

**DEVELOPMENT OF COMMUNICATIVE SKILLS IN FUTURE TEACHERS AS A
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Abstract:In this article, the issues of communicative competence, the development of professional competence of future teachers, the unity of the three interrelated communicative, interactive and perceptual components in communication, the teacher's professional communicative competence, communicative self-improvement, higher pedagogy training sessions.

Keywords:communicative competence, future teacher, communication, higher education

Developing the professional competence of future teachers is currently one of the most pressing issues. In Uzbekistan's educational institutions, normative frameworks have been established to foster the communicative competence of future educators, enabling effective interaction mechanisms with student communities, parents, and colleagues. The formation of professional competence in future teachers holds a distinct place among the complex challenges of teacher preparation. This issue has become particularly evident in the current phase of educational modernization reforms, where adapting to professional pedagogical activities is increasingly prominent. The development of future teachers' professional competence is enriched through practical, psychological, methodological, and research-oriented approaches. Diagnosing professional competence requires incorporating diagnostic, communicative, managerial, and projective learning groups as essential characteristics of professional formation. The cognitive activity of a teacher is largely defined by the complexity, dynamism, and non-standard nature of the phenomena being studied, the influence of boundaries distinguishing social phenomena, and the search for them amidst uncertainty. This necessitates skills in observation and modeling the inner world of the interlocutor. The Action Strategy for the Further Development of the Republic of Uzbekistan, outlined by the President of Uzbekistan, emphasizes priority tasks such as "continuously improving the quality and level of professional skills of pedagogical staff" [1]. This creates conditions for enhancing the level of professional communication in social processes. Key legislative documents, including Presidential Decree No. PF-4947 dated February 7, 2017, on the "Action Strategy for the Further Development of the Republic of Uzbekistan," Decree No. PQ-2909 dated April 20, 2017, on "Measures to Further Develop the Higher Education System," and Decree No. PQ-3775 dated June 5, 2018, on "Enhancing the Quality of Education in Higher Education Institutions and Ensuring Their Active Participation in Comprehensive Reforms" [2, 3], along with other normative-legal acts, serve to implement these tasks [4].

The development of future teachers' professional competence has been explored in the works of Uzbek researchers such as B.S. Abdullaeva, A.A. Abduqodirov, G. Abduraimova, Sh. Abduraimov, B.R. Adizov, N.N. Azizxodjaeva, S. Bazarova, U.Sh. Begimqulov, R.H. Djuraev, R.G. Isyanov, Sh.Q. Mardonov, A. Maxmudov, D.

Mamatov, N.A. Muslimov, O. Musurmonova, U.N. Nishonaliev, S. Nishonova, N. Ortiqov, M. Ochilov, B.X. Rahimov, O'.Q. Tolipov, O. To'raqulov, U. To'raqulov, D. Sharipova, Sh.S. Sharipov, A.A. Xalikov, N.G'. Egamberdieva, and M. Qodirov. Researchers from the Commonwealth of Independent States, including L.S. Vygotsky, P.Ya. Galperin, V.V. Davydov, N.V. Kuzmina, Ye.N. Linov, I.Ya. Lerner, A.K. Markova, N.D. Nikandrov, and S.L. Rubinshteyn, have studied the psychological aspects of developing teachers' professional skills. In European countries, issues related to the development of teachers' communicative competence have been investigated by scholars such as M. Buber, L. Botcheva, R. Boyatzis, F. Delamare, A. Disterweg, J. Dewey, A. Maslow, Jean Piaget, and K. Jaspers. In the modern era, pedagogical perspectives on human worldview are being fundamentally reconsidered, the social status of individuals is changing, and the education and upbringing of the younger generation are being reevaluated, leading to transformations in the relationships among the subjects of these processes [5]. The humanistic aspects of the relationship between educators and learners are grounded in Immanuel Kant's categorical imperative, which asserts that every individual should be treated as an end in themselves, not merely as a means to others' goals.

Organizing pedagogical communication cannot solely rely on pedagogical goals and objectives, though these naturally form the basis of the activity. In such communication, the teacher's tendency to express only their own demands leads to a one-sided interaction. Instead of imposing their own demands, teachers should engage in dialogue by considering children's interests and aspirations, ensuring that the child's world and interests align with pedagogical objectives. A triadic approach to communication, comprising interconnected communicative, interactive, and perceptual components, holds particular significance (G.M. Andreeva, A.A. Bodalev, B.D. Parygin). The communicative aspect involves the exchange of information among students, the interactive aspect pertains to organizing mutual influence, and the perceptual aspect reflects mutual understanding and emotional connection based on perception. Teachers' communicative abilities are expressed through various concepts such as "pedagogical mastery," "qualification profile," and professional requirements in pedagogical education theory, including "pedagogical mastery," "qualification profile," "professional profile," "professional readiness," and "professional competence" [6]. These pedagogical categories, while describing the same phenomenon, have distinct contextual meanings and are applied in different contexts. Closely related to the concept of "communicative competence" is the notion of the "communicative core" of a person, a relatively recent concept introduced in scientific research by contemporary psychologist A.A. Bodalev. The communicative core, as a psychological phenomenon, suggests that every individual possesses a foundation that enables more successful communication. This foundation exists in adults and children alike and may include personal traits and qualities [7]. These ultimately determine the method and direction of communication. Conversely, a low level of professional communicative competence prevents teachers from realizing their professional potential, potentially leading to general dissatisfaction with life. Considering the interplay between general and professional communicative competence, we identified the following criteria for its manifestation: the first criterion is general communicative values, including the value of the individual, the communication process, and traditional forms of communication for the teacher. The second criterion is the teacher's ability to engage in

interpersonal communication, defined as general communicative skills, such as establishing connections with close relatives, colleagues, and students' parents. The third criterion is the extent to which the teacher integrates general communicative values into their professional ideals, as the development level of these values is significant in both daily and pedagogical communication. These values serve as the foundation for humanistic and facilitative communication with children, rooted in student-centeredness, self-awareness, and the need to adapt teaching methods to the evolving needs of students.

The presence of professional communicative skills constitutes the fourth criterion for assessing communicative competence, as professional pedagogical communication has distinct characteristics that differentiate it from everyday communication. The need to define these criteria enabled the identification of three levels of communicative competence: high, medium, and low. A high level of communicative competence is characterized by a clear humanistic orientation in teacher-student interactions, where both participants act as subjects of the process, with their individuality recognized and valued as unique. Such teachers feel a need for communication with students and employ ethical communication forms in practice [8]. Their verbal and nonverbal communication skills are well-developed, with no discrepancies between these components. They can regulate their psychological-physiological state and use collaborative methods to resolve conflicts. A medium level of communicative competence implies insufficiently expressed value-based communicative orientations. Such teachers may appear humanistic externally, but their interactions with students are often role-based and socially driven. They do not feel a particular need for communication with students, and their interactions are strictly bounded, often lacking positive emotional expression. Their verbal and nonverbal communication skills are developed to a significant extent within the scope of professional necessity. While they can regulate their psychological-physiological state, some emotional instability may be present. A low level of communicative competence is marked by the exclusion of one or more communicative values from the teacher's value orientations. Teacher-student communication cannot be described as humanistic; students feel discomfort, the emotional tone of lessons is predominantly negative, and meaningful interaction with students is absent.

There is a discrepancy between the verbal and nonverbal components of the teacher's communication, and they often struggle to regulate their psychological-physiological state. Based on the above, communicative competence is a dynamic construct that evolves through two stages: general and professional communicative competence, which coexist at certain developmental stages and can progress from one level to another [9]. This development occurs through the spontaneous acquisition of the "language" of communication and through teaching. In professions directly or indirectly related to communication, this process is most effective when specially organized teaching and specific conditions are met. First and foremost, future teachers must possess a solid knowledge base. The development of a humanized communicative core, grounded in pedagogical sciences, is guided by the objectives of these disciplines:

- History of Pedagogy: Studies the development of pedagogical ideas, theories, and education systems.

-Pedagogy: Examines the fundamental laws of education as a specially organized pedagogical process, providing a foundation for developing all branches of pedagogical knowledge, including general principles, didactics (teaching theory), upbringing theory, and education management.

- Age-Specific Pedagogy: Investigates the characteristics and patterns of human development at different ages, including preschool pedagogy, primary education pedagogy, andragogy (adult education), and gerontagogy (pedagogy of aging).

- Professional Pedagogy: Addresses issues of vocational education, including pedagogy for vocational schools, secondary specialized vocational institutions, higher education, and labor pedagogy.

- Sectoral Pedagogy: Studies the laws of preparing individuals for specific activities (e.g., pedagogical, engineering, military, legal).

- Social Pedagogy: Explores the impact of society on personality formation and development, including family pedagogy, labor collective pedagogy, and re-education.

- Correctional (Special) Pedagogy: Focuses on the education and upbringing of children with physical or psychophysiological disabilities, including defectology (working with children with intellectual developmental delays), speech therapy (correcting speech disorders), deaf pedagogy (working with hearing-impaired children), typhlopedagogy (working with visually impaired or blind children), and oligophrenopedagogy (working with intellectually disabled children).

- Ethnopedagogy: Examines the laws and characteristics of folk and ethnic upbringing.

- Comparative Pedagogy: Analyzes the characteristics of education organization in different countries.

- Subject-Specific Methodology: Studies the teaching of specific academic subjects in various types of educational institutions.

- Philosophy of Education: A branch of pedagogy that explores the role of philosophical doctrines in understanding the essence of education, defining the ideology of education and upbringing, and analyzing key conceptual approaches to setting educational goals and their implementation methods.

In conclusion, it is worth emphasizing that the goal of communicative self-improvement is clear, though motives may vary. For a humanistically oriented teacher, communicative self-improvement is not only about personal growth but also a prerequisite for effective interaction, contributing to children's development while preserving their individuality and uniqueness. Therefore, practical training plays a significant role in developing communicative competence. The mechanisms for enhancing future teachers' communicative competence necessitate the development of methodological support for organizing professional-pedagogical activities through a practical approach. Structuring educational

sessions into three blocks—informational, self-awareness, and practical—is advisable. This understanding of the specificity of higher pedagogical education, requiring teachers to continuously demonstrate professional competence, can be traced back to the content and essence of the traditional education system, rooted in the culture and education system's expectations of its actors.

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