



METHODOLOGY FOR DEVELOPING COMMUNICATIVE SKILLS IN FUTURE PRIMARY SCHOOL TEACHERS

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Abstract

This article examines the pedagogical and psychological foundations of developing communicative skills in the professional training of future primary school teachers. The article substantiates that the communicative competence of a primary school teacher is a key factor determining the effectiveness of education. Every teacher has the task of conscientiously envisioning and clearly implementing solutions to the urgent problems, goals, and objectives of our country, and enthusiastically applying their abilities, knowledge, and experience to achieve them, as well as possessing the skills for a creative approach to pedagogical activity.

Keywords: Future teacher, primary education, communicative skills, pedagogical communication, communicative competence, interactive methods, empathy, speech culture, professional training, environment.

Introduction

In today's era of globalization, the education system is emerging as one of the crucial factors in societal development. Reforms occurring in the field of education on a global scale, innovative approaches, the rapid advancement of digital technologies, and processes of international cooperation are directly influencing national education systems. Therefore, studying the theoretical foundations of global educational progress, its developmental stages, and the



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experiences of leading countries holds current scientific and pedagogical significance.

It is appropriate to focus on illuminating the essence of global educational development, analyzing the historical evolution, current state, and future directions of educational systems. As we all know well, the activities of international organizations (UNESCO, UNICEF, ILO, and others) in the field of education, the unique aspects of education systems in Asian, European, and American countries, as well as modern educational challenges and ways to address them, have been highlighted. The issue of education has always been equally crucial for all countries throughout history. Looking at world history, we can see that as a result of political, socio-economic changes, struggles for power and dominion, and the worldviews of country leaders and people, the education systems in all countries across the globe have undergone different paths of development. World history demonstrates that while education flourished in some periods in various countries, it declined in others, was forgotten during certain political eras, and elevated to a matter of policy in others. We can cite numerous examples of factors that have continuously influenced the development of science and education in world civilization, such as politics, religion, and economic life. We need to study the development of global education because it is a discipline that examines global processes and trends in the field of education, the changes that have occurred in education systems under their influence, and the dynamics of educational development. Based on the Law of the Republic of Uzbekistan "On Education" [1] and the "National Program for Personnel Training" [2], fundamental reforms in the country's education system are aimed at introducing learner-centered education, that is, cultivating well-educated, open-minded, competitive, and mature individuals. To achieve this, it is necessary to develop students' professional skills and competencies by teaching them to apply their knowledge from various fields in practice throughout the stages of continuous education. In today's era of globalization, one of the main tasks of education is not only to provide students with knowledge and skills but also to cultivate their ability to apply them in practice.

Let's focus on the issue of developing communicative skills in future primary school teachers. As we all know, the word "Communicative" originates from the



French word "commune" (community), which means to communicate collectively or to unite in communication. Communicative ability is also the capacity for interaction, which takes on a special form in the field of pedagogical interaction. In our opinion, communicativeness is the ability to engage in dialogue, the skill to enter into communication with others. This ability is considered important for teachers to convey their thoughts clearly and comprehensibly to the group. It also serves to develop students' communicative abilities: the skills to understand others, self-awareness, and the ability to correctly assess situations.

LITERATURE REVIEW

To account for all the diverse aspects of developing communicative competence, we need to present our developed system of skills in the form of a multi-level structure and arrange its elements according to their significance. To develop a tiered system of communicative skills, we first analyzed typical errors in interactions among students, young teachers, and school pupils to identify gaps in knowledge about professional pedagogical communication and the ability to organize, implement, and monitor it.

Among these errors were: the inability to uncover the causes of specific situations; making decisions based on intuition rather than psychological and pedagogical knowledge; low variability in decision-making; and the inability to implement selected communication skills directly in practice. If we consider that the process of professional pedagogical communication involves solving countless communicative tasks, then the listed errors indicate the inability to solve them. In scientific literature, "level" refers to the relationship between the "higher" and "lower" stages of development of an object or process.

Numerous attempts to determine the level of general pedagogical knowledge and skills, including communicative skills, have been made by many researchers: O. A. Abdullina [3], E. E. Borovkova [2], E. B. Bystray, S. Kalmykova [5], N. V. Kuzmina, V. A. Slastenin [6] and others. They have developed various systems of levels.

For example, O. A. Abdullina, S. Kalmykova, N. Yazykov, and others proposed the classification of reproductive, reproductive-creative, creative-reproductive, and creative levels. V. A. Slastenin adds to these an intuitive level, at which



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students possess certain "initial" skills. E. E. Borovkova, in her dissertation research, expands the number of levels of communicative skills through imitation, reproduction, combination-effective, and creative approaches. It should be noted that all these levels equally apply to intellectual, gnostic, labor, organizational, and other competencies. There is also a system of levels supported by E. B. Bystrai, I. V. Zabrodina, L. A. Savenkova, G. S. Trofimova, and others. It includes low, medium, and high levels of development of communicative skills. In our opinion, this is the best division, as it reflects the theory of gradual skill development. In addition to these three, we recognize an elementary/initial level, which is characterized by students' lack of knowledge and skills in the field of educational communication and an authoritarian orientation in communication.

Communication (communicative) skills are a set of actions aimed at exchanging information, perceiving and understanding communication partners, managing interaction and self-regulation, as well as creatively applying communication knowledge, skills, and tools in changing conditions. These actions are carried out in accordance with the goals and objectives of interaction.

The formation of students' necessary **communicative competence in the field of pedagogical communication** goes through several stages at the university:

1. Familiarization with the essence of communicative competence;
2. Mastering standard methods of communicative influence;
3. Bringing communication skills to an automatic level;
4. Developing the ability to improvise when applying skills.

Each student reaches a certain level of communicative competence at any of these stages.

METHODOLOGY

Systematic approach, comparative analysis, and pedagogical modeling methods were used in the research process. The model for developing communicative skills covers three main directions:

Cognitive direction: Mastering knowledge in communication theory and psychology. Teacher training has evolved into a multifaceted process that includes core competencies, with cognitive and educational competencies being



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of significant importance. The main goal of teacher training is to identify the essence of cognitive and educational competence formation in future teachers, along with distinguishing its key elements. This article aims to develop a model of educational and cognitive competence for future teachers in independent work. The article provides a comprehensive review of existing literature and key works to identify the core educational and cognitive competencies that teachers need to demonstrate to effectively perform their job duties. Teacher training has emerged as a multifaceted process aimed at developing various core competencies, among which cognitive and educational competencies are of paramount importance. These competencies are crucial in the teaching context, as they contribute to the development of teachers' professional and cognitive independence, increase their self-sufficiency in their tasks, and ultimately enhance their ability to work independently (Habelko and Demchenko, 2021). Developing teachers' educational and cognitive competencies increases their ability to be self-sufficient in their work tasks and responsibilities, consequently improving their capacity for independent work. The proposed educational and cognitive competencies can be integrated into future teacher training processes, enabling them to enhance their professional skills and work independently and self-sufficiently.

Operational focus: Mastery in using speech techniques, facial expressions, and body language.

Speech technique and culture (Verbal operations) This is the teacher's primary working tool, which includes:

Diction and articulation: Clear pronunciation of sounds and words. This is crucial, as first-grade students learn sounds by observing the teacher's mouth movements.

Speech rate (Tempo): Adjusting information delivery to the child's level of comprehension (around 60-80 words per minute).

Intonation and emphasis: Highlighting important parts through voice, avoiding monotony.

Nonverbal communication tools (Kinesics) The teacher's words must align with their body language. Research shows that young children receive 70% of information through nonverbal channels.



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Facial expressions: Correctly conveying emotions (surprise, joy, determination) through facial muscles.

Body language: Posture and hand gestures. Open hand positions indicate confidence, while excessive movement suggests fatigue.

Eye contact: Maintaining attention by establishing eye contact with each student in turn. Perceptual-operational skills

At this stage, the teacher directly manages the communication process:

Listening to the class: Not just speaking alone, but patiently listening to students' answers and responding appropriately.

Distance management (Proxemics): Adjusting the distance (personal, social space) with the student depending on the situation. For example, maintaining "social space" when explaining a new topic, and shifting to "personal space" when helping a discouraged child.

Reflective orientation: The ability to analyze and adjust one's own communication style.

CONCLUSION

The development of communicative skills in future primary school teachers is a continuous pedagogical process that should not be limited to theoretical knowledge alone. It is advisable to widely introduce practical disciplines such as "Pedagogical Communication Practicum" into higher education curricula and to stimulate students' communicative creativity. After all, the speech and communication of a primary school teacher form the foundation that determines the cultural level of society. Communicative competence is necessary in modern educational conditions as part of future teacher training, ensuring their readiness for communication and awareness, as well as enabling them to integrate into various communication systems. When classes are conducted using training exercises, it allows future primary school teachers not only to effectively develop



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a certain level of communicative competence but also to cultivate the need to demonstrate their own communicative techniques and tactics.

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