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THE ROLE OF EFFECTIVE USE OF COMMUNICATION CULTURE IN THE LEARNING PROCESS

Annotation: Effective communication culture in educational settings the shared norms, practices, language use, and interaction patterns that guide how people exchange meaning has a measurable influence on student engagement, motivation, classroom climate, and learning outcomes. This paper synthesizes conceptual and empirical literature, outlines an empirical study conducted in mixed secondary classrooms, and reports results showing that deliberate development of a positive communication culture (teacher modeling, explicit interaction norms, and scaffolded dialogic tasks) is associated with greater student participation, higher perceived comprehension, and modest but significant gains in formative assessment scores. Implications for teacher training, curriculum design, and school leadership are discussed.

Annotatsiya: Ta’lim muhitida samarali muloqot madaniyati — odamlarning ma’no almashish jarayonini boshqaradigan umumiy me’yorlar, amaliyotlar, til qo‘llanilishi va o‘zaro munosabat uslublaridan iborat bo‘lib, u o‘quvchilarning darsga jalb etilishi, motivatsiyasi, sinfdagi psixologik muhit va o‘quv natijalariga sezilarli darajada ta’sir ko‘rsatadi. Ushbu maqola konseptual va empirik adabiyotlarni tahlil qiladi, aralash guruhlarda o‘tkazilgan tadqiqotni bayon etadi va

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ijobiy muloqot madaniyatini maqsadli rivojlantirish (o‘qituvchining namuna ko‘rsatishi, aniq o‘zaro muloqot me’yorlari, dialogik vazifalarni bosqichma-bosqich tashkil etish) o‘quvchilarning faol ishtiroki, tushunish darajasining yuqorilashi va formatif baholash natijalarining biroz, ammo ahamiyatli oshishi bilan bog‘liq ekanini ko‘rsatadi. O‘qituvchilar malakasini oshirish, o‘quv dasturlarini loyihalash va maktab boshqaruvi uchun xulosalar muhokama qilinadi.

Аннотация: Культура эффективной коммуникации в образовательной среде — это общие нормы, практики, использование языка и модели взаимодействия, которые определяют процесс обмена смыслом. Она оказывает измеримое влияние на вовлечённость учащихся, их мотивацию, атмосферу в классе и результаты обучения. В данной работе обобщена концептуальная и эмпирическая литература, описано эмпирическое исследование, проведённое в смешанных классах средней школы, и представлены результаты, показывающие, что целенаправленное развитие позитивной коммуникационной культуры (поведенческое моделирование учителя, чёткие нормы взаимодействия и поэтапно организованные диалоговые задания) связано с повышением активности учащихся, улучшением субъективного понимания материала и умеренным, но значимым ростом оценок по формативному оцениванию. Рассматриваются выводы для подготовки учителей, проектирования учебных программ и школьного управления.

Keywords: Communication culture; classroom communication; teacher–student rapport; dialogic teaching; engagement; learning outcomes.

Introduction

Learning is fundamentally a communicative enterprise: knowledge is transmitted, negotiated, and co-constructed through interaction. The term communication culture refers to the patterned ways of exchanging messages, including verbal and nonverbal norms, turn-taking practices, politeness

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conventions, feedback styles, and the value placed on questioning and critique within a social group. Conceptual treatments of culture and communication emphasize that culture is not static but an ongoing negotiation of beliefs and behaviors that shape how information is interpreted[1;7].

In classrooms, communication culture manifests as teacher talk patterns, the degree to which students are invited to speak, norms for peer feedback, and the implicit expectations around respect, silence, and error. Previous research has linked teacher verbal and nonverbal behaviors to student achievement and engagement, and more recent studies highlight that positive, dialogic communication increases motivation and learning outcomes.

Research Method

A mixed-methods quasi-experimental design was used. Quantitative measures compared classrooms that implemented a targeted communication-culture intervention with matched control classrooms using standard practice. Qualitative classroom observations and student interviews provided process data explaining how changes occurred.

Participants were 8 secondary-school teachers and their classes (n = 320 students) drawn from two urban schools. Four teachers volunteered for the intervention (treatment group), and four matched teachers (by subject and grade) formed the control group.

The program lasted 8 weeks and included[2;5].

Teacher workshop (6 hours): explicit training on dialogic teaching principles, nonverbal presence, scaffolding student talk, and formative-feedback language.Classroom routines: co-created interaction norms (e.g., “ask, wait, rephrase”), structured talk formats (think–pair–share, fishbowl), and explicit praise/feedback practices.Modeling and coaching: bi-weekly in-class coaching visits with reflection sessions.Materials: question-stems and rubrics to support peer

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feedback. The control group continued with regular instruction and received the program after data collection.Quantitative data were analyzed using paired t-tests and ANCOVA controlling for pre-test scores. Observational and interview data were analyzed thematically to explain mechanisms.

Quantitative findings: Students in intervention classrooms showed a statistically significant increase in self-reported engagement scores from pre- to post-test (mean difference = +0.56 on a 5-point scale, $p < .01$), while control classrooms showed no significant change.

open-ended questions, longer wait-time, increased student talk also create a richer

intellectual environment. These changes encourage students to explain, justify, question, and co-construct knowledge. Instead of simply receiving information, students begin participating in meaning-making. The teacher becomes a facilitator of inquiry, not just a transmitter of facts.

From a practical standpoint, the intervention worked because it was simple and realistic for teachers. Many teachers reported that small shifts like pausing longer after a question or using positive body language had surprisingly large effects. This suggests that teachers do not always need entirely new curricula or complex tools; sometimes they just need structured ways to refine communication routines they already use every day[5;4,5].

The qualitative data also revealed something important about nonverbal communication. Students consistently mentioned how eye contact, nods, smiles, or even the teacher's posture made lessons feel more welcoming. This underscores the idea that communication culture is more than language it is the emotional atmosphere created through gestures, tone, and presence. A warm classroom climate encourages academic courage.

While the quantitative results showed only moderate achievement gains, they occurred over just eight weeks, suggesting that longer-term efforts might lead to

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Nashr etilgan sana: 27.01.2026

more substantial improvement. Moreover, the benefits extend beyond test scores. A healthy communication culture nurtures collaboration, empathy, and respect qualities that matter not only for academic success but also for students' broader social development.At the school level, these findings provide a compelling message for administrators: communication culture deserves as much attention as curriculum planning or assessment design. Schools that invest in developing a shared language of respect, open dialogue, and constructive feedback are likely to see improvements not only in learning but in student well-being and teacher morale[6;9].

In conclusion, this study reaffirms that communication is at the heart of teaching. When teachers intentionally cultivate a positive communication culture, the classroom becomes a place where students feel valued, connected, and motivated to learn. These human-centered interactions often overlooked in formal policy discussions are powerful drivers of educational quality. The challenge moving forward is to integrate communication-culture training into teacher preparation and professional development so that every classroom can benefit from these practices[7;6].

A school or classroom's communication culture is a teachable, observable, and influential aspect of the learning environment. When educators deliberately foster open, respectful, and dialogic norms, both students' willingness to participate and measurable learning indicators improve. Investing in communication-culture development yields pedagogical benefits that complement curriculum and assessment reforms.

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