

Developing Value-Based Communication Competence In Students Through Assertive Behavior

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Abstract: This research focuses on identifying the pedagogical potential of developing students' assertive competence through a value-based communication culture. Based on a modern competency-based approach, the study explores mechanisms for forming students' abilities to express their views openly, confidently, and respectfully in interpersonal interactions.

The structural components of assertive competence (cognitive, affective, behavioral, and reflective) are identified, and pedagogical conditions along with innovative educational technologies for their development are substantiated. The research findings contribute to enhancing students' communicative activity, social responsibility, and overall communication culture in higher education institutions.

Keywords: Assertive behavior, assertive competence, value-based communication culture, interpersonal communication, communicative competence, socio-psychological adaptation, student personality, reflective activity, communication ethics, pedagogical technologies.

Introduction: In today's globalization and integration processes, societal development is directly linked to the human factor, particularly to an individual's communication culture and social activity. In the modern education system, developing a competitive, independent-thinking, socially responsible personality capable of articulating their position convincingly is one of the top priorities. In this process, not only students' knowledge and professional skills but also their value-based communication competence becomes critically important.

Currently, a significant number of young people studying in higher education institutions demonstrate insufficient development of skills such as openly expressing their views in communication, respectfully responding to others' opinions, and reaching compromises in controversial situations. This situation creates certain difficulties in their future professional activities, teamwork processes, and social relationships. Assertive behavior emerges as an important pedagogical-psychological factor in addressing these issues.

Assertive behavior is the ability to express one's rights and interests openly, confidently, and respectfully without violating others' rights. Assertiveness is neither aggression nor submission; it represents an optimal behavioral model that ensures balance in communication. This quality serves to create a healthy communication environment among students, increase their social activity, and manifest their personal position based on values.

Value-based communication competence is characterized by an individual's adherence to ethical and normative principles in communication, ability to engage in communication while honoring national and universal values, and capacity to ensure mutual respect, tolerance, and cooperation. This competence is an important indicator that determines not only a student's social adaptability but also their professional maturity.

From this perspective, developing assertive behavior emerges as an important pedagogical task in the process of forming students' value-based

communication competence. It is precisely through assertiveness that students gain the opportunity to freely express their opinions, participate culturally in debates and discussions, and demonstrate an active civic position regarding social issues.

This article presents the theoretical foundations, pedagogical significance, and implementation possibilities of developing value-based communication competence in students through assertive behavior. The research findings serve to improve student-centered education, develop communication culture, and enhance students' social activity in the higher education system.

Research objectives and tasks

The main objective of this article is to present the theoretical and methodological foundations of developing value-based communication competence through forming assertive behavior among higher education students, substantiate the pedagogical significance of this process, and identify effective implementation possibilities in the educational process.

Additionally, the research aims to positively influence students' personal and professional development by teaching them to think independently in communication processes, express their positions openly and culturally, and approach others' opinions with respect.

To achieve this objective, the following tasks were set:

1. Analyze the pedagogical-psychological essence of the concept of assertive behavior based on scientific sources;
2. Determine the content, structure, and components of value-based communication competence;
3. Identify problematic situations encountered by students in communication processes and their causes;
4. Substantiate the role and significance of assertive behavior in developing value-based communication competence;
5. Determine pedagogical conditions and effective methods for forming assertive behavior in the educational process;
6. Develop methodological recommendations for enhancing students' communication competence

through practical exercises, training sessions, and interactive methods.

The scientific novelty of this research is manifested in the following aspects:

7. The pedagogical potential of assertive behavior in developing students' value-based communication competence was scientifically and theoretically substantiated;
8. A structural model for developing students' communication culture through forming assertive behavior was developed;
9. The effectiveness of the assertive approach in preventing passivity, aggression, and indifference in communication processes was scientifically substantiated;
10. A system of pedagogical conditions aimed at developing students' value-based communication competence was proposed;
11. Practical methodological recommendations applicable in higher education institutions were developed to enhance educational effectiveness.

The concept of assertive behavior and its pedagogical significance.

In contemporary pedagogical and psychological research, an individual's social activity, communication culture, and ability to express oneself are recognized as important indicators. In this process, the concept of assertive behavior holds particular significance.

Assertive behavior is the ability to express one's opinions, needs, and emotions openly, confidently, and culturally without harming others. It represents a socio-psychological form of behavior that ensures balance between passivity and aggression.

From a pedagogical perspective, assertive behavior is characterized by the following features:

- ability to freely and reasonably express one's views;
- respecting others' rights in communication;
- reaching compromises in controversial situations;
- properly accepting criticism and providing constructive responses;
- feeling social responsibility. These aspects serve as the primary factor in forming value-based communication competence in students.

Content and structural components of value-based communication competence. Value-based communication competence is the ability to conduct effective communication while adhering to national and universal values and observing socio-ethical norms in the communication process.

This competence consists of the following structural components:

- knowledge component – knowledge about communication culture, ethical norms, and social roles;
- motivational component – positive attitude toward communication, striving for cooperation;
- practical-activity component – communication skills, speech culture, ability to listen and understand;
- value-communicative component – virtues such as respect, tolerance, empathy, and responsibility. The development of these components in students is directly related to their level of assertiveness, and assertive behavior manifests as a practical mechanism of value-based communication.

Pedagogical opportunities for forming assertive behavior in education

In higher education institutions, forming assertive behavior is effectively implemented through the following pedagogical conditions:

- creating a student-centered educational environment;
- using interactive methods;
- encouraging students' independent thinking;
- organizing classes based on debates and problem situations;
- using training sessions that develop communication culture. In this process, students feel free, express their opinions openly, and engage in communication based on mutual respect.

Practical examples and analysis

Example 1: «Debate and Discussion» Method

During the session, students are organized into a debate on the topic «What should a modern student be like?» Each student substantiates their opinion.

Results:

- students learn to express their opinions freely;
- skills to respect opposing views are formed;

– assertive communication develops.

Example 2: «Problem situation» technique

Students are presented with the following situation: «In the group, one student constantly rejects others' opinions. What would you do in this situation?» Students analyze the situation and propose their solutions.

Results:

- expressing opinions without aggression in problem situations;
- reaching compromises;
- development of empathy and sense of responsibility.

Example 3: role-playing games

Communication is staged based on roles such as «Student – Teacher» and «Student – Team Leader.»

Results:

- understanding social roles;
- development of speech culture;
- formation of skills to substantiate one's position.

CONCLUSION

The theoretical analyses and practical observations conducted demonstrate that assertive behavior serves as an important pedagogical factor in the process of forming value-based communication competence in students. Assertiveness ensures that an individual can freely and culturally express their opinions, protect their rights, and approach others' views with respect.

The research identified that situations of passivity, insecurity, and aggression encountered by students in communication are often related to insufficient development of assertive behavior. Therefore, using pedagogical approaches specifically aimed at developing assertiveness in the educational process serves to enhance students' social activity, communication culture, and personal responsibility.

Research findings indicate that value-based communication competence formed on the basis of assertive behavior serves to:

- enable independent thinking in communication processes;
- make correct decisions in problem situations;
- establish social cooperation;

– enhance psychological preparedness for professional activities.

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