

# COMMUNICATIVE CULTURE AS A COMPONENT OF A FUTURE OFFICER'S PROFESSIONAL CAREER

Ahmadova GULNUR

Azerbaijan Republic War College of the Armed Forces

***Abstract:** This article deals with the pedagogical conditions that ensure the effectiveness of the formation of communicative competence among future officers in the higher education system. They are professional activities by both cadets and teachers; modeling of communicative situations in the learning process, ensuring the free entry of cadets into the communication process; introduction into the educational process of a special course (elective) "Communicative competence in the professional activity of an officer"; an individual and differentiated approach to cadets in the process of developing their communication skills.*

**Key words:** *communicative culture, officer, communication, pedagogy, professional culture, qualitative characteristic, professional activity, communicative interaction*

Currently, in connection with the actualization of the culturological approach in the training of future officers of the Azerbaijan Republic Armed Forces, skill and professionalism are increasingly being replaced by the concept of communicative culture, which Agayev A.A. defined as the unity of emotional, moral culture and culture of speech. Bayramov A.S., Alizade A.A. added to the definition the culture of human relationships. Communicative culture is a condition and prerequisite for the effectiveness of professional activity, an indicator of professional

competence and professional self-improvement. [1], [2]

A rather abstract concept of communicative culture is concretized in the professional and communicative orientation of the personality of the cadet and the future officer, understanding the importance of communication in professional activity, acceptance of the creative nature of work, background knowledge, communicative skills and personality traits, a structural component of the professional culture of the individual, but also the basis for the formation of future

specialists. This approach is based on the fact that the focus is on a person, a specialist who solves certain professional tasks, achieves a certain set of professional goals, and interacts and cognizes and transforms the world and oneself.

For a specialist, as a subject of professional activity, professional culture acts as a way of knowing and transforming the world, and communicative culture as a way of transforming oneself. Communicative culture here is a combination of those special communicative knowledge, skills and abilities with which a person overcomes the occurrence of psychological difficulties and predicts the effectiveness of interpersonal and business professional interaction. Psychological and pedagogical research is paying more and more attention to the issue of the free development of the personality, its non-standard formation, the ability to adapt in various cultural environments. Find the right communication strategy and tactics, deliberately penetrate the culture of the interlocutor, while maintaining their originality, find a common language and the key to the solution problems can only be a person ??? who has mastered both the elements of communication and reached a level of development of a higher order, using not the method of "trial and error", but based on a certain strategy. A special role in this

process is assigned to the system of communicative culture, designed to provide key concepts and skills that provide a socially acceptable level of interpersonal interaction. It can be said differently: a new task and a new criterion for the education and training of future officers is to teach the culture of communication, i.e. to form a communicative culture.

According to the definition of A.V. Mudrik, communicative culture, as a component of the professional culture of the future specialist, is a system of knowledge, norms, values and patterns of behavior, adopted in society and change organically, naturally and unconditionally to implement them in business and emotional communication. [3]

Communicative culture occupies a leading place in public cultural and professional development of the personality. Being one of the priority tasks of vocational education, communicative culture is considered as the most important component of humanitarian education, as a special object of modeling pedagogical systems in the unity of their structural and functional components.

According to Nadir Abdullayev, communicative culture, considered within the framework of the pedagogical process, reflecting the unity of the target, content and procedural aspects of educational activity, appears, as a set of value structures in the form of emotional

or moral culture, culture of thinking and culture of speech, in turn which are “invariant components of the structure of activity, providing a system of invariant-activity qualities of the individual.” [4]

The basis of communicative culture is the general culture of the individual, which is a high level of its development, expressed in the system of needs, social qualities, in the style of activity and behavior. Therefore, to the maximum extent, communicative culture includes essential personal characteristics, namely, abilities, knowledge, skills, value orientations, attitudes, and character traits.

Thus, communicative culture is a means and condition for the upbringing and development of a personality, an indicator of a person’s awareness of the values of interpersonal and intercultural communication, its method and form, the basis for mutual understanding and interaction. It represents a culture of human relationships, the basis of which is sociability, the ability to experience pleasure from the communication process, which in turn “... manifests itself in a steady desire for contacts with people and which is combined with the speed of establishing contacts.” The communicative culture of the individual is realized in the communicative knowledge, abilities and skills.

Communicative knowledge means the generalized experience of humanity in communicative activity, i.e. in the minds of people reflection of communicative situations in their cause-and-effect connections and relationships. The value of communicative knowledge was understood by people long ago. The ancient Greek philosopher Democritus said that “... upbringing develops 3 gifts in a young person: to think gracefully, to speak impeccably, to do what is due.” Communicative skills are understood as a complex of communicative actions based on a high theoretical and practical readiness of a person for interpersonal and intercultural communication, which allows the use of communicative knowledge creatively. [5]

The works of H.H. Ahmadov clearly outline the range of skills necessary for communication, they boil down to the ability to understand another person, for which it is necessary, first of all, knowledge of the value orientations of another person, which are expressed in his ideals, needs and interests, in the level of claims. [6]

No less important than the ability to understand others is the ability to bring another person into the center of your system of value orientations.

This is a complex skill of feeling the being of another person,

about which V.A. Sukhomlinsky wrote: "Be able to feel a person next to you, be able to understand his soul, see the complex spiritual world in his eyes". [7]

Communication skills, as the practical application of communicative knowledge and skills, include the automated components of conscious actions that contribute to a quick and accurate reflection of the communicative situation and determine the success of perception, understanding the objective world and adequate impact on it. At present, the concept of professional culture of a future specialist is increasingly being replaced by the concept of communicative culture, while communicative culture is characterized as a condition and prerequisite for effectiveness of professional activity and as the goal of professional self-improvement. The communicative culture of the personality of the future specialist is a necessary condition for the effective implementation of his professional activity. Characterizing the communicative culture of an individual in interconnection with professional culture, we believe that without the formation of the former, it is impossible to fully develop the personality of a future officer. Thus, the communicative culture of the personality of the future officer of the Armed Forces is a qualitative characteristic of the subject of professional activity, integrating values such as, professional activity

and the value of communication as a condition and means of one's own spiritual growth, allowing one to realize one's humanistic essence.

The purpose of a communicative culture is to reveal and develop the essential forces of learners in holistic interaction with others. But since a cadet creates himself, the communicative culture in this process acts as a form of his self-projection. In other words, a cadet, transforming the environment with the help of a communicative culture, understood as technology and the result of his activity, creates new determinants of his behavior, and transforming himself has a significant impact on others.

As V.S. Bibler stated, "Culture is a form of self-determination of an individual in the horizon of a personality, a form of determination of our life, consciousness, decisions and redefining their fate in the consciousness of its historical and universal responsibility." [8]

Self-determination determines a person's individual responsibility for their actions, consciousness, thinking, destiny, etc.

"Culture taken as a way of activity, - S.P. Morella and J.L. Gaudino, is not a closed, but an open system. Its algorithms, paradoxically, are open-source algorithms. They carry within themselves a breaking and correcting moment, which is the practical energy of an active social person." [9]

The practical implementation of the pedagogical condition is expressed in the saturation of dialogue methods of transferring educational professionally significant information from teacher to cadet

during the educational process. Table 1 shows the communicative component of the materials of a number of academic disciplines of the humanitarian cycle.

**Table 1.** Reflection of the communicative component of the content of educational disciplines of the Azerbaijan High military school named after Heydar Aliyev

Name of the discipline	Content that promotes the development of communicative culture of cadets
Military pedagogy	Acquaintance with the development of the communicative culture of the personality of the cadet, the study of patterns, methods and forms of training and education of personnel. Mastering the theoretical foundations of pedagogical skills. In practical classes, cadets receive the necessary experience in the correct study of the military collective and the use of a complex methods of a pedagogical influence in order to educate and train a cohesive healthy team capable of performing tasks of any complexity.
Military psychology	Socialization and development of the communicative qualities of the individual. The communicative orientation of the personality: content, structure, function. Communication in interpersonal relationships. Psychology of communication - its goals and means, the implementation of the basic principles of relationships. The nature of conflicts based on the inability to build relationships in the course of interaction.
Philosophy	Knowledge of the essence of the image of the world, being and the value of human life. Variety of connections in society. The relationship between man and nature. Views of philosophers on the problem of the development of society and communication between citizens.
Sociology	Formation and development of social groups, the importance of an influence on the communication process in the military collective. The study of sociometry and its application in practice during military training.

On the basis of the authors' approval, the enrichment of the educational process with the dialogical interaction of teachers and cadets is possible with the direct improvement of the dialogicity of the entire educational process; development of internal understanding, dialogue, motivation of subjects of interaction and building joint activities; obtaining speech practice in the course of active development of general education and professional disciplines, as well as the involvement of cadets in service combat activities.

One of the forms of dialogical interaction between a teacher and a student during the educational process, "situational tasks" are defined as a solution that contributes to the formation of a favorable environment in the classroom and the building of effective communication between its participants, the joint search for new knowledge, the purposeful exchange of information between the participants in the dialogue.

In order to bring situations closer to the educational process of the High Military school for the development of the communicative culture of cadets, we have developed special "situations" that are as close as possible to the topics of classes conducted within the framework of military psychology, military pedagogy, political science,

sociology, etc., capable of simulating professional activities of an officer of the Armed Forces of the Azerbaijan Republic.

The most effective and productive in the plan of development of communicative culture of cadets on practical disciplines of the above-mentioned disciplines are selected from the following "situational tasks": "situation-problem"; "situation-assessment"; "situation-exercise".

"Situation-problem" allowed the cadets to immerse themselves in the artificially created professional conditions of service and combat activity of the officer during the period of the emergence of communicative barriers in the solution of the assigned task service duty. The cadets in the role of officer-leader analyzed the complex situation-problem, offered the most effective ways of decision-making within the framework of established departmental rules and norms of mutual relations between colleagues and subordinates. During cadet's dialogue on the problems that arose, the formation of a group of likeminded people and opponents for the proposed solutions and hence the presentation of specific arguments allowed for the exit from the complicated situation.

In particular, cognitive activity and the ability to build effective relationships and interactions with employees were stimulated to solve common tasks.

For example, in the course of daily activities in combat training, one of the servicemen refuses to perform exercises in interaction with the serviceman. The cadet, at the initial stage, using the command resource and the degree of subordination of the serviceman, determines that in my unit such situations cannot be, and in any case, the serviceman under the threat of punishment will be ordered to do so. Following the assessment, given by the teacher for similar actions of the cadet and group discussion of the “situation-problems”, the cadet in the role of the officer-mentor tries to understand the reasons for negative manifestations; to explain the importance of fulfilling the assigned tasks not in parts and separately, but in the complex and together; in case of necessity, substitutes for servicemen, working in pairs or in a group. Similar communicative actions of the officer-mentor lead to positive results and contribute to further minimization of conflict situations when performing joint tasks.

During the implementation of the “situation-assessment” cadets were offered to conduct an in-depth analysis of the already completed communicative situation and evaluate the adopted decisions. In this case, the cadets used a breakdown of the previous event to

discuss the interrelated events that led to the result. Many cadets, using the communicative experience of others, including those who passed the military internship, expressed a possible solution to the situation with the most acceptable points of view. In a similar “situation-assessment” there was an emotional tension of the participants in the dialogue of cadets and some confrontation with the situation.

For example, in a subordinate military team, ethnic divisions began to appear when performing various tasks, and so on. The trained cadets in the role of officers are primarily trying to find and punish the recruits for similar actions, so that in this example to show the authority of the commander and the strict observance of the “established rules”.

In anticipation of the development of similar events, the teacher gives an instruction on the conduct of the evaluation of his work as a commander and the direction of activity in the establishment of the cause and the absence of similar differences in the team.

The use of “situational exercises” implies the selection of cadets from the ready options of the solution of the communicative situation actually existing in the military units, or the offer and the sentence. A similar activity

stimulated the reflection of one's own communicative experience.

The cadets, after analyzing the possible ways out of the current situation with the use of methods of speech influence, predicting the development of events, jointly made a decision on further communicative actions adequate to the situation. In the process of using the "exercise situation", the group rallied around the joint search for an acceptable solution, complementarity of the solutions of others and support in the implementation of the selected communicative actions.

For example: when performing a service-combat mission to maintain a strong point in a subordinate unit, questions began to appear: "Why is this necessary and is it worth such efforts?" The first reaction of the cadets, considering their actions to be correct, is to make a decision to limit communication between servicemen and increase the workload for each, thereby supposedly removing the problematic issue. Open analysis of the adopted resolutions of cadets, teacher-mentor with the presentation of examples of military servicemen, marked state awards, experience of local warfare. An open analysis of the decision made by cadets, a teacher-mentor with examples of servicemen awarded with state awards, experience of local wars

and retrospective actions of troops to contain the enemy during the 1<sup>st</sup> and 2<sup>nd</sup> Nagorno-Karabakh War; forms a different decision of the cadets. It is expressed in the conduct of explanatory work with subordinates and colleagues, the use of the entire arsenal of acquired communicative knowledge, skills and abilities of cadets aimed at the formation of patriotism, loyalty to duty, the importance of completing the assigned task by their unit on the scale of troops action to ensure public safety of citizens and society as a whole.

Similar situations have been tested in all groups, with the provision of solutions from other groups as a starting material for action. Thus, the cadets included in the experimental group corrected, complemented and improved the decisions made by their predecessors in the emerging communicative situations. The whole group received the practice of interaction, rallying to solve a specific problem, created the groundwork for reflection on the received communicative experience.

In the course of the formative experiment within the framework of the process studied by me, it becomes obvious that the development of the communicative culture of cadets becomes possible at:

— acceptance of the identity of each cadet who is at the individual level of development of the studied process;

— building subject-subject facilitative relationships between participants in the educational process, taking into account the general formed personality traits of cadets.

In the course of the formative experiment, the enrichment of the educational process with the dialogical interaction of the teacher and the cadets was reflected in the development of educational materials.

The practical component of the content of the optional course “Communicative culture of cadets of the Azerbaijan High military school named after Heydar Aliyev” implies the idea of attracting the maximum participation of cadets in the discussion of the problem raised when using both traditional and non-traditional forms of education. Disputes and practical exercises have become widespread, in which cadets have the opportunity to practically apply their abilities to build effective interaction with the team, enter into a scientific discussion on professional and general cultural topics, discuss and accept the experience of others in researching a problem of interest to them in the light of the prospects for the development of educational process of the High Military School.

In practical classes, professional and service situations are modeled, requiring an adequate decision to be made to effectively fulfill the assigned service and combat tasks.

As part of the practical implementation of the acquired communicative knowledge, skills and abilities while studying the optional course “Communicative culture of cadets of the Azerbaijan High military school named after Heydar Aliyev”, a role-playing game “Effective resolution of conflict communication tasks” was organized. Role-playing is essentially divided into four main blocks: cognitive, self-analytical, discussion and final. It is carried out in order to equip the cadets with new communication skills and the practical development of communication skills for decision-making to find an effective way out of the emerging negative communicative situations.

The first (cognitive) block of the role-playing game “Effective resolution of conflict communication tasks” is a theoretical course, during which the teacher focuses the attention of cadets on the current legislation and regulations for interaction and relations between military personnel; adherence to military etiquette and linguistic norms of spoken and written language; existing positive experience in solving conflict communication situations; the

importance of mastering the culture of speech and the correct use of professional terminology. Also, the teacher pays special attention to the inability of individual commanders and chiefs to make the most effective decisions on how to get out of possible negative situations that arise in the process of relationships among the military personnel of the unit. In the second (self-analytical) block of the role-playing game "Effective resolution of conflict communication tasks" cadets of the experimental group using specialized literature, proposed by the teacher, materials of the library fund, their empirical observations and generalizations of the military advanced positive experience, independently analyze the emerging and promising ways of development in the troops according to the problems set by the role-playing game.

In the course of the third (discussion) block of the role-playing game "Effective resolution of conflict communication tasks", cadets, setting out their vision of the discussed problem, begin to conduct an active constructive discussion, offering their opinions based on military training. During the discussion, cadets consider possible flowcharts for solving communication problems; ways and forms of participation of the entire military collective in resolving the emerging negative communicative

situation; the application of preventive measures to reduce the risk of negative manifestations in the military working team.

Upon completion of the role-playing game "Effective resolution of conflict communication tasks" during the fourth (final) block, the cadets through collective discussion together with the teacher (acting expert) formulate and present them in the form of practical recommendations to unit commanders on identifying, classifying and resolving possible conflict communicative situations in the military working team.

Thus, after analyzing the collected empirical data, the introduction of the optional course "Communicative culture of cadets of the Azerbaijan High military school named after Heydar Aliyev" allows us to conclude that within the framework of our experimental work, the proposed pedagogical condition effectively affects the process we are studying.

The cadets are invited to determine and evaluate, in points from 1 to 5, the ratio of polar qualities that a future officer of the Azerbaijan High military school named after Heydar Aliyev should have in the course of daily and service-combat activities when organizing interaction and building relationships with subordinates and colleagues (Table 2).

**Table 2.** EXPRESS SURVEY to identify the style of communicative activity of cadets of the Azerbaijan High military school named after Heydar Aliyev

Openness (freely expresses his ideas, no „mask”)	5 4 3 2 1	Closeness (constantly keeps himself within the framework of his status, is worried about authority)
Mindfulness	5 4 3 2 1	Indifference
Activity (tries to keep subordinates in suspense)	5 4 3 2 1	Passivity (the process of relationships is not interested???, they are satisfied with their self-organization)
Encourages the initiative of subordinates	5 4 3 2 1	Constantly suppresses initiative
Individual approach to solving emerging problems	5 4 3 2 1	Lack of an individual approach in solving emerging problems
Benevolence	5 4 3 2 1	Malevolence
Flexibility (easily masters the communicative situation, resolving emerging conflicts of interest in the process of performing tasks)	5 4 3 2 1	Rigidity (in the process of interaction does not notice emerging problems, does not resort to methods of resolving conflicts of interest in the process of performing tasks)

When assessing the style of communicative activity of the cadet, the average grade is taken into account.

- 30-35 points: intensive communication activity, similar to the model of constructive interaction. The cadet, as a future officer, is able to freely own the audience, correctly focuses his attention in the process of interacting with subordinates, including all means. Joint service and combat activities are effective due to an effectively built system of interaction and relationships with subordinates and colleagues.

- 22-29 points: the student always correctly builds up interactions with subordinates, all available communication skills are used to achieve the assigned service-combat tasks. Reasonable initiative of subordinates is encouraged. Communicative activity is productive, takes place in active interaction with subordinates and colleagues.

- 16-21 points: characterize the cadet as capable of satisfactorily building a system of interaction and relationships with subordinates

and colleagues. In the course of his communicative activity, he freely makes contact with subordinates and colleagues, but does not experience some misunderstanding in interaction. Communicative activity is productive, but not always conducive, it achieves the assigned service-combat tasks.

▪10-15 points: communication performance is low. There is a one-sided, not properly implemented direction of the communicative influence on subordinates. The presence of communication barriers in the entry of interaction and relationships with subordinates and colleagues.

▪5-9 points: a very low score, at which any communicative activity is ineffective, there is no interaction with subordinates and colleagues, relationships are impersonal, formal, thoughtless setting of tasks for subordinates is inherent without taking into account the individual qualities of subordinates and colleagues.

Studies show that in the educational process, both the teacher and the cadet receiving a higher military education carry out activities that are the dialectical unity of generated activity, expressing the personal culture of each of the subjects.

Communicative culture is considered as a component of the professional culture of the personality of a cadet, which is a system of regulators that carry a complex of general cultural

knowledge, abilities, a combination of skills and communication skills, a culture of speech, which are formed in the process of training in a military university in the presence of certain value attitudes.

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