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Technologies of pedagogical dialogue and development of national culture in the educational process

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Abstract: In this article, the technologies of pedagogical communication and the development of national culture in the educational process are covered by the fact that they have a huge impact on the personal development of students and their place in society. Pedagogical communication refers to the development of interaction between the teacher and the student, the use of psychological and pedagogical tools in the process of mastering knowledge. And technologies for the development of national culture shape the national consciousness by instilling in students a sense of respect and sorrow for the cultural heritage, traditions of their people. This process teaches students to develop skills related to their culture, to understand and respect differences between different cultures. The use of these technologies in education increases the quality of education and serves the personal and social development of students. The effectiveness of the educational process depends on the activity of the students, their thinking, communication, and development of social skills. An important place in this is occupied by technologies for pedagogical communication and the development of national culture. Pedagogical communication allows not only to convey the teacher's knowledge to students, but also to allow the student's personal development, expansion of his worldview and active entry into social life. And the development of national culture forms in readers respect for the historical, cultural values of their people and encourages them to find their place in the modern global world.

Keywords: Pedagogical communication, national culture, pedagogical Technologies, Technology.

Introduction: The education system, as one of the key

areas that defines the development of society, must be ready for innovative processes and continue to evolve in all aspects. Therefore, in the modern education model, special attention is required to issues such as pedagogical communication, the formation of national culture, and their successful integration. In the educational process, effective communication between teachers and students, as well as the productive use of national values and cultural traditions, naturally contributes to shaping a generation that thinks deeply, understands its identity, and becomes a well-rounded individual. Pedagogical communication and national culture, when harmonized, serve to improve the quality of education, develop practical skills in students, and create a spiritual and educational environment. Therefore, in today's context of globalization, it is important to combine these two aspects and implement them in the educational process.

Why is pedagogical communication so important in the educational process? First and foremost, this process shapes sincere relationships and cooperation based on moral values between teachers and students. As pedagogical communication is enriched with scientific and practical experience, students' social and moral skills, teamwork abilities, and personal approaches are developed. Modern research shows that only when teachers establish effective pedagogical communication, the moral development of the student's personality is strengthened. In this regard, Ismoil Hamidov, in his work "Pedagogical Communication Psychology"[1], emphasizes that in the pedagogical communication process, the teacher's empathy and consideration of the student's personal interests and individual characteristics are crucial. The author highlights that such an approach plays a significant role in enhancing students' culture of independent thinking and developing a sense of collective responsibility by working together on various intellectual tasks.

Moreover, in pedagogical communication, both verbal and non-verbal tools play an important role. Verbal communication involves conveying ideas, spiritual values, and knowledge to students through various means such as speaking, explaining, and question-answer interactions. Non-verbal tools, such as eye contact, body language, and gestures, help create an effective psychological environment. For example, during the pedagogical process, establishing contact with each student through eye contact, listening attentively to their thoughts, and increasing motivation through thoughtful questions are crucial. Sanjar Turdiev, in his book "Modern Pedagogical Technologies"[2], notes that proper task distribution,

treating each student based on their individual potential, and the use of skilled pedagogical non-verbal cues encourage students to be active in the learning process. As such, a teacher is not a one-sided "educator" but rather appears as a mentor, guide, and co-seeker.

LITERATURE REVIEW AND METHODS

The issue of developing national culture today is not only about restoring historical heritage but also about nurturing love for the motherland, national pride, and loyalty to traditions and values in the personality of the modern youth. In the context of globalization, shaping a critical approach to the cultural influences coming from abroad and fostering a generation proud of their national heritage is essential in the educational process. As Bekzod Muzrabov emphasizes in his work "National Values and Youth Education" [3], through systematically demonstrating our valuable historical traditions, customs, and rituals in the media and in the educational process, students develop a conscious feeling of pride, not just boasting, about national culture. This lays the foundation for a young generation to approach life independently and grow spiritually.

When talking about the technologies for developing pedagogical communication and national culture together, it is necessary to effectively use interactive methods in the educational process. Interactive methods ensure active student participation, creating a collaborative environment through discussions, debates, group projects, or practical exercises. In this process, tasks based on national customs, values, and historical sources help enhance historical memory, political consciousness, and national pride in students. For instance, Gulchehra Sharipova, in her book "Technologies for Preserving Cultural Heritage in Higher Education" [4], states that when students prepare projects based on national history or traditions, they not only strive to memorize historical facts but also engage in independent research, analyze historical sources, and familiarize themselves with different literature to link the past heritage with the present.

In pedagogical communication, verbal and non-verbal tools are also of great importance. Verbal communication involves conveying ideas, spiritual values, and knowledge to students through various means such as speaking, explaining, and question-answer interactions. Non-verbal tools, such as eye contact, body language, and gestures, help create an effective psychological environment. For example, during the pedagogical process, establishing contact with each student through eye contact, listening attentively to their thoughts, and increasing motivation through thoughtful questions are crucial. Sanjar Turdiev, in his book "Modern Pedagogical

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In pedagogical communication, the use of national traditional games in the learning process can be considered one of the technologies for developing national culture. For example, games like "Aqsoqloq," "Top-cho'p," and "Kurash" are not only physical exercises but also teach teamwork, especially strengthening pedagogical communication, fostering diligence, quick thinking, physical strength, and justice. Therefore, these games can be modernized technically

or dramatized and applied in the educational process. Efforts in this regard should not be limited to physical education classes but should also be integrated into history, literature, foreign language, and social science lessons as tools. During a "Kurash" competition, instead of fostering competition, it can create a collaborative environment among students, encouraging mutual support, nurturing friendly relations. Thus, national games serve as an important process in enriching communication in education, forming student unity, and strengthening values like mutual respect and cooperation.

In pedagogical communication, the mechanisms of encouragement and evaluation are also important in developing national culture. Projects, research papers, videos, or images prepared by students, as well as analytical writings on national heritage, can be published as reports or online sources, discussed, and acknowledged through praise and certificates for the authors. This process helps students develop skills such as achieving practical results, gaining attention for their research, and engaging in discussions in the public communication environment. Through encouragement, students see the results of their work and understand that it is possible to scientifically and practically research national culture. In this way, pedagogical communication is developed on one hand, and on the other hand, students' understanding of national culture deepens.

It is important to note that the introduction of technologies for developing national culture in pedagogical communication often involves not merely repeating historical traditions or expressing them in a conventional way, but integrating existing traditions and values with advanced scientific achievements. For example, in technical fields, students can apply national patterns in modern 3D modeling programs, expressing them in new products. Or in music, when they combine traditional instruments (like the *dutar*, *Kashgar rubab*, or *nay*) with world music compositions, they search for a new style of performance. In doing so, students are inspired by their national culture while also gaining exposure to international experiences. In such an approach, pedagogical communication becomes a process of creating new ideas, methods, and products together with students. In this regard, Muyassar Kholmurodova, in her work "Innovative Educational Technologies in National Heritage" [6], provides several practical examples, explaining that if students effectively use digital technologies in interpreting Uzbek folk craftsmanship, they can showcase their work on an international level.

RESULTS AND DISCUSSIONS

For the effective implementation of pedagogical communication and the development of national culture technologies in the educational process, the qualifications, leadership ability, and academic potential of teachers are essential. Teachers must first be deeply knowledgeable about examples of national culture, historical sources, literary heritage, ethnography, folklore, and traditions. Moreover, they must be familiar with modern information technologies and methods for implementing interactive approaches. That is, a teacher must simultaneously be equipped with historical scientific knowledge, understand innovative technologies, and be able to collaborate effectively with students. In this regard, special modules on "Methods of Integrating National Culture in Pedagogical Communication" could be developed within the framework of teacher retraining courses and professional development programs. This would help teachers acquire the skills to implement these theoretical guidelines in practice through practical exercises and training simulators.

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It must be said that the introduction of technologies for developing national culture in pedagogical communication is often not only about repeating historical traditions or expressing them in a fixed manner but also about harmonizing existing traditions and values with advanced scientific achievements. For example, in technical fields, students can apply national patterns in modern 3D modeling programs to express them in new products. Or in music, when they combine traditional instruments (such as the dutar, Kashgar rubab, or nay) with world music compositions, students search for a new performance style. In doing so, they are inspired by their national culture and also gain exposure to international experiences. In this approach, pedagogical communication becomes a

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To effectively implement pedagogical communication and the technologies for developing national culture in the educational process, the qualifications, leadership abilities, and academic potential of teachers are crucial. First and foremost, teachers must be well-versed in examples of national culture, historical sources, literary heritage, ethnography, folklore, and traditions. Additionally, they should be familiar with modern information technologies and methods for implementing interactive approaches. That is, a teacher must simultaneously be equipped with historical scientific knowledge, understand innovative technologies, and collaborate effectively with students. Therefore, it is essential for a teacher to develop into a person who is both armed with historical knowledge and well-versed in innovative technologies, all while being capable of collaborating with students. In this regard, special modules on "Methods of Integrating National Culture in Pedagogical Communication" could be developed within the framework of teacher retraining courses and professional development programs. This would help teachers acquire the skills to implement these theoretical guidelines in practice through practical exercises and training simulators.

It should be particularly noted that in the educational process, modern information technologies, the internet, and social networks provide opportunities to disseminate more information about national culture, facilitate online communication with students, and organize various virtual tours, webinars, and online master classes. By utilizing these opportunities, teachers can present the richness of our national culture extensively and involve students in international collaboration projects. For instance, organizing online sessions with foreign students on history or culture or discussing the origins and pedagogical significance of our national holidays via video conferences allows students to learn not only about our historical heritage but also about the traditions of other nations. This integration process has been scientifically substantiated by Sevinch Nurmatova in her work "National Identity in Global Education" [7], where she demonstrates how national sources can be digitized, historical information disseminated through online platforms, and various scientific-popular videos created to strengthen national identity in the minds of young people.

An important practical recommendation regarding pedagogical communication and the development of national culture technologies is the introduction of mentorship programs. In this case, experienced teachers or researchers guide young pedagogues who are just starting in this field as apprentices. These apprentices can observe the teaching process, master methodological practical skills, identify and correct mistakes in their work, and receive support while independently communicating with students for the first time. Mentors, in turn, show their apprentices how to use elements of national culture, what psychological states may develop in students during such communication, and how to address or manage them. This proven experience, used in several countries, demonstrates that mentorship programs play a significant role in rapidly enhancing the qualifications of young specialists. Thus, if the integration of national culture into pedagogical communication is intellectually programmed, the results become clearly visible.

CONCLUSIONS AND RECOMMENDATIONS

The integration of pedagogical communication and national culture development technologies in the educational process, on one hand, lays the foundation for personal development by enhancing students' ethical, moral, and intellectual potential, improving the environment for exchanging ideas, and strengthening teamwork. On the other hand, it brings to light the values, historical traditions, and cultural heritage that are the foundation of our national identity, while harmonizing them with modern scientific approaches. Pedagogical communication serves as a methodological approach in this process, creating effective communication and a collaborative environment between the teacher and the student. Technologically, interactive activities, information technologies, national games, historical and cultural events, electronic platforms, encouraging evaluation, and cooperation with parents can be implemented. As a result, alongside scientific knowledge, qualities such as moral wealth, national pride, and the culture of collective communication will be developed in the educational process.

From this perspective, the continuous development of pedagogical communication, enriching it with modern technologies, and broadly demonstrating national culture in the educational process will shape important viewpoints, emotions, and personal positions for future generations. Young people, firmly linked to national values, will approach external influences with a strong ideological foundation, knowing their nation's historical heritage while defining their place in global development. As such goals are established in the

modern education content, it is crucial to further develop and implement the technologies of pedagogical communication and national culture education, establishing their theoretical and practical foundations within the framework of scientific research. In this process, the approach, work methodology, and interaction with students of each teacher are essential. Pedagogical communication serves as an environment that shapes the personality, while national culture emerges as a resource that enriches this environment morally. Integrating pedagogical communication and the development of national culture in the educational process should be seen not only as a scientific-theoretical issue but also as a practical task for development. Only then will the educational goals be achieved, and in addition to preparing a developed younger generation and competitive specialists for the global labor market, it will be possible to strengthen national spirit and raise the sense of pride in our culture.

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