The OSCAR PUBLISHING Services
International Journal of Pedagogics

VOLUME Vol.06 Issue11 2026
PAGE NO. 46-50
DOI 10.37547/ijp/Volume06Issue11-10

The Socio-Psychological Role of Developing Communication Culture in Foreign Language Teaching

Isomiddinov Ozodjon Salokhiddinovich
Assistant Professor, Department of Foreign Languages, Samarkand Zarmed University, Uzbekistan

Received: 26 September 2026; **Accepted:** 23 October 2026; **Published:** 11 November 2026

Abstract: This article analyzes the socio-psychological tasks of developing communication culture in the process of foreign language learning. The study highlights the importance of interpersonal communication, social adaptation, intercultural competence, as well as the consideration of learners' psychological characteristics in language learning. In particular, it is argued that fostering learners' empathy, tolerance, and the ability to freely and culturally express their own thoughts is one of the important socio-psychological objectives of foreign language education. It is also emphasized that classes organized on the basis of a communicative approach contribute to increasing learners' social activity, reducing psychological barriers, and developing effective communication culture. The results of the article are significant for improving foreign language teaching methodology and developing practical recommendations for cultivating communication culture in the modern educational process.

Keywords: Communication culture, socio-psychological function, pedagogical activity, dialogic communication, foreign language teaching, communicative competence, interpersonal communication, intercultural communication, psychological factors, educational process.

Introduction: In our developing society, considerable attention is paid to raising a healthy generation and educating well-rounded individuals. One of the essential qualities of a well-rounded person is communication culture. It is difficult to establish healthy social relationships without an adequately developed culture of communication. Problems related to communication have been extensively studied in psychology. These studies suggest that an individual's psychological development, relationships with others, and formation as a personality cannot be imagined without communication, since communication is a fundamental human need. During infancy and adolescence, communication serves as a leading activity that directly influences the emergence of new psychological characteristics.

A central aspect of preparing prospective English language teachers is students' self-awareness in communicative situations, their capacity for self-determination, and their professional development as educators based on life experience. In the system of lifelong education, foreign language teachers are expected to possess a high level of professional culture. Acquiring the necessary knowledge, skills, and competencies, together with self-education and continuous self-improvement, constitutes an integral part of pedagogical culture and pedagogical communication.

MAIN BODY

In the context of globalization, learning foreign languages requires not only the acquisition of linguistic knowledge but also the development of an individual's communicative abilities and cultural and social adaptability. Therefore, fostering communication culture in foreign language teaching is an important pedagogical and socio-psychological task in modern

education.

Communication culture is characterized by a learner's ability to express ideas freely in a foreign language, understand an interlocutor, and observe social and cultural norms during interaction. This article examines the social and psychological aspects of this process from a scholarly perspective.

Communication is a principal form of interpersonal relationships through which people establish psychological connections, exchange information, influence one another, and perceive and understand each other's feelings. As a socio-psychological phenomenon, communication is present in every sphere of social life and arises from the material, spiritual, cultural, emotional, and motivational needs of cooperative activity. The purposeful satisfaction of human needs depends on the quality of communication, while interpersonal relationships contribute to the development of well-rounded individuals. Successful communication is grounded in the expression and development of personal qualities, including an individual's inner psychological world, needs and motivations, character, individual characteristics, abilities, and beliefs.

Developing communication culture in foreign language teaching fulfills several important social functions:

First, it promotes intercultural communication. Through a foreign language, learners acquire the ability to communicate effectively with people from other nations and to respect their customs and values.

Second, it supports social adaptation. Students develop the ability to behave confidently and communicate appropriately in different social contexts, including education, employment, and everyday life.

Third, it develops teamwork and cooperation skills. Group activities, dialogues, and discussions teach students to exchange ideas, reach compromises, and assume responsibility.

Communication provides a solid foundation for self-correction, personal re-education, and the realization of individual potential through positive external influences and examples; it encourages personal maturity. Other people may imitate the manners, reasoning styles, interpersonal skills, and problem-solving abilities of mature individuals and apply these examples in their own lives. In interpersonal relationships, conscious reflection on unusual social circumstances, self-improvement, self-realization, self-regulation, self-assessment, and self-direction represent important stages in psychological development. Understanding and gradually mastering both internal and external forms of imitation therefore contribute to the professional preparation of future specialists and their development as well-rounded personalities.

One major reason for difficulties in establishing communication is an inappropriate attitude toward oneself and others caused by excessively high or low self-esteem. Such difficulties can be prevented by paying attention to the following measures:

1) establishing human relationships among all participants in cooperative activities and communication, while creating opportunities to assess the emotional climate;

2) implementing measures that ensure a comfortable position for every participant within the system of interpersonal relations;

3) organizing special training sessions on the characteristics, patterns, methods, and forms of communication;

4) developing business games, psychodrama activities, and training programs focused on interpersonal relations and communication methods. According to research by A. R. Luria and D. B. Elkonin, one of a child's earliest social needs is the need for communication. A. V. Zaporozhets and M. I. Lisina emphasized that children's need to communicate with adults develops through several stages before the age of seven:

1) the emergence of a need for attention and goodwill;

2) the emergence of a need to cooperate with adults;

3) the need for adults to respect all previously developed needs;

4) the emergence, during preschool age, of a need for mutual understanding with others. As individuals learn self-control and appropriate behavior in different situations, observing certain principles can help them achieve success in cooperation:

1. The outward manifestation of social phenomena reflects an individual's internal psychological state and its content; this process occurs through reciprocal interaction.

2. Voluntary, active attention directed toward external

objects may become less effective under the influence of various factors; nervous tension can reduce productivity and disrupt the normal course of communication.

3. In striving to feel free, independent, and at ease, an individual may encounter physical tension, nervous strain, and mental exertion while pursuing the intended goal.

The development of communication culture also directly affects foreign language learners' psychological state. First, it increases confidence in speaking, reducing students' fear of using a foreign language and lowering psychological barriers. It also strengthens intrinsic motivation: communicative situations resembling real life increase learners' interest in language learning and encourage active participation. Furthermore, empathy and emotional intelligence develop. Understanding an interlocutor's feelings and responding appropriately contributes to psychological maturity.

Important factors in developing communication culture include the teacher's relationships with learners, professional and subject-specific preparation (including knowledge and skills in pedagogy, methodology, and psychology), personal qualities, academic potential, professional knowledge, worldview, interests, aspirations, and individual abilities. Key aspects of teaching activity can be distinguished as follows:

(a) learning activities;

(b) the organization and outcomes of teaching;

(c) learning outcomes.

These dimensions reveal the teacher's professional style and communication methods. Accordingly, the educator's personal qualities occupy a central place in the formation of communication culture. As A. A. Lobanov observes, a teacher communicating with students not only transmits knowledge but also shares personal well-being, feelings, and mood [1, p. 162]. Thus, in addition to providing knowledge, teachers communicate their attitudes toward society through their personalities and actions. In this sense, the humanistic culture essential to a future teacher is an integral component of humanizing communication and requires continuous improvement in the ability to understand others. Such creative engagement with another person entails active, positive interest and openness to change.

Indeed, the development of communication culture among prospective foreign language teachers is particularly important in pedagogical practice. It enables educators to cultivate humane relationships between teachers and learners, reconcile others' interests with their own, analyze interpersonal situations, and evaluate them objectively within a group. Communication reveals the personal qualities of both teachers and students. Meaningful and effective interaction therefore requires an individual approach to each learner. Impersonal communication may foster indifference and ethical conflicts. Educational information is communicated most effectively through individualized interaction [2, p. 26]. V. Ya. Laudis investigated the nature of cooperation in education. During joint activities, relationships between teachers and students may change, as reflected in shifts in their goals and interactions. The purpose of joint activity is to master objective tasks and interpersonal interactions while developing mechanisms and methods of self-regulation. Establishing a system of teacher–student cooperation helps achieve common goals and prevent conflicts.

In particular, genuine cooperation requires abandoning authoritarian teacher control and establishing different forms of relationships: solving problems together, jointly analyzing results, and identifying and examining mistakes collaboratively. Such work involves interaction between active participants [3, p. 102]. Thus, a thorough analysis of collaborative activities and the creative organization of communication during educational events can help improve communication culture in practice, rather than focusing solely on conventional indicators of instructional effectiveness.

Pedagogical communication can be described as multifunctional. In teaching practice, educators perform numerous communicative tasks and establish systems of interaction with students during practical lessons. The socio-psychological functions of communication culture include information exchange, organization of activities, understanding others, role exchange, empathy, and self-affirmation. A. A. Bodalev [4, p. 250] explains these functions through several stages.

(see Table 1.1).

Table 1.1. Socio-Psychological Functions of Communication Culture

1	Modeling classroom communication by the prospective foreign language teacher. This requires knowledge of students' individual characteristics, personalities, cognitive activity, possible difficulties, and developmental dynamics.
2	Organizing direct communication during initial interaction (the communicative opening). This requires techniques for quickly engaging the audience, presenting oneself, and exerting a dynamic influence.
3	Managing communication during the pedagogical process. This involves supporting student initiative, organizing dialogic interaction, and adapting the lesson plan to actual circumstances.
4	Analyzing the communication system tested in practice and developing a new model for future professional activity.

As indicated above, teachers should model communication in new ways at different stages, organize interaction with learners as a creative activity, and create conditions in which students can fully demonstrate their knowledge, intellectual abilities, initiative, and creativity while developing self-awareness. Furthermore, N. Sh. Buranova argues that a goal of modern pedagogy is to help children construct their own autonomous inner world and develop a central framework for self-determination [5, p. 35]. A central element in preparing future English language teachers is therefore students' self-awareness in communicative situations, self-determination, and professional growth through life experience. Foreign language teachers in lifelong education are expected to possess high professional culture and to engage in self-education and continuous improvement. Teachers realize their professional and social needs by applying their talents and abilities in educational practice. Developing teachers' communication culture is a means of professional and personal self-understanding and an essential component of pedagogical culture. Through communication, learners can realize their creative potential and capacity for self-regulation.

Methods for Developing Communication Culture in Foreign Language Teaching

The following methods are considered effective for developing communication culture in education:

role-playing and dramatization;

dialogue and polylogue exercises;

discussions and debates;

simulation of intercultural situations;

group work and pair work.

These methods increase students' engagement and encourage independent thinking and confident communication.

CONCLUSION

Developing communication culture in foreign language teaching is of considerable socio-psychological importance and contributes to the effectiveness of education. The discussion indicates that communication culture not only supports the development of language skills but also plays an important role in learners' personal development, social adaptation, and intercultural communicative competence.

The development of communication culture fosters learners' ability to express their ideas freely and cultivates socio-psychological qualities such as respect for others, empathy, and tolerance. This helps them participate actively in learning, overcome psychological

barriers to communication, and strengthen self-confidence.

Moreover, developing communication culture through interactive methods, role-playing, problem-based situations, and teamwork increases learners' social engagement and prepares them for real-life situations. As a result, language learning extends beyond the acquisition of grammatical knowledge and becomes an important means of promoting individuals' socio-psychological development.

In conclusion, the socio-psychological functions of developing communication culture in foreign language teaching are essential for improving educational effectiveness. This process supports learners' linguistic, social, and psychological maturity and contributes to the preparation of specialists capable of intercultural communication in contemporary society.

REFERENCES

1. Lobanov, A. A. Methodology of Teaching Russian as a Foreign Language. 3rd revised and expanded edition, 2017 (Shchukin).
2. Baranova, L. L. Ontology of English Written Speech. Moscow, 1998.
3. Brown, H. D. Principles of Language Learning and Teaching. New York: Pearson Education, 2007.
4. Goziyev, E. Psychology of Communication. Tashkent, 2001.
5. Jalolov, J. J. Methodology of Foreign Language Teaching. Tashkent: O'qituvchi, 2012.
6. Makhsudova, M. Psychology of Communication: A Textbook. Tashkent: Turon-ikbol, 2006.
7. Passov, E. I. Communicative Methodology of Foreign Language Teaching. Moscow: Prosveshchenie, 2010.