



ANALYSIS OF COMMUNICATIVE COMPETENCE DEVELOPMENT IN FUTURE TEACHERS

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Abstract

This article explores the theoretical and methodological foundations for cultivating communicative competence in prospective teachers, its structural elements, and its relevance in pedagogical practice. In contemporary education, interpersonal communication is recognized as an essential component of a teacher's professional competence, significantly influencing teaching quality, student motivation, and the psychological atmosphere of the classroom. The study also highlights effective pedagogical strategies for enhancing communicative skills, including communicative-empathic trainings, conflict management workshops, technical speech development exercises, as well as supervision and mentoring practices.

Keywords: Cognitive, affective, operational, nonverbal, interactive, reflective skills, communication strategies

Annotatsiya

Ushbu maqolada bo'lajak pedagoglarda muloqotchanlikni shakllantirishning nazariy-metodologik asoslari, uning tarkibiy tuzilishi va pedagogik amaliyotdagi ahamiyati tahlil qilinadi. Zamonaviy ta'lim tizimida shaxslararo muloqot o'qituvchining kasbiy kompetensiyasining ajralmas qismi sifatida qaralib, uning



ta'lim sifatiga, o'quvchilar motivatsiyasiga va psixologik muhitga ta'siri asoslab beriladi. Maqolada, shuningdek, muloqotchanlikni rivojlantirishning samarali pedagogik mexanizmlari sifatida kommunikativ-empatik treninglar, konfliktologik mashg'ulotlar, texnik nutq treninglari, superviziya va mentorlik tizimlarining qo'llanishi taklif etiladi.

Аннотация:

В данной статье анализируются теоретико-методологические основы формирования коммуникативной компетентности у будущих педагогов, её структурные элементы и значение в педагогической практике. В современной системе образования межличностная коммуникация рассматривается как неотъемлемая часть профессиональной компетентности учителя, а её влияние на качество образования, мотивацию учащихся и психологический климат в учебной среде обосновывается научно.

В статье также предлагается использование эффективных педагогических механизмов развития коммуникативных навыков, таких как коммуникативно-эмпатические тренинги, занятия по конфликтологии, тренинги по развитию технической речи, а также системы супервизии и наставничества.

Introduction

The primary goal of modern education is not only to develop knowledgeable individuals but also socially active, creative, and communicatively capable learners. Central to this process is the teacher, who must possess well-developed professional communication skills. A teacher's ability to communicate effectively is a decisive factor in lesson quality, student engagement, and the creation of a positive psychological environment.

However, higher education institutions often emphasize cognitive (knowledge-based) aspects over operational (skill-based) and affective (emotional) components of communication. In real pedagogical settings, practical and emotional communication skills play a crucial role. Therefore, systematically studying and fostering communicative competence in future teachers, and



defining optimal pedagogical conditions for its development, is a pressing concern.

Communicative competence refers to a set of abilities that enable an individual to establish socially appropriate, pedagogically purposeful, and contextually effective interactions in professional activities. It encompasses not only speaking skills but also listening, understanding, responding, collaborating, demonstrating empathy, and respecting diverse perspectives. In teaching, such competence supports student engagement, fosters a positive learning climate, and ensures effective instruction.

Researchers in pedagogical psychology (A.A. Leontiev, V.A. Kan-Kalik, Sh.A. Sodiqova) typically divide communicative competence into the following components:

- **Cognitive Component:** Intellectual processes including comprehension, differentiation, and information processing, which enable teachers to plan communication strategies based on knowledge of communication theory, its forms, types, and ethical norms.
- **Affective Component:** Emotional and motivational aspects of communication, including personal needs, empathy, pedagogical optimism, and emotional stability in interactions.
- **Operational Component:** Practical skills required to initiate and maintain communication, including various sub-skills that ensure effective verbal and nonverbal interaction.

The modern education system emphasizes not only the transmission of knowledge but also the organization of effective interpersonal communication. Therefore, teachers must possess advanced communicative competence to provide quality education, support social integration, and create a healthy classroom environment. L.S. Vygotsky highlighted social interaction as a critical factor in human development, noting that thinking and speech are shaped through communication (Vygotsky, 1982). Similarly, A.A. Leontiev considered communication the central form of human activity through which interpersonal relationships, social adaptation, and self-expression occur (Leontiev, 1997).



Functions of Teacher Communication

1. **Informational-Communicative Function:** Delivering knowledge clearly and effectively.
2. **Regulatory-Organizational Function:** Managing the learning process, ensuring discipline, and motivating students.
3. **Affective-Educational Function:** Influencing students emotionally, promoting psychological comfort, and instilling personal values.
4. **Reflective Function:** Assessing students' mood and knowledge levels to facilitate self-awareness and reflection.

Understanding and applying these functions requires both theoretical knowledge and practical experience. Therefore, assessing future teachers' readiness for communication is essential. Three levels are typically distinguished:

- **High (Optimal) Level:** Full theoretical knowledge, proactive communication, constructive conflict management, and high empathy.
- **Medium (Sufficient) Level:** Adequate theoretical knowledge, but partial practical skill gaps, especially in nonverbal communication; may face some challenges in conflict resolution.
- **Low (Unsatisfactory) Level:** Avoids communication or engages only out of obligation, demonstrates poor emotional control and unclear speech, and lacks practical skills.

Diagnostic Methods

Since communicative competence is multifaceted, it cannot be measured by a single tool. Effective methods in higher education include:

1. **Psychological Tests:**
 - I.F. Sharipov's test to assess communication readiness.
 - A.V. Zakharov's empathy test.
2. **Pedagogical Observation:** Monitoring students during practicum, role-playing, or teaching exercises.
3. **Sociometric Techniques:** Analyzing group dynamics and interpersonal relationships.
4. **Case Studies and Situational Tasks:** Presenting real-life teaching challenges (e.g., "Unfounded parental complaint" or "Disruptive student") and requiring students to propose communication strategies.



Pedagogical Strategies for Developing Communicative Competence

The development of communication skills should be **activity-based and practice-oriented**, rather than lecture-focused. Key strategies include:

- **Interactive Learning Environments:** Promoting discussion, dialogue, and collaboration in all subjects.
- **Communicative-Empathic Trainings:** Enhancing empathy and perspective-taking.
- **Conflict Management Workshops:** Teaching constructive resolution of pedagogical conflicts through role-play and problem-solving exercises.
- **Technical Speech Development:** Improving diction, voice modulation, and control of nonverbal cues through practical exercises.
- **Supervision and Mentoring:** Providing individualized feedback based on real teaching practice to strengthen communication skills.

These approaches enable students to acquire both theoretical knowledge and practical skills necessary for professional teaching.

Conclusion

The analysis shows that communicative competence in future teachers is a critical professional requirement rather than a mere psychological situation. Current educational practice often overemphasizes theory while neglecting practical skill development. The systematic integration of interactive, practice-oriented methods targeting cognitive, affective, and operational components is the most effective way to cultivate comprehensive communication competence, preparing future teachers for successful professional activity.

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