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INTERPRETATION OF CONCEPTS OF COMMUNICATIVE SKILLS IN THE SOCIO-PSYCHOLOGICAL APPROACH

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INTERPRETATION OF CONCEPTS OF COMMUNICATIVE SKILLS IN THE SOCIO-PSYCHOLOGICAL APPROACH

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ABSTRACT

This article examines the essence of communicative skills from the perspective of the socio-psychological approach, focusing on the mechanisms of their formation and their role in interpersonal relationships. It analyzes concepts such as communicative competence, social interaction, communication culture, and psychological adaptation. The conceptual views of foreign and Uzbek scholars based on the socio-psychological approach are discussed. The study reveals the psychological significance of communicative activity in an individual's social development and the influence of social factors on this process

Introduction. In the global field of psychology, communicative skills are recognized as an essential component of professional activity, serving as a key tool for strengthening interpersonal relationships, organizing psychological counseling processes effectively, and ensuring adaptability within the social environment. The communicative competencies of psychologists are among the fundamental factors that determine the effectiveness of their work within educational settings. Through these skills, psychologists build trust-based relationships with participants in the educational process, understand both individual and group psychological needs, analyze social processes within groups, and provide the necessary psychological assistance.

In the *"2030 Agenda for Sustainable Development"* adopted by the United Nations on September 25, 2015, the ability of educators to communicate effectively - that is, their communicative competence is emphasized as one of the key competencies necessary for improving the quality of education. For psychologists, communicative skills are of great importance in establishing reliable communication with participants in the educational process, identifying their psychological needs, managing conflicts, understanding group dynamics, and providing appropriate psychological support.

Main Part. Social psychology, as a science that studies interpersonal relationships and human behavior within a social environment, regards communicative skills as a fundamental element of interpersonal communication. Communicative skills encompass individuals' abilities to exchange information, express emotions, achieve mutual understanding, and engage in effective cooperation during interaction. Within the socio-psychological approach,

these skills play a crucial role in strengthening personal and group relationships, enhancing social adaptability, and ensuring successful communication. According to the ideas put forward by A.A. Bodalev, communicative skills are not limited to verbal expression alone; they also include body language, tone of voice, and the ability to perceive the social context. Communicative competence is an integral part of human activity and is considered a continuous subject of study in psychology, particularly within the framework of social psychology. From the viewpoint of social psychology, communication is not merely an exchange of information but a central mechanism for interpersonal interaction, the system of relationships, and the performance of social roles. In the educational environment, communicative skills hold decisive importance for teachers, as they are essential for organizing an effective learning process. Historically, this concept has been interpreted differently by various schools and approaches, while classical theories have served as the foundation for modern perspectives.

The earliest notions of communicative skills emerged in Ancient Greek philosophy. Ancient Greek society, through its social structure, interpersonal relations, and system of governance, developed a culture deeply rooted in communication. The art of speech, debate, and public discourse played a key role in the exchange of information within society. Since much of the Greek population was illiterate, oral communication served as the main form of interaction. Spoken language dominated family, friendship, religious ceremonies, theatrical performances, markets, and political gatherings, thereby strengthening the cultural importance of communication and memory skills. Among the Greeks, the art of oratory was highly valued. Every citizen was expected to justify and express their opinion in court or at assemblies, which contributed to the development of communication that combined logical, emotional, and ethical aspects. Rhetoric thus became a powerful tool for persuasion, influence, and fostering mutual understanding.

Philosophers of Ancient Greece played an invaluable role in shaping early psychological thought. Plato, in his *Dialogues*, emphasized communication as a path to discovering truth. According to Plato, achieving genuine truth requires individuals to engage in dialogue based on logic and moral principles. His approach laid the theoretical foundation for understanding communicative competence not merely as a linguistic skill, but as a mechanism through which consciousness and morality shape society.

Aristotle, in his *Rhetoric*, divided communication into three main components: *ethos* (ethical credibility), *pathos* (emotional influence on the listener), and *logos* (logical reasoning). He viewed communicative skills as a vital means of human adaptation within society. Comparing Aristotle's views with modern communication theories shows that he perceived communication as a complex system that integrates emotional, moral, and cognitive dimensions — a perspective that remains highly relevant today. For modern educators, this historical experience is especially valuable. In the educational process, effective communication plays an irreplaceable role in fostering mutual trust between teacher and student, delivering knowledge clearly, and cultivating a culture of dialogue. Therefore, revisiting the classical traditions of rhetoric can greatly contribute to the development of open-minded, communicative, and culturally competent individuals in pedagogical practice.

The Middle Ages marked a crucial stage in the development of human thought and moral values, particularly in the formation of communication culture within the processes of education and upbringing. This era was characterized by the strong emphasis on teacher–student relationships and the use of oral speech and dialogue as the primary means of imparting knowledge. One of the key qualities of a teacher during this period was the ability to speak eloquently, convey ideas clearly, influence through speech, and uphold an ethical culture of communication. Language and speech were regarded as powerful tools of education and moral influence. Every word of the teacher was expected to evoke ethical, emotional, and intellectual reflection in the learner. Teaching methods such as oral conversation, question-and-answer sessions, advice-giving, moral storytelling, wise sayings, and parables were widely used. In the pedagogical process of the Middle Ages, gentle tone, polite address, and the use of beautiful, meaningful speech became the primary means of nurturing students. At that time, speech was always viewed as a tool of moral education. Instead of the term *"conducting a lesson"*, expressions like *"holding a conversation," "imparting enlightenment,"* or *"sharing wise teachings"* were more commonly used, reflecting the focus on the emotional and ethical aspects of communication.

Socrates regarded communication as a means of developing human spirituality through self-awareness and deep reflection on others' thoughts. By conducting dialogues in the form of questions and answers, he sought to stimulate his students' thinking a method later known as the Socratic method. Through speech, the teacher could inspire, comfort, encourage, or warn - demonstrating the profound psychological and educational power of communication in shaping both intellect and character.

In conclusion, the socio-psychological interpretation of communicative skills reveals their vital role in human interaction, education, and professional psychology. From the philosophical roots of Ancient Greece to the moral and pedagogical traditions of the Middle Ages, communication has always been regarded as a key instrument for understanding, influence, and development. The ideas of Plato, Aristotle, and Socrates demonstrate that communication is not limited to verbal exchange, but represents a multidimensional process involving logic, emotion, and ethics. In modern psychology and pedagogy, communicative competence remains a cornerstone of effective interaction, fostering empathy, cooperation, and mutual respect in social and educational contexts. The ability to communicate clearly, ethically, and emotionally continues to define the quality of relationships, the success of education, and the personal growth of both teachers and learners. Therefore, integrating classical communicative traditions with contemporary socio-psychological approaches is essential for nurturing well-rounded, culturally aware, and socially responsible individuals in today's rapidly changing world.

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