



ISSN 3030-3710 (P)

ISSN 3030-3095 (E)

**BUXORO PSIXOLOGIYA VA XORIJIY TILLAR INSTITUTI ILMIY
AXBOROTNOMASI
ilmiy-amaliy jurnal**

**SCIENTIFIC REPORTS OF BUKHARA INSTITUTE OF PSYCHOLOGY
AND FOREIGN LANGUAGES
scientific and practical journal**

**НАУЧНЫЙ ВЕСТНИК БУХАРСКОГО ИНСТИТУТА ПСИХОЛОГИИ
И ИНОСТРАННЫХ ЯЗЫКОВ
научно-практический журнал**

№ 3, 2025

Muassis: Buxoro psixologiya va xorijiy tillar instituti
Tahririyat manzili: Buxoro viloyati, Kogon tumani, B.Naqshband MFY, 20-uy
<http://buxpxti.uz/>, buxpxti@gmail.com

Tel: +998918312511 Sobirova D.A.
+998905124244 Ostanov Sh.Sh.
<https://t.me/OstanovSH>

Qodirova Dilnoza Murtazoyevna
Psixologiya fanlari bo'yiva falsafa doktori (PhD)

SOCIO-PSYCHOLOGICAL CHARACTERISTICS OF THE DEVELOPMENT OF COMMUNICATIVE COMPETENCE OF FUTURE PSYCHOLOGISTS

Annotation. This article explores the communicative competence of prospective psychologists. Also, socio-psychological factors that occur in the formation of communicative abilities are considered. Scientific-theoretical concepts on improving communicative competence are presented.

Keywords: communication, competence, intelligence, perception, thinking, memory, attention, emotion.

BO'LAJAK PSIXOLOGLARNING KOMMUNIKATIV KOMPETENTSIYASINI RIVOJLANTIRISHNING IJTIMOY-PSIXOLOGIK XUSUSIYATLARI

Annotatsiya. Ushbu maqola bo'lajak psixologlarning kommunikativ kompetentligi xususiyatlari o'rganilgan. Shuningdek, kommunikativ qobiliyatlarni shakllantirishda yuzaga keladigan ijtimoiy-psixologik omillar ko'rib chiqilgan. Kommunikativ kompetentsiyani takomillashtirish bo'yicha ilmiy-nazariy tushunchalar keltirilgan.

Kalit so'zlar: aloqa, kompetentsiya, aql, idrok, fikrlash, xotira, diqqat, hissiyot.

СОЦИАЛЬНО-ПСИХОЛОГИЧЕСКИЕ ОСОБЕННОСТИ РАЗВИТИЯ КОММУНИКАТИВНОЙ КОМПЕТЕНТНОСТИ БУДУЩИХ ПСИХОЛОГОВ

Аннотация. В данной статье исследуется коммуникативная компетентность будущих психологов. Также рассматриваются социально-психологические факторы, которые имеют место при формировании коммуникативных способностей. Представлены научно-теоретические концепции повышения коммуникативной компетентности.

Ключевые слова: коммуникация, компетентность, интеллект, восприятие, мышление, память, внимание, эмоции.

Entrance. At a time when the importance of the communication process in modern society is growing, psychological knowledge and skills are very important in order for human interaction and communication to be qualitative and effective. Especially for future psychologists, the development of communicative competence is one of the main factors in their professional activities. The role of a psychologist requires not only listening to people, but also being able to react correctly to them, understand their emotional state and apply the necessary approaches. Therefore, communication skills in psychological activities should be formed at a high level.

Communicative competence of future psychologists is the main tool in their professional activity, which indicates the ability to establish correct and effective communication in the process of interpersonal relationships. By developing communicative competence, psychologists will be able to effectively build relationships with clients, understand their inner world and give the necessary advice. Thanks to this, they achieve personal and professional growth and succeed in solving complex socio-psychological problems.

Within the framework of this topic, the socio-psychological characteristics of the process of developing communicative competence of future psychologists are analyzed. This process depends on the social life and psychological development of a person, and factors such as interpersonal relationships, empathy, culture of behavior play an important role in the formation of this competence. In the process of studying the topic, it is important to analyze these factors, determine how to effectively develop and apply them.

Literature analysis. The topic of the development of communicative competence of future psychologists is widely studied in the science of psychology. Many scientists have conducted scientific research on this issue.

The scientific views of Lev Vygotsky are based on the important role of communication and interaction in development. His cultural-historical theory emphasizes the development of human consciousness in a social context. According to this theory, people develop their knowledge and skills in the process of social communication. Vygotsky believes that the spiritual development of personality is achieved through social experience and education, this process is carried out precisely through communication.

A special place in his research is occupied by the concept "zone of immediate development", through which psychologists can determine what approach they take to be effective in communicating with their clients. This approach is important in the interaction between psychologists and clients, and the role of the psychologist is to manage communication and allow the client to master it more efficiently. Vygotsky believes that in order to form the communicative competence of future psychologists, they need to actively engage in the processes of learning and interaction.

Vygotsky believes that communication tools-language, gesture, and writing — are important in the management of human thought processes. He sees language as the main factor that makes up interpersonal relationships, because through it knowledge and experience are exchanged. For psychologists, this, in turn, requires understanding and clarity in communication with clients. For future psychologists, the development of communication skills is crucial, revealing the inner world of the individual and working with him effectively.

As Vygotsky noted, the communicative competence of a psychologist is manifested not only in the accurate communication of information in the process of communication, but also in the correct understanding of the emotional state of the client. The socio-psychological relationship between the psychologist and the client helps to better understand the client's mental state and choose a suitable approach to it. At the same time, Vygotsky believes that the learning process and social influences constantly play a role in the formation of communicative skills. This is important in the professional training of prospective psychologists.

Gordon Allport is one of the scientists who made important scientific contributions to the field of personality and Social Psychology, and his views are of great importance in the development of communicative competence of future psychologists. On the basis of Allport's personality theory, he argues that each individual has unique personality traits and builds relationships with others through these traits. He believes that human interactions and communication processes have a major impact on the development and formation of personality.

Allport's scientific views on "attitudes" (attitudes) are decisive in the communication process of prospective psychologists. In his opinion, attitudes that determine the interaction of individuals with others control social and psychological processes. From this point of view, psychologists should focus on understanding and considering their personal attitudes when communicating with clients. Also, according to Allport's views, communicative competence develops not only through the explicit expression of oneself, but also through the correct perception of the feelings and opinions of others.

Allport sees personality as a robust structure, and this structure is based on a person's actions, feelings, and relationships with other people. For psychologists, these views play an important role in understanding the personality characteristics of clients and communicating with them effectively. He believes that when an individual has a high level of self-awareness, they will be able to express their thoughts clearly and reliably. This helps psychologists develop the skills they need to work with their clients.

Gordon Allport's socio-psychological research highlights the need to avoid people's stereotypes and discrimination - based interactions. This means, for psychologists, the need to avoid social discrimination in communication with clients, respectfully approach each person as a person and take into account their emotions. Allport's views on "social flexibility" (social adaptability) also suggest that psychologists should conduct communicative interactions with clients in a flexible and dynamic manner.

Also, Allport pays great attention to the concepts of empathy and humanism in the development of communicative skills of psychologists. He believes that psychologists should sincerely understand their clients and have a desire to help them. According to Allport's personality theory, humans constantly evolve and form their own personalities through interaction, which requires psychologists to constantly update and develop their skills in communication with clients.

In addition, Allport's social learning theory emphasizes the development of skills through interaction and experience in teaching communicative competence to psychologists. In his opinion, future psychologists form their communication skills through practical contacts with clients. Therefore, in the process of psychological education, the development of communication skills based on practical experience and mutual communication is of great importance.

Allport's research highlights the need for future psychologists to increase self-awareness and social sensitivity to others. At the same time, Allport shows the importance of building open, trustworthy relationships with social support and others in the development of communicative competence. This helps prospective psychologists build trustworthy relationships through openness and commitment in the communication process.

Results.

In our research, we aimed to assess the communicative competence of future psychologists by using M.I. Shchetinin's "Assessment of Communicative and Social Competence" questionnaire. The communicative abilities of future psychology students were studied based on four scales. For this process, we involved a total of 100 students, including 50 first-year students and 50 fourth-year students.

Initial results (M. I. Schetinin)

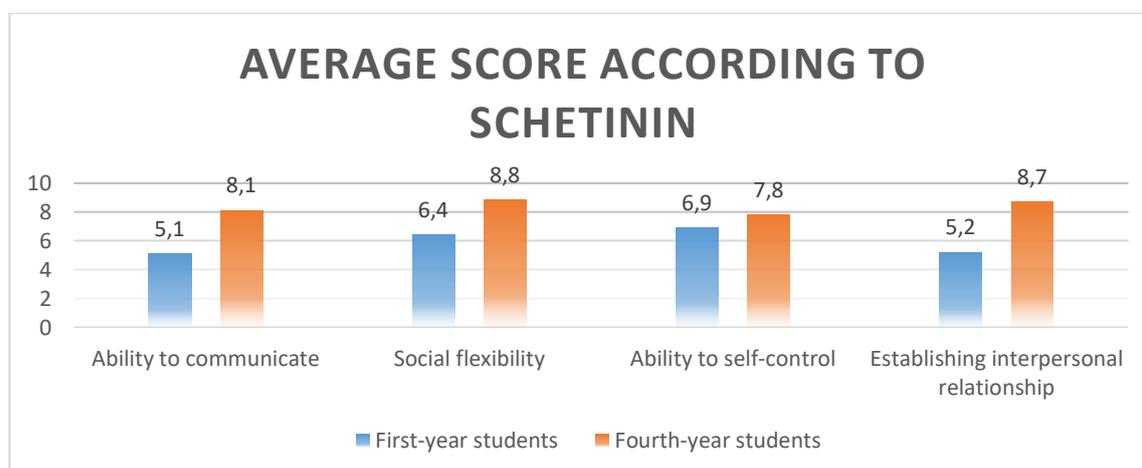
Scales	First-year students N- 50		Fourth-year students N- 50		Student T test	P value
	M	Σ	M	Σ		
Ability to communicate	5,1	3,2	8,1	2,4	-3,01	***0,009
Social flexibility	6,4	2,4	8,8	1,6	-1,94	**0,003
Ability to self-control	6,9	2,9	7,8	3,2	-0,49	*0,05
Establishing interpersonal relationship	5,2	1,7	8,7	2,2	-2,45	**<0,05

Note:

M – average score

Σ – standard deviation

* $p \leq 0,05$; ** $p \leq 0,01$; *** $p \leq 0,001$



First-year students averaged 5.1 points, indicating that their communication skills were still in development. A newly arrived student at the university will be in the process of adaptation. The fact that their social communication is limited, the need to adapt to a new environment, requirements and communication with people affects their ability to communicate. At this stage, it is observed that students feel insecure in communication, not having sufficient experience in their handling skills. They still learn how to behave in a university environment, which in turn directly affects their communication skills.

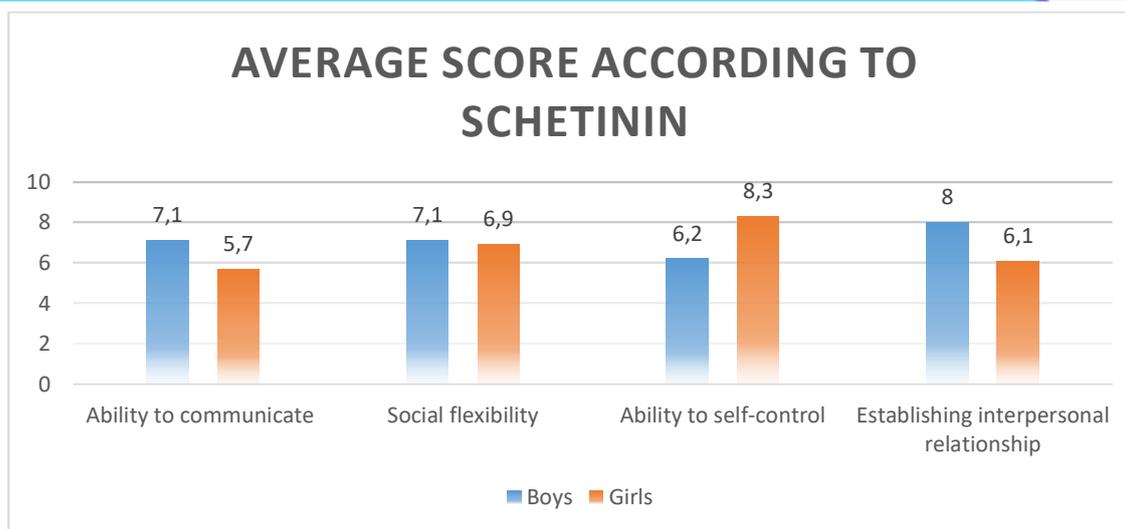
4th year students were rated at an average of 8.1. This suggests that their communication skills are highly developed. By year 4, students have acquired the knowledge, experiences, and skills formed in a social environment that they have learned over four years, making them more confident and effective in communicating. They acquire important communication skills, not only to convey their thoughts clearly and clearly, but also to listen to others, adapt to various social situations. This has a positive effect on their communication skills and causes significantly higher scores.

The $T = -3.1$ and $P = 0.009$ values obtained as a result of the T-test show that there is a significant difference between the communication skills of 1st year and 4th year students. The fact that the p value in the T-test result is less than 0.05 means that this difference is not random. So this difference proves that there is a real change in the development of students' communication skills. From First-year to Year 4, students' communication skills grow significantly, which is an integral part of the process of personal and social development.

First-year students averaged 5.2 points. This suggests that their ability to build interpersonal relationships is moderate. Entering a new learning environment, the student will be in the process of developing his social abilities at this stage. They are new to the university environment and have not yet gained experience in adapting to social situations. The formation of interpersonal relationships will be associated with the level of confidence in communication, communication with new people, acquaintance with a new team and difficulties in the processes of social adaptation. This causes their scores to be relatively low. 4th year students, on the other hand, have an average score of 8.7, indicating a high level of development in their ability to build interpersonal relationships. These students accumulated various social experiences over the course of four years of their university life, establishing new connections and gaining extensive skills in interpersonal relationships. For four years, they gained not only knowledge, but also experience in social communication and interpersonal relationships. Students will have developed skills to build and develop effective relationships while understanding their role and place in the team. This is reflected by their high scores. The $T = -2.45$ and $P < 0.05$ values obtained as a result of the T-test show that there is a significant difference between the 1st year and 4th year students' ability to build interpersonal relationships. The fact that the p value is less than 0.05 confirms that this difference is statistically significant. These results mean that experience among students and the ability to build interpersonal relationships with increasing age develop significantly. 1st year students begin to new shape social relationships, while 4th year students show this ability at a much higher level.

We also analyzed gender differences from our study.

Scales	Girls N- 50		Boys N- 50		Student T test
	M	Σ	M	Σ	
Ability to communicate	5,7	2,9	7,2	2,8	-2,21
Social flexibility	6,9	1,7	7,1	1,9	1,73
Ability to self-control	8,3	2,1	6,2	3,3	0,41
Establishing interpersonal relationship	6,1	1,68	8	2	-2,45



The given data allows for a psychological analysis of the differences in communication skills between male and female students.

The average communication skills score for female students is 5.7, indicating a moderate level of competence. Male students, on the other hand, have an average score of 7.2, showing that they possess stronger communication skills compared to their female counterparts. These results highlight the differences in communication abilities between male and female students.

The T-test result of $T = -2.21$ and $P < 0.05$ indicates that this difference is statistically significant. This suggests that the disparity in communication skills between males and females is not random but is linked to their social experiences, self-expression styles, and personal development differences.

From a psychological standpoint, these findings reflect the different factors that influence male and female communication abilities. Males often present themselves more actively in social situations and tend to be more confident in communication. They may feel more dominant in conversation, which leads to a higher rating of their communication skills. Males frequently take on leadership roles in group settings, managing problem-solving tasks, which increases their engagement in communication.

In contrast, females' communication skills are rated somewhat lower, possibly due to their more cautious or softer approach in communication. Females are typically more emotionally intelligent in communication, but this affects how they express themselves during interactions. They tend to focus more on listening and display greater empathy, which results in their communication skills being rated at a moderate level. Additionally, social norms and gender stereotypes may contribute to females feeling more restrained in their communication.

Considering that the maximum score for communication skills in the method is 10, females, with an average score of 5.7, fall within the moderate range, suggesting they are effective in communication but have areas for improvement. Males, with a score of 7.2, demonstrate more advanced communication abilities compared to females.

From a psychological perspective, these results show that various social, cultural, and gender factors influence students' communication abilities. Males tend to adopt more dominant and active communication styles, while females lean towards listening and emotionally intelligent communication methods. These differences, in turn, are reflected in their communication skill ratings.

Conclusion. The development of communicative competence in future psychologists is shaped by both social and psychological factors, which are essential for effective professional practice. Psychologists need strong communication skills to engage with diverse clients, collaborate with colleagues, and convey complex ideas clearly. Socio-psychological aspects such as emotional intelligence, empathy, active listening, and verbal/non-verbal communication are fundamental in building trust and rapport. Socialization processes, academic training, and hands-on experience contribute to shaping these skills. As future psychologists progress through their education, their communicative



competence becomes increasingly refined, integrating theoretical knowledge with practical interpersonal skills to address the diverse needs of individuals and communities.

List of used literature.

1. Allport, G. W. Personality: A Psychological Interpretation. 2011 y, Martino Fine Books. 588 p.
2. Allport, G. W. (1961). Pattern and Growth in Personality. Routledge 2018 y. 660 p.
3. Vygotsky, L. S. (1986). Thought and Language. Cambridge, MA: MIT Press. 166 p.
4. Vygotsky, L. S. (1978). Mind in Society: The Development of Higher Psychological Processes. Cambridge, MA: Harvard University Press. 174 p.

	Globalashuv sharoitida yoshlar shaxsiy identifikatsiyasining shakllanishida oilaning roli: an'anaviy va zamonaviy tarbiya usullari tahlili
93	Qodirova Dilnoza Murtazoyevna Socio-psychological characteristics of the development of communicative competence of future psychologists
99	Ramazonov Jasur Elmurodovich Ichki ishlar xodimlarida ijtimoiy moslashuv qobiliyati va stressga chidamlilikni rivojlantirishda ta'lim treninglarni tashkil etish afzalliklari
103	Rasulqulova Sitora Shodmonjonovna Bilingvizm bolalarda uchraydigan muammolarni bartaraf etish borasida ota-onalarga taklif va mulohazalar
109	Rustamov Shavkat Shuxrat o'g'li Talabalarning innovatsion kompetentligini shakllantirishda kreativ ta'lim texnologiyalarining roli
113	Safoyev Hasan Aminovich Sportchilarning qaror qabul qilish strategiyalari va ularning shaxsiy xususiyatlari o'rtasidagi bog'liqlik
118	Saydullayev Djamoliddin Yaxshiboyevich Talabalarda ma'naviy-axloqiy tarbiyaning pedagogik va psixologik asoslari
123	Tursunov Jo'rabek Baxtiyarovich Talabalar o'quv faoliyatini samaradorligini oshirishda milliy qadriyatlardan foydalanishning psixologik adabiyotlarda yoritilishi
127	Usmonova Surayyo Muxidinovna O'qituvchilarning kasbiy stressini boshqarishning psixologik va metakognitiv usullari
132	Xasanova Saidaxon Ganijonovna Xavotirlanishning bolalar psixologiyasiga ta'sirini kamaytirishning psixoterapevtik yondashuvlari
136	Xolova Mohigul Shavkatovna, Yoqubjonova Gulchiroy Xaminjon qizi Gender tenglikka erishish yo'lidagi huquqiy asoslar
142	Yunusova Go'zal Sultonovna, Norxo'jayeva Dilnozaxon Odilxon qizi Boshqaruv tizimida psixologik xizmatning o'ziga xosligi
146	Ахмадов Назиржон Рахматович Социально-психологические факторы, влияющие на формирование конструктивного поведения подростков
150	Sharopova Zarnigor Tolib qizi Tanqidiy fikrlash va ijodiy tafakkur fikrlash poydevoridir
154	Shukurova Nargiza Ikramovna Psixolog talabalarida kasbiy refleksiyaning rivojlantirishda ta'lim metodlarining roli va ahamiyati
158	Кадыров Камолиддин Батырович, Каланходжаева Камилахон Ботирходжаевна Исследование эмоционального интеллекта и профиля функциональной асимметрии у студентов
162	Nasritdinov Ulug'bek Ekstremist shaxslarning psixologik portreti: radikallashuv sabablari va unga qarshi kurash strategiyalari
167	Рахманова Д.Р. Психологическая диагностика в вузах Узбекистана и других стран центрально азиатского региона: разработка адаптированного опросника