

EXPRESSION OF PSYCHOLOGICAL CHARACTERISTICS IN THE FORMATION OF STUDENTS' PROFESSIONAL COMMUNICATION COMPETENCE IN THE DIGITAL EDUCATION ENVIRONMENT

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Abstract

This article discusses the research conducted in the digital education system and its results. It also examines the concepts of competence and competency in communication, as well as the differences between them. In addition, the psychological characteristics of communicative competence are analysed.

Keywords: digital education, competence, competency, communicative ability, empathy, emotional stability, speech culture.

Introduction

Annotatsiya

Maqolamizda raqamli ta'lim tizimida o'tkazilgan tadqiqotlar va ularning natijalari haqida, muloqotda kompetensiya va kompetentlikning hamda ularning tafovutli jixatlari haqida mushohada yuritilgan. Shu bilan birga muloqot kompetensiyasining psixologik xususiyatlari to'g'risida fikrlar bildirilgan.

Аннотация

В данной статье рассматриваются исследования, проведённые в системе цифрового образования, и их результаты. Также анализируются понятия компетенции и компетентности в процессе общения, а также их различия.



Кроме того, представлены рассуждения о психологических особенностях коммуникативной компетенции.

Kalit so‘zlar: raqamli ta’lim, kompetensiya, kompetentlik, komunikativ qobiliyat, empatiya, emotsional barqarorlik, nutr madaniyati.

Ключевые слова: цифровое образование, компетенция, компетентность, коммуникативные способности, эмпатия, эмоциональная устойчивость, культура речи.

In recent years, the widespread introduction of digital technologies into the education system has had a significant impact on the process of forming students’ professional competencies. In particular, the digital learning environment has become an important factor in the development of students’ communicative abilities, social activity, and culture of professional communication. International studies increasingly recognize the digital learning environment as an important pedagogical tool for developing students’ skills in collaboration, information exchange, and online communication [6].

The **Action Strategy for the Further Development of the Republic of Uzbekistan** defines the following tasks: “to improve the quality and effectiveness of the activities of higher education institutions based on the introduction of international standards for assessing the quality of education and training, to stimulate scientific research and innovation activities, and to create effective mechanisms for the implementation of scientific and innovative achievements into practice” [2].

The implementation of these tasks requires the improvement of organizational, managerial, and pedagogical mechanisms for developing the general cultural competence of managerial and pedagogical staff based on innovative approaches aimed at enhancing the quality of professional education.

In this direction, scientific research is being conducted to forecast the scope of general cultural competencies of managerial and pedagogical staff. Within this innovative approach, the expansion of the range of competencies among pedagogical personnel and the processes of integration place new demands on the education system based on equilibration. One of the most pressing tasks is to



improve the mechanisms for developing the universal competencies of personnel and to train highly qualified, adaptable, and competitive specialists. Such a social phenomenon is gaining particular relevance. Therefore, within the framework of these studies, it is important to examine the theoretical and methodological foundations of pedagogical staff competencies—such as didactic, prognostic, personal, specialized, general cultural, and professional competencies—during professional development processes. Furthermore, it is necessary to improve these competencies in accordance with modern requirements, develop scientifically grounded proposals that ensure the harmony of education quality and effectiveness, and enhance the system for assessing the quality of professional development education.

During the study of the level of research on this topic, we examined the works of several scholars, including Saidov O.A. on “Managerial Competence of Leadership Personnel as a Socio-Psychological Problem,” Sobirov B. on “Mechanisms for Developing the General Cultural Competence of Pedagogical Personnel,” Pardayeva M. on “The Importance of Using Internet Technologies in Assessing the Results of Distance Education,” and Maxmudov I.I. on “Mechanisms for Improving the Competency-Based Approach in Specialist Education.”

Western scholars particularly emphasize the importance of digital literacy and information competence in developing students’ communication competence within the digital learning environment. For example, M. Spante, S. Sofkova Hashemi, and M. Lundin note in their research that digital competence enhances students’ abilities to work with information, communicate effectively, and participate in collaborative activities [7]. In their view, the educational process in a digital environment contributes to increasing students’ social and communicative activity.

Researchers from overseas countries have also highlighted that the digital learning environment is an important factor in the formation of students’ professional competencies. For instance, J. Redecker and co-authors emphasize that digital learning platforms support the development of students’ independent learning activities, collaboration, and online communication skills [7]. They argue that through working in virtual groups, students can develop communication culture and professional relationships in such an environment.



Russian scholars have also extensively studied the issue of developing communicative competence in the digital learning environment. For example, A. Kalimullin and his co-authors emphasize that the use of digital technologies in the educational process contributes to the development of students' communication activity, social relations, and information exchange skills [9].

In addition, studies by N. Rudnova and D. Kornienko note that the digital learning environment plays an important role in ensuring students' social and psychological adaptation [6].

Some studies emphasize that psychological factors—such as motivation, critical thinking, emotional intelligence, and the ability to work in a team—play an important role in developing students' professional communication competence in a digital learning environment. For example, A. Ferrari, analyzing the digital competence model, shows that the educational process in a digital environment contributes to the development of students' social communication and collaboration skills [11].

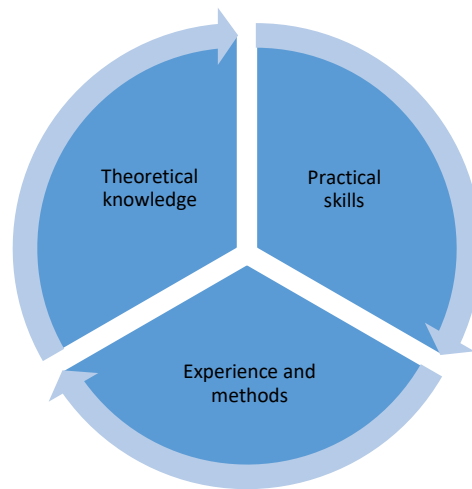
In addition, some studies highlight that online learning platforms (such as virtual classrooms, forums, and video conferences) serve as important pedagogical tools for developing students' professional communication competence. These tools help students exchange ideas, work in groups, and develop a culture of communication [12].

Communication is considered one of the most important processes in human life. Every individual living in society establishes various forms of interaction with others, exchanges ideas, and cooperates with them. Therefore, communication competence plays an important role in a person's personal, social, and professional development.

Communication competence is defined as an individual's ability to communicate effectively in different situations, clearly express their ideas, understand others, and engage in cooperative activities with them [10].

Based on the above considerations, although the concepts of **competence** and **competency** are often used in similar meanings, they differ in their content. These terms are widely used in the fields of education, psychology, and pedagogy.

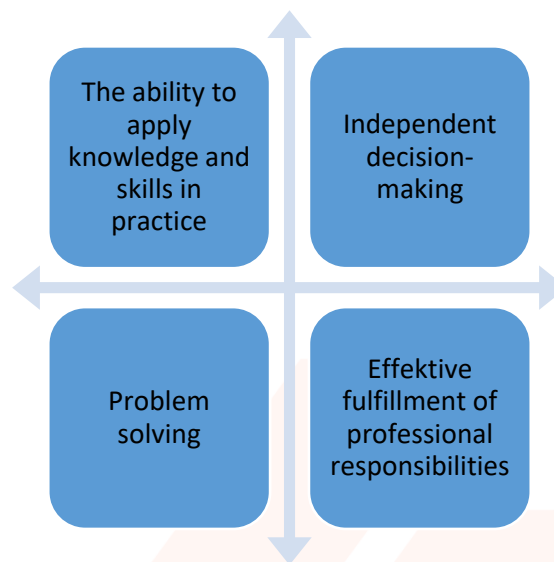
Competence refers to the set of knowledge, skills, abilities, and experience necessary for effective activity in a particular field. In other words, it represents a system of requirements or opportunities that a person must acquire.



It can be expressed as follows: **a teacher’s pedagogical competence** includes a set of knowledge and skills related to teaching, working with students, and organizing the educational process.

Competency refers to the level at which a person can effectively apply their existing competences in practice; in other words, it is the individual’s ability to successfully perform a particular activity.

Competency is manifested in the following characteristics:



In psychology, communication is interpreted as a process of information exchange, interaction, and mutual understanding between individuals. Communication competence, in turn, refers to the set of knowledge, skills, and psychological qualities that enable an individual to effectively organize and manage this process. During communication, a person not only exchanges



information but also understands the thoughts, emotions, and perspectives of other people [3].

One of the important psychological characteristics of communication competence is empathy. Empathy is the ability to understand the feelings of an interlocutor and to perceive their emotional and psychological state. A person with a well-developed sense of empathy can easily engage in communication with others and establish relationships based on mutual trust [4].

Another significant characteristic is communicative activity. This quality is reflected in an individual's initiative in initiating communication, the ability to express their thoughts freely, and active participation in the process of interaction. Individuals with a high level of communicative activity are able to work effectively in a team and quickly establish social relationships [2].

Another important aspect of communication competence is the ability to listen. Effective communication is associated not only with speaking but also with attentive listening to the interlocutor. A person with well-developed listening skills is able to fully understand the ideas of the interlocutor and respond to them appropriately [3].

In addition, emotional stability is also one of the important psychological characteristics of communication competence. During the process of communication, various disagreements or controversial situations may arise. In such circumstances, an emotionally stable individual is able to control their feelings and continue the communication in a constructive manner [4].

Furthermore, speech culture is considered an important factor that determines the effectiveness of communication. Clear, fluent, and understandable speech facilitates mutual understanding between interlocutors and increases the overall effectiveness of communication [5].

Conclusion

In conclusion, communication competence plays a significant role in ensuring an individual's successful functioning in social life. Its psychological characteristics are reflected in such qualities as empathy, communicative activity, listening ability, emotional stability, and speech culture. By developing these qualities, an individual can achieve effective results in the process of communication and strengthen their position in society.



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