specialist must demonstrate the ability and readiness to use both oral and written communication in professional and social contexts, confidently operate modern information technologies, critically evaluate incoming information, and recognize the importance of continuous lifelong learning.

Within the framework of professionally oriented education, each field of specialization may require foreign language courses tailored to its specific needs. However, at the general professional stage, such courses should incorporate elements

from various areas to ensure a broad communicative foundation. Consequently, foreign language instruction as a mandatory component of professional training should be organized in accordance with a competency-based approach. The primary objective of language education is to develop foreign language communicative competence—meaning the ability to interact effectively in a foreign language with representatives of different cultural backgrounds.

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