

IMPROVING PROFESSIONAL COMMUNICATION IN WITHIN AGRICULTURAL DISCIPLINES THROUGH INTERACTIVE LEARNING

*J. Nuratdinova*¹

Abstract:

The facilitation of professional communication within the agrarian sector is crucial for the dissemination of agricultural disciplines and the fulfillment of farmer needs, functioning as a conduit between agricultural professionals and the wider community. In this article investigates the efficacy of interactive pedagogical techniques, including role-playing, case studies, and collaborative discussions, in the enhancement of communication competencies and teamwork within agrarian studies. The paradigm of interactive learning underscores the importance of feedback, autonomy, and cooperative engagement, rendering it a dynamic and stimulating endeavor that substantially contributes to the advancement of professional communication abilities. Through the integration of these methodologies into educational frameworks, learners can cultivate vital communication proficiencies that are requisite not only in agriculture but also in diverse professional domains.

Key words: Professional communication, agrarian disciplines, interactive learning, teamwork skills, communication strategies, role-playing, case studies, student engagement.

doi: <https://doi.org/10.2024/vogqts65>

Teaching professional communication in English is an integral part of modern agricultural education. Students with English communication skills have an advantage in the labor market and can successfully cooperate with colleagues and peers from different countries. The methodology of teaching professional communication in English in agricultural education should be targeted and adapted to the specialization of the industry. One of the main steps is to define specific learning objectives, which may include the development of oral and written communication, presentation skills, business approach and other aspects of professional communication.

Effective communication in agrarian areas is crucial for disseminating agrarian data and meeting the needs of agronomists. It serves as a bridge between agricultural experts and the open world, ensuring that important data reach non-agrarian communities in a viable way [2].

Communication facilitates the sharing of knowledge, which is essential for farmers to adopt new technologies and improve their practices, ultimately leading to enhanced productivity and sustainability [1]. Moreover, agricultural communication professionals play a significant role in shaping media relations and public understanding of agricultural issues, which is vital in an era where mass media is a primary source of information for the public [4]. The integration of various communication mediums, from traditional print to digital platforms, further underscores the importance of effective communication strategies in fostering informed decision-making and community engagement within the agricultural sector [3].

Interactive learning strategies emphasize collaborative exercises between students and instructors, creating a collaborative learning environment. These strategies include role-

¹ *Nuratdinova Jupargul Satbaevna, Nukus State Pedagogical Institute, 2nd-course doctoral student*

playing, case studies and discussions that increase cognitive, passionate and motivational engagement among participants [5].

The essence of interactive training lies in its focus on feedback, student autonomy, and cooperative learning, which collectively contribute to improved communication skills and teamwork. Additionally, training sessions and master classes are highlighted as effective formats that promote active participation and problem-solving through simulated real-life scenarios [6]. These methods not only facilitate knowledge acquisition but also encourage the development of social and emotional competencies, making learning a more dynamic and engaging process. Overall, interactive learning methods represent a shift from traditional education by prioritizing inquiry and collaboration over more information transfer.

The purpose of the article is to explore how these innovative approaches can be integrated into various educational settings to enhance student engagement and foster a deeper understanding of the subject matter. This exploration will include case studies, practical examples, and recommendations for educators seeking to implement these strategies effectively.

Collaboration and teamwork experiences among students can vary significantly based on context, with many expressing negative feelings towards classroom group projects due to challenges in communication and organization [7].

In contrast, students reported positive teamwork experiences in work, internship, or research settings, highlighting the value of diverse perspectives in fostering successful collaboration. The development of teamwork skills is crucial, as students' antipathy towards team projects may stem from their underdeveloped skills, which are essential for effective relationships. To enhance students' perceptions and skills related to teamwork, it is recommended that educators provide more autonomy in classroom settings and implement training focused on teamwork skills. This approach could lead to improved employability skills, preparing students better for future collaborative endeavors in their careers.

Interactive approaches in education, particularly through the use of simulated patient (SP) scenarios, significantly enhance students' communication skills and self-awareness. These methods allow students to engage in role-play, where they practice active listening, empathy, and rapport-building, which are crucial for effective professional-patient interactions. The feedback received from SPs after these simulations is vital, as it helps students identify and correct their communicative errors, fostering a deeper understanding of their communication choices [8].

Additionally, the structured dialogues encourage students to balance their questioning techniques, promoting a more equitable exchange during consultations. Overall, these interactive strategies not only build confidence but also instill problem-solving communication techniques that become instinctual through practice .

Interactive learning techniques can enhance student engagement and understanding, as evidenced by the positive evaluations of interactive activities in a classroom setting. Students expressed a preference for longer role-play activities with standardized patients (SP), indicating that such immersive experiences facilitate better learning outcomes. Additionally, the need for more preparation time before these SP situations suggests that structured interactive exercises can significantly improve professional-patient healthcare communication skills. The emphasis on empathy in professional-patient discourse further highlights the importance of interactive techniques in fostering essential communication competencies among students.

Professional communication is crucial across various fields, as it facilitates effective information exchange and enhances understanding among professionals and clients. In healthcare, for instance, students practicing professional-patient communication demonstrated the importance of clear dialogue, active listening, and empathy, which are essential for building rapport and ensuring patient cooperation.

Equally important is focusing on teacher support to develop students' willingness to communicate. Teachers play a vital role in creating an encouraging environment that fosters confidence and promotes effective communication skills. By providing guidance, feedback, and opportunities for practice, educators can help students overcome communication barriers, making them more comfortable and willing to engage in professional dialogues. This is particularly necessary in professions like healthcare, where communication is integral to patient outcomes and professional success [11].

Similarly, in agriculture, effective communication skills are vital for professionals to articulate issues and collaborate with stakeholders, thereby addressing the challenges faced by farmers.

Furthermore, in engineering education, the ability to communicate clearly with diverse audiences is emphasized, highlighting the need for students to adapt their communication styles to different professional contexts [9].

Overall, the development of strong communication skills is recognized as a key component in preparing graduates for successful careers in their respective fields.

Educators in agrarian studies are called to enhance communication skills among students to effectively advocate for agriculture and improve agricultural literacy. This can be achieved by integrating technology and social media into lesson plans, as these tools are crucial for promoting agricultural knowledge in contemporary settings.

Additionally, offering public speaking courses focused on agricultural advocacy can prepare students to communicate effectively in various contexts. Understanding the perceptions of students regarding communication apprehension (CA) and willingness to communicate (WA) can also inform instructional strategies, enabling educators to tailor their approaches to meet diverse student needs. Furthermore, agricultural communication professionals should be engaged in media relations to better disseminate agricultural information, thereby bridging gaps between the agricultural community and the public.

References:

- [1]. Kaur A. *Agricultural communication: a theoretical perspective* // *International Journal of Advanced Mass Communication and Journalism*. – 2022. – T. 3. – №. 1. – C. 73-77.
- [2]. Lundy L. K., Ruth A. M., Park T. D. *Entertainment and agriculture: An examination of the impact of entertainment media on perceptions of agriculture* // *Journal of Applied Communications*. – 2007. – T. 91. – №. 1. – C. 7.
- [3]. Parmar P. *Role of communication in the Improvement of one's personality* // *Language in India*. – 2013. – T. 13. – №. 6. – C. 699-704.
- [4]. Morgan A. C., Rucker K. J. *Competencies needed by agricultural communication undergraduates: An academic perspective* // *Journal of Applied Communications*. – 2013. – T. 97. – №. 1. – C. 6.
- [5]. Bulgakova O. et al. *Formation of information-communication competence of the future agricultural engineering specialists at agricultural institutions of higher education* // *Engineering for Rural Development*. – 2023. – T. 22. – C. 691-699.
- [6]. Lotareva D. et al. *Innovative tools of modern learning: using master classes and*
- [7]. Parrella J. A. et al. *Investigating Students' Career-Readiness in the Agricultural Sciences: A Phenomenological Case Study* // *Journal of Research in Technical Careers*. – 2023. – T. 7. – №. 1. – C. 20-44.
- [8]. Takács, T., & Czar, D. (2021). *Enhancing Professional Communication Skills in Teaching English for Specific Purposes*. *International Journal of Second and Foreign Language Education*, 1(2), 48-59. <https://doi.org/10.33422/ijsfle.v1i2.123>
- [9]. Nazarenko L. *Interprofessional Communication in ESP: Preparing engineering students to communicate across the professional divide*. – 2018.

- [10]. Nuratdinova J. *Developing professional communication skills in English of agricultural education students* // *Science and innovation*. – 2024. – T. 3. – №. B7. – C. 60-63.
- [11]. Borasheva, A. (2024). *The Crucial Role of Teacher Support in Enhancing Willingness to Communicate, Professional, Communicative and Lexical Competences*. *Pubmedia Jurnal Penelitian Tindakan Kelas Indonesia*, 1(4), 9. <https://doi.org/10.47134/ptk.vii4.898>
- [12]. Tadjimova S. *Students' Development of lexical skills throughout English Sessions* // *Наука и технология в современном мире*. – 2024. – T. 3. – №. 5. – C. 26-27.
- [13]. Alimbetova M. *Enhancing lexical competence through authentic texts* // *Science and innovation*. – 2024. – T. 3. – №. C7. – C. 26-30.
- [14]. Abdullayeva D. A., O'g'iljon Eshmirzaevna Mamatkulova Z., Mamatkulova G. *Improving Students Knowledge of foreign languages by computer Technologies* // *Zibaldone Estudios italianos*. – 2023. – T. 10. – №. 2.