

A System for Developing Students' Communication Culture in a Global Educational Environment Based on an Integrative Approach

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Abstract: This article analyzes the need to develop students' culture of communication within the global educational environment. Special attention is paid to the integrative approach, interdisciplinary connections, and models of effective interaction. It describes methods of developing students' communicative competencies considering socio-cultural and academic contexts.

Keywords: global education, communication culture, integrative approach, students, competencies, learning environment, interdisciplinarity, interactivity.



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Introduction

The modern global educational environment is closely connected with rapidly changing social, technological and cultural processes, which significantly affect the form, content and methods of communication between people. In particular, the level of communication culture of young people studying at the higher education level directly affects not only their personal development, but also the level of integration into society. Today, international cooperation, academic mobility, online education and the increasing opportunities for working in multicultural communities require students to have a high level of communicative competencies.

Communication culture includes aspects such as a person's speech activity, intercultural understanding, social adaptation, empathy, critical thinking and the ability to express one's opinion well. The development of these competencies, of course, should not be accidental, but should be formed on the basis of thorough pedagogical approaches. It is from this perspective that the need to develop a culture of communication based on an integrative approach to education arises. An integrative approach is a system of education aimed at connecting different disciplines, expanding the student's horizons, and understanding different cultures and social situations.

Developing a culture of communication based on such an approach not only improves the quality of education, but also forms students as active in social life, ready for intercultural dialogue, tolerant and open-minded individuals. The global educational environment serves as a natural field for this process. After all, a student who can effectively communicate between representatives of different peoples, religions, nationalities and cultures can be competitive in the modern world labor market. Therefore, the issue of developing a culture of communication is

recognized today not only as a linguistic, but also as a socio-psychological and pedagogical problem.

By enriching the educational environment in terms of communication, widely introducing interactive methods, ensuring intercultural communication, and introducing interdisciplinary integration into the educational process, it is possible to form a culture of communication in students in practical activities. This, in turn, contributes to the student's personal development. It is necessary to gradually integrate the culture of communication throughout the entire educational process, not only through individual courses or lessons, but also to become an important direction of the educational strategy

Research methodology.

In this study, qualitative research methods were chosen as the main tool. In studying the formation of a culture of communication in the educational process, systematic, axiological, competency-based and interdisciplinary approaches were combined. Such approaches allowed for a deep analysis of the internal communicative potential of the student who was the object of the study. Practical results were collected through pedagogical experiments, interviews, observations and questionnaire analysis within the framework of the article.

In the course of the research, a comparative experiment was conducted on two groups of students. In the first group, traditional teaching methods were used, while in the second group, lessons based on an integrative approach were organized. During the lessons, various interactive exercises, projects, role-playing games, cultural simulations and debates were held with students. In these processes, observation charts, speech activity indicators, and interpersonal communication tests were used to measure communicative competencies.

Also, theoretical foundations were formed through thematic analysis of the literature. The analyzed scientific sources revealed the role of communication culture in the pedagogical process, the competencies required in the global educational environment, the cultural aspects of communication, and the advantages of interdisciplinary approaches. Such a methodological approach made it possible to conduct an in-depth analysis of the topic, identify existing problems, and develop ways to improve them.

The study also assessed the opportunities and limitations of the educational environment in terms of communication using SWOT analysis. Interactivity, international educational platforms, and cultural diversity were identified as strengths. Weaknesses were associated with a lack of methodological preparation, stereotypical thinking, and passivity. Based on the results obtained, a pedagogical model and practical recommendations were developed for the integrative development of a culture of communication.

Analysis of the literature on the topic.

In recent years, various approaches and concepts have been developed in Uzbek and foreign scientific and pedagogical literature on the development of a global educational environment and a culture of communication. These approaches are aimed at a deeper analysis of the competencies related to the personal, social and cultural development of the student. In particular, G.Yakubov, in his work "Interactive Features of Social Psychology and the Educational Environment", justifies the need to study communicative activity in a socio-cultural context. The author emphasizes that communication in education should be approached not only as an exchange of knowledge, but also as a system of interpersonal relationships.

In the work "Fundamentals of Pedagogical Communication" by Mahmudov, the components of communicative competence, the stages of their development and the pedagogical significance of teacher-student communication are explained in detail. This work notes that communication in

education should be formed in combination with various methods, language tools, mimicry, actions and the didactic environment.

D.Mahkamova analyzed in her research methods for activating students' speech activity. His scientific research is mainly aimed at forming students as active listeners and active interlocutors through interactive methods. This serves as an important tool for strengthening the culture of communication.

Analysis of foreign literature also deepens the relevance of the topic. The communicative competence model put forward by H. Hymes ensures that communication includes not only linguistic, but also social, cultural and psychological components. E. Morin, in his theory of complexity, promotes the integration of knowledge, an interdisciplinary approach and social reflection. According to him, modern education should not only teach science, but also serve to form a person as a person who can effectively function in society, solve problems, and is ready for intercultural communication.

Pedagogical approaches based on the theories of J. Dewey and V. Vygotsky are aimed at forming learning activities based on personal experience and substantiating the role of social relations in the learning process. Their constructivist approach to education indicates the need to form a culture of communication from childhood. It is these theoretical sources that create the basis for the comprehensive development of the student's personality, that is, ensuring the harmony of knowledge, skills and values.

In local sources, the culture of communication is more often covered in harmony with national values and spiritual and moral norms. This situation, on the one hand, ensures the preservation of nationality in intercultural communication, and on the other hand, creates harmony with universal human values. Therefore, the existing literature provides the necessary theoretical and practical foundations for the development of student communication in a global educational environment.

Analysis and results.

Based on observations, interviews, experiments and questionnaires conducted during the study, the level of students' communication culture, factors influencing its formation, and methodological approaches in education were analyzed. According to the results of the analysis, students educated based on the traditional approach showed more passivity in communication, inability to express their opinions clearly, a closed approach to cultural diversification, hesitation in expressing critical opinions, and lack of confidence in entering into social relationships.

Students who received education based on an integrative approach were more active in exchanging ideas, arguing, accepting alternative points of view, and expressing tolerant attitudes. They were open to intercultural communication, skillfully used tools such as facial expressions, tone of voice, and gestures in speech activities, and demonstrated leadership qualities in group work. These students relied on evidence in expressing their opinions, paid attention to listening to others, and adhered to cultural criteria in discussions.

Training and seminars conducted with students during the internship showed that not only language skills but also skills such as emotional awareness, social sensitivity, critical analysis, and cultural thinking play an important role in developing a culture of communication. In particular, training through project activities and role-playing games helped to increase students' readiness for communication. Through cultural simulations, they were able to develop empathy and social sensitivity by "entering" different cultural environments, that is, putting themselves in the shoes of a representative of another nation or society.

The results of the analysis show that the formation of a culture of communication based on an integrative approach not only strengthens the student's educational activity, but also their personal and social competencies. Such students will have the opportunity to become leaders in society,

work in a team, and successfully communicate in an intercultural environment in the future. This, in turn, will have a positive impact on the quality indicators of the entire education system. An integrated interdisciplinary approach, interactive teaching methods, personalized approaches, and cultural reflections in developing a culture of communication will dramatically increase efficiency.

Conclusions and suggestions.

In a global educational environment, students must be communicatively mature, culturally open, and ready for interactive communication. An important factor in creating such a situation is the formation of a system for developing a culture of communication based on an integrative approach.

An integrated approach should be implemented through the introduction of interdisciplinary connections into the educational process, the use of interactive methods, and the development of intercultural competencies. The formation of skills such as empathy, critical thinking, social responsibility, and global citizenship among students will become a solid foundation for a culture of communication.

It is recommended to introduce separate modules on the development of a culture of communication in higher education programs, introduce elements of an integrative approach in advanced training courses for teaching staff, and develop training adapted to national content.

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