

# **AZERBAIJAN REPUBLIC**

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## **ABSTRACT**

of the dissertation for the degree of Doctor of Philosophy

### **FORMATION OF COMMUNICATIVE CULTURE IN THE PROCESS OF LEARNING THE AZERBAIJAN LANGUAGE**

Speciality: 5801.01 – Theory and methodology of training  
and upbringing (Methodology of teaching the  
Azerbaijani language)

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## GENERAL CHARACTERISTICS OF THE STUDY

**Relevance and of development of the topic.** Formation of the young generation as a comprehensively developed personality for society is one of the important tasks set before general education. It is at this level of education that the most necessary knowledge, skills and habits are imparted to prepare students for future life and work. This decisive line, which plays a major role in determining the content of general education, focuses on the development of students' worldview and spirituality, and equips them with skills that meet the requirements of the modern era. Communicativeness is of particular importance among such skills.

Communicativeness is one of the important indicators of speech culture, in other words, it is one of the main functions of speech, it facilitates communication between individuals and creates a solid foundation for them to build an understandable and sincere relationship. With this tool, people exchange ideas with each other, enrich their ideas about natural and social phenomena by giving and receiving information, and pass on the necessary information to the new generation. In addition, people express their feelings, wishes and desires through communicative communication, express their attitude to the opinions, behavior and approaches of others, and have the necessary influence on them. Of course, the subject "Azerbaijan language" is of exceptional importance in the formation of communicative culture in students, and therefore special attention is paid to this field both in official state documents and methodical studies.

It is enough to say that the issues of refining our language, improving it according to the requirements of the time, and expanding the scope of its use are the issues of national leader Heydar Aliyev "On the improvement of the application of the state language"<sup>1</sup> 1 July 18, 2001, "On the establishment of the Azerbaijani alphabet and the

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<sup>1</sup> Decree of the President of the Republic of Azerbaijan "On improving the implementation of the state language" dated July 18, 2001. "Azerbaijan teacher" magazine, Baku, July 1-7, 2001.

day of the Azerbaijani language In the decrees of August 9, 2001, on the implementation of the Law of the Republic of Azerbaijan "On the State Language in the Republic of Azerbaijan"<sup>2</sup>, on 3 January, 2003, the President of the Republic of Azerbaijan, Ilham Aliyev, "On the use of the Azerbaijani language in accordance with the requirements of the time and the development of linguistics in the country" On the State Program" of May 23, 2012<sup>3</sup>, "On the approval of the State Program on the use of the Azerbaijani language in accordance with the requirements of the time and the development of linguistics in the country" on April 9<sup>4</sup>, 2013 and also "On the further development of the Azerbaijani language in the electronic space on a number of measures related to ensuring its wide use" dated July 17, 2018<sup>5</sup>, as well as "On measures related to the protection of the purity of the Azerbaijani language and further improvement of the use of the state language" dated November 1, 2018<sup>6</sup> specifically raised. The content of these official documents and the lines they define in the direction of the development of our mother tongue show that the protection of the

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<sup>2</sup> Decree of the President of the Republic of Azerbaijan dated January 3, 2003 "On the implementation of the Law of the Republic of Azerbaijan "On the State Language in the Republic of Azerbaijan". "Azerbaijan teacher" magazine, Baku, January 9-16, 2003

<sup>3</sup> Decree of the President of the Republic of Azerbaijan on the State Program on the use of the Azerbaijani language in accordance with the requirements of the time and the development of linguistics in the country" dated May 23, 2012, "Azerbaijan teacher", Baku, May 25, 2012

<sup>4</sup> Decree of the President of the Republic of Azerbaijan "On the approval of the State Program on the use of the Azerbaijani language in accordance with the requirements of the time and the development of linguistics in the country" of April 9, 2013 "Azerbaijan teacher" gaz., Baku, 2013

<sup>5</sup> Decree of the President of the Republic of Azerbaijan "On a number of measures related to ensuring the wider use of the Azerbaijani language in the electronic space" dated July 17, 2018 "Azerbaijan teacher" gaz., Baku, 2018

<sup>6</sup> Decree of the President of the Republic of Azerbaijan "On measures related to the protection of the purity of the Azerbaijani language and the further improvement of the use of the state language" dated November 1, 2018 "Azerbaijan teacher" gaz., Baku, 2018

purity of the Azerbaijani language is one of the priority directions of state policy today. In particular, the decree of President Ilham Aliyev "On the State Program on the use of the Azerbaijani language in accordance with the requirements of the time and the development of linguistics in the country" signed on May 23, 2012, increased the state's concern for the use and study of the mother tongue, which is the main symbol of our statehood, and the science of linguistics in our country. It is an extremely important document in terms of ensuring the fundamental improvement of the situation in the field. The decree states: *"Despite the fact that our country is forced to live within different empires from time to time, our mother tongue has ensured the proper survival and development of the national ideology, national motto and national-cultural values even in these difficult times. Today, its protection and care is the sacred duty of every citizen of independent Azerbaijan"*. The order is important and useful enough to increase attention to the issues of speech culture, to expand the content of the work to be carried out in this field, and to improve its quality.

**Study status of the topic.** In this context, the reforms carried out in the educational system of Azerbaijan since the beginning of the 21st century opened wide opportunities for improving the teaching of the Azerbaijani language and developing it in a new context. Speaking, reading and writing skills, linguistic competences (competencies) expressed in a standardized way in<sup>7</sup> relevant content lines in the Azerbaijani language subject program (curriculum) developed on the basis of modern pedagogical approaches, to the deeper formation of communicative culture in students. It is understandable that many demands are put forward to the teacher's activity in the new learning environment. The essence and relevance of this demand is reflected in the 2nd direction of the "State Strategy for the Development of Education of the Republic of Azerbaijan". Ensuring the effective organization of training with new technologies, as well as taking into

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<sup>7</sup> State standards and programs (curricula) of the general education level // - Baku: Curriculum, - 2010. No. 3, - pp. 117-130.

account the individual characteristics of students, are considered to be conditions that increase the efficiency of pedagogical activity. This direction, which envisages the modernization of human resources in the field of education, serves the formation of a competent teacher. Increasing the professionalism of educators emphasizes the introduction of new methods and tools, technologies related to the discovery and development of the talent of students. In this regard, the research topic is quite relevant and is focused on creating a result-oriented learning process.

Research shows that various aspects of the development of speech culture have been investigated from a pedagogical point of view, the classification of the teacher's professional competences in this field has been given, the importance of the strategies chosen by the teacher for the formation of speech culture as a result of the development of reading and writing skills has been emphasized, and the existing problems have been considered. In the psychological aspect, according to A.A.Alizade, A.Bayramov, R.Gadirova and others, communicative culture is one of the factors that determine the quality of education in the formation of interpersonal relations in the training process, in the elimination of communication difficulties, in social-emotional learning, and in the improvement of training achievements.

In the works of A.Babayev, A.Abbasov, A.Akhundov, H.Baliyev, A.Bayramov, A.Efendizade, A.Demirchizade, A.Ahmadov, K.Aliyev, A.Hajiyevev and others, speech meaning, expressiveness of speech, Problematic issues of the Azerbaijani language teaching methodology, such as means of enhancing communication skills and writing skills, were investigated, and valuable ideas and opinions were expressed in this direction.

According to A.Akhundov, the teacher's use of creative tasks in the formation of communicative skills in the Azerbaijani language classes not only ensures the understanding of the content of the lessons, but also creates conditions for interaction between students. In such a situation, the teacher's attention is more focused on the correct distribution of work among students, following speech etiquette du-

ring the execution of tasks, correctly conveying their thoughts to their friends, and joint cooperation of students with different logical, critical and creative thinking.

In the works of A.Ahmedov, K.Aliyev, H.Baliyev, the teacher pays special attention to the intonation, pronunciation, laconic expression of the thought, the correctness, expressiveness and precision criteria of the speech in the speech process in the development of oral communicative speech.

Methodical studies have also touched on the possibilities of communicative communication through writing. However, the formation of communicative skills in the methodology of teaching the Azerbaijani language has not been systematically involved in research. Therefore, there are contradictory points in the current school experience. Thus, school students who have acquired theoretical knowledge often find it difficult to formulate their thoughts either orally or in writing, they cannot communicate with others, even their peers, in various speech situations. It is clear that this is due to the fact that this problem is not given enough space in the learning process, especially in Azerbaijani language classes. Even advanced subject teachers consider it necessary to develop students' communication skills, but they face certain difficulties in carrying out this work continuously. Thus, the listed factors are an indicator of the importance of the investigated problem.

**Setting the problem.** The problem put forward in the research is to determine ways of development of communicative culture in the process of reading, writing and speaking training of V-IX graders.

**The object and subject of the research.** The object of the research is the process of formation of the communicative culture of students in the V-IX classes in the process of learning the Azerbaijani language. The possibilities and ways of forming the communicative culture of students in the process of teaching the Azerbaijani language are the subject of the research.

**The purpose and tasks of the study.** The aim of the research is to develop the characteristics, goals and tasks, theoretical foun-

dations of the communicative culture of the students, to determine the ways of efficient organization, and to prepare relevant proposals.

In order to realize the goal set in the dissertation, it is considered necessary to fulfill the following tasks:

a) clarify and explain the essence of the concept of communicative culture;

b) analyze methodical literature in terms of the problem;

c) examine the setting of the problem in programs and textbooks;

d) study the school experience in terms of the formation of communicative culture and reveal the existing difficulties and shortcomings;

e) to identify and test in practice the possibilities and effective ways of forming communicative culture in the works carried out on the content lines of listening and speaking, reading and writing.

**Research methods.** Research methods such as theoretical analysis, discussion, survey, pedagogical experiment, and statistical processing of the obtained results were used in the research.

With the method of theoretical analysis, the researches related to communicative culture were included in the analysis, the aspects that characterize the communicative process, the ideas and opinions put forward about the technologies necessary for its formation were studied.

Through the survey (interview) method, the opinions of Azerbaijani language teachers about communicative culture, how they use it in their work experience, the difficulties, suggestions and opinions they face during the formation of communicative culture in students have been studied.

The pedagogical experiment was carried out in 4 stages.

In the first stage, the important issues related to the study of the school experience were defined, survey materials were prepared, and a list of school and subject teachers, who were known to be appropriate to be involved in the experiment, was taken. This stage can be characterized as a stage of preparation for the pedagogical experiment.



The second stage is a determinative experiment, during which the work planned in the preparatory stage is carried out. At this stage, which was carried out in the 2018-2019 school year, a survey was conducted with the subject teachers, the levels of communication skills were learned through the tasks distributed to the students, and based on the results, inspection (control) and experiment (test) classes were conducted. defined.

The third stage is considered the stage of educational experiment, during which the Azerbaijani language teachers of the selected experimental classes were instructed in the essence of communicative culture and its use technology, and it was achieved to use it effectively in their activities.

The fourth stage is the verification experiment stage and covers the academic year 2022/2023, at which time the proposed working methods related to the formation of communicative culture in the classes involved in the experiment were investigated to what extent they affect the improvement of the students' educational achievements and, based on this, specific conclusions and proposals have been put forward.

Using the method of mathematical and statistical processing of the obtained results, the quality and achievement of the learning indicators of the 5-9th grade students, who were involved in both deterministic and verification experiments, were extracted with the help of numbers and percentages, the efficiency of the proposed work proved by the language of facts.

The main provisions defended:

1. Communicative culture in the process of teaching Azerbaijani language to students of V-IX grades serves to improve the quality of student communication and increases students' interest in learning by strengthening their correct reading, writing and speaking skills.

2. The formation of communicative culture in V-IX grade students has a positive effect on the effective organization of Azerbaijani language lessons, on the development of students' subject-related linguistic knowledge, conscious reading and communicative writing

skills. Regular use of communicative tasks has a significant impact on the development of students' soft skills in the communication process.

3. The formation of communicative cultural skills in Azerbaijani language classes of V-IX classes creates conditions for the purposeful organization of the learning process, the development of students' cultural speech, the improvement of reading, writing, and speaking skills, and the establishment of teacher-student relations in conditions of mutual understanding.

The scientific novelty of the research: The essence and content of the concept of communicative culture have been explained, the pedagogical and psychological aspects of the factors that determine the communicative culture of students in the learning process have been determined, and the possibilities and ways of its effective application in the process of teaching the Azerbaijani language have been determined.

**Theoretical and practical significance of research.** The results obtained from the research will enrich the existing approaches related to the development of the communicative culture of the students and will play an important role for the methodological work carried out in this direction.

The mechanism of the implementation of the work on the formation of students' communicative skills in the teaching of the Azerbaijani language was determined, and it was revealed how effective the subject is in increasing the quality of education.

The practical significance of the research is that its results will contribute to the improvement of educational programs for grades V-IX, the establishment of teacher activity in the process of teaching the Azerbaijani language in accordance with modern pedagogical requirements, the level of knowledge and skills acquired by students and planned for themselves. It opens wide opportunities for their work, preparation of various training materials related to communication.

**Approbation and application of the research:** The main content of the dissertation was prepared at the Institute of Education of the Republic of Azerbaijan, the comments, opinions and suggestions

of experts were taken into account in clarifying the controversial points in the work.

In addition, the propositions proposed in the dissertation regarding the formation of communicative culture were brought up for discussion in the meetings held with subject teachers, and their approaches to the problem were studied.

**The name of the organization where the dissertation work was carried out:** Department of Theory and Methodology of Education of the Institute of Education of the Republic of Azerbaijan

**The volume of the structural sections of the dissertation separately and the total volume with a mark.** The dissertation consists of an introduction, 2 chapters covering 8 paragraphs, a conclusion, a list of used literature and an appendix. Introduction – 7 pages, 14171 characters; Chapter I – 32 pages, 52415 symbols (1.1. – 7 pages, 14347 symbols; 1.2. – 10 pages, 19159 symbols; 1.3. – 15 pages, 18909 symbols); Chapter II – 85 pages, 131504 symbols (2.1. – 9 pages, 15040 symbols; 2.2. – 23 pages, 41736 symbols; 2.3. – 9 pages, 15590 symbols; 2.4. – 11 pages, 19045 symbols; 2.5. – 33 pages, 40093 symbols); result – 2 pages, 3021 characters; list of used literature – 11 pages the total volume of the dissertation including 2 additional pages is 141 pages and 201111 characters.

## **THE MAIN CONTENT OF THE DISSERTATION**

In the introductory part of the dissertation, the relevance of the problem is justified, the object, subject, goals and objectives of the research, hypothesis, methodological basis, research methods, scientific innovation, theoretical and practical significance, application of the results are given brief information, and the defense is presented.

The first chapter of the thesis is called "General issues of research" and consists of three paragraphs. In the first paragraph of chapter I, entitled "The essence and content of the concept of communicative culture", it is noted that when communication, which is part of the general concept of culture, becomes a skill and habit, a person with rich moral qualities, clear and fluent speech, exemplary

behavior and culture becomes a citizen. - plays a big role in the formation of personality. Communicativeness in a broad sense is the transfer of information by a person through speech, gesture, image, and symbolic forms. At this time, a person is not satisfied only with transmitting information, he puts it in a certain form, refines and develops it.

Primitive people in ancient times communicated with different sounds, gestures and facial expressions and tried to explain their feelings about the danger and any event through non-verbal - non-verbal communication. Later, they used various gestures and facial expressions to make live communication more precise and expressive in the speech process. This shows that communicativeness has existed since the beginning of human society and fulfilled its social function. Over time, communication has been formed, developed and improved.

Today, one of the most important skills of a person is his communicative ability, which allows him to live comfortably in the modern world, to maintain communication with people, to take a decent place in society, etc. creates wide opportunities. The comprehensive study of communicative culture began at the beginning of the 20th century. Communicative culture includes not only the general culture of the personality, but also the internal culture. For a long time, communicative culture has been accepted and studied as a concept of communication. However, the results of the conducted studies showed that culture, communicativeness and communication are used in similar, close to each other meanings, but they are not the same in terms of understanding and even differ according to certain characteristics. Therefore, in this paragraph, we found it appropriate to take a broader look at these two concepts.

Communicative culture is a person's behavior in accordance with certain norms and rules during communication. Acquired personal qualities are also an important factor in the formation of a person's communicative culture, being the traces of his nationality and intra-group culture. Communicativeness begins with communication. This stage is related to removing a certain psychological barrier and creating a pleasant atmosphere for conversation. Communicative cul-

ture includes, first of all, understandable speech and communication culture, as well as broader concepts. Communicative culture includes gestures, facial expressions, smiling, touching any object, food culture, listening and speaking, writing culture, clothing culture, rules of behavior in society, tolerance, etc. includes

Even without speech, a person creates a communicative connection with his behavior, smile, touch, clothing, etc.

Analyzing the approaches of scientists to the concept of communicativeness, we can say that communication is a psychological phenomenon, and communicativeness is a multifunctional phenomenon. Communicativeness is a broader concept, communication is a part of it.

Thus, communicative culture is the basis of the general culture of personality. This allows culture to act as a key component in human self-determination. As a means of creating a person's inner world, the culture of communication creates conditions for a person to adapt to himself and the reality around him. The richness of an individual's inner content determines his life ideals. Thus, "communicative culture" and "speech culture" are considered as a part of general human culture.

The second paragraph of Chapter I of the dissertation is called "Analysis of methodological literature from the point of view of the problem". Communicativeness means exchanging ideas through communication. But communicativeness is not limited to the transfer of information from one person to another, it also means the mutual behavior of people.

In modern scientific literature, the concepts of "communication", "communication", "communicative culture" are sometimes taken as synonyms. For example, philosophers L.F.Ilinchev, S.S.Averintsev, S.I.Ojegov, N.Y.Shvedova, psychologists A.A.Leontiyev, N.V.Kuzmina and others consider the concepts of "communication" and "communicativeness" to be the same. But in our opinion, they are completely different concepts. In the paragraph, the analysis of the researches of local and foreign specialists, as well as the methodical literature, shows that the concept of communicative culture is

used today as a type of human behavior, the level of personal development of a person, the level of social development, and finally, the concept of achieving a person's goal.

Communicative ability emerges with the formation of listening and understanding and speaking, reading, and writing skills in four main activities of speech.

Communicative skill is an opportunity to realize the general activity of the subject's communication skills, language skills and practical skills conditioned by communicative goals in the process of natural communication and the rules of their combination.

The third paragraph of the first chapter is called "The introduction of the problem in the modern Azerbaijani language subject program and textbooks". Teaching of the Azerbaijani language has a unique history in our country. The research shows that in the teaching of this subject, strengthening the practical direction, practical teaching of the Azerbaijani language has always been in the foreground. Over time, the school's connection with life has been strengthened, special importance has been given to the vital importance of subjects. In particular, in the conditions of Azerbaijan's independence, the personality-oriented nature of education, especially general education, has strengthened, and the preparation of new standards and curricula has begun. Today, the educational program (curriculum) of the subject of the Azerbaijani language, which is taught in general education schools, has been developed in accordance with the new requirements. Unlike the previous programs, the goal of this program is to ensure that students acquire speech culture by forming general speech and language skills.

While preparing the subject curriculum of the Azerbaijani language, it is planned to develop students' cognitive, communication and psychomotor skills. All standards are expressed in the form of skills related to these activities, and the focus is on determining the achievements of students in terms of knowledge and skills.

The teaching of the Azerbaijani language in secondary schools not only develops students' listening and understanding, reading and writing skills, but also serves the formation of speech culture. Today,

the Azerbaijani language education program (curriculum) taught in general education schools has been prepared according to new requirements. Unlike the previous programs, the goal of this program is to ensure that students acquire speech culture by forming general speech and language skills.

During the reform period, the textbooks were also updated according to the demand of the new curricula. At this time, in addition to having cognitive and intellectual qualities of textbooks, the presence of opportunities for the formation of speech culture was taken as an important sign. In order to learn the possibilities and ways of forming communicative culture in the process of teaching the Azerbaijani language, the tasks that create communicativeness in the textbooks were analyzed, considering the analysis of the Azerbaijani language textbooks of the V-IX classes as important, and the frequency of working methods used in the formation of communicative skills in the textbook was investigated.

In our opinion, taking into account the importance of the tasks in the textbooks to reflect communication as a vital skill, their number should be increased. The tasks set in the textbooks teach students cooperation, communication, cultural behavior, etc. should be more widely inculcated using reflective new ways of working.

Chapter II of the dissertation is entitled "Linguo-pedagogical foundations of the formation of communicative culture in the process of learning the Azerbaijani language". In the first paragraph of the second chapter called "Determining the possibilities and ways of forming a communicative culture in the process of teaching the Azerbaijani language", it is noted that certain requirements have been set for the teaching of the Azerbaijani language taught in secondary schools today. If in the pre-reform era, the subject of the Azerbaijani language was based on grammatical knowledge, today the issue is completely different. In modern times, the "Azerbaijani language" does not consist only of language rules, it is taught as a subject that develops students' listening and speaking, writing and reading skills.

The President of the Republic H.Aliyev, paying special attention and care to the implementation of the constitutional right of the

Azerbaijani language, its development, and the expansion of its scope of application, put forward the following idea: "Our first achievement should be to make our language the dominant language in Azerbaijan. Every Azerbaijani should know his mother tongue, speak it fluently and love it" on June 18, 2001 "On the improvement of the application of the state language", on January 2, 2003 "State in the Republic of Azerbaijan" The decrees of the President of the Republic of Azerbaijan on the implementation of the Law of the Republic of Azerbaijan on the Language" are a bright manifestation of this concern and are one of the main symbols of our state independence. has further increased the possibilities of learning the Azerbaijani language, activating scientific research, and expanding the scope of our language's application in society.

It is known that students' listening and speaking, writing and reading skills are formed in Azerbaijani language classes. It is no coincidence that three of the four content lines of the subject curriculum for the Azerbaijani language reflect this direction. The systematic work carried out on grades V-IX lays the foundation for the formation of students' vital skills in this field. With the teaching of the subject, students learn to convey their ideas, to generalize, to justify their ideas with arguments by taking the opposite position if necessary, to speak briefly and concisely, to express themselves in writing, etc. they learn.

The main goal of teaching the Azerbaijani language in general educational institutions is to form and develop students' listening and speaking, reading and writing skills. Since the formation of communicative culture is closely related to these directions: speaking, reading and writing training, we would like to dwell on them in detail.

In this paragraph, we have also proposed some methods for the formation and development of communicative competence in modern Azerbaijani language classes:

1. Methods aimed at oral communication:

- explanation;
- all forms of dialogue;
- role-playing and business games;



-projects requiring surveys, conversations and interviews with different categories of people;

- discussion, debate, discussion;

2. Methods aimed at written communication:

- essays and presentations;

- expression

- feedback

- some reports and practical writings.

During the conducted research, it was found that students have difficulty expressing their opinions and justifying them. There are various reasons for this. The first plausible reason is shyness in front of the audience. If we go a little deeper, we can see that the student has great difficulties in expressing himself, proving his opinion, and communicating. For this, the tasks performed during the lesson should be aimed at solving this problem. Teachers should increase the use of tasks aimed at training people with communicative culture by various means. The teacher should choose the communicative tasks according to the age and knowledge level of the students and then discuss the results with the students.

The second paragraph of Chapter II of the dissertation is called "Possibilities and ways of forming communicative culture in the process of listening and speaking training". Developing students' communication skills is an urgent need of the times. These skills can be formed by using communicative skills in the process of speech training. Application of communicative skills during listening and speaking training is a necessary condition for increasing students' cognitive activity and developing communication skills.

The task of the modern school is not only to give students certain knowledge, but also to increase their cognitive activity, and at the same time to develop their thinking and speech. Speaking, as a communicative skill, helps students to establish purposeful communication, value relationships, worldview, and develop students' position in relation to their mother tongue.

Listening comprehension is the basis of communication, mastering oral communication begins with it. It consists of the ability to

differentiate the perceived sounds, integrate them into semantic complexes, store them in memory while listening, perform probability prediction and understand the perceived sound chain depending on the communication situation.

Speech serves to convey certain information. In this situation, the speaker should first of all take into account the perceptive, intellectual, and cognitive abilities of the listeners.

Speaking is the expression of our feelings and goals during communication. Speech is human interaction. Speech is a means of oral communication formed together with paralinguistics (facial expressions, gestures) and prachemicals (movement, posture).

Listening comprehension and speaking are two related aspects of oral communication. Listening is not only receiving information, but also preparing a response. In the process of listening and speaking training, the concept of communicative culture combines the following components:

- Working together with others, respecting the opinion of others and giving alternative explanations during the discussion of the problem;
- the ability to match and connect the topic with the discussion;
- expand the boundaries with the communication partner, compare meeting points;
- preparation for a flexible, polite relationship with others, counter-activity, correct and situational application of communicative skills.

Students' vocabulary and communicative speech are developed in Azerbaijani language classes through listening and speaking training. This paragraph covers the rules that students should follow during speaking, the importance of taking into account the introduction, main and final parts of the speech to speak, the importance of expressing and presenting thoughts and ideas clearly and simply without deviating from the purpose. The best way to inculcate these habits in students is through the teacher's example speeches. The teacher should always follow the principles of correctness and accuracy in his speech, he should teach students as an example how to convey the idea in a laconic manner without tiring the other side. Undoub-

tedly, students who have strong speaking skills in class can be an example to their classmates

The teacher can use the abilities of that student without meaningless comparison between students.

This paragraph of the study also discusses various work methods (dialogue, discussion, debate) and work forms (pair work, group work and collective work) for the formation of listening and speaking skills.

From the conducted research, it can be concluded that the forms and methods of organizing Azerbaijani language classes have sufficient opportunities for the development of students' communicative skills. As a result, learning the Azerbaijani language expands students' communication opportunities, forms their thinking, learning and speaking skills along with the types of speech activity. Communicative competence reflects the ability to use different levels of language units in accordance with the norms of the literary language.

The third paragraph of Chapter II of the dissertation is called "Possibilities and ways of forming communicative culture in the process of reading education". In addition to the requirements for reading, this paragraph also discusses different types of reading (speed reading, thoughtful reading, silent reading, etc.). A characteristic feature of reading training is the understanding of a visually received text for solving a certain communicative task, and reacting to the idea there. Perception and understanding of the text, the reader's interaction with the author of the text is carried out by a complex thought process, all of which are considered the main components of reading.

The purpose of reading during the teaching of the Azerbaijani language is to teach students the methods of understanding and processing (analysis) information in texts of different characteristics depending on the content and communicative task. By working on such texts, in fact, reading skills are formed as one of the types of speech activity. This happens when the techniques necessary for reading are learned and applied in practically any context. Therefore, during reading training, the teacher must clearly define the communicative task he will set to ensure the comprehension of the text by the students. In this case, the purpose of the reading of the communicative task: where, when,

why the information extracted from the text will be used, etc. At the same time, it is necessary to take into account the functions inherent in reading as a type of speech activity and performed in the process of mediating communication between the reader and the author of the text.

The fourth paragraph of the second chapter of the dissertation is called "Possibilities and ways of forming communicative culture in the process of writing training". In this paragraph, the possibilities and ways of forming communicative skills through various types of writing (essay, statement, essay, summary, etc., and some of the practical writings) have been analyzed. Literate writing is an indicator of the personality and culture of a modern person. The more clear and understandable a person's writing is, in accordance with the rules of orthography and punctuation, the easier and more comfortable his communication with people is.

The basis of writing skills is formed during the school period through the subject of the Azerbaijani language. In the teaching process, multifaceted work is carried out on the development of both written and oral speech of students in all classes. It is a very important process for students to explain their thoughts and to be able to communicate, as well as to reflect those thoughts in writing.

It is known that writing is one of the content lines of the subject of the Azerbaijani language. If we look at the standards of the writing content line for classes, we can see that in most of them, students are expected to develop the skills of using both communicative writing and writing samples as a communicative tool.

It is easier to get to know the inner world of a person through writing. Compared to oral speech, written language is more structured and regulated. Written language is pre-planned with a more specific vocabulary and cannot be changed. In addition, repetitions are not allowed in written speech.

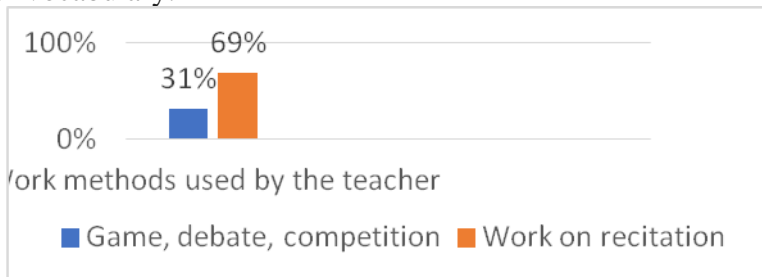
Teaching writing is a complex process that requires time and patience from both the learner and the teacher. During writing training, 5 main components should be considered: 1) writer (who), 2) content (what), 3) purpose (why), 4) audience (for whom), 5) means (signs and signs).

The person who performs the writing, first of all, should know exactly what he is writing, why he is writing, he should choose the target audience correctly, he should ensure the language units and the consistency of his speech in accordance with the audience he is going to address.

Thus, in writing training, the ability of people to express their thoughts in writing is formed. Written speech is closely related to listening comprehension and speaking and reading. The use of these activities together helps to better master and consolidate the material. Writing helps students better remember speech units, word spelling, and grammatical laws of the language.

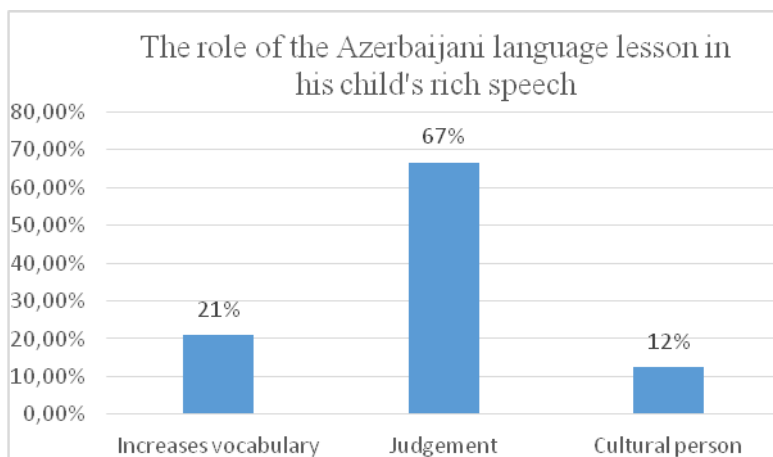
Organization of the experiment and summarization of the results" is the last paragraph of Chapter II. In order to study the school experience, he is a student (213) in full secondary schools No. 144 in Binagadi district of Baku city, No. 163 in Sabail district, and at the same time in different cities of the republic in high schools No. 1 in Salyan district and No. 1 in Jalilabad city. (50 people) and parents (120 people) were surveyed.

During the survey, teachers revealed both different and common approaches to issues such as the reasons that hinder the development of communicative skills, the ways and methods of the formation of communication culture, the formation of students' ability to use words accurately and correctly during communication, and the lack of vocabulary.



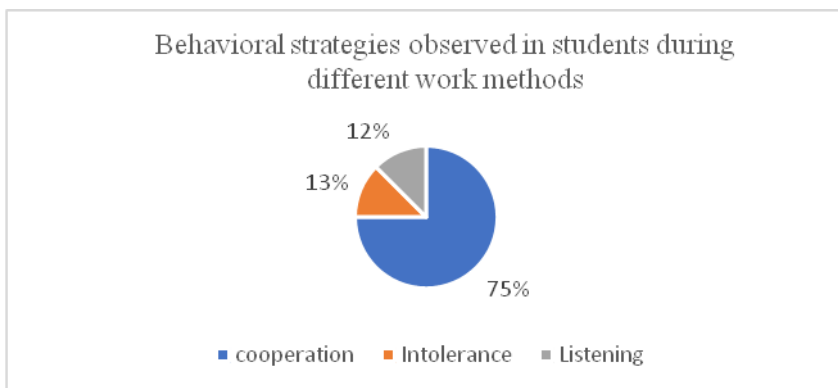
**Diagram 2.5.6. Methods used by the teacher for the formation of speech culture in the student**

As can be seen in Diagram 2.5.6, the majority of teachers (69%) in the Azerbaijani language classes considered recitation work as an important method for the formation of the student's speech culture. Thus, the formation of the speech culture of students in recitation may be somewhat ineffective due to its individual character. Because the teacher's individual approach to each student is somewhat ineffective in terms of time and performance. 31% of teachers who prefer various games, competitions and debates for the formation of speech culture in games, debates and competitions, and for communication skills, the environment, interpersonal relations, expressing one's opinion among different members of the group, and being ready for a critical attitude etc. creates conditions for the development of skills.



**Diagram 2.5.21. The role of Azerbaijani language classes in the formation of communicative skills**

As it can be seen, 67% of the parents who were asked for their opinion noted that the Azerbaijani language lessons play a role in increasing their children's judgment skills, 21% in enriching the parent's vocabulary, and 12% in the parent's development as a cultured person.



**Diagram 2.5.10. Behavioral strategy observed in the student during different work methods**

As can be seen from diagram 2.5.10, cooperation of students with each other during different work methods is reflected in 75% of the teacher's notes. At the same time, teachers note that there is intolerance and listening problems among students during cooperation. Let's note that both problems are among the factors that have a negative impact on the quality indicator of cooperation.

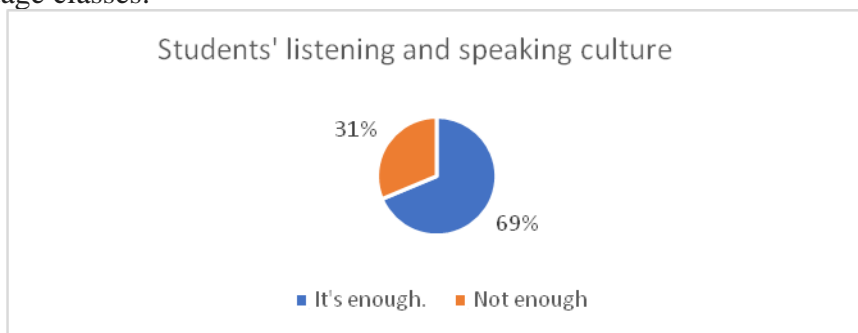
Listening (effective listening) is a complex skill that requires active and conscious effort on the part of the individual. While receiving verbal information, we listen to some things superficially and others carefully.

Studies show that the average time of our communication with other people is divided as follows: 42-53% of the time we listen to others, 16-32% of the time we speak, 15-17% of the time we read, and 9-14% of the time we write. Considering that listening takes up so much of the time, it can be considered an important form of interpersonal communication.

When researching human intolerance in communication, it is known that a person thinks faster than he speaks. An ordinary person can understand 500 words per minute, during which the average speed

of oral speech is up to 125-150 words. As a result, a person creates "free time" to think about his problems, wishes and plans in detail, or he starts to interrupt and chase away the conversation of the speaker. This causes communication difficulties in the formation of interpersonal relations between students in team, group and pair work.

When we hear the phrase "vocabulary deficiency", most of us associate it with lack of reading. But it does not stop there. If the student does not find the words to express his opinion during the presentation, if he does not make a more effective, concise, correct, accurate and attractive speech, this is also an indicator of his narrow vocabulary. The organization of work on synonyms, phraseological combinations, speech culture should be strengthened in Azerbaijani language classes.



**Diagram 2.5.12. Student's listening and speaking culture quality indicator**

The lack of vocabulary of teachers who are satisfied with the indicator of students' listening and speaking culture, impatience during cooperation, non-listening, the predominance of the problems of accurate and correct choice of words when expressing an opinion are some of the issues that raise questions.

The teachers' answers to the questions directly reveal the extent of the problem and reveal the need to educate not only the students but also the teachers about the current situation. This highlighted the importance of paying special attention to these issues in the organiza-



tion of the next stages of the experiment, and for this purpose, ideas and experiences were exchanged with the teachers as necessary.

Our teachers attributed most of the defects in the students' speech to the lack of vocabulary. In our opinion, this is the right approach. A communicative person should have a high speech base and fund so that he can accurately convey his thoughts to the person in front of him. His speech should be accurate and correct, but also expressive in order to influence the other side.

Teachers mostly complained about the weakness of students' listening culture. Thus, in the surveys, the fact that the students often interrupt each other during debates and discussions, do not listen to the end, and show no tolerance has been evaluated as a negative situation. We partially agree with this idea. So, such cases are observed among students today. The reason for this is that debate-discussion skills are not inculcated in time and correctly. It is during these methods that students learn mutual respect, tolerance, listening, and the need to relate to the opinion of the speaker, not the person.

A group of teachers cited the weak communication skills of students as the main reason for giving more theoretical knowledge during class. In our opinion, it is the right approach. Today, if we are working on personality-oriented education, we should train tolerant citizens with communication skills, not "walking encyclopedias" who know the book by heart.

For this, teachers should create conditions for students to express their opinions orally and in writing in Azerbaijani language classes. Unfortunately, when asked about the use of gestures and facial expressions, most teachers said that they use them only when students have difficulty expressing their thoughts. So, when students need support for their thoughts and help themselves, they only use gestures and facial expressions. But students should know that gestures and facial expressions are indicators of communicative culture at the same time. It is important to use gestures and facial expressions to convey your speech to the other party more effectively, to create a sense of confidence in him, and to complete his thoughts.

It should be noted that although the lack of vocabulary creates certain difficulties in communicating and expressing ideas, in our opinion, student's self-management and self-confidence are of great importance here. Because self-confidence removes the obstacle of expressing one's opinion. It is more difficult for a person with a large vocabulary but a complex to communicate than a person with a small vocabulary but a lot of self-confidence. Shyness arises from lack of self-control, lack of comfort, and internal reasons.

The research leads to the following conclusions:

1. Communicative culture, being an important component of a person's general culture, plays a decisive role in determining his own destiny, in the formation of his inner world, and in establishing interaction with the environment. It is the creator of a person's inner world, its richness, the ability to approach and solve problems, as well as the way to behave in society. Establishing mutual relations and understanding each other during communication is communicative culture. Communicative culture is an important indicator of cultural behavior and general development level of every person, including school students.

2. Since the main goal of Azerbaijani language training in general education schools is the formation of cultural speech habits in students, although the current programs and textbooks give ample space to the development of communicative skills, from the methodological point of view, this work is not of a systematic nature. That is why most of the students have difficulty communicating and expressing their thoughts in various speech situations.

3. When the formation of students' communicative culture in V-IX classes of the Azerbaijani language is carried out in parallel and mutual relationship with other tasks of the subject, interest in training increases, reading comprehension, speaking and writing skills improve. This leads to the improvement of the quality of communication, to the fullness of ideas and thoughts.

4. The works, applied methods and tools for the formation of communicative culture in students of grades V-IX should be implemented as a unity, the potential, psychological state, learning style,

social or associativeness of each student should be taken into account. Therefore, the subject teacher should regularly work on the communication of students in pairs and groups in the lessons, and should explain the difficult points to them in a simple way whenever possible.

5. One of the points to pay attention to during the formation of communicative culture in V-IX students is the creation of a supportive environment and equal opportunities in training among students. This is an important requirement and should form the main line of the training process.

6. The formation of communicative culture in students is closely related to the inculcation of speech etiquette. Therefore, in different speech conditions, students should be given projects related to conducting interviews with their peers, people of different ages, professions and artists, the results should be discussed, and gaps should be eliminated.

7. Work on communicative texts that serve the development of speech should be organized in such a way that students' skills such as correctness, accuracy and expressiveness of speech develop on an upward line. Linguistic skills acquired during training should serve as a basis for speech habits so that students' communicative cultural habits adapt to the expected learning outcome. In this process, it is possible to achieve the mutual development of speech and thinking more effectively.

8. The formation of communicative culture in students ensures the development of their verbal and non-verbal communication. In Azerbaijani language classes, the use of interactive learning technologies should be widely used to strengthen teacher-student, student-teacher, and student-student interaction through modern methods such as dialogue, interview, discussion, and debate.

**The main provisions and content of the dissertation are reflected in the following published works:**

1. Practical writing as a technology. Materials of the Republican Scientific Conference on "strategic goals in Azerbaijani education and tasks facing pedagogical sciences", 2015, p. 217-218

2. Methodical recommendations on practical writing. Curriculum magazine, 2016, No. 1, p. 96-99
3. Work on correct pronunciation. International scientific conference on "Azerbaijan educational policy priorities: Modern approaches", Nakhchivan city, 2016, p. 299-300
4. Conducting practical writing work. Journal of methodology of teaching Azerbaijani language and literature, 2016, No. 4, pp. 32-37
5. Conducting practical writings from the Azerbaijani language in grades V-VIII. (methodical recommendation), Teaching issues of general education subjects, 2016, p. 43-68
6. Organization of work on the text in Azerbaijani language classes. Studies on the teaching of general education subjects, 2017, p. 48-73
7. Formation of communicative culture in the process of teaching the Azerbaijani language. Materials of the Republican scientific conference on "Teacher training as one of the strategic goals", 2018, p. 127-129
8. Tasks that create communicativeness in Azerbaijani language lessons. ARTI, Scientific works, 2018, No. 8, p. 105-109
9. Issues of organization of Azerbaijani language lessons in grades V-IX. (methodical recommendation), issues of application of subject curricula, 2018. p. 24-45
10. The use of communicative tasks in the teaching of the Azerbaijani language. Ankara International Scientific Research Congress Ankara, 2019, p. 458-459
11. Communication tools that strengthen expressiveness and communicativeness of speech. Curriculum magazine, Baku, 2019, No. 4, p. 70-74
12. Group work in Azerbaijani language lessons as a factor that forms communicative skills. Scientific works, vol. 86,-2019, No. 6, p. 215-218
13. "Debates and discussions as a means of forming communicative culture. "Curriculum reforms in general education: results and perspectives-2020" scientific-practical conference, 2020, p. 243-248

14. Inculcation of communicative skills in Azerbaijani language classes of V-XI classes (methodical recommendation). Some issues of teaching subjects, 2020, p. 33-46
15. Formation of communicative skills in the process of conversation training (methods and tools). XI International Scientific Symposium "Intercultural relations in the modern world" Tbilisi, 2021, p.148-153
16. Communicative tasks in Azerbaijani language textbooks. Proceedings of the XXV Republican Scientific Conference of Doctoral Students and Young Researchers (NASCO XXV), 2022, p. 559-563
17. The teacher and the supportive environment in the classroom. Curriculum journal, Baku, 2022, No. 4, p. 84-87
18. Who is a reflective teacher? ARTI, Scientific works, 2022, No. 4, pp. 15-18
19. Writing skills as a communicative tool. ARTI, Scientific works, 2023, No. 3, p. 76-80
20. Formation of listening and speaking skills in high school students, Bulletin of postgraduate education. 2023, No. 23, p. 8-10
21. Communicative indicators of speech. Materials of the republican international conference on the topic of III International Science and Education Foundations, Azerbaijan Science Center, 2023, p. 19-21
22. Forming the discussion culture in students through discussion and debates in the teaching of the subject of the Azerbaijani language in grades V-XI (methodical recommendation). Educative opportunities of general education subjects, 2023, p. 16-26
23. Teacher's opinion as a method of communication. III Republican scientific-practical conference on "State standards of general education and school practice", Nakhchivan. 2024, p. 83.
24. Linguistic-didactic foundations of the formation of communicative culture in the process of teaching the Azerbaijani language. II Republican scientific conference on "Stages of development in education: digitalization and perspectives", Nakhchivan. 2024, p. 101-102

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