

The Importance of The Communication Process in The Development of Communication Culture in Students

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Abstract: This article discusses the directions for developing students' communication culture, its characteristics, types, and historical evolution. The importance of communication processes in implementing communication culture has been scientifically analyzed. The terms "communication" and "social communication" are also explained, and their functions are described. The requirements for adhering to certain moral norms in the process of communication are characterized from a pedagogical perspective. The elements and features of communication are examined. The distinctive characteristics of the terms "communication" and "dialogue" are elucidated.

Keywords: Student, interaction, communication, speech, communication, social communication, pedagogical, culture, pedagogical process, communication.

Introduction: In scientific sources, the scientific interpretation of the concepts of interaction, communication, and social communication is widely described. Our analysis shows that, firstly, the concepts of "communication" and "social communication" rarely have the same similar meanings. Secondly, in various sources, opinions are expressed that "communication" and "communication" have opposing views. While one group of specialists equates them completely with each other, researchers belonging to the second group use the concept of communication as a single direction of communication, and from the third side, the term communication or interaction is used, interpreting them as synonyms. In the course of our research, we tried to clarify the concepts of "communication", "communication", "social communication" and systematizing them, to clarify the concepts that are part of the culture of communication.

Analysis of literature

Communication is the interaction between two subjects, carried out based on the requirements of communication culture. Therefore, communication also embodies communication among its specific components. In this sense, communication is a broader concept than communication. M.A.Vasilik indicates the concept of information as an invariant (constant) of

communication. Psychologists have repeatedly emphasized that communication also has an informational character.[1]

A.V. Sokolov categorized communication into four types: material communication, communication of a genetic nature, psychological communication, and social communication.[2] Therefore, the concepts of communication and interaction can be understood and interpreted in relation to the concept of information. This is because information is also exchanged between people. During this process, interpersonal communication takes place. From this perspective, communication is considered a concept with a broad meaning. In this context, the terms "communication" and "social communication" are also used. Because these terms complement each other. Accordingly, all relationships in material and spiritual existence are considered an integral part of communication. Because these relationships are connected with information, communication, and relationships. Here it should be recognized that the concept of communication is broader than the concept of communication. Accordingly, specialists have been able to substantiate that the term "communication" is broader than the term "communication," and social communication is a relatively topical concept.

METHODS AND TECHNIQUES OF OUR RESEARCH

In the process of scientific research, methods of analysis, generalization, observation of scientific and methodological literature, systematic analysis of pedagogical and psychological phenomena, and generalization of results were used.

RESEARCH RESULTS AND THEIR DISCUSSION

In our opinion, the concepts of "communication" and "social communication" came from the Latin language and are generally connected with the concept of communication. In the explanatory dictionary of the Uzbek language, the word "communication" is used in three senses. Communication - 1. Underground transport, communication routes, and urban infrastructure networks and their structures. 2. In cybernetics: the process of information exchange. 3. Exchange of opinions, communication.

In the encyclopedia of pedagogy, communication is the process of exchanging information in pedagogy; exchange of ideas, communication. Communication, approached from a social point of view, includes the process of information exchange between individuals within a group, organization, or educational institution, within the entire community. This type of communication is mainly carried out using natural language. In individual communication, a person's ability to identify and perceive (assimilate) information is of great importance. For communication within a group or organization, the distribution of relationships among the members of this group or organization, the characteristics of the adopted rules of communication are important.

Diagrams representing the elements of communication require three participants.

1. The subject providing information, i.e., the communicator.
2. The object of communication provided by information, i.e., messages.
3. The subject receiving the information.

As can be seen, communication represents the interaction between subjects, and this relationship also applies to individual objects. A.V. Sokolov divided communication into four types: material communication, genetic communication, psychological communication, and social communication.[2]

Psychological communication is characteristic of the fourth type of communication, since any communication has a social character. Also, the technical and biological directions of communication are not taken into account in scientific sources. Most specialists have studied the concepts of "communication" and "social communication" by

equating them. This is especially evident in social and socio-psychological research. In the study of communication processes, foreign researchers widely use the term "communication".

Today, the term "communication" is widely used in educational and methodological sources, including state educational standards, curricula, and textbooks. The term "communication" is used in educational and scientific sources of the socio-humanitarian category. Most specialists are looking for an answer to the question: does the term "communication" encompass the concepts expressed by the word "communication"? The common feature of both terms is that they mean the exchange of information between themselves and their presentation. In this sense, both concepts are characterized by the fact that they are aimed at presenting information in connection with human speech activity.

The distinctive features of the terms "communication" and "communication" are determined by the breadth and narrowness of their meaning. The concepts of communication and communication are the objects of research in various disciplines, therefore, priority is given to various directions of these concepts. The presence of various nebulae and contradictions creates difficulties in analyzing these terms. Therefore, the need to clarify each of these terms is increasing. This need is especially growing in the social sciences and humanities, as well as in social psychology.

To clarify each of these terms, first of all, it is necessary to abandon the idea of equating the terms "communication" and "social communication." When considering the term interpersonal communication, it is advisable to use the term "social communication." Because in most sources, this term is used simply as a word of communication. In this case, it is necessary to reconcile not only the content of the terms "communication" and "communication," but also the content of the terms "communication" and "social communication." Here, the following is implied: it is not advisable to interpret the concept of "communication" in both a broad and a narrow sense. Because this creates uncertainties.

It is advisable to use the term "communication" on a broad scale. It is understood in a narrow sense as the term "social communication" and requires a certain degree of clarification. Below we will try to analyze the approaches of specialists to the scientific interpretation of the concepts of communication and communication from a psychological point of view.

The initial approach includes attempts to define the basic categories of these terms. Along with points of view on determining what kind of concept

communication is, there are also points of view on the interpretation of communication as a basic concept. In the studies of L.V.Volodina and O.K.Karpukhin, the term "communication" has three meanings: a) means of communication of any material and spiritual world; b) communication aimed at transmitting information from person to person, which, in turn, is assessed as interpersonal communication; c) interpersonal communication and mutual exchange of information in society, which, in turn, is understood as social communication.[3] Accordingly, communication, along with communication, embodies all the means of the material and spiritual world. Therefore, communication is a broader concept than communication. Its connection to communication lies in its ability to provide information. Interpersonal communication is one of the various functions of communication. Interpersonal communication includes the culture of communication.

Communication is an exchange of information, a flow of information, characterized by the fact that it is a source of messages. This peculiarity allows us to determine its result. While information sources are natural and artificial, interpersonal communication as a subject is one of the various forms of communication, and it is evident that communication is a broader concept than communication itself.

The second approach is aimed at distinguishing the concepts of "communication" and "communication." In the research of M.S. Kagan, the point of view of the maker direction is reflected. According to him, communication and communication are distinguished by two types of relationships. Firstly, communication has a practical, material, and spiritual, informational, and practical-spiritual character. Communication is a full-fledged information process. Secondly, they differ in the interaction of systems. Within the framework of communication, there are subject-object connections. In this process, the subject provides certain information, which can include knowledge, ideas, information, factual data, and instructions. The object acts as a passive recipient of information. The object receives information, efficiently assimilates it, and performs actions accordingly. Therefore, according to M.S. Kagan, communication is a one-way phenomenon. In this case, information is transmitted only in one direction, therefore it does not matter who or what receives it, and the recipient can be a person, technology, or another being.[4]

The process of communication is monologue, and the process of communication is dialogue. That is why dialogue requires interlocutors to have good manners. Accordingly, communication is subject-subject, and communication is subject-object. From this point of

view, the development of communication culture skills in future teachers is of particular pedagogical importance for preparing them for dialogue relations between teacher-student, student-student.

Analysis of the relationship between social communication and communication is also of particular importance for our research. Analysis of sources on pedagogy and psychology shows that there are also interrelationships and differences between the concepts of "social communication" and "communication." In the first approach in this direction, both subunits are balanced. Proponents of this approach include such psychologists as L.S.Vygotsky, A.A.Leontyev, O.A.Gulevich.

Experts who have studied the problem of information exchange have emphasized that social communication consists of information exchange activities in society, while interpersonal communication represents the verbal level of information exchange in society. T.G. Grushevskaya assessed communication as an interpersonal joint action, while indicating that social communication is a joint action of both interpersonal and mass nature.[5] In both cases, communication culture plays a central role. It should be particularly emphasized that all specialists who have conducted research in this field sharply distinguish social communication from interpersonal communication. At the same time, scientists have pointed out that there are contradictions in the relationship between the concepts of communication and interpersonal interaction. They define interpersonal interaction as the primary concept, and communication as a secondary concept. This is reflected in the views of well-known psychologists such as B.F. Lomov, A.A. Bodalev, B.D. Parigin, and G.M. Andreev.

In his research, G.M. Andreev distinguished three aspects of communication:[6]

1. Communicative. In this process, the exchange of information between the interacting parties takes place.
2. Interactive. In this case, activities aimed at organizing joint actions are carried out among the persons entering into communication.
3. Perceptive. The process of interlocutors perceiving and knowing each other is carried out, and in this direction, skills of mutual understanding are formed.

B.D.Parigin, on the other hand, tried to determine the structure of communication both internally and externally. The socio-psychological model of communication presented by them is aimed at differentiating communication on a single basis.[7] Accordingly, the aspect of communication based on

internal content, as a communicative process, expresses the emotional aspect of the individual and the exchange of information in relation. Its external aspect is aimed at implementing the behavioral direction of communication based on interaction. This includes the joint actions of the subjects of the communication process and their relationships with each other. It is precisely these actions and attitudes that manifest themselves as an indicator of the culture of communication. At the same time, interaction, like communication, is also studied in terms of form and content. Accordingly, communication, unlike interaction, expresses the content-related aspect of communication.

V.F.Lomov identifies three functions of communication: informational-communicative, regulatory-communicative, and affective-communicative.[8] V.N.Panferov managed to classify the functions of the individual in the process of communication. In this process, six functions of the communication process are highlighted as specific manifestations of the basis: the mental, socio-psychological, and social identity of the individual as a subject of joint activity. These are: communicative, informational, cognitive, emotional, conative (development of aspirations), creative functions. He emphasizes the need to study the internal logic of the problem and shows that this is done by the human. [9]

Despite the different approaches of the authors, in determining the structure and function of communication, their views on the comprehensiveness of communication in relation to social communication form the basis of all approaches. The fact that social communication is one of the specific aspects of communication is theoretically substantiated in most studies.

Social and interpersonal communication has its own scope and content. In this system, the culture of communication, as an important component, embodies the essence and content of communication, as well as its moral and cultural aspects. When considering which aspects of interpersonal and social communication correspond to each other, it should be noted that the research of L.V. Volodina and O.K. Karpukhina substantiates that interpersonal and social communication has different manifestations.[3] The first is that information is directed and transmitted from one person to another. In the second case, the exchange of information in society is considered. As can be seen, the classifications justified by specialists have a different social character.

CONCLUSION

Social communication is simultaneously interpersonal

communication. All specialists evaluate social communication as a direct interpersonal joint action, as a result of which the subjects of the communication process experience joint experiences, influence each other, and understand each other. This communication process, connected to the subjects' positions, national, social, age, levels, social status, and background, determines their communication culture. Because both communication and social communication represent interpersonal joint action. In this process, the culture of communication plays an important role.

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