



PEDAGOGIK MULOQOT MADANIYATI VA UNING TA'LIM SAMARADORLIGIGA TA'SIRI

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Jizzax davlat pedagogika universiteti dotsenti

Annotatsiya: Ushbu maqolada pedagogik muloqot madaniyatining mazmun-mohiyati, uning tarkibiy qismlari hamda ta'lim jarayonidagi o'rni yoritilgan. Shuningdek, pedagogik muloqotning axborot almashish, tarbiyaviy, rag'batlantiruvchi va rivojlantiruvchi vazifalari tahlil qilinib, ularning o'quvchilarning bilimlarni o'zlashtirish darajasi, o'quv motivatsiyasi va shaxsiy rivojlanishiga ta'siri ochib berilgan.

Kalit so'zlar: pedagogik muloqot, muloqot madaniyati, ta'lim samaradorligi, kommunikativ kompetensiya, pedagogik mahorat, pedagogik etika, pedagogik takt, o'qituvchi.

ПЕДАГОГИЧЕСКАЯ КУЛЬТУРА ОБЩЕНИЯ И ЕЁ ВЛИЯНИЕ НА ЭФФЕКТИВНОСТЬ ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА

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Аннотация. В данной статье раскрываются сущность и содержание педагогической культуры общения, её структурные компоненты, а также роль в образовательном процессе. Особое внимание уделено анализу основных функций педагогического общения — информационной, воспитательной, стимулирующей и развивающей. Показано их влияние на уровень усвоения знаний обучающимися, формирование учебной мотивации, развитие познавательной активности и всестороннее личностное развитие учащихся.

Ключевые слова: педагогическое общение, культура общения, эффективность образования, коммуникативная компетентность, педагогическое мастерство, педагогическая этика, педагогический такт, педагог.

PEDAGOGICAL COMMUNICATION CULTURE AND ITS IMPACT ON THE EFFECTIVENESS OF THE EDUCATIONAL PROCESS

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Annatation. This article examines the essence and content of pedagogical communication culture, its structural components, and its significance in the educational



process. It also analyzes the key functions of pedagogical communication, including informational, educational, motivational, and developmental functions, and reveals their impact on students' knowledge acquisition, learning motivation, cognitive engagement, and overall personal development. The study emphasizes that a high level of pedagogical communication culture contributes significantly to improving the quality and effectiveness of teaching and learning while fostering constructive teacher–student interaction.

Keywords: pedagogical communication, communication culture, educational effectiveness, communicative competence, pedagogical mastery, pedagogical ethics, pedagogical tact, teacher.

Pedagogical mastery is the art of continuously improving the teaching and learning process and elevating it to a high level of excellence. It is an essential quality of every educator who genuinely loves both teaching and children. A teacher is a highly cultured professional who possesses profound knowledge of their subject, has a thorough understanding of general and child psychology, and demonstrates comprehensive mastery of teaching and educational methodologies. The distinguishing feature of pedagogical mastery is that such teachers are capable of successfully managing any educational situation, finding effective solutions to pedagogical challenges, and achieving high levels of students' academic achievement and moral development. A teacher with pedagogical mastery possesses in-depth knowledge of their discipline, is well informed about its latest developments and future prospects, actively participates in social life, and demonstrates a high level of intellectual competence.

While advanced pedagogical experience is often associated with a particular academic discipline, advanced pedagogical technology has an interdisciplinary character and is applied across various subjects through interactive teaching methods. In this regard, it is appropriate to refer to the views of two prominent educators. The renowned Soviet educator A.S.Makarenko once stated: “I considered myself a true teacher only after I had learned to pronounce a single phrase in fifteen to twenty different intonations and to express myself through twenty different facial expressions, vocal modulations, and body postures.” Likewise, the American educators J.Brophy and T.Good emphasized the importance of communication in their book *Teacher–Student Relationships*, writing: “If communication with students is not a natural and enjoyable experience for a teacher, then that teacher should seriously consider leaving the profession”.

Communication is one of the most fundamental social needs of human beings. It enables individuals to find their place in society, establish cooperation with others, and build constructive interpersonal relationships. Communication culture refers to an individual's ability to establish effective interaction, exchange ideas, and achieve mutual understanding while adhering to accepted linguistic, ethical, and aesthetic norms. This concept encompasses appropriate behavior during interpersonal interactions, clear and coherent speech, active listening skills, respect for one's interlocutor, and the ability to behave appropriately in a



variety of communicative situations. A well-developed communication culture serves as one of the key prerequisites for successful professional activity, particularly in the field of education, where effective teacher–student interaction plays a decisive role in achieving educational objectives [1].

In pedagogical practice, communication culture acquires a broader and more complex meaning, as the teaching profession is directly associated with working with people and fostering students' learning, upbringing, and personal development. Therefore, pedagogical communication serves not only as a means of transmitting information but also as one of the key factors determining the effectiveness of the educational process. The culture of pedagogical communication is reflected in the integration of a teacher's professional competence, pedagogical ethics, speech culture, communicative competence, psychological sensitivity, and pedagogical tact.

Pedagogical communication culture represents a teacher's ability to establish effective, purposeful, and constructive relationships with students, parents, colleagues, and other participants in the educational process. Throughout their professional activity, teachers should take into account the age-related and individual characteristics of each learner, respect students' opinions, accurately perceive their emotional states, and apply appropriate pedagogical strategies according to the specific educational context. Such an approach fosters students' trust in their teachers, encourages them to express their ideas freely, and promotes their active participation in the teaching and learning process.

One of the essential components of pedagogical communication culture is speech culture. A teacher's speech should be clear, fluent, coherent, logical, and persuasive. The use of harsh language, derogatory expressions, or an excessively authoritarian tone may negatively affect students' psychological well-being and learning motivation. Conversely, respectful, sincere, and encouraging communication strengthens students' self-confidence, enhances their motivation to learn, and creates a positive classroom atmosphere. Therefore, teachers should continuously improve their speech, enrich their vocabulary, and enhance their communicative literacy as an integral part of their professional development [2].

Another essential aspect of pedagogical communication culture is pedagogical ethics and professional conduct**. In all circumstances, teachers are expected to demonstrate fairness, impartiality, and emotional composure while treating every student with dignity and respect. They should avoid any form of discrimination or humiliation and recognize the inherent worth and individuality of each learner. Showing care, empathy, and genuine concern for students, listening attentively to their opinions, and responding sensitively to their needs and concerns contribute significantly to creating a positive psychological climate in the classroom. Such an environment enables students to feel secure, express initiative with confidence, and participate more actively in the learning process.

Active listening is another indispensable component of pedagogical communication culture. Effective communication involves not only the ability to convey information but also the willingness to listen attentively to others. Teachers should patiently consider students'





viewpoints, respond thoughtfully to their questions, and express their own opinions respectfully and constructively. This approach helps students feel that their ideas are valued, strengthens mutual trust between teachers and learners, and promotes open and productive communication within the educational environment.

Furthermore, pedagogical communication culture requires teachers to demonstrate emotional stability and the ability to resolve conflicts constructively. The emergence of disagreements or conflict situations during the educational process is both natural and inevitable. In such circumstances, a teacher's patience, self-control, and ability to address problems calmly and peacefully are of paramount importance. Rather than criticizing students harshly, teachers should provide constructive guidance, explain mistakes in a supportive manner, and encourage continuous improvement. Such an approach enhances the effectiveness of pedagogical communication, strengthens positive teacher-student relationships, and contributes to students' academic, social, and personal development. [3].

Pedagogical communication is an integral component of the teaching and learning process, ensuring effective interaction and cooperation between teachers and students. Through this form of communication, not only are knowledge and skills transmitted, but students' personal qualities are also cultivated, their social engagement is enhanced, and the overall effectiveness of education is improved. Owing to its multifaceted nature, pedagogical communication performs several essential functions, among which the informational, educational, motivational, and developmental functions are of particular significance.

Informational Function.

One of the primary functions of pedagogical communication is to convey educational content to students in a clear, understandable, and engaging manner. Throughout the educational process, teachers communicate subject-specific knowledge, concepts, principles, and practical skills through purposeful interaction with learners. In this context, not only the content of the information but also the manner in which it is presented plays a crucial role. A teacher's speech should be clear, fluent, logically structured, and appropriate to the students' age and cognitive abilities. Explaining complex concepts through simple examples, relating theoretical knowledge to real-life situations, and employing interactive questioning techniques facilitate deeper understanding and more meaningful learning. Furthermore, pedagogical communication enables teachers to obtain continuous feedback from students, allowing them to assess the extent to which learning objectives have been achieved. Therefore, pedagogical communication should be regarded not as a one-way transmission of information but as a dynamic, two-way process of interaction and knowledge exchange.

Educational Function.

Pedagogical communication extends beyond the mere transmission of knowledge and plays a vital role in fostering students' moral, ethical, and personal development. Teachers' attitudes toward their students, their communication style, fairness, professionalism, and personal example serve as powerful educational influences. Through continuous interaction, students develop socially significant qualities such as respect, responsibility, tolerance,



discipline, honesty, diligence, and cooperation. When teachers communicate with kindness, empathy, and respect, students are more likely to adopt similar attitudes in their relationships with others. Moreover, teachers' consistency in fulfilling their commitments, their objective assessment of students' performance, and their adherence to the principles of justice contribute significantly to the formation of positive behavioral norms and ethical values among learners.

Motivational Function.

Another essential function of pedagogical communication is to encourage students to engage actively in learning and strengthen both their interest in education and their intrinsic motivation. Recognizing students' achievements, appreciating even their small successes, and providing sincere praise and constructive encouragement help develop self-confidence and a positive attitude toward learning. Supportive communication and positive teacher–student relationships enhance students' classroom participation, inspire them to acquire new knowledge, and promote sustained academic engagement. Conversely, harsh criticism, inappropriate reprimands, or indifference may diminish students' motivation and reduce their willingness to learn. Therefore, teachers should effectively employ a variety of motivational strategies during communication, including praise, expressions of appreciation, positive feedback, and encouraging remarks, to create a supportive learning environment that promotes students' academic success and personal growth[4].

Conclusion.

In conclusion, the culture of pedagogical communication is one of the most significant factors contributing to the success and effectiveness of the educational process. Effective communication established between teachers and students serves not only as a means of transmitting knowledge but also as a fundamental prerequisite for fostering students' personal development, enhancing their abilities, and facilitating their successful socialization. A positive and constructive communicative environment strengthens students' academic engagement, promotes meaningful learning, and supports the development of essential personal and social competencies.

In the contemporary era of globalization and the rapid advancement of digital technologies, educators are expected not only to possess profound subject knowledge but also to demonstrate a high level of communicative competence. Consequently, greater attention should be devoted to developing communication culture within teacher education and professional development programs. Particular emphasis should be placed on strengthening pedagogical ethics, speech culture, conflict management, interpersonal communication skills, and other professional competencies that enable teachers to establish effective educational interactions. Enhancing these competencies will contribute significantly to improving the quality of education and preparing learners for successful participation in modern society.





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