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# FORMING THE COMMUNICATIVE CULTURE OF MANAGING PERSONNEL AND STUDENTS BASED ON A COMPETENCY-BASED APPROACH

**Temirova Shakhlo Rakhmonovna**  
Independent Researcher,  
Tashkent State University of Economics,

**Abstract.** This article analyzes the theoretical and practical aspects of forming the communicative culture of management personnel and students based on a competency-based approach. The study examines the structural components of communicative competence, their significance in the educational process, and methods for developing communicative culture in higher education institutions. Based on empirical observations and pedagogical analysis, interactive methods, training sessions, and practical activities aimed at developing communicative competence are presented with examples. The findings indicate that an educational process organized on the basis of a competency-based approach significantly enhances students' professional communication skills.

**Keywords:** competency-based approach, communicative culture, communicative competence, management activity, higher education, pedagogical technologies.

**Аннотация.** В данной статье анализируются теоретические и практические аспекты формирования коммуникативной культуры управленческого персонала и студентов на основе компетентностного подхода. В исследовании рассматриваются структурные компоненты коммуникативной компетентности, их значение в образовательном процессе, а также методы развития коммуникативной культуры в учреждениях высшего образования. На основе эмпирических наблюдений и педагогического анализа приведены примеры интерактивных методов, тренингов и практических занятий, направленных на развитие коммуникативной компетентности. Результаты исследования показывают, что образовательный процесс, организованный на основе компетентностного подхода, способствует существенному повышению уровня профессиональных коммуникативных навыков студентов.

**Ключевые слова:** компетентностный подход, коммуникативная культура, коммуникативная компетентность, управленческая деятельность, высшее образование, педагогические технологии.

## INTRODUCTION

In today's fast-paced and increasingly complex socio-economic environment, both management personnel and students face a similar challenge: knowledge is available, information is sufficient, and experience has already been accumulated; however, applying that knowledge appropriately, at the right time and in the right manner, during interactions with people is often not as easy as expected. This is because any body of knowledge represents a theoretical system, whereas people constitute a living system shaped by mood, interests, values, experience, fear, trust, personal ambition, and social roles. In a single classroom, students with diverse worldviews learn together; within one department, representatives of different generations work side by side. In such contexts, decisions are not only made through logic; they are also accepted through communication, negotiation, and trust. Hence, professional success is determined not only by "what one knows," but also by "how one speaks, how one listens, how one negotiates, and how one inspires confidence." At this point, the concept of communicative culture naturally belongs at the centre, not the periphery, of educational and management practice [1].

Communicative culture is often interpreted narrowly as "speaking beautifully" or possessing a rich vocabulary. In reality, such an interpretation captures only the external layer of the issue. One may speak eloquently and still offend others; one may construct fluent speech yet fail to reach a solution; one may express ideas very clearly while not listening to the interlocutor at all. Therefore, communicative culture



should not be regarded as a single skill, but rather as a system composed of several interconnected layers [2].

The first layer is content. By content, we mean clarity, logical coherence, and evidence-based reasoning. For management personnel, content implies the ability to justify decisions, assign tasks without confusion, and articulate goals not as general slogans, but as measurable outcomes. For students, content implies not only giving correct answers, but first and foremost substantiating them, analysing texts, providing evidence, and expressing ideas in an organised manner. Communication without content quickly becomes exhausting: there is speech, but no direction; there are many words, but limited results. Thus, content is the foundation of communicative culture [3][4][5].

The second layer is form. Form refers to language norms, tone, style of speech, etiquette, and the “packaging” of interaction. The same idea can be expressed in different ways: the phrase “You did this wrong again” places a person in a defensive position, whereas “There is a small mistake here; let us correct it together” encourages cooperation. Form does not negate content; on the contrary, it becomes the bridge that conveys content. Form is particularly important in education and management: the tone of a leader or teacher shapes the psychological climate of the group, and the manner in which a student or employee responds reflects the culture of the environment [6].

The third layer is attitude. This layer is often overlooked, yet it is the most influential. Respect, empathy, fairness, and responsibility constitute the invisible foundations of communication. Words may be forgotten, but the attitude expressed through them, such as “They listened to me” or “They disregarded me,” remains in a person’s memory for a long time. In management, this determines trust: an employee who believes that he or she is assessed objectively assumes more responsibility, whereas an employee who thinks that he or she is only criticised avoids taking initiative. The same applies to education: if students feel that the teacher is fair and attentive, they gain the courage to ask questions; if not, passivity increases. Therefore, communicative culture is also a practical manifestation of ethical culture [7][8].

The fourth layer is context. The same phrase can be perceived differently in different situations. The audience, purpose, timing, cultural background, and an organisation’s internal rules all create context. Criticism delivered during a lesson differs from criticism expressed in public; in management, feedback given privately differs fundamentally from a harsh reprimand in a general meeting. Sensitivity to context is the ability to read the situation, understand the audience, and consciously answer the questions “when, where, to whom, and how.” Communication that ignores context often turns into conflict because it may violate a person’s psychological boundaries [9][10].

Without viewing this system as a whole, developing communicative culture is difficult. It is precisely here that the advantage of the competency-based approach becomes evident. The competency-based approach does not merely explain communicative culture; it constructs it as an outcome that can be tested, observed, and assessed in real situations. In other words, one can acquire knowledge by listening to a lecture, but communication can only be learned through practice. This resembles sport: reading theory does not guarantee victory in competition; continuous training, reflection, and analysis are required.

## LITERATURE REVIEW

The formation of the communicative culture of management personnel and students as a priority area has been investigated by many scholars in the fields of pedagogy, linguistics, and psychology. Within this research, scientific sources concerning communicative competence, competency-based education, and managerial communication have been analysed. These works served as the basis for identifying the theoretical foundations and structural components of communicative culture, as well as the mechanisms for its development in the educational process.

First, the theoretical foundations of the concept of communicative competence were developed by the American scholar Dell Hymes. In his concept of “communicative competence,” he emphasised that language knowledge is not limited to grammatical competence; the ability to use language units appropriately in social contexts is also essential. According to Hymes, an individual should know when, with whom, in what form, and for what purpose to speak. This approach demonstrates that, in the formation of communicative culture, social and cultural competencies are as important as linguistic knowledge [3][4].

Subsequently, M. Canale and M. Swain further developed the theory of communicative competence and clarified its structural components. Their studies indicate that communicative competence consists of four core components: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. They argue that effective communication requires not only knowledge of language rules, but also the ability to organise discourse logically, overcome difficulties arising in interaction, and employ communicative strategies [11][12].



Another scholar who studied communicative competence in depth is L. Bachman. He views communicative competence as the unity of language competence and strategic competence. Bachman emphasises that communicative competence is linked to an individual's ability to analyse communicative situations, plan speech activity, and manage the communication process. This approach clearly demonstrates the importance of analytical thinking and planning skills in communicative culture.

The origins of the competency-based approach in education are closely associated with J. Raven. In his work *Competence in Modern Society*, Raven defines competence as an individual's ability to perform effectively in complex situations. He regards competence not simply as a body of knowledge and skills, but as an integrative concept associated with motivation, values, and social experience. This theory indicates that the formation of communicative culture must take into account the individual's motivation, values, and social experience [13].

One of the scholars who researched competency-based education is A. Khutorskiy. He describes competency-based education as a pedagogical model that ensures learners' preparedness for practical activity. Khutorskiy stresses the importance of developing key competencies in education and presents communicative competence as a crucial factor enabling successful participation in social activity [14][15].

Peter Drucker writes extensively on communication in management. According to Drucker, communication is a key element in the overall success of an organisation. He believes that establishing effective interaction with a team is one of the key responsibilities of a leader. He also stresses that clarity, trust, and mutual respect are essential in managerial communication.

A similar reflection of the psychological dimensions of communicative culture can be found in Daniel Goleman's theory of emotional intelligence. Goleman defines emotional intelligence as an individual's ability to manage his or her own emotions, understand the emotions of others, and build effective social relationships. He asserts that effective communication largely depends on the level of emotional intelligence, which is especially important in management.

Modern pedagogical research emphasises the effectiveness of interactive methods in developing communicative culture. For example, R. Fisher and W. Ury base their studies of negotiation culture on an approach to addressing conflict constructively through interest-based negotiation. They argue that an effective method of communication is the analysis of interests rather than positions. This method is useful for managing appropriate communication in both management and education.

The studies of communicative competence and the competency-based approach are also extensively analysed in Uzbek pedagogical literature. Local research highlights that the development of communicative competence in education helps form independent learners who think analytically and critically and act responsibly in social contexts. These studies provide a strong basis for arguing that the national education system should implement the competency-based approach more widely.

In general, the literature reviewed in this study shows that communicative culture is a multifunctional competence that is vital in professional activity. This supports the conclusion that the competency-based approach is one of the most effective pedagogical models for forming this competence. These theoretical foundations served as the methodological basis for developing mechanisms to enhance the communicative culture of management personnel and students in the subsequent stages of the study.

## RESEARCH METHODOLOGY

The study used a qualitative pedagogical research design aimed at examining the process of forming the communicative culture of management personnel and students within the framework of a competency-based approach in higher education. The research was conducted in a university environment and focused on the methodological development of communicative competence through teaching and practical activities.

The data were collected through pedagogical observation, analysis of educational practices, and a review of theoretical and methodological sources on communicative competence, managerial communication, and competency-based education. The main focus was placed on how participants communicated with one another during classes, discussions, training sessions, and management-related communication situations.

Observations of students and management personnel during interactive learning activities, including discussions, role-playing exercises, and communication training sessions, helped identify the key competencies influencing communicative culture. The analysis also included the modelling of pedagogical conditions and the comparison of communicative situations in academic and managerial spheres in order to determine how the principles of communicative competence operate in theory and practice.

Elements of situational analysis were also applied to explore typical communication problems and the communicative approaches used to solve them constructively. The collected data were interpreted in the context of the theoretical foundations of communicative competence and competency-based education. This

made it possible to identify effective pedagogical mechanisms for developing the communicative culture of students and management personnel.

This methodological approach allowed the study to examine the relationship between theory and practice in the formation of professional communication skills in higher education institutions.

## ANALYSIS AND RESULTS

Forming communicative culture within a competency-based approach requires an integral connection between theoretical knowledge and practical activity. This study analysed the structural model of communicative culture and the effective mechanisms for its development. The results indicate that communicative competence consists of several interrelated components.

1. A Competency-Based Model of Communicative Culture. In order to develop communicative culture effectively within a competency-based approach, it is necessary to divide it into components that can be observed and assessed in practice. In this study, communicative culture was interpreted as a system of the following key competencies.

The first component is the competence of meaning-making and logical reasoning. This skill demonstrates a person's ability to communicate his or her thoughts in a coherent, concise, and logical manner. In management, this competence is reflected in the ability to formulate tasks clearly, justify decisions, and explain expected results. For students, it is expressed through participation in academic discussions, presentations, and analytical assignments. The ability to structure ideas, provide evidence, and adapt speech to the audience's level of knowledge is one of the major indicators of communicative culture.

The second component is communication ethics and value-based competence. Communicative culture is not limited to speech technique; it is also based on ethical principles such as respect, fairness, and responsibility. For example, communicative ethics in a debate can be identified by focusing on the issue rather than the individual. In both management and education, respectful communication, openness to alternative views, and a positive attitude toward the opinions of others contribute to strengthening tolerance and mutual understanding.

The third component is the competence of active listening and feedback. Modern communication studies suggest that effective interaction depends not only on speaking culture, but also on listening culture. Active listening involves asking relevant questions, paraphrasing, clarifying meanings, and responding considerately. For example, the "I-message" technique allows a person to discuss a problem without blaming the other party, thereby reducing psychological tension in communication.

The fourth component is the ability to resolve conflicts and negotiate. Differences are a natural feature of management and education, and the main task is to work through them constructively. A high level of communicative culture is manifested in avoiding the personalisation of conflict, addressing the essence of the problem, analysing interests, and making compromise-based decisions.

The fifth component is written and digital communication competence. In contemporary conditions influenced by information technologies, a significant part of communication takes place in electronic environments. As a result, the culture of written communication, including e-mails, official documents, social networks, and chat platforms, has become an important part of communicative competence [1]. Its key indicators include brevity, clarity, evidence-based expression, and the ability to follow stylistic and ethical rules.

The key feature of this model is that it is equally applicable to management personnel and students, although the context of its application may differ. For students, seminar discussions, scientific presentations, and academic writing are key areas for demonstrating communicative competence. For managers, team meetings, internal negotiations, feedback sessions, and decision-making discussions serve the same function.

2. Practical Situation Analysis: Points of Intersection Between Managers and Students. During the study, practical manifestations of communicative culture were analysed through different scenarios. These scenarios reveal communicative problems common to both management systems and educational processes.

In the first scenario, when criticism is delivered in an inappropriate manner, a decline in motivation is observed. For example, a leader or teacher may tell an employee or student: "You are always late; you are irresponsible." Although this statement points to a problem, it contains two major communicative errors: overgeneralisation and personal attack. As a result, the interlocutor assumes a defensive position, and communication does not continue constructively.

A competency-based approach recommends the "fact–impact–expectation" model in such cases. For example: "Over the past two weeks, you were late to three meetings. As a result, the discussion process was interrupted. In the future, please arrive five minutes early." This statement is situation-based rather than person-based and has a solution-oriented character.

The second situation arises when reports are discussed. In both student discussions and managerial debates, argumentation may shift from pragmatic analytical reasoning to personal competition. As a result,

tension, sarcasm, and emotional responses may increase. A discussion regulation framework is crucial for managing such situations. For example, during a classroom debate, roles may be divided among participants: moderator, evidence checker, summariser, and timekeeper. This helps maintain order and efficiency while prioritising evidence over personal confrontation.

The third scenario concerns digital communication. In contemporary management and education, short messages are often taken out of context. For example, a brief message such as “Come here now” may be perceived as an order or even as offensive. Good digital communication etiquette can help prevent such situations. Appropriate forms of address, context, and agreed timing increase communication effectiveness. For instance, the phrase “Ms. Khonzoda, I have a small issue to discuss with you. May I come by at 15:00?” maintains a respectful tone and clearly expresses the purpose of communication.

3. Competency-Based Formation Technology: Practice and Reflection. Developing communicative culture is not limited to mastering theoretical knowledge. The findings show that practical exercises and reflection play a decisive role in shaping competence.

At the first stage, a brief theoretical explanation is provided. For example, active listening is explained as a process that includes clarifying questions, paraphrasing, and understanding emotional states.

At the second stage, situational exercises are organised. For example, a student expresses dissatisfaction about a scholarship issue, or an employee approaches a manager regarding workload. Participants perform roles and apply communicative strategies in practice.

At the third stage, assessment criteria are applied. Asking questions, listening, giving constructive feedback, and solving problems are evaluated through special rubrics.

The fourth stage is reflection. Participants analyse the tone, expressions, and tactics used during interaction. This process helps identify communication errors and develop ways to avoid them in the future.

By institutionalising this cycle, communicative culture moves from the stage of knowing to the stage of doing. This is one of the key outcomes of the competency-based approach.

4. Expected Outcomes in Educational and Management Settings. The findings show that the planned and systematic development of communicative competence is associated with several positive outcomes.

First, at the level of personal development, students and employees develop the ability to explain their ideas clearly, listen to others, and think constructively in emotionally tense situations. This improves interaction in academic and professional environments.

Second, at the team level, the quality of internal communication in an organisation increases. Meetings become more productive, conflicts are resolved constructively, and a psychologically safe environment develops.

Third, at the institutional level, the efficiency of education and management systems improves. Written and oral communication becomes more standardised, internal conflicts decrease, and overall productivity increases.

Thus, forming communicative culture on the basis of a competency-based approach emerges as an important pedagogical and social factor that enhances the effectiveness of both management systems and higher education institutions.

## CONCLUSION AND RECOMMENDATIONS

The competency-based approach is one of the most appropriate ways to form the communicative culture of management personnel and students, because it treats communication not merely as a theoretical concept, but as a professional activity manifested in real situations. To develop communicative culture effectively, it is necessary to ensure: (a) a clear competence model, (b) the regular use of situational exercises, (c) assessment through rubrics, and (d) an established reflection mechanism.

Practical analysis demonstrates that conflicts often escalate not because of the issue itself, but because of the communication style; motivation often begins not with rewards, but with respect and fair feedback; and team effectiveness often grows not only from resources, but also from clear agreements and communicative order. Therefore, in higher education institutions and organisations, the formation of communicative culture should not be viewed as a separate course or a one-time training event, but as a continuous competence integrated into the educational and management process.

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