

Methods of Teaching with The Use of Modern Pedagogical and Information and Communication Technologies

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Abstract: This article demonstrates the synergistic effect that results from using information technologies in student education, where the main objective of integration processes is to achieve synergy through cooperation and collaboration, surpassing differentiation and isolation. The level of interdisciplinary connections encompasses theoretical and content-related, regulatory and methodological, as well as organizational and managerial aspects.

Keywords: Interactive, innovative ideas, speech culture, verbal communication, nonverbal, monologic, dialogic, constructive, communication, integrative, differentiation, experimental methodology, rhetoric, emotional, empathy.

Introduction: Research is being conducted on the introduction of interactive, innovative ideas into the educational process, verbal communication, improvement of monologue and dialogue forms of communication, raising the quality of education and state educational standards, qualification requirements to the international level, developing critical thinking, introducing advanced teaching methods using modern pedagogical and information and communication technologies. At the same time, special attention is paid to identifying the factors of interpersonal communication in students, applying modern methods of developing their communicative competence in practice.

Analysis of literature

Let us turn to the most general definitions of integration. In the encyclopedic philosophical dictionary, "integration" is defined as "the aspect of the development process associated with the unification of previously heterogeneous parts and elements into a whole." Local educators and psychologists have addressed the idea of knowledge integration. They analyzed integration issues in the educational process, the means and forms of implementing integration, and the effectiveness of integrated pedagogical systems. For example, B.G. Ananyev identified the stages of scientific concept development across all curricula, which enabled teachers to utilize these ideas in the

educational process, ensuring the integrity of learning, "the wholeness of human sensory reflection of objective reality, and the unity of the material world".

Integration is the expression of the unity of goals, principles, and content in organizing the educational process, resulting in core competencies. In modern conditions, the integration of science and scientific knowledge is transforming from a trend into an essential feature. We share the point of view of V.F. Tenishchev that integration leads to an increase in the level of the educational process due to the transition to a more holistic pedagogical system. The result of integration is the competencies formed among students. Pedagogical integration as a process is the establishment of connections between objects and relationships using pedagogical tools to achieve ultimate goals. A number of researchers identify the features of the concept of "integration" in the educational process (integrity, interdependence, direction of the educational process). Differentiation is one of the opposite sides of the development process and is associated with the division of the developing whole into parts, stages, and levels. The integration and differentiation of scientific knowledge is reflected in education and training, its content and procedural aspects. Integrative courses and training sessions are being developed. The main task of integration processes is to achieve a synergistic effect based on

cooperation and collaboration, which prevails over differentiation and isolation. They also prove that the result of using information technologies in teaching students is a synergistic effect. The course of pedagogy is integrative and provides a connection with philosophy, psychology, sociology, history, biology, etc. The level of interdisciplinary connections includes theoretical and substantive, regulatory and methodological, organizational and managerial aspects.

METHODS AND TECHNIQUES OF OUR RESEARCH

The effectiveness of the study was assessed by conducting diagnostic measurements to determine the level of students' communication culture, studying students' oral and non-verbal communication skills, communication styles, attitude towards communication culture, and other indicators, developing and testing educational modules aimed at developing communication culture within the framework of the discipline "Pedagogical Mastery," working with the experimental and control groups, using integrative approaches in the experimental group, and using traditional methods in the control group.

RESULTS AND DISCUSSION

The selected areas for the development of communication culture among students in the process of higher education based on integrative approaches are:

Language and speech culture - grammar, stylistics, rhetoric, rules of speech culture, skills of active listening and effective speaking:

- psychology - interaction, emotional intelligence, empathy, nonverbal communication, understanding of individual differences;
- sociology - social roles, group work, conflict resolution, intercultural communication;
- pedagogy - teaching methods, preparation and conducting of presentations, communication with students;
- other disciplines - focusing on applying and developing communication skills within each discipline. for example, group projects, copyright, citing sources.

In this process, a number of methodological provisions were used as integration methods, and their content was improved. A number of recommendations regarding these were given. Including:

- interdisciplinary projects - students combine knowledge from different disciplines and work on projects that apply communication skills;
- role-playing games - learning and applying

communication skills in various situations;

- Discussions and debates - development of skills in argumentation, presenting arguments, listening, and defending one's point of view;
- presentations - development of skills in presenting information in a clear, understandable, and interesting way;
- group work - development of skills in cooperation, interaction, and conflict resolution through teamwork;
- simulations - simulation of real-life situations and practical testing of communication skills;
- feedback - receiving constructive feedback from teachers and peers.

In the process of teaching the discipline "Pedagogical Mastery," the skills and abilities of students to conduct a culture of communication based on integrative approaches through teaching a culture of learning based on integrative approaches were determined. These skills are reflected in the following.

- Active listening - attentively listening, comprehending, and asking questions.
- Effective speaking - expressing thoughts clearly, comprehensibly, and in an engaging manner.
- Nonverbal communication - effective use of body language, facial expressions, and other non-verbal means.
- Empathy and mutual understanding - comprehending and empathizing with others' feelings.
- Conflict resolution - finding constructive solutions in conflicting situations.
- Teamwork - collaborating effectively with group members.
- Communication culture - understanding the ethical and social aspects of communication.

In the International Conference on Education until 2030, adopted by UNESCO: "Creating opportunities for quality education throughout life" is adopted as a strategic task. In modern research, empirical research is being conducted on the development of communicative competence, teaching and improving its quality, applying international standards, ensuring the harmony of education and innovation, and ensuring the effectiveness of education through the development of communicative abilities.

Research is being conducted on the introduction of interactive, innovative ideas into the educational process, verbal communication, improvement of monological and dialogic forms of communication, raising the quality of education and state educational standards, qualification requirements to the

international level, developing critical thinking, introducing advanced teaching methods using modern pedagogical and information and communication technologies. At the same time, special attention is paid to identifying the factors of interpersonal communication in students, applying modern methods of developing their communicative competence in practice.

In world research centers and higher educational institutions, at each stage of education, scientific research is being conducted on local-modular technologies for the development of interpersonal communication culture in the process of personality formation, improvement of psychodiagnostic methods, creation of an electronic monitoring system, psychological aspects of the development of interpersonal communication culture, development of methodological support for the educational process, stabilization of emotional experiences, creation of favorable conditions for the manifestation of interpersonal relationships of the subject.

CONCLUSION

The educational process is so multifaceted that attempts to develop one aspect should not lead to the weakening of another. Along with the organization, planning, and implementation of the culture of communication in today's students based on an integrative approach, it allows for the timely detection and correction of specific aspects of the development of students' communication culture in the educational process.

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