



## КОММУНИКАТИВНАЯ КОМПЕТЕНТНОСТЬ ПЕДАГОГА КАК ФАКТОР БЛАГОПРИЯТНОГО СОЦИАЛЬНО- ПСИХОЛОГИЧЕСКОГО КЛИМАТА КОЛЛЕКТИВА

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**Аннотация:** В статье изучено влияние коммуникативной компетентности педагога как фактора благоприятного социально-психологического климата коллектива образовательной организации. Основные задачи статьи видятся в следующем: изучена сущность понятия «коммуникативная компетентность педагога» и выявлены факторы, влияющие на формирование социально-психологического климата педагогического коллектива. Социально-психологический климат представляет собой одну из важных сторон жизнедеятельности людей, относящейся к трудовой деятельности. Оказывает влияние на формирование членов трудового коллектива, выступает мощным механизмом коллективообразования. Сделан вывод о том, что благоприятный социально-психологический климат в педагогическом коллективе выступает решающим фактором эффективности профессиональной деятельности каждого педагога и образовательной организации в целом.

**Ключевые слова:** коммуникативная компетентность социально-психологический климат, педагог, коллектив, педагогический коллектив.

**Introduction.** In modern Russian society there is a situation characterized by socio-economic instability, competition in the labor market, high level of conflict. There is an increasing trend requirements for the professionalism of employees, their personal, professional qualities and competencies.



At the same time, not every employee of a modern organization has a high level of adaptive skills. abilities, can effectively carry out their professional activities at the required level. All this, in the aggregate can lead to a deterioration in the socio-psychological climate in a particular team. Especially if it employs a large percentage of employees with low adaptive abilities and professionally significant qualities associated with the ability to interact constructively with colleagues. In relation to pedagogical professional activity, all of the above acquires a special relevance.

Presentation of the main material of the article. As has been repeatedly emphasized by domestic and foreign scientists [8; 9; 13, etc.], the socio-psychological climate is an important component of any team. In this connection, the level of psychological culture (communicative competence) of team members is especially important role in the favorable climate and all its components.

In the modern scientific community, there has been a need to study communicative competence, in in particular, foreign (M. Argyle, Br. Spitsberg, R. Harré [15], etc.) researchers. Among domestic authors A significant contribution to the formulation of the problem of studying communicative competence was made by: Yu.N. Emelyanov, Yu.M. Zhukov, O.V. Muravyova and others.

The problems of forming a socio-psychological climate in the teaching staff were studied by such domestic scientists as: I.B. Avakyan, Yu.O. Antonova, Yu.L. Neimer, M.V. Savelyeva, N.P. Fetiskin, R.A. Shamsutdinov, E.V. Shorokhova and others.

The authors in their studies emphasized that this social phenomenon should be given special attention when assessing the effectiveness of the professional activities of the teaching staff. The first works devoted to the problem of communicative competence appeared in the second half of the past centuries in Western social psychology. The first scientists to use this term in scientific use were there were Ron Harre and Michael Argyle. R. Harré believed that communication can be called effective only if it has achieved its the goal is to gain the respect of the interlocutor [7].

As the main determinants, internal resources that ensure the effectiveness of the individual in communication, R. Harré described the following:

- personal characteristics, suggesting the absence of mental deformations and psychological trauma of various types etiology;
- cognitive components of personality;
- role and situational normativity, which presupposes the ability to use various social roles;



– behavioral, instrumental and operational components [7].

A major contribution to the development of the problem related to the study of communicative competence was made by the American social psychologist Brian Spitzberg. The scientist proposed an original model of interpersonal communication competence, which has become widespread and has become one of the leading in this field.

The author concludes that competence in the issues under discussion makes communication more enjoyable and brings the greatest satisfaction for both parties of communication. Domestic social psychologists also contributed to the development of the problem of communicative competence. Active research in this area in our country began in the 80s of the last century. First of all, in this regard, it should be noted the works and monographs of A.A. Bodaleva [4], Yu.N. Emelyanova, Yu.M. Zhukova et al. [7].

In the domestic social psychology of communication, “communicative competence” as a concept was used Soviet and Russian psychologist A.A. Bodalev [4]. He described it as “a person’s ability to establish and maintain effective contacts with other people in the presence of such personal resources as knowledge and skills” [4, p. 12].

Soviet and Russian scientist-psychologist, Doctor of Psychological Sciences Yu.M. Zhukov identifies such components communicative competence [7]:

- motivational and value component, manifested through the need to build social contacts, active active position in communication;
- cognitive component – a set of linguistic and intercultural competence, taking into account their adequate applicability in various areas of communication of an individual, his ability to build constructive interaction and resolve conflict situations in communication;
- operational component – an indicator of “cultural maturity of the individual”, which indicates developed communicative and reflexive skills that ensure awareness of one’s communicative goals and needs.

If we take the specific features of the teaching staff, we can say that it represents professional community of people and has all the common characteristics of a team. But the concept of “pedagogical collective” has specific features that have been studied by domestic and foreign countries for many years scientists [4, etc.].

Interest in the study of teaching teams appeared in the 20-30s of the last century and was associated with the search for new forms of effective management of pedagogical organizations in the conditions of a socialist education system. Many



innovative teachers have contributed to the consideration of the problems of teaching staff [3-5]. An urgent task of research in the field of studying the socio-psychological climate is to find factors influencing and shaping the climatic environment of the team.

According to E.V. Budaeva [5] it is necessary to highlight the following leading factors that have a special strong influence on the characteristics of the socio-psychological climate:

Macroenvironment of society: a set of the following parameters, such as political, cultural, economic, social situation in society. A favorable environment in social, political, and economic formats increases psycho-emotional and social well-being, both of the whole society and of an individual team.

The macroenvironment of the organization, which includes the status and role characteristics of team members, the specifics management of the organization, the totality of resources available in the team, strategic plans and other specific characteristics of the team.

Physical microclimate, which characterizes sanitary and hygienic working conditions. Level up Satisfaction with the work activities of team members largely depends on this factor. In the same time the lack of favorable sanitary and hygienic conditions, on the contrary, negatively affects the microclimate in the team, and with a long period of non-compliance with standards leads to a sharp decrease in all indicators associated with the presence of team with a favorable climate.

Job satisfaction. An important factor in the formation of a positive microclimate in a team is employee involvement in interesting, varied, creative activities that bring satisfaction from its implementation. Specifics of the work performed. Researchers have noted that when performing monotonous work, stress and uncertainty, emotional saturation, a sharp decrease in the level of socio-psychological well-being and climate of the team is possible.

The specifics and nature of the organization of joint work activities. It has been proven that in the absence of clarity in formulation of tasks, distribution of professional powers, general coordinated goal-setting system and value-motivational unity, there is a low level of socio-psychological climate of the team.

A socio-psychological climate is being formed in the subjective and personal activity aspect of involvement the individual into the group and the entire system of his relationships with its members.



As a study of practice and the results of a survey of teachers have shown, extremely unfavorable impacts specifically on teaching teams have the following factors:

- too high dynamism and constant modernization of the domestic education system;
- constantly changing requirements for teaching staff due to constant reform educational system under the influence of foreign policy and internal political changes in the country;
- increasing competition among educational institutions in the conditions of the educational services market;
- constantly increasing requirements for the level of psychological involvement of teachers in the workplace activity, the growth of their personal aspirations, the need to grow the social and psychological potential of the individual teacher, etc.

An extremely significant factor that has a significant impact on the process of psychological formation climate in the teaching staff, leadership style.

The authoritarian style of a teacher is largely determined by the totality of already formed individual traits character, among which are:

- persistence,
- perseverance,
- authority,
- high self-esteem, etc.

Peculiarities of relationships with an authoritarian style of leadership of the teaching staff:

- flattery towards the head of an educational institution;
- ingratiating,
- creative crisis of members of the teaching staff.

With an authoritarian teacher, there is a lack of initiative on the part of students, a fear of expressing their own an opinion different from the teacher's, fear of ridicule in case of an unsuccessful statement, etc.

The direction of democratic leadership of the teaching staff is characterized by active participation teachers in the process of making collective decisions. pronounced decentralization of powers. Supervisor prefers to resolve pressing issues collectively. In communicating with members of the teaching staff we are tolerant and friendly [8, P. 206].

The main stimulating force in an organization with a democratic management system is the encouragement of students.



Thus, incentives from the teacher can be provided in the following cases:

- for tasks well completed,
- for being active in class,
- for the desire to master additional material and share it with classmates in class, etc.

The following can be used as incentives:

- high rating,
- an encouraging entry in the diary,
- declared verbal gratitude to the distinguished student,
- praise in class, etc.

At the same time, the teacher must remember that for encouragement it is necessary to evaluate the student's actions and his successes not in absolute terms, but in relation to the merits and successes of the student compared to their own results, shown earlier. And in no case should students be compared with each other, since each student has different starting opportunities, therefore, at least in the oral assessment, weak students should be encouraged for their slightest success. And punishment is applied only in exceptional cases. Subordinates are generally satisfied with this leadership style, since it assumes a certain degree of freedom in professional activity, this leads to a desire to provide the necessary assistance to the teacher in solving problems with administration, and the teacher himself, in turn, provides the necessary assistance to students in the classroom, clearly focusing on their interests, needs, motives.

As noted by V.A. Lapshin [10-13], it is the democratic management style that most effectively contributes to formation of human capital, which each student will become in the process of his further, already professional and personal development.

The basis of the liberal (passive, permissive) style of management of teaching staff is

principle: the head of the organization never interferes in the work of his subordinates and provides them with greater independence. [9, P. 204].

As noted by M.P. Pereverzev [13], N.A. Shaidenko, L.E. Basovsky, a leader who has this style management, most often provides complete freedom of choice, letting their professional activities take their course. At In this regard, such a leader in communicating with colleagues is affable, friendly and, at the same time, does not show initiative in interaction with them.

Such a team often completely lacks a structure of activities, a clear distribution of responsibilities and the rights of its members. The manager avoids any assessment



of the work of employees, regulation of interpersonal relationships among employees. The extreme manifestation of the liberal style is the absence of leadership, i.e. leader strive completely abandon the role of a manager [13, p. 137].

Thus, it becomes obvious that the formation of a favorable socio-psychological climate in a team of students will take place more effectively with a democratic type of management. But let's immediately make a reservation that every teacher needs to keep in mind that there is also a law according to which the lower the consciousness collective, especially since an authoritarian management style should be used in relation to it, and vice versa. Thereby, the democratic style will be effective in creating a favorable climate if the school community of students the class will be sufficiently trained and conscious.

As practice shows, the professional training of future teachers does not always reflect modern trends in the development of education [1; 3; 6]. In this regard, it is necessary to introduce new technologies into the content of education, to orient students towards constant self-development, reflection [2] and to take modern technologies into account in their activities sociocultural conditions (for example, the transition to distance learning during the COVID-19 epidemic and changes in the mental organization of students' activities) [14].

Conclusions. To summarize, it should be noted that communicative competence is a complex comprehensive education, including a knowledge component, communicative qualities of the individual, reflective component of operational-activity properties, which together ensure coordination actions of the interlocutors, as well as the development of a common position in the communication process. A favorable socio-psychological climate in the teaching staff is a decisive factor effectiveness of professional activities of teachers and educational organizations.

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