



## THE ORETICAL FUNDAMENTALS OF DEVELOPING STUDENTS COMMUNICATIVE COMMUNICATION CULTURE ON THE BASIS OF DEONTOLOGICAL APPROACH

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**Annotation:** *Today, the educational community of Uzbekistan sets high standards for the level of professional and ethical communicative culture of students. At the same time, one of the current problems is the insufficient study of the development of communicative culture of education managers in training courses based on pedagogical deontology. This article reveals the nature, structure, and level of deontological communicative culture of education managers in order to develop students 'communication culture. The article discusses the results of diagnosing the personal characteristics of managers in education, which affect the manifestation of professional ethical communicative culture of heads of educational institutions.*

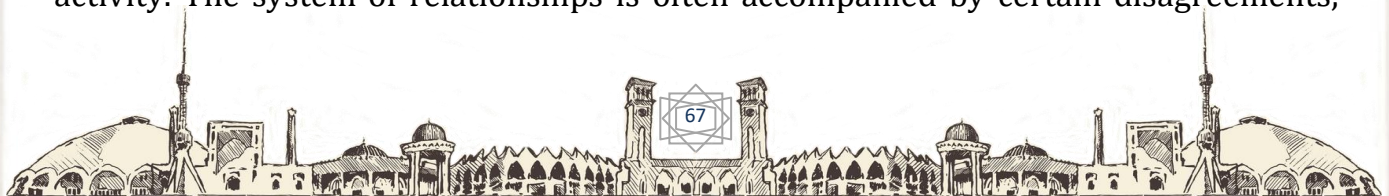
**Keywords:** *deontological approach, professional-ethical communicative culture, education manager, advanced training courses, psychological-pedagogical diagnostics.*

It is known that one of the speakers speaks, the other listens. The effectiveness of communication depends on how well the two sides complement each other. When the famous American speaker, psychologist Dale Carnegie, said, "A good interlocutor is one who knows how to listen well, not how to speak well," he was referring to the fact that these abilities are developed in humans.

Experts have found that while working people spend 45% of their time listening to someone, those who are in constant contact with people — salespeople, liaison officers, executives, reporters — receive 35-40% of their monthly salary for listening to people. It follows that the ability to listen, which is considered one of the most difficult areas of communication, benefits a person more.

Deontological communicative culture is an integral part of professional culture for the specialist working in the interpersonal system.

In recent years, ideas about the functional orientation of teaching communicative-speech culture have become more widespread. At the heart of the functional approach lies the rule of transition from a given content to different forms of its expression. Functionality has had an impact on the structural organization of didactic material. A certain structural invariant of speech is always associated with communication goals. What are these goals? It is known that the situation is a system of interactions in which the teacher is involved in the process of his pedagogical activity. The system of relationships is often accompanied by certain disagreements,





problems. The teacher enters the situation and tries to respond to the change in the relationship, express his or her attitude, restore his or her position, or direct the event in the desired direction. From this, it can be concluded that the speech function of the subject consists of his attitude to the problem that has arisen.

The communicative activity of students plays an important role in communication in pedagogical activity. Communicative ability is manifested in the following forms:

1. Ability to communicate with people.
2. Ability to organize creative activities with teachers.
3. Ability to organize and manage goal-oriented communication.

Emotional awareness plays an important role in the student at different stages of communication. It is manifested in the application of it after classroom communication in preparation for the activity. Studies show that the emergence and application of communicative inspiration is a complex process. In the process of direct communication, students develop a state of communicative culture. The basis of deontological communicative culture is the ability to understand others and create their own communicative behavioral programs that are appropriate in individual situations of personal and practical communication, as well as a set of abilities to choose linguistic forms and methods of self-expression

In general, a highly qualified system of students is able to ensure the effectiveness of the development of their deontological communicative culture as follows:

- The study of the course is based on an objective assessment of the specifics of the adult audience (specialists-practitioners) and the logic of their professional and personal development in the system of their professional development;
- The main features of the content and methodological basis of the training are the specifics of the work of managers, the development trends of the education system in the regions and in Uzbekistan in general, the current and future requirements for students.

### Conclusion

In conclusion, the institution in the system of professional development of pedagogical staff with all the diversity of deontologically oriented educational process is a new context in the professional development of the individual, creating ample opportunities for self-development, especially in the field of professional communications.

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