

**DEVELOPMENT OF COMMUNICATION IN STUDENTS AS A PEDAGOGICAL-  
PSYCHOLOGICAL PHENOMENON*****Kobilova Feruza Tolibovna****Bukhara International University, basic doctoral student,****Xasanova Xolida Fattaevna****Bukhara International University, Bukhara Zarmed University teacher*

**Abstract:** Today, in our country, the problems of creating the necessary conditions for students to perfectly learn foreign languages, to express themselves in all areas with knowledge of a foreign language, to develop their oral and written speech in a foreign language are being put forward. As is known, the solution of these problems is directly related to the process of socialization of a person. Based on the psychological and pedagogical category, this concept is a process that expresses the degree of exposure to the influence of the external social environment surrounding a person, the ability to master communication, the tendency to master its norms and rules, and the degree of mastery. The general meaning of this concept is that a person is born and grows up under the influence of the external environment that directly surrounds him, is brought up in this society, this environment. In a narrow sense, socialization is a process that explains the entry of a person into the social environment, his assimilation into it, his acceptance of the norms of the external social environment and whether he complies with them or not. In the process of socialization, a person learns social norms in society, learns to fulfill various roles, develops skills for behaving in public, and chooses interesting and beneficial communication methods for himself. In this sense, the socialization of a person is based on his knowledge, understanding, and living in social existence.

**Keywords:** foreign languages, pedagogical category, master communication, external environment, assimilation.

**Introduction.** Psychological sources emphasize that the sources of socialization include: experience gained in childhood - this process occurs in parallel with the formation of mental functions and the manifestation of primary social norms of behavior; social institutions - the education and upbringing system; places that provide education from the family to higher educational institutions and higher levels, work teams, among them the influence of people in the process of communication and collaborative activity. This refers to the communication and interaction of people with each other in both formal and informal settings. In each role that a person performs throughout his life, the norms, rules, and behavioral criteria of the social environment surrounding him are reflected. Each person performs a huge number of different roles throughout his life, all of which leave a worthy mark on his socialization experience. Therefore, in this process, each person strives to find his place in society and, depending on his results, achieves one or another position. In fact, at each stage of socialization, a person increasingly understands his "I" and makes the necessary adjustments to it. If personal experience is positive, and a person can draw good and correct conclusions from what he has seen and experienced and form a correct lifestyle, his reputation among people is high, otherwise, a conclusion is drawn about the degradation of the person and deprivations in behavior. It is worth noting that a person is always within the framework of and under the influence of social, that is, human, relations, and with his consciousness, mind,

and foresight, he not only perceives various relations, but also assimilates and adheres to them. That is, from an early age, a child, as a subject of such influences, perceives the influences of the social environment through concepts such as “my life”, “my family”, “my friends”, “our world”. Of course, these influences are not always correct, positive, otherwise there would be no concepts of “asocial behavior”, “street child”, “lazy”, “bad child”. Sociality arises through interaction between people, through action, and as a result, various social events arise. The first stage of interaction is the social perception of people by each other. On the basis of interpersonal relationships, a person gets to know other people better and makes a decision about whether to do business with them or not. An important feature of interaction is causal conditions. It is this main feature that forms the basis of activity for one of the parties, and the dynamics of development for both parties.

The success of developing English language skills through communication largely depends on the presence and mastery of psychological abilities. Kolker, Y. M. in his scientific research emphasizes that the success of this process lies in the development of speech skills. He recognizes the effective mastery of speech rules in communication as an important factor in the development of English language skills. The following psychological categories are considered important in the development of English language skills through communication: Diction - the style of pronunciation, the degree of clarity of pronunciation. Correct pronunciation is the most necessary tool for students of non-philological education to master English language skills through communication, because in order to understand English language skills, speech, pronunciation must be fluent, each syllable, word and sound must be pronounced clearly.

Rhythm - the rhythm or weight of the voice. The pronunciation of certain words and syllables, their speed, constitute the pace of speech. The voice speed is a quality of each student, depending on the content of the speech and the situation of communication. Pauses, tempo and pleasantness of speech constitute the tone of speech. Speech in one tone becomes boring and reduces interest and attention. Especially when talking about important rules, that is, when expressing rules, laws, beliefs, it is necessary to reduce the voice speed. In conclusion, it is necessary to have a speech culture in mastering English language skills, because each teacher sets an example for others with his speech, beautiful and fluent, and culture of communication. Today, it has become a requirement of the times for students to not only gain deep knowledge, but also develop communicative competence by mastering skills and competencies. In the process of reforming the program at the stage of training graduates of the bachelor's degree program, that is, future specialists, the requirements for learning foreign languages in the continuing education system of the Republic of Uzbekistan, as well as the rules for assessing the level of mastery, were developed, along with the implementation of the generally recognized international standards of the Council of Europe "Common European Framework of Reference for Languages: Learning, Teaching and Assessment" (CEFR). It requires graduates of educational programs not specializing in teaching a foreign language to master the B2+ level at the end of their studies at a higher educational institution, while the requirements for the professional training of students of an educational institution not specializing in language have also changed. Communicative competence refers to the ability to communicate with speakers of the foreign language being studied and to help students gain a deeper understanding of the culture, customs and traditions of their own country through familiarization with the culture of the countries whose language is being studied and to demonstrate them in the process of conversation.

Teaching speech etiquette from a linguistic and cultural perspective helps to understand the cultural norms accepted by English speakers, the values shared by peoples, stereotypes of thinking and action, and speech skills. In accordance with the goals and objectives of the subject of the Council of Europe's "Common European Framework of Reference for Languages: Learning, Teaching and Assessment" (CEFR), which is widely recognized as a standard for the reform of the program for the training of future specialists, communicative competence is the ability to use acquired knowledge, skills and competencies in the foreign language being studied in the process of communication. In this document, competencies are divided into the following groups:

Linguistic competence implies the acquisition of knowledge about language material (phonetics, lexicon, grammar) and skills in speech activities (listening, speaking, reading and writing) for communication with native speakers;

sociolinguistic competence allows the speaker to choose the necessary linguistic form and method of expression based on a particular speech situation, communicative goal and desire.

Sociolinguistic competence includes socio-cultural competence and implies the ability to know the national characteristics of authentic speech: customs, values, rituals and other national-cultural characteristics of the country in which one lives, and to present the language in comparison with the country being studied;

pragmatic competence implies the ability to get out of a difficult situation by asking questions repeatedly when misunderstandings arise in a communicative situation in a foreign language being studied. In this standard, discourse competence is included in the pragmatic competence. This competence involves the expression of thoughts in oral and written speech through appropriate language tools;

discourse competence involves the skills of understanding and interpreting linguistic signals in order to ensure consistency in oral and written speech G.V. Rogova divided language learning into three components: linguistic, psychological and methodological;

the linguistic component includes in its components: language materials (phonetic, grammatical and lexical), speech (related to various situations) and socio-cultural elements. In teaching foreign languages, speech units have different effects on the communicative situation, that is, the language is manifested in the relationship between culture and society and performs two (communicative and cumulative) functions as a source of national culture.

The psychological component is to improve the use of knowledge and skills about the language being studied for communicative purposes. In the process of learning foreign languages, speech mechanisms are formed in the student, a system of speech skills is mastered.

The methodological component is the effective use of the language being studied in practice, that is, in a person-oriented situation of communication (in conversation and writing).

L.S. Vygotsky noted that if a child learns his native language without conscious participation, he will acquire a foreign language consciously. While speech skills in his native language develop from the bottom up, learning a foreign language develops from the top down.

Foreign psychologist G.A. Murray, in 1938, when defining communication (need), noted that it is a socio-psychological phenomenon. According to him, communication is manifested in such cases as: "Making friends and getting attached. Being happy with people and living with them. Being in communication and cooperation with them. Loving. Uniting in groups" (Heckhausen). That is, building relationships with people and continuing these

relationships can be carried out with different goals in mind. For example, “making a good impression” or “dominating others”, “giving help or receiving help”.

A. Maslow argued that communication belongs to the highest level of the hierarchy of human needs. Matsumoto D distinguishes two aspects of communicative competence: the need for communication (sympathy, support in communication) and the fear of rejection (communication cannot be established or remains formal).

According to H. Heckhausen, the need for communication is considered universal and is a need inherent in all people, regardless of age, gender and ethnicity. However, the nature and content of this need depends on the content of education, socialization conditions and spiritual aspects.

The list of important motives influencing communication, compiled by Harvard University scientist G. Murray, has served as a kind of guide for every researcher dealing with the problem of communicative competence to this day.

The role of communication in language learning and its impact on the effectiveness of activity have also been studied by psychologists of Uzbekistan. In particular, P. I. Ivanov is considered one of the scientists who made a major contribution to the science of psychology. In his works on the issues of interest and ability, motives for choosing a profession, the psychological foundations of education, the implementation of an individual approach in education, and the activation of the educational process, he analyzed information about communication and its levels. In particular, his thoughts and ideas on the interpretation of interest, ability, desire, communication, motivation were of great importance in his time.

A.A. Fayzullayev proposed a step-by-step analysis of the teacher-student communication process in his research. A. Fayzullayev studies this process in five stages. These stages are:

- 1- understanding the interlocutor;
- 2- acceptance of the interlocutor;
- 3- the implementation of internal desire to the outside;
- 4- the strengthening of the idea;
- 5- the activation of the idea.

The outstanding psychologist M.G. Davletshin is considered a scientist who made a significant contribution to this problem. M.G. Davletshin and his students have been engaged in the theoretical and practical problems of the motives of professional choice, and in general, the psychology of professional choice, and have emphasized the age-related characteristics of communication categories.

V.M. Karimova in her works approached the problem of motives and motivation that effectively organize communication from a socio-psychological point of view. In her research, she emphasized that communication is one of the important components for the socialization of the individual.

V.A. Tokareva in most of her scientific researches emphasizes the importance of communication for the formation of professional competence.

B.R. Kadyrov's research in recent years has revealed the aspects of competence, aspiration, ability, talent and their relationship with communication.

R.B. Shoumarov's research is based on the fact that an individual approach to students, their preparation for family life, and the perception of a person by a person can be realized through communication.

R.Z. Gainutdinov's research emphasizes the high and fundamental (primary) role of communicative competence in the ethnopsychological characteristics of the teacher's

personality, the psychological foundations of choosing a profession, stages of professional training, and mechanisms for improving professional skills. His research highlights the motivational hierarchy of communicative competence, the priority of ensuring its success.

In many of Sh.R. Barotov's research, the role and importance of communication in the effective establishment of psychological service in education are determined. In his research, he analyzed the organization of psychological service in educational institutions, its methodological and theoretical foundations, obtained empirical data on the issues of youth satisfaction with communication in the educational process, and drew relevant social psychological conclusions. According to the results of the study, it was found that individuals are not sufficiently satisfied with their interpersonal relationships.

The main aspects of communication:

1. Communicative side: Exchange of information, expression of thoughts and feelings between people.
2. Interaction: In the process of communication, individuals influence each other and form relationships.
3. Mutual understanding: Through communication, individuals have the opportunity to better understand each other and exchange social experience.
4. Communication plays a significant role in the development of society, in particular in the formation and development of interpersonal relationships. Through communication, people gain social experience and ensure their personal development. For example, pedagogical communication helps to make the interaction between teachers and students more effective.
5. In conclusion, communication is the basis of interaction, understanding and social relations between people. Its culture and psychology play an important role in personal and social development. There is a role and importance of communication factors in the development of language learning skills of students of non-philological education.
6. The ability of students to freely communicate with their interlocutor, to communicate with a foreign interlocutor about the culture and customs of their own nation, forms communication factors in teaching English to students of non-philological education.
7. In psychology, the role of students' development of the role and cognitive characteristics and methods of communication, which are focused on the individual, are studied separately.
8. The essence of the concept of communication is determined by the following aspects according to its socio-psychological nature:
9. Its expression is truly manifested in the establishment of mutually beneficial and meaningful interpersonal relationships, in the practical activity of the ability.
10. It reflects the individual's need for communication, the ability to present their views and ideas, self-confidence, and the evaluation of their own communicative activities.
11. It is important for interpersonal relationships to be purposeful and effective to reflect their life experience, communication skills, and individual psychological characteristics.

There are seven forms of language learning in students through communication, which are as follows: 1) entry into activity, 2) independent actions (performed by the teacher and the student in cooperation); 3) the teacher initiates the action and involves the student in it; 4) imitation actions (the student, having learned from the teacher, acts based on this model); 5) support actions (the teacher helps the student choose an intermediate goal and methods for achieving it and controls the final result); 6) self-management actions (the teacher participates in setting the general goal and evaluating the final result); 7) self-motivated actions; 8) self-organizing actions.

**Conclusion.** From the above scientific and theoretical analysis, we can see that students are directly and indirectly engaged in the problem of developing English language skills through communication. Although their approaches are often pedagogical and relevant to different life stages, they allow us to assess them as a theoretical and practical contribution to the study of this problem in our country. However, we consider it appropriate to emphasize that sufficient pedagogical and psychological research has not yet been conducted on the problem under study.

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