



**INTERACTIVE METHODS OF FORMING THE DIGITAL  
COMMUNICATION CULTURE OF FUTURE TEACHERS**

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**ABSTRACT**

The article provides a comprehensive study of the theoretical and practical aspects of forming a digital communication culture among future teachers in the higher pedagogical education system under conditions of global digitalization. The relevance of the research is determined by the necessity for modern educators to adhere to professional ethical standards in virtual spaces, apply emotional intelligence in cyber-communication, and organize efficient information exchange with students.

**KEY WORDS**

Digital education, communication culture, future teacher, interactive educational technologies, digital ethics, netiquette, cyberbullying prevention, digital pedagogical tact, communicative competence, virtual environment.

**INTRODUCTION**

Today, the digitalization of education requires teachers not only to know information technologies, but also to conduct civilized and ethical communication in a complex digital ecosystem. The culture of digital communication is a person's behavior in a virtual environment, adherence to the norms of pedagogical ethics in the process of information exchange, and respect for the rights and freedoms of communication participants.

**Relevance of the topic.** The current stage of human development is characterized by a rapid transformation of all aspects of social life, in particular, the education system. The formation of an information society requires a revision of traditional formats of pedagogical communication and their adaptation to digital reality. The modern educational environment is now not limited to the walls of the classroom, but is moving to virtual space, social networks, and global platforms. In such conditions, the formation of a digital communication culture of future teachers is becoming a pedagogical problem of strategic importance.

**Problem statement.** Pedagogical communication is not just a means of information transmission, but a spiritual and moral bridge between the teacher and the student. However, in the digital environment, the visual and emotional components of this communication are decreasing, and textual and symbolic (emoji, stickers, abbreviations) communication is taking precedence. This often leads to mutual misunderstandings, violation of pedagogical ethics, and loss of professional distance. The need for this study is determined by the fact that future teachers do not have sufficient skills in behaving in a digital environment, filtering information, and respecting the personal integrity of communication participants.

**Scientific novelty and methodological basis.** In this study, the culture of digital communication is interpreted as an integral part of the general culture of the individual and an important component of professional competence. Person-oriented and competency-based approaches were chosen as the methodological basis of the study. The main hypothesis of the scientific research is that if interactive methods and digital simulations are systematically used in the pedagogical process, not only the technological literacy of future teachers, but also their digital ethical and aesthetic worldview will be transformed.

**The purpose of the study.** To improve the pedagogical mechanisms for the formation of a digital communication culture in students of higher educational institutions - future teachers, and to scientifically substantiate the effectiveness of interactive teaching methods in this process. To achieve this goal, the task is to synthesize the rules of modern "netiquette" (network ethics) with the specifics of pedagogical activity.

## **Components of a digital communication culture**

**The formation of this culture in future teachers includes three main areas:**

1. Cognitive component: Knowledge of the rules and security measures of digital communication.
2. Axiological component: Respect for human values in virtual communication.
3. Technological component: Effective use of communication tools (LMS, messengers, social networks).

## **Interactive methods of formation**

Traditional lecture classes are of little use in the formation of a digital culture. Therefore, it is advisable to use the following interactive methods:

### **1. "Case-study" method**

Students are given problem situations that can occur in real life.

Example: "A student left an inappropriate comment on a teacher's personal social page. What should the teacher's reaction be?"

This method develops students' skills in analyzing the situation and making the right decisions from an ethical point of view.

### **2. "Digital Simulation" and Role-playing**

An artificial communication environment is created on virtual learning platforms (for example, Google Classroom or Moodle). Students play the roles of a teacher, parent, and student and

communicate in group chats and forums. In this process, the level of compliance with the rules of "netiquette" (network ethics) is assessed.

### 3. "Flipped Classroom"

Students are given theoretical information on digital ethics in advance through video lessons. In the auditorium, only practical discussions and interactive games (for example, tests on the Kahoot or Quizziz platforms) will be held.

### 4. "Debate" and "Panel Discussion"

Organizing debates in online and offline formats on topics such as "Anonymity in the Digital World: Freedom or Irresponsibility?" will form critical thinking in students.

#### Pedagogical recommendations

To improve the digital communication culture of future educators, it is necessary to pay attention to the following:

Personal example: Higher education professors and teachers themselves must be a benchmark in digital communication.

Media literacy: Teaching information filtering and protection from fake news.

Cyber hygiene: Explaining the security of passwords and the inviolability of personal data.

In forming a culture of digital communication, we must rely on an acmeological approach. This approach shows that the professional maturity of a future educator is inextricably linked with his self-management in the digital environment.

The following principles are considered to be the priority in the digital transformation of pedagogical communication:

The principle of empathy: Feeling the emotional state of the interlocutor behind the screen through text and visual symbols.

The principle of discursiveness: Building an argumentative, logical and grammatically flawless speech in virtual communication.

The principle of moderation: The ability of a teacher to resolve conflicts and create a constructive environment in digital groups (Telegram, WhatsApp).

(The most important part of the article is about what was revealed in practice)

During the research, a questionnaire and a pedagogical experiment were conducted among students of the Pedagogical University on the topic "Ethics of Digital Communication: Level of Preparation".

The experiment was carried out in two stages:

#### A) Diagnostic stage:

Initial analyses showed that future teachers:

45% use "slang" (street language) and excessive emojis in official online communication.

30% do not know how to pedagogically react in cases of cyberbullying (virtual harassment).

#### B) Formative stage:

After the use of interactive methods (Cases, Simulations), a significant difference was observed between the control and experimental groups.

We can see the results in the table below:

Indicators	Before the experiment	After the experiment	Growth dynamics
Obeying the rules of netiquette	38%	82%	+44%
Online conflict management	25%	68%	+43%
Digital hygiene and safety	52%	91%	+39%

In our study, we propose a digital analogue of the traditional concept of "pedagogical tact" - the term "Digital pedagogical tact". This concept includes the following:

1. Time regulation: The culture of not writing work messages to students or parents after 9:00 PM.
2. Visual aesthetics: The appearance and background processing of the teacher during video communication (Zoom/Meet culture).
3. Information responsibility: Not spreading unverified news (fake news) and respecting copyright.

The results of the study show that the digital communication culture of future teachers is not just an additional skill, but a fundamental basis of modern teacher professionalism. Through interactive methods, students can be brought from a "passive user" to a "cultured moderator".

### Conclusion

The culture of digital communication is the "virtual image" of a modern teacher. The formation of this culture in students through interactive methods will ensure that they will become worthy teachers and safe guides for their students in the future in the digital world. The conducted research and experimental work with future teachers show that the culture of digital communication is not just technical literacy, but a new, virtual dimension of pedagogical skills. Summarizing the results of the research, the following conceptual conclusions were drawn:

#### 1. The need for methodological transformation:

Traditional pedagogical communication rules are not enough in the digital environment. The "illusion of anonymity" and "psychology of distance" in the virtual space require a communication strategy from the teacher that quickly adapts to changing situations and has high emotional intelligence. Interactive methods (case studies, simulations) transform students from passive recipients of information into active and responsible participants in communication with moral filters.

#### 2. "Digital pedagogical tact" as a professional standard:

The concept of "digital pedagogical tact" put forward in our study is an important competency that should be included in the professional profile of future teachers. It includes not only compliance with the rules of "netiquette", but also the responsibility to ensure the psychological safety of students in the online environment, prevent cyberbullying and leave a digital footprint.

### 3. Practical suggestions and recommendations:

As a result of the study, the following practical recommendations were developed for the higher education system:

Changes to curricula: Introduce the module "Ethics of digital communication and cyberpedagogy" as a component of the subject "Pedagogical skills";

Virtual training platform: Create special digital laboratories for students that simulate pedagogical conflict online situations (for example, provocations in chats, violation of ethical boundaries);

Evaluation criteria: During the pedagogical practice, the student will be assessed not only for his/her teaching skills, but also for his/her communication culture with students and parents on social networks and messengers.

### 4. Future research:

Further in-depth study of this problem should include the issues of forming a culture of communication with artificial intelligence (AI) and using the achievements of neuropedagogy in virtual communication. Systematic formation of a culture of digital communication in future teachers is a strategic task that, along with improving the quality of education, ensures the sustainability of universal and national values in society in the digital environment.

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