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THE ROLE OF DIGITAL COMMUNICATION TOOLS IN DEVELOPING STUDENTS' COMMUNICATION CULTURE

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Annotation. This article examines the role of digital communication tools in the modern educational process and their potential for developing students' communication culture. Particular attention is paid to the development of students' communicative competencies through the use of digital educational platforms, interactive communication tools, social networks, and virtual learning environments. The article explores the pedagogical opportunities for developing essential skills such as speech etiquette, information exchange culture, respect for others' opinions, and compliance with digital ethics in the process of digital communication. Furthermore, it substantiates the impact of the purposeful and effective use of digital communication tools on students' personal development, social engagement, and communication culture.

Keywords: digital communication, communication culture, communicative competence, digital education, innovative educational technologies, interactive communication, virtual learning environment, digital ethics, speech culture, information exchange, pedagogical process, student personality.

Аннотация. В данной статье рассматривается роль цифровых средств коммуникации в современном образовательном процессе, а также их возможности в формировании культуры общения учащихся. Особое внимание уделяется развитию коммуникативных компетенций учащихся посредством использования цифровых образовательных платформ, интерактивных средств общения, социальных сетей и виртуальной образовательной среды. Раскрываются педагогические возможности формирования таких важных навыков, как речевой этикет, культура обмена информацией, уважительное отношение к мнению собеседника и соблюдение правил цифровой этики в процессе цифровой коммуникации. Кроме того, обосновывается влияние целенаправленного и эффективного использования цифровых средств коммуникации на личностное развитие, социальную активность и культуру общения учащихся.

Ключевые слова: цифровая коммуникация, культура общения, коммуникативная компетенция, цифровое образование, инновационные образовательные технологии, интерактивное общение, виртуальная образовательная среда, цифровая этика, культура речи, обмен информацией, педагогический процесс, личность учащегося.

INTRODUCTION

In the era of globalization and the rapid development of information and communication technologies, one of the key challenges facing the education system is not only to develop students' knowledge and skills but also to foster their ability to communicate effectively in social environments, express their opinions freely and reasonably, respect the viewpoints of others, and adhere to the

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principles of communication culture when exchanging information. In particular, the widespread integration of digital technologies into everyday life and the educational process has expanded students' communicative activities beyond traditional face-to-face interaction. Communication increasingly takes place through virtual learning platforms, social networks, messengers, videoconferencing applications, and other digital communication tools. This situation necessitates the adoption of new pedagogical approaches to developing students' communication culture within the educational process.

In the Republic of Uzbekistan, modernizing the education system, widely introducing modern information and communication technologies into the educational process, and developing the intellectual and social potential of the younger generation are among the priority areas of state education policy. In particular, the Law of the Republic of Uzbekistan "On Education," dated September 23, 2020, No. O'RQ-637, establishes the legal framework governing relations in the field of education and provides an important regulatory foundation for organizing the education system in accordance with modern requirements [1]. Furthermore, the Presidential Decree of the Republic of Uzbekistan dated October 5, 2020, No. PF-6079, entitled "On Approval of the Digital Uzbekistan – 2030 Strategy and Measures for Its Effective Implementation," places particular emphasis on introducing digital technologies into the education system, developing electronic educational resources, fostering students' digital skills, and improving the digital learning environment [2]. The objectives outlined in these documents further emphasize the relevance of effectively using digital communication tools in the educational process to develop students' communication culture.

Scientific and methodological approaches developed by international organizations also play an important role in exploring the potential of digital communication tools in education. UNESCO's *ICT Competency Framework for Teachers* considers the use of digital technologies, the organization of student collaboration, information exchange, and the development of interactive communication within the educational process as important components of pedagogical practice [3]. Furthermore, the study entitled *A Global Framework of Reference on Digital Literacy Skills for Indicator 4.4.2*, developed by the UNESCO Institute for Statistics, identifies communication and collaboration through digital technologies as important components of digital literacy. It emphasizes the significance of skills related to interacting through digital tools, exchanging information, organizing collaborative activities, and participating responsibly in the digital environment [4].

LITERATURE REVIEW

In the scientific study of the role of digital communication tools in developing students' communication culture, it is essential, first and foremost, to analyze the interrelationship between the concepts of digital competence, communicative competence, digital citizenship, media literacy, and pedagogical collaboration. In contemporary educational theory, these concepts are regarded as important factors that enable students to function effectively in the digital environment, exchange information, collaborate, and engage in social interactions responsibly.

The document *DigComp 2.2: The Digital Competence Framework for Citizens* (2022), developed by the Joint Research Centre of the European Commission, is one of the important methodological sources that explains the content and structural components of digital competence. This framework describes digital competence through five key areas: information and data literacy, communication and collaboration, digital content creation, safety, and problem-solving [5]. In particular, the communication and collaboration area highlights such skills as communicating through

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digital technologies, exchanging information, organizing collaborative activities, adhering to appropriate behavioral norms in the digital environment, and managing digital identity. Based on this approach, developing students' communication culture should not be limited solely to improving their speech skills; rather, it should also encompass behavioral norms and communicative responsibility in the digital environment.

Another important source that further develops this approach from the perspective of pedagogical practice is the European Commission's *European Framework for the Digital Competence of Educators: DigCompEdu*. This methodological framework describes educators' digital competence through six areas comprising 22 specific competencies [6]. In particular, it identifies the development of learners' digital communication and collaboration skills, expressing their ideas through digital tools, organizing collaborative learning activities, and teaching them to participate responsibly in the digital environment as important pedagogical tasks. This demonstrates that teachers' digital competence is an essential prerequisite for developing students' communication culture.

Democratic values, mutual respect, tolerance, and social responsibility also constitute important theoretical foundations for developing students' communication culture. The *Reference Framework of Competences for Democratic Culture* (2018), developed by the Council of Europe, systematizes democratic culture competencies into four main components: values, attitudes, skills, and knowledge and critical understanding [7]. Within this framework, particular importance is attached to qualities such as active listening, cooperation, conflict resolution, empathy, adaptability, and respect for the opinions of others. These competencies are equally important in digital communication, as they contribute to students demonstrating mutual respect, tolerance, and culturally appropriate behavior in virtual environments.

RESEARCH METHODOLOGY

The methodological foundation of the study entitled "The Role of Digital Communication Tools in Developing Students' Communication Culture" is based on competence-based, activity-oriented, learner-centered, and systematic approaches. These approaches contribute to organizing students' communicative activities in the digital learning environment, developing their collaborative skills, ensuring compliance with ethical standards during communication, and fostering the ability to use digital communication tools effectively.

The competence-based approach is adopted as the principal methodological direction of the study. According to this approach, students' communication culture is determined not merely by their acquisition of theoretical knowledge but also by their ability to demonstrate knowledge, skills, attitudes, and behavioral norms in real-life and virtual communication situations. The methodological significance of this approach is also confirmed by the European Commission's DigComp 2.2 Digital Competence Framework, in which communication and collaboration are identified as a separate area of digital competence.

The activity-oriented approach employed in the study is based on engaging students in active communication through digital communication tools, expressing independent opinions, exchanging information, discussing problem-based situations, and participating in collective decision-making processes. In this context, students' communicative activities are not limited to the simple transmission of information; they also encompass practical actions such as listening to interlocutors, analyzing their opinions, expressing responses, and adhering to the principles of communication culture.

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DISCUSSION AND RESULTS

The use of digital communication tools in the modern educational process is expanding students' opportunities to establish interpersonal relationships, exchange information, think independently, and participate in collaborative activities. In particular, digital learning platforms, videoconferencing applications, interactive communication tools, and virtual collaborative environments are emerging as important didactic instruments for developing students' communicative activities. However, the pedagogical effectiveness of these tools is determined not only by their technical capabilities but also by the purposes and methods through which they are integrated into the educational process.

Theoretical analyses conducted within the framework of this study indicate that digital communication tools contribute to developing several important components of students' communication culture. In particular, they create favorable conditions for students to express their opinions clearly, listen to interlocutors, exchange information, participate in discussions, and engage in collaborative activities. At the same time, virtual communication helps develop communicative qualities such as adhering to written communication standards, conveying information accurately and clearly, and showing respect for the opinions of others.

The study identifies the following key opportunities through which digital communication tools influence the development of students' communication culture.

First, opportunities for interactive communication. Question-and-answer sessions, online discussions, and videoconferences organized through digital platforms develop students' abilities to express their opinions independently, listen to others, and actively participate in discussions. For example, discussions conducted through platforms such as Zoom and Microsoft Teams enable students to present their viewpoints on specific issues, respond to the opinions of other participants, and reach common conclusions.

Second, opportunities for collaborative learning. Group assignments, collaborative projects, and peer-assessment activities can be organized through Google Classroom and other virtual learning platforms. Such activities foster students' abilities to distribute responsibilities, provide mutual support, exchange ideas, and make collective decisions. As a result, communication becomes not merely a means of transmitting information but also an essential component of collaborative learning activities.

Third, opportunities for developing written communication culture. Through electronic messages, discussion forums, and virtual assignments, students acquire practical skills in written communication. In particular, they develop the ability to use appropriate forms of address, express ideas coherently, observe spelling and stylistic conventions, and convey messages in a manner appropriate to the intended recipient.

Fourth, opportunities for developing digital ethics and communicative responsibility. Communicating in the digital environment requires students to follow information-sharing rules, protect personal data, respect the opinions of others, and refrain from inappropriate behavior. Therefore, teaching the principles of digital ethics within the educational process represents an important direction in developing students' communication culture.

Fifth, opportunities for developing reflective activities. In the digital learning environment, students have opportunities to review the outcomes of their written and oral communication, identify mistakes, and improve their communicative performance. Feedback and assessment tools also help develop students' ability to critically evaluate their own communication activities.

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Table-1

Structural Criteria for Developing Students' Communication Culture

Criteria	Content	Expected outcomes
Motivational	Interest in digital communication and willingness to cooperate	Active engagement in communication
Cognitive	Knowledge of communication rules, digital ethics, and communication tools	Conscious and culturally appropriate communication
Communicative-activity-based	Expressing opinions, listening, participating in discussions, and exchanging information	Effective communicative activity
Ethical-reflective	Respect, tolerance, responsibility, and self-assessment of one's own activities	Responsible digital behavior

The interrelationship among these criteria makes it possible to develop students' communication culture comprehensively. In particular, the motivational criterion reflects students' intrinsic need and willingness to communicate, while the cognitive criterion indicates their level of relevant knowledge. The communicative-activity-based criterion determines the extent to which students can apply this knowledge in practical communication situations. The ethical-reflective criterion, in turn, characterizes the extent to which students adhere to social and ethical norms during the communication process.

Comparing the theoretical analyses obtained with international methodological approaches helps provide a clearer understanding of the role of digital communication tools in the educational process. In particular, the identification of digital communication and collaboration as a separate competence area in the DigComp 2.2 framework demonstrates the direct relationship between digital literacy and the development of students' communication culture.

In the DigCompEdu framework, teachers' ability to organize collaboration among students and support their communicative activities through digital technologies is regarded as an important pedagogical competence. Unlike this broader approach, the present article focuses primarily on the pedagogical functions of digital tools in developing students' communication culture.

The Council of Europe's Reference Framework of Competences for Democratic Culture identifies cooperation, empathy, tolerance, and respect for the opinions of others as essential qualities. These qualities are equally relevant in digital communication, as they contribute to establishing respectful, culturally appropriate, and responsible relationships among students in virtual environments.

At the same time, certain limitations are associated with the use of digital communication tools. For instance, virtual communication may restrict the ability to fully perceive non-verbal cues and emotional expressions that are characteristic of face-to-face interaction. Furthermore, inequalities in

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access to the internet, digital distractions, the spread of misinformation, and cyberbullying are issues that require particular pedagogical attention in the educational process.

Therefore, the use of digital communication tools should not completely replace traditional forms of communication but rather complement them. Integrating digital and face-to-face communication creates favorable pedagogical conditions for the simultaneous development of students' oral, written, social, and ethical communication skills.

CONCLUSION

The scientific, theoretical, and methodological analyses conducted have established that digital communication tools are among the important pedagogical instruments for developing and improving students' communication culture in the modern educational process. Digital learning platforms, interactive communication tools, videoconferencing applications, and virtual collaborative environments provide extensive opportunities for students to exchange ideas, express their independent opinions, participate in collaborative activities, and enhance their communicative skills.

According to the research findings, the process of developing students' communication culture should not be limited solely to improving their ability to use technological tools. Rather, it should also encompass speech etiquette, mutual respect, active listening skills, responsibility in information exchange, digital ethics, and collaboration skills. From this perspective, it is particularly important to take into account pedagogical objectives, educational content, and students' age-related and individual characteristics when using digital communication tools.

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