

## THE NEED TO FORM A VALUABLE COMMUNICATION CULTURE IN GENERAL SECONDARY SCHOOL STUDENTS

**Berdieva Gulobod Shonazarovna**

Lecturer at Karshi State University

Email: [gulobod@gmail.ru](mailto:gulobod@gmail.ru)

**Abstract:** This article highlights the fact that the concept of communication culture includes values related to a particular concept of society, and that the culture of communication in each person is unique and has different values. Modern society must be formed on the basis of updated ideas about the family, the state or other associations, but also the fate of the planet, provided that cultural and national identities are preserved. Today's modern society demands the formation of a person who is ready for valuable communication, that is, communication in time and space.

**Keywords:** Culture, Value, Communication, Dignity, Communicative, Universal, Mass.

### Introduction.

The general secondary stream of the education system is important in every way. General secondary education is important because the general education curriculum focuses on the acquisition of the necessary knowledge, skills and competencies. It also provides students with the necessary amount of knowledge, skills and abilities in accordance with the general secondary education curriculum, develops in them the ability to think and analyze independently, provides students with basic knowledge and skills in the profession. Measures will be taken for their professional diagnosis and professional orientation in order to form skills. It also ensures the choice of the next type of education and the acquisition of professions that do not require high qualifications.

The normative documents on general secondary education (educational standards, curricula, etc.) consider the formation of a communicative culture, the development of communicative competencies as one of the priorities of the school.

### Main part.

In modern conditions, a high level of communicative culture is considered to be the result of learning foreign languages. But a culture of communication must ensure that all the disciplines that are important and relevant to all are made wisely and that the results contribute to the life of society. Because a culture of value communication is a multidimensional (multi-level, multi-directional) semantic dialogue in the field of general secondary education in order to acquaint students with humanistic ideas and values. To do this, it is important to have a manual that organizes the pedagogical activities of teachers in all subjects in the formation of a valuable communicative culture of students.

Today, the educational process in the school is gradually integrating. On the one hand, this expands the opportunities for high school students to develop a communicative culture. On the other hand, such conditions create additional barriers to the formation of a communicative culture associated with differences in pronunciation, etiquette, and speech relationships in different contexts. This requires a special approach to the formation of a self-sufficient communicative culture of schoolchildren, which provides coordination of the processes of its formation in the classroom, in educational and extracurricular activities. At the same time, the process of forming a communicative culture in school does not take into account the specifics of each subject. An analysis of the theoretical needs of the process of forming a valuable communicative culture of general secondary school students shows the general educational strategy of communicative training, as well as the need to teach mother tongue, Russian and foreign languages from "lingocentrism". The system and structure of language come first, with emphasis on motivational, linguistic-cognitive, and verbal-semantic levels.

The earlier the formation of a valuable communicative culture, the earlier the pedagogical purposeful organization begins, the higher the development of the linguistic personality. General secondary education plays an important role in the development of a linguistic personality, because in school the student acquires the necessary knowledge of language, speech and etiquette, to establish relationships in the process of communication. 'rganadi. At this stage, basic communication patterns and stereotypes are formed, and students gain the skills to create different types of texts, prepare public speeches, and master algorithms for dialogue and polylogues.

The formation of a valuable communicative culture in school is a prerequisite for successful teaching and education in the later stages of education. However, the approaches presented in the scientific literature to shaping the communicative culture of students have a number of shortcomings: lingocentrism, insufficient attention to the ethical aspects of communication, technology that harms creativity, special consideration of linguistic and rhetorical powers, and so on. Each approach carries out a specific task of forming a valuable communicative culture - the development of thinking, the formation of rhetorical skills, the acquisition of speech etiquette.

Within the framework of modern pedagogical concepts it is necessary to coordinate all the positive results available in different scientific approaches and to develop an integral system for the formation of communicative culture of schoolchildren. This requires a creative approach to all subjects, especially extracurricular activities. The results of the analysis show that there is no work in the scientific and pedagogical literature that reveals the integral, coordinated process of forming a valuable communicative culture of schoolchildren. This problem has not yet been fully scientifically resolved. An analysis of the theory and practice of communicative training of students allowed to identify the following contradictions as the main ones:

- increasing demands on the level of valuable communicative culture of students in modern conditions and the level of communicative culture of students does not meet these requirements;
- expanding opportunities for students to develop a valuable communicative culture;
- Lack of a practical methodology of the theoretical model of development of school students and the formation of their communication culture in these conditions;

These contradictions pose the following scientific problem:

- How is the process of complex formation of valuable communicative culture of students built in an integrated way?

What is the essence of communicative culture and how does it relate to the age characteristics of schoolchildren? What is so special about developing a valuable communication culture in your students? Conceptual rules of an integrated approach to its formation? How to model and design the process of forming a communicative culture of students based on an integrative approach? What pedagogical tools are most effective in shaping the communicative culture of students?

Based on these problems, we proposed the following tasks:

1. Defining the essence and structure of a valuable communicative culture as an integral part of personal education, concretizing it according to the age of schoolchildren;
2. Explain the conceptual basis of the integrated approach in the formation of a valuable communicative culture of students;
3. Development and experimental testing of the model of the process of formation of a valuable communicative culture in modern conditions, description of the content and pedagogical means of its implementation.

It is well known that the components of a valuable communicative culture are determined by the age of the learner, namely:

Values-ethics (knowledge of the ethical norms of relationships, speech etiquette, acceptance of purposeful values, influence, speech harmonization, actions).

## Conclusion.

Motivational-reflexive (emotional-value attitude to communication, conscious desire to be a "communication master" with a high communicative culture, the ability to self-assess their verbal behavior).

Cognitive (knowledge in the field allows purposeful, effective, harmonizing oral communication in different modes, forms of communication).

Behavior (linguistic and rhetorical skills and abilities; positive experience of multilingual cultural behavior).

In short, it is important to ensure that students form a valuable communicative culture that is coherent in purpose, content, and technology. It is also advisable to develop a methodology that reveals the integral features of the formation of communicative culture of students, as well as the necessary organizational and pedagogical conditions on the basis of a specific advanced method and general didactic principles.

**References:**

1. Muxina B.C. Vozrastnaya psychology: phenomenology of development, detstvo, otrochestvo Ucheb. for students, obuchayushixsya on ped. spetsialnostyam M. ACADEMIA, 1999- 452p.
2. Xarash A.U. Theory of dialogue and the crisis of psychological knowledge // Man in the system of dialogue. L., 1990. S. 112-113.