

## Important aspects of communication competence in developing communication culture of students of philological (English) education

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**Annotation.** This article highlights the important aspects of communicative competence in the development of communicative culture of students of the philological (English) education direction. Communicative competence is important in the formation of communicative culture of students of the philological (English) education direction, that is, the ability to be ready to communicate in various psychological situations and at long and short distances. To do this, the teacher must “represent the palette of various psychological situations, tools that help to replenish oneself. It should also be noted that to date, the problems of forming a communicative culture of students in learning a foreign language have been studied and researched by a number of pedagogical scientists. The formation of a communicative culture is of great importance for the development of speech skills of language learners.

**Keywords:** character traits, behavior, traditional, primitive, manipulative, standardized, business, game, spiritual levels, level of communication.



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In order to better understand the process of forming a culture of communication in English for students of the philological (English) education, it is important to have general knowledge about the content, structure, tasks, types and forms of communication. We understand the true essence of communication culture as the mutual transfer of various facts, information, knowledge, activities and their results, psychological states and similar evidence in various ways. Thus, the content of communication is revealed by scientific and secular knowledge, in addition, the person (his appearance, character traits, behavior, etc.); collective or group solution of the problem, activity (situation, task, their implementation, solution), as well as “relationships that complement relationships, give them a unique color, determine the means and style of communication” [1; p. 250].

Revealing the structure of communication is an important analytical direction, which is of particular practical importance in pedagogy. Psychology represents a multi-level structure of communication, but the approaches to determining the levels are still unclear. B.F. Lomov distinguishes three levels of analysis of the structure of communication [2; p. 124]: macrolevel, mesolevel, microlevel. At the macrolevel, the development of communication over a period of time comparable to the duration of a person’s life is studied. This is expressed in the established relationship of people with other individuals in

communication in accordance with social relations, traditions and customs. This level is considered the main activity of people in the study of the direction of activity, the sphere of motivation and interpersonal relationships. A.B. Dobrovich suggests a different approach to considering the levels of communication, highlighting the traditional, primitive, manipulative, standardized, business, game, spiritual levels of communication [3; p. 171]. Therefore, the level of interaction between people is interpreted as a certain emotional-semantic dominance, which expresses its main content, reveals the main aspects of the content of communication.

There are also different types of communication in the structure of communication. If we prove that communication can be divided into types for several reasons: the composition of participants, duration, degree of mediation, completeness, expediency, etc., then interpersonal, personal-group, intergroup; short-term and long-term; direct (direct) and indirect (indirect); completed and incomplete (interrupted), etc. [4; p. 72]. Such types of communication are also called verbal and nonverbal communication. Currently, special attention is paid to two main types of communication: interrole (business, service-business) and interpersonal (free, intimate-personal). The difference between them is based on the psychological distance between partners. "Office and business relationships are psychologically distinct, in which I-you communication takes place. Intimate communication is characterized by a close psychological distance between partners, in which I-you communication is activated" [5; p. 158].

In the formation of a culture of communication among students of the philological (English) educational direction, communicative competence is considered important, that is, the ability to be ready to communicate in various psychological situations and at long and short distances. To do this, the teacher must "express a palette of various psychological situations, tools that help to replenish oneself" [6; p. 278]. Such situations are usually called "extension from above", "extension by fragment", "extension from below" [7; p. 39] and correspond to three situations. According to E. Bern, "I": parents, adults, children. Petrovskaya offers another: "a situation removed from a partner".

When expressing the types of communication, two main types of communication can be distinguished. This interesting approach, from the point of view of the specific features of the content side of communication [8; p. 173], distinguishes a number of levels of communication that reflect the depth of the objective content of this process: interrole (business) and interpersonal (free): level - the exchange of speech statements to continue the conversation; informational level - a constant exchange of information of various nature; the level of argumentative and confessional is the most reliable, implying extreme sincerity. According to the content of communication and the task being performed, it can be divided into the following groups:

- a) the first is socially oriented communication, which implements social relations, the purpose of which is to organize social interaction.
- b) the second group is communication directed at the subject of the group, which implements relations due to joint activity, the task of which is to organize group interaction.
- c) the third group is person-oriented communication, which is implemented in two forms (G.M. Andreeva):
  - business-oriented, joint activity-oriented and subject-oriented in essence;
  - or "reveals relations" as a type of communication.

Thus, there have been disputes among scientists on the issue of communication functions. But the general - recognizing the gender and functionality of communication, M.B. Finko, based on the principles of systematic analysis, identifies all possible functional situations in the structure of communication (S-S). It can be seen that, in accordance with the set goal, the following tasks of communication can be listed:

ensuring objective activity, communication for the sake of communication, introducing the other to one's own values, familiarizing with the values of another, among others [9; p. 12].

If we consider the formation of a culture of communication as an important factor in the development of our country, we can cite the following social tasks of communication:

First is aimed at satisfying the needs of society and each of its sectors, planning, coordination, social control, etc.;

Second is a socio-psychological characteristic of members of society - individuals, which is associated with the needs of individuals, which is socialization, transmission of experience from generation to generation, etc.

D.K. Aminova and P.M. Jalilova in their works pay special attention to the distribution of communication tasks: information and communication, transmission and regulation of information, and reception. The implementation of communicative, joint activities implies mutual adaptation and, in a broad sense, regulation of behavior. The affective-communicative process is associated with determining the emotional sphere of a person and changing his emotional state. At the same time, the main task of forming a culture of communication is to stop the limitations of individual experience and give the person the opportunity to assimilate the experience accumulated by other people [10; p. 299].

We know that language expresses the character, thinking, worldview, aspirations of an entire people. Through language, people express their thoughts and feelings. It is used to communicate. Language is a means of communication between people, and its constant task is to constantly live in speech. The communicative function of language is so rich that it always encourages respect for each other in society. It should also be noted that to date, the problems of forming a culture of communication in students learning a foreign language have been studied and researched by a number of pedagogical scientists. The formation of a culture of communication is of great importance for the development of speech skills of language learners. As the main task of communication, it can be recognized that people form communication on the basis of the experience developed by a particular person, as a result of which the requirements for individual experience are limited. Therefore, the culture of communication is defined as an important factor in the development and maturation of a person, because a person manifests his own characteristics in communication. It is clear from this that the basic characteristics of a communication tool are being improved through dialogue.

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