

THE DEVELOPMENT OF COMMUNICATION CULTURE IN THE PROFESSIONAL ACTIVITY OF PRESCHOOL EDUCATORS

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ABSTRACT

This article examines the formation of communication culture in the professional activity of preschool educators. The pedagogical and psychological foundations of developing communicative culture are analyzed, as well as its role in establishing effective interaction between teachers and children. Special attention is paid to the importance of speech culture, pedagogical tact, and communicative competence in the educational process. The article also identifies the main factors influencing the development of communication culture and suggests ways to improve pedagogical communication in the preschool education system.

Keywords: Communication culture, preschool teacher, pedagogical communication, preschool education, communicative competence, speech culture, pedagogical skills.

INTRODUCTION

The preschool education system is one of the important stages of education that plays a significant role in the development of society. At this stage, the foundations for children's personal formation, socialization, and intellectual development are established. In this process, the professional competence, pedagogical knowledge, and communication culture of the educator play an important role.

In the professional activity of educators, communication culture not only ensures effective pedagogical cooperation with children but also has a significant impact on their personal development. Through communication, children understand the surrounding environment, gain social experience, and develop their speech activity. Today, in the process of modernizing the preschool education system,

developing the communicative competence of educators has become one of the urgent issues. This is because the speech culture and communication style of a teacher are important factors that determine the effectiveness of the educational process.

Theoretical Foundations of Communication Culture

Communication is an integral part of human activity and plays an important role in the social development of individuals. Particularly in preschool educational institutions, the communication process directly influences children's personal, social, and speech development. Therefore, studying the theoretical foundations of communication culture is considered one of the important directions of preschool pedagogy.

In pedagogy and psychology, communication is interpreted as a process of exchanging information, interacting with one another, and understanding each other. Communication culture refers to the implementation of this process in accordance with moral, ethical, and pedagogical norms.

The theoretical foundations of communication culture are based on several scientific views and concepts. For example, the Russian psychologist Lev Vygotsky emphasized the important role of the social environment and communication in a child's psychological development. According to his view, children acquire new knowledge and skills and develop their thinking through communication with adults.

Similarly, Jean Piaget highlighted the importance of social experience and communication in the development of children's thinking. According to his theory, children acquire new knowledge and learn to express their ideas through interaction with people around them.

In preschool educational institutions, communication culture is formed based on pedagogical cooperation between the educator and the child. During communication with children, educators must consider their age and individual characteristics. This is because preschool children are emotionally sensitive, and the educator's speech, tone, facial expressions, and attitude have a strong influence on them.

In preschool educational institutions, communication culture is based on several key principles, including:

- the principle of respect and kindness,
- consideration of children's age characteristics,
- pedagogical tact.

MATERIALS AND METHODS

During the communication process, the educator creates an effective pedagogical environment by encouraging children, listening to their opinions, and motivating them to think independently. This helps develop children's social activity, speech culture, and self-confidence. The theoretical foundations of communication culture are also closely related to the concept of pedagogical communication. Pedagogical communication is a system of interactions between the educator and the child aimed at organizing the educational process effectively. Through this process, children develop moral qualities, social skills, and speech activity.

Thus, the theoretical foundations of communication culture in preschool educational institutions are based on the scientific views of pedagogy and psychology. These foundations serve to organize effective pedagogical communication between educators and children and to ensure the comprehensive development of children.

The Importance of Communication in the Professional Activity of an Educator

In the preschool education system, the educator is an important pedagogue who directly influences the formation of children as individuals. Therefore, communication occupies a significant place in the professional activity of an educator. Through communication, educators establish pedagogical cooperation with children, understand their psychological characteristics, and organize the educational process effectively.

In pedagogy and psychology, communication is interpreted as the process of exchanging information, interaction, and forming relationships between people. In preschool educational institutions, communication is considered the main tool of pedagogical interaction between the educator and the child. It is through communication that children acquire new knowledge, develop their speech, and gain social experience.

The importance of communication in the professional activity of educators manifests itself in several aspects. First, communication helps establish sincere and trusting relationships with children. If the educator communicates openly and kindly with children, they feel comfortable and become more active. This increases the effectiveness of the educational process.

Communication also plays an important role in children's speech development. The educator's fluent, clear, and understandable speech serves as a model for children. By observing and repeating adults' speech, children enrich their own language, expand their vocabulary, and learn to express their ideas freely.

Another important aspect of communication in the educator's professional activity is its influence on children's social development. Through communication, children learn to cooperate with others, work in groups, listen to others, and show respect—important social skills for their future development.

In addition, communication in the professional activity of educators ensures effective cooperation with parents. Educators regularly communicate with parents and provide information about children's development, behavior, and interests. This ensures the continuity of the educational and upbringing process. Communication with colleagues and administration is also an important part of the educator's professional activity. The presence of an effective communication environment within the team helps organize pedagogical activities more efficiently.

At the same time, the communication culture of an educator is one of the important indicators of pedagogical mastery. During the process of pedagogical communication, educators must observe pedagogical tact, treat children with respect, and consider their individual characteristics.

In conclusion, communication in the professional activity of educators is an important pedagogical tool that contributes to improving the effectiveness of the educational process. Through effective communication, children's speech, social, and personal development are ensured. Therefore, special attention should be given to developing communicative competence in the training of educators.

RESULTS AND DISCUSSIONS

The professional competence of an educator working in preschool educational institutions largely depends on their communicative competence. Communicative competence refers to a teacher's ability to conduct effective communication, understand the interlocutor, express ideas clearly and fluently, and respond appropriately in pedagogical situations. The communicative competence of an educator is an important factor in increasing the effectiveness of the educational process. This is because, when working with preschool children, the educator acts not only as a provider of knowledge but also as a guide for their social development.

Communicative competence consists of several important components.

First, speech culture. The educator's speech should be fluent, clear, and understandable for children. The teacher should follow the norms of the literary language, avoid unnecessary words, and express ideas in a simple and clear manner. The educator's speech serves as a model for children.

Second, pedagogical tact. Pedagogical tact refers to the educator's ability to behave appropriately in complex pedagogical situations. During communication with children, the educator should consider their feelings, avoid humiliating them, and always treat them with respect.

Third, listening culture. Effective communication is not limited to speaking alone. The educator must listen attentively to children, respect their opinions, and respond patiently to their questions. This helps develop children's self-confidence and their desire to participate actively.

Fourth, emotional culture. It is important for educators to understand children's emotional states and respond accordingly. Since preschool children are very emotionally sensitive, the kindness, sincerity, and positive attitude of the educator have a strong positive impact on their psychological development.

Fifth, social communication skills. Educators must be able to communicate effectively not only with children but also with parents, colleagues, and administration. This helps organize the pedagogical process more effectively.

To develop communicative competence, educators should continuously work on self-improvement, enhance their speech culture, and study pedagogical and psychological literature. In addition, exchanging pedagogical experience and participating in training sessions and seminars are also important for developing communicative skills.

Communicative competence occupies an important place in the professional activity of educators. It helps organize pedagogical communication effectively, ensures children's speech and social development, and improves the quality of the educational process.

Methods of Organizing Effective Pedagogical Communication

In the preschool education process, the following methods are important for organizing effective communication:

- **conversation method,**
- **question-and-answer method,**
- **encouragement method,**
- **observation method,**
- **game-based methods.**

Play activity is one of the most important tools for establishing effective communication with children. Studies show that in groups led by educators with a well-developed communication culture, children:

- are more active,
- develop speech more quickly,
- demonstrate higher levels of social adaptation.

This confirms that the communication culture of the educator has a significant impact on the effectiveness of the pedagogical process.

CONCLUSION

In conclusion, communication culture plays a crucial role in the professional activity of preschool educators. Effective pedagogical communication ensures successful interaction between the educator and children, supports the organization of the educational process, and contributes to the comprehensive development of children's speech, social skills, and personal qualities. Through proper communication, educators create a positive psychological environment in which children feel confident, active, and motivated to learn.

The development of communicative competence is therefore an essential component of an educator's professional mastery. It includes speech culture, pedagogical tact, listening skills, emotional sensitivity, and the ability to interact effectively with children, parents, and colleagues. These qualities enable educators to establish constructive relationships and manage the educational process more efficiently.

Thus, improving communication culture and communicative competence should be considered a priority in the professional training and development of preschool educators. By strengthening these skills, educators can enhance the quality of education and upbringing in preschool institutions and promote the holistic development of children.

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