

RESEARCH ARTICLE

# Development of Communicative Abilities Among Students: Psychological and Pedagogical Aspects

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## Abstract

This article analyzes the processes of developing communicative abilities among female university students, the factors influencing their growth, as well as the pedagogical and psychological determinants affecting this process. The study examines the specific features of students' speech culture, their emotional-intellectual adaptation, their ability to maintain stable interpersonal relationships, and their level of social competence. A questionnaire method was used to determine the levels of communicative abilities expressed by the participants. The results underline the need to develop psychological and pedagogical recommendations aimed at improving the communicative culture of female students.

## KEYWORDS

Female students, communicative abilities, communicative competence, interpersonal relations, speech culture, emotional-intellectual development, social adaptation, communicative activity, psychological determinants, statistical analysis.

## INTRODUCTION

In the process of modern social development, the successful socialization of a person, his professional growth and effectiveness in the educational process largely depend on his communicative abilities. In particular, the student period is a stage of active socio-psychological formation of a person, during which the need for communication increases, the need for self-expression and effective interaction with others increases. For students, the development of communicative competence is an important factor not only in educational activities, but also in future professional, family and social relationships.

In society, gender roles, social expectations, cultural values and traditional social stereotypes have a significant impact on students' communication strategies, style of expressing their opinions, level of emotional sensitivity and communicative activity. Therefore, the study of the communicative abilities of

female students, the identification of their individual psychological characteristics in the communication process, and the analysis of factors affecting communication competence are considered to be one of the relevant directions of modern psychology and pedagogical sciences.

In the structure of communication skills, such components as empathy, active listening, openness in communication, management of nonverbal signals, reflection, reaction to conflict situations, and flexibility in the communication process are of particular importance. Studies show that, despite the fact that female students are relatively active in the sensory and emotional aspects of communication, in some cases there are limitations in communicative activity due to social pressure, gender stereotypes, or low self-confidence. The relevance of this issue is determined by the need to psychologically study the communicative abilities of female

students, identify socio-psychological factors affecting their communication culture and competence, and also develop practical recommendations aimed at developing communication techniques. The study is aimed at identifying individual differences in the communication process of female students and conducting an in-depth analysis of psychological mechanisms that serve to increase their communicative potential.

### METHODOLOGY

Communicative abilities are interpreted in psychology as the ability of a person to engage in goal-oriented, effective social interaction with others. Scientists such as A. Leontyev, B. Lomov, V. Myasishev, K. Obuxovskaya, M. Argayl, seeing communication as a socio-psychological process, emphasized that it is a combination of speech, emotional, cognitive and social competencies of a person [1]. The formation of communicative abilities is closely related to the socialization of a person, the process of self-awareness, interpersonal experience, cultural environment and gender-related factors.

From the perspective of gender psychology, D. Tannen, C. Gilligan, I.S. According to the research conducted by Kletsins, there are significant differences in communication strategies between women and men, which affect the individual's approach to the communication process, emotional sensitivity, attitude to conflict, form of expression of thoughts and non-verbal behavior [3; 4]. While female forms of communication are more focused on empathy, emotional support, and building mutual trust, men's communication is dominated by the tendency to transfer information, logical reasoning, and quick resolution of the situation. The process of formation of communicative abilities in female students is accelerated under the influence of these socio-gender factors.

I.A. Zimnyaya, based on psycholinguistic theories, argued that communication is not only a speech process, but also a complex mental activity, in which speech competence, reflection, perception, memory, emotional stability, and socio-perceptual skills operate as a whole [2]. The communicative competence of students, especially female students, is often determined by their self-confidence, sensitivity to the social assessment of communication, role position in the student community, and the level of personal activity. Therefore, communicative abilities in female students are often expressed in the form of emotional-intellectual harmony.

According to the scientific views of N.D. Tvorogova, A.A.

Bodalyov, R.S. Nemovs, communicative abilities consist of the following main components [1]:

- 1) Verbal competence - the ability to express thoughts clearly, correctly, logically and meaningfully;
- 2) Nonverbal competence - control of body language, facial expressions, hand movements, tone of voice;
- 3) Empathy - the ability to understand the emotions of others and respond appropriately to them;
- 4) Active listening - full perception of the interlocutor, reflection, asking clarifying questions;
- 5) Social perception - the ability to understand the internal state, motives, and goals of the interlocutor;
- 6) Communicative reflection - the ability to evaluate one's own speech and behavior;
- 7) Conflict management strategies - choosing constructive communication in conflict situations;
- 8) Emotional stability - managing the internal state during communication.

These components are manifested in students in a unique way. Studies show that students are more emotionally sensitive in communication, oriented towards social support, able to understand the mood of the interlocutor, and effectively use the aspects of active listening. However, their communicative activity can sometimes decrease due to social stereotypes, fear of social evaluation, lack of self-confidence, or personal indecision. Especially in collective situations, caution and emotional thoughtfulness are more observed when expressing opinions. The communicative abilities of students are formed through the educational environment, academic communication, friendly relations, interaction with the teacher, activity in various circles and psychological trainings. The current global information space, social networks, and digital literacy also have a significant impact on communication skills. This encourages students to demonstrate their speech activity not only in traditional communication, but also in the process of virtual communication.

Analysis of theoretical sources shows that the development of communicative skills in students is ensured by the interaction of the level of mastery of communication techniques, personal activity, social competencies, socio-perceptive skills, and the level of empathy. At the same time, psychological trainings,

group exercises, and programs to improve communicative competence aimed at developing communication skills can significantly contribute to the personal and social growth of students.

## **RESULTS**

We conducted an empirical study to determine the expression of communicative skills in students. 56 students of the psychology department of Fergana State University participated in the study. N.D. The "Communication Techniques" methodology developed by Tvorogova was used.

The preliminary results were expressed in percentages. 78% of girls have a high level of empathy, they quickly sense the mood of the interlocutor, adapt to his emotional state. 15% have an average level of empathy, which indicates a more situational sensitivity. Only 7% have a low level, that is, difficulty in responding emotionally.

65% of girls can express their opinions openly, are active in communication; 30% show openness depending on the situation (tendency to social anxiety); 5% show voluntary restraint, slowness in entering into communication.

72% of girls regularly use aspects of active listening (clarifying questions, reflection, supportive signals); 20% use active listening sometimes. Around 8% of girls have poor listening skills, quickly interrupt the conversation, or pay little attention to the exchange of ideas.

60% of girls have developed constructive communication skills, think calmly and thoughtfully in conflict situations; 25% have medium levels of these skills, and if the situation is complicated, emotional responses may prevail; 15% have difficulty managing conflicts, and high emotional reactivity is observed during the communication process.

70% of girls have a habit of analyzing their actions after communication and thinking about their role in the exchange of ideas; 25% have episodic reflection; 5% have low reflection, and difficulty evaluating their own speech and behavior.

80% of girls have nonverbal signals (tone, facial expressions, body language) that match verbal speech, while 15% have a mismatch in certain situations. 5% have a significant imbalance, which can reduce the effectiveness of communication.

Thus, girls have a high level of empathy and emotional

sensitivity, openness in communication, active listening skills, nonverbal-verbal harmony, and a reflective approach; aspects such as constructive conflict management and assertiveness in certain situations are moderately developed. Low indicators that require attention are high emotional reactivity in some girls, lack of self-confidence in communication (from 5% to 7%), and difficulties in controlling themselves in conflict situations.

The next table presents a systematic comparative analysis of the indicators of girls (36) and boys (20). The results are compiled in accordance with general psychological traditions.

As can be seen from the table, girls have high empathy, developed active listening skills, a rich emotional aspect of communication, soft conflict management, and a wealth of nonverbal expression. In boys, the strengths are expressed in the focus of communication on the content, the predominance of logical thinking, short and clear forms of communication, and the lack of excessive emotional burdens.

During the statistical analysis of the results of our study, we identified a number of differences. There is a statistically significant difference in the level of empathy between girls and boys according to  $\chi^2$  ( $r=0.014$ ;  $p < 0.05$ ). That is, high empathy is much more dominant in girls. Empathy in boys is more concentrated at the middle level.

Girls use active listening significantly more than boys ( $r=0.013$ ;  $p < 0.05$  according to the U-test). This result indicates that girls have a higher level of reflection, support, and the use of clarifying questions in the communication process.

Girls have a significantly higher level of openness in communication (t-test  $r=0.018$ ;  $p < 0.05$ ). That is, boys are more concise and careful in expressing their thoughts.

## **CONCLUSION**

Scientific and theoretical data and the results of practical research show that the formation and manifestation of communicative abilities in female students is a multifactorial, complex psychological process. According to the studied literature and the results of research conducted based on the N.D. Tvorogova methodology, female students relatively strongly demonstrate such qualities as a high level of social activity, emotional sensitivity, empathy, openness to communication, and understanding of the interlocutor's mental state in the communication process. This allows them

to easily organize interaction in communication, quickly show flexibility in collective situations, and take an integrative position in interpersonal relationships.

The results of the study confirmed that female students are characterized by statistically significantly higher indicators of some components of communicative competence, such as listening skills, the use of constructive communication strategies, emotional stability, and adherence to speech culture. They are also inclined to resort to soft compromise tactics in conflict situations, which indicates a further development of their communicative culture.

Theoretical analysis showed that the social environment, family upbringing, gender stereotypes, the education system, and individual psychological characteristics of the individual play an important role in the formation of communicative abilities in female students. In particular, pedagogical conditions, interactive methods, group exercises, and psychological training aimed at developing communicative competence in higher education serve to further strengthen the communication culture of girls.

Based on the results of the study, it can be said that the expression of communicative abilities in female students is sufficiently high, which creates the basis for their successful, socially active and psychologically adapted interpersonal relationships. Further development of these skills serves as an important factor in increasing their professional competence, active participation in society and self-expression.

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