

INNOVATIVE APPROACHES TO THE FORMATION OF COMMUNICATIVE COMPETENCE OF FUTURE TEACHER: PSYCHOLOGICAL AND PEDAGOGICAL ASPECTS

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Abstract. The article discusses modern innovative approaches to the development of communicative competence in future teachers, emphasizing the importance of this skill in their professional activities. Psychological and pedagogical aspects that contribute to the development of communicative competence are studied, including the influence of emotional intelligence and social skills on interaction with students.

Key words: Active socio-psychological training, discursive communication technology, innovative technologies, communicative competence.

BO'LAJAK O'QITUVCHINING KOMMUNIKATIV KOMPETENSIYASINI SHAKLLANTIRISHGA INNOVATSION YONDASHILISHI: PSIXOLOGIK-PEDAGOGIK ASPEKTLARI

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Annotatsiya. Maqolada bo'lajak o'qituvchilarda kommunikativ kompetentsiyani rivojlantirishga zamonaviy innovatsion yondashuvlar muhokama qilinadi, bu ko'nikma ularning kasbiy faoliyatida muhimligini ta'kidlaydi. Kommunikativ kompetentsiyani rivojlantirishga yordam beradigan psixologik-pedagogik jihatlar, jumladan, hissiy intellekt va ijtimoiy ko'nikmalarning o'quvchilar bilan o'zaro munosabatlariga ta'siri o'rganiladi.

Kalit so'zlar: Faol ijtimoiy-psixologik trening, diskursiv aloqa texnologiyasi, innovatsion texnologiyalar, kommunikativ kompetentsiya.

ИННОВАЦИОННЫЕ ПОДХОДЫ К ФОРМИРОВАНИЮ КОММУНИКАТИВНОЙ КОМПЕТЕНТНОСТИ БУДУЩЕГО УЧИТЕЛЯ: ПСИХОЛОГО-ПЕДАГОГИЧЕСКИЕ АСПЕКТЫ

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Аннотация. В статье рассматриваются современные инновационные подходы к формированию коммуникативной компетентности у будущих учителей, подчеркивается важность данного умения в их профессиональной деятельности. Изучаются психолого-педагогические аспекты, способствующие развитию коммуникативной компетентности, в том числе влияние эмоционального интеллекта и социальных навыков на взаимодействие со студентами.

Ключевые слова: Активное социально-психологическое обучение, дискурсивно-коммуникативная технология, инновационные технологии, коммуникативная компетентность.

Introduction. The role of effective communication in the educational sector cannot be overstated, particularly as educators are tasked with guiding students through an increasingly complex world. By refining their communication skills, future teachers can not only convey knowledge more effectively but also build meaningful relationships with their students. This

rapport is essential for fostering a supportive learning environment where students feel valued and motivated to engage actively in their education.

As the educational system strives for greater inclusivity and responsiveness, educators must also adapt their communication strategies to cater to diverse student needs. This involves not only verbal communication but also non-verbal cues, listening skills, and the ability to interpret students' emotional and social contexts. Training programmes must therefore encompass a holistic approach to communication, integrating theoretical knowledge with practical applications. Future educators should be exposed to a variety of pedagogical scenarios that challenge them to think critically about their communication styles and the impact these styles have on student learning.

Moreover, the integration of technology in the educational process presents both opportunities and challenges for communication. As digital platforms become more prevalent, educators must navigate new forms of communication while maintaining the human connection that is essential to teaching. Professional development in this area should focus on equipping teachers with the skills to use technology effectively, ensuring that they can facilitate engaging and interactive learning experiences both in-person and online.

Reflective practice is another key component in enhancing communicative competence among future educators. By engaging in self-reflection and seeking feedback from peers and mentors, teachers can identify areas for improvement in their communication skills. This ongoing process not only fosters personal growth but also encourages a culture of continuous learning within educational institutions.

Finally, collaboration among educators is vital for cultivating effective communication skills. By working together, teachers can share insights, strategies, and best practices, thereby enriching their own teaching methods and the learning experiences of their students. Professional learning communities and mentorship programmes can provide valuable support as educators navigate the complexities of communication in diverse classroom settings. The development of communication skills in future educators is critical for their success and the success of their students. As the educational landscape continues to evolve, innovative training approaches must be prioritised to ensure that educators are well-prepared to meet the demands of modern teaching. By focusing on effective communication, we can empower future teachers to inspire, engage, and connect with their students in meaningful ways, ultimately contributing to a more dynamic and inclusive educational environment.

Results and discussions. The intricate nature of professional-pedagogical communication not only reflects the elevated expectations that educators hold regarding communicative culture but also emphasises the importance of adeptly utilising strategies that promote collaborative engagement among students. When teachers possess strong communication skills, they are better equipped to involve students as active contributors in their educational experiences. Therefore, the communicative training of future educators stands as a pivotal component of their professional development, primarily concentrating on honing the skills required to establish and adjust their relationships with students, which in turn enhances the educational and developmental journey.

An effective method for refining pedagogical education and aligning it with contemporary global civilisational trends and international benchmarks is to embrace the fundamental principles of a competency-based approach in the training of educational professionals. Mastery in this area entails a synthesis of knowledge and skills that empower individuals to make informed decisions and take successful actions. Competencies are regarded as complex, generalised patterns of behaviour that teachers develop during their training and professional practice, while competence is the culmination of acquiring these abilities.

Global educational frameworks examine a wide array of essential competencies that are pivotal for successful professional practices. Within this framework, communicative

competence emerges as a crucial element in the realm of instructional practice. Psychological and pedagogical literature conceptualises communication competence as a multifaceted construct that encompasses an understanding of socio-psychological factors alongside the capability to apply this understanding in varied contexts. This construct includes not only the comprehension of intentions and behavioural strategies but also the ability to navigate personal frustrations and those experienced by communication partners. Furthermore, it involves recognising group dynamics, identifying potential barriers to mutual understanding, and mastering various communication technologies and psychotechnical methods.

In addition to this, communicative competence is characterised by a system of internal mechanisms that regulate communicative actions, enabling individuals to adeptly handle various communication scenarios grounded in their knowledge, emotional experiences, and effective utilisation of communication tools. It also serves as an indirect reflection of an individual's moral and philosophical outlook, as well as their overall orientation and professional communication skills.

Academics define communicative competence as the capability of an individual to initiate and maintain essential interactions with others. This includes a specific repository of knowledge and skills that facilitate the effective progress of the communication process. Communicative competence encompasses adherence to established norms of communication and behaviour, attained through the assimilation of socio-psychological standards, behavioural stereotypes, and communication techniques.

Various researchers have substantiated the concept of pedagogical communication as a vital and profound element of the educational process, characterised as a form of professional communication that nurtures the socio-psychological relationship between educators and their students. The close interconnection of communicative competence indicators enables teachers to engage in comprehensive communication with students through effective pedagogical interactions, which are influenced by value orientations. This interrelationship fosters the ability to accurately perceive and interpret students' individual traits and behaviours, establish fruitful interpersonal connections, and create a nurturing emotional environment within the educational setting.

As educational systems evolve, it becomes increasingly important to focus on the development of communication skills among educators. By prioritising communicative competence within teacher training programs, institutions can better prepare future educators to face the complexities of modern educational environments. This preparation involves not only enhancing their technical communication skills but also fostering their emotional intelligence, cultural awareness, and adaptability to diverse student needs. By doing so, the educational landscape can cultivate more effective and responsive teaching practices that ultimately benefit both educators and students alike.

Thus, the emphasis on enhancing communicative competence within pedagogical training is crucial for nurturing effective educational interactions. This focus not only improves the quality of teaching and learning but also contributes to the overall development of a more engaged and socially aware generation of students. By understanding and implementing the principles of effective communication, educators can facilitate deeper connections with their students, creating a more inclusive and dynamic educational atmosphere that encourages collaboration, critical thinking, and personal growth.

Our research involved several studies designed to evaluate the extent of communicative competence development among future educators. For this purpose, we selected specific methodologies aimed at assessing various elements of students' communicative competence. These assessments focused on identifying the type of communication, communicative traits, communication styles, and readiness for interactive communication with peers and

the classroom environment. The results indicate that the majority of prospective educators, particularly third-year students, display either an average level of communicative competence (59.6%) or an initial level (29.8%). Only a small proportion, specifically 10.6%, achieved a high level of competence.

To identify the pedagogical conditions necessary for enhancing the communicative competence of future teachers, especially within the «Pedagogical Problem Solving» course framework, we tested innovative technologies aimed at developing various components of this competence. Active socio-psychological learning plays a vital role in shaping these competencies, facilitating the development of communicative knowledge, skills, and abilities while also enhancing the personal qualities that are significant for future educators, thereby influencing their pedagogical interactions.

The effective mastery of communication techniques forms the foundation of a teacher's communicative competence. This mastery is most effectively realised when the interaction is based on equality between partners, meaning that both parties maintain an essential parity in their roles and engage in subject-subject relations. Such an approach allows for ongoing adjustments to accommodate each other's unique attributes, ensuring mutual respect and dignity. Furthermore, a trusting and open relationship between the participants is essential, alongside a non-judgemental attitude that acknowledges each individual as unique and valuable.

I.D. Beh highlights that a teacher's communicative competence includes mastering the «You-message» and «I-message» communication techniques. Many messages directed at students often begin with the pronoun «you,» such as «You should stop that,» or «You ought not to behave in this manner.» These «you» statements can be perceived as insulting or demeaning. In contrast, the «I-message» construction communicates the feelings provoked by the child's behaviour, such as «I find it difficult to explain the lesson with so much noise,» or «I am uncomfortable with the disorganisation in the classroom.» This technique focuses on the feelings of the teacher without blaming the student, which is likely to foster trust and respect between them.

Beh proposes three stages for constructing an «I-message»:

A non-judgemental description of the child's behaviour, for example, «Because you are leaving your things scattered...»;

An explanation of how the child's behaviour disrupts the adult, such as «I am compelled to pick them up...»;

A description of the adult's feelings, such as «and I dislike having to take on that responsibility.»

When employing the «I-message» format, it is crucial to:

Concentrate on personal feelings or experiences rather than placing focus on the student;

Communicate in a tone that conveys attention and respect;

Avoid accusations, criticism, threats, and similar negative tactics;

Listen attentively to the student's perspective on their problem.

The «I-message» construction encapsulates three specific elements of the situation: the student's behaviour, the teacher's emotional response, and the consequences of that behaviour.

Conversely, several examples of «T-messages» reveal inadequate professional competence and should be avoided to enhance the educational process's effectiveness. These include:

Orders, commands, or directives that dismiss the learner's feelings and needs. For instance, saying, «I do not care what you are doing; you must begin working on my task now,» can foster feelings of resistance and irritation towards the teacher's authority.

Threats or warnings that create fear, such as, «If you do this, you will regret it!»

Moralising statements that rely on authority or obligation, which often result in resistance from children. For example, «You must behave appropriately,» or «You should not think this way.»

Censures or judgments that undermine a child's dignity and contribute to low self-esteem.

In summary, the effective development of communicative competence among future educators is essential for fostering positive pedagogical interactions. By utilising «I-messages» and avoiding «T-messages,» teachers can cultivate an environment that promotes mutual respect, active engagement, and emotional support, ultimately enhancing the educational experience for both educators and students.

To further delve into the implications of discursive technologies in the educational context, it is essential to understand how these methodologies can be integrated into everyday teaching practices. The overarching goal is to create an educational environment that promotes both cognitive and emotional growth, fostering a holistic development of students.

One of the primary advantages of employing the «I-message» construction lies in its potential to transform the dynamics of communication within the classroom. By reframing messages in a way that highlights the teacher's feelings and perspectives, rather than placing blame or judgement on the student, educators can cultivate a climate of safety and trust. This strategy not only enhances the rapport between students and teachers but also encourages students to take ownership of their actions and understand the impact of their behaviour on others.

Moreover, the implementation of dialogical personal communication can lead to deeper cognitive engagement. When students are invited to express their thoughts and feelings actively, they are more likely to develop critical thinking skills and a sense of agency in their learning. This active participation allows students to reflect on their experiences and articulate their understanding, promoting a richer educational dialogue.

The concept of «we-experiences» further enriches the communicative landscape by facilitating empathy and collective understanding. In a classroom where shared values are emphasised, students learn to appreciate diverse perspectives and recognise their interconnectedness with their peers. This approach not only nurtures individual moral development but also fosters a sense of community, making the classroom a supportive environment for all learners.

The necessity for teachers to engage in self-reflection cannot be overstated. As educators share their values and personal narratives, they model the kind of reflective practice that they hope to instil in their students. By being open about their own experiences, teachers invite students to explore their identities and moral frameworks, creating a reciprocal learning experience. This exchange becomes a powerful tool for personal development, as students learn to navigate their emotions and ethical beliefs in the context of classroom interactions.

In the realm of pedagogical strategies, the integration of advanced personal dialogue modes serves to further bridge the gap between teacher and student. By framing messages that resonate with their own moral and spiritual perspectives, teachers can create a narrative that students can relate to. This storytelling aspect of communication enhances the emotional resonance of the message, making it more impactful. Students are more likely to engage with content that feels relevant to their lives, thereby enhancing their motivation and interest in the subject matter.

Additionally, educators must remain attentive to the delicate balance between authority and approachability. While it is crucial for teachers to maintain a position of authority to guide the learning process, they must also be seen as approachable figures with whom students feel comfortable sharing their thoughts. This balance can be achieved through consistent practice of the discursive technologies mentioned, allowing for an authentic exchange of ideas and feelings.

The role of feedback in this communicative framework is also significant. When teachers provide constructive feedback using the «I-message» strategy, they help students understand not only what needs improvement but also the emotional context behind the feedback. For

example, instead of stating, “You did not follow the instructions,” a teacher might say, “I felt disappointed when I saw that the instructions were not followed, as I know you are capable of doing great work.” This approach allows students to grasp the impact of their actions on others while feeling supported in their learning journey.

Moreover, the emphasis on fostering a supportive emotional climate cannot be overlooked. Students are more likely to engage and take risks in their learning when they feel secure in their environment. By utilising dialogical personal communication and focusing on creating a trusting atmosphere, teachers can reduce anxiety and encourage students to express themselves freely. This emotional safety net not only promotes academic success but also contributes to the overall well-being of students.

Furthermore, the integration of these communicative strategies must also consider the diverse backgrounds and experiences of students. Teachers should be mindful of cultural differences that may influence communication styles and interpretations. This awareness allows for more effective and inclusive pedagogy, ensuring that all students feel valued and respected in the learning process. As the educational landscape continues to evolve, the role of technology in communication should not be underestimated. Digital platforms offer new avenues for engaging students in meaningful dialogue. For instance, online discussion forums can complement face-to-face interactions, allowing for reflection and exchange of ideas in a less intimidating setting. Such platforms can provide students with the opportunity to articulate their thoughts more comfortably, enhancing their communicative competence even outside the traditional classroom environment. Ultimately, the application of discursive technologies in education embodies a transformative approach to teaching and learning. By prioritising «I-messages», fostering dialogical personal communication, and recognising the significance of emotional engagement, educators can significantly enhance the communicative competence of their students. This process not only contributes to the development of knowledgeable individuals but also nurtures empathetic and socially aware citizens who are equipped to navigate the complexities of the modern world. The pedagogical implications of communicative competence growth are profound. Teachers who actively engage in self-reflection, employ effective communication strategies, and create supportive learning environments are poised to make a lasting impact on their students’ personal and academic journeys. As education continues to adapt to the demands of society, the commitment to fostering meaningful communication remains a cornerstone of effective teaching practice. This holistic approach ensures that educators not only impart knowledge but also nurture the moral and spiritual dimensions of their students, preparing them for the challenges and responsibilities of the future.

Conclusion. At this pivotal moment in higher professional pedagogical education, the fusion of innovative technologies with traditional training approaches marks a transformative shift. This shift underscores the importance of not only acquiring knowledge but also harnessing emotional intelligence. Understanding the nuances of emotional experiences allows educators to connect with their students on a deeper level, enhancing the overall learning environment. The capacity to navigate professional communication scenarios is particularly vital in today’s educational landscape. As classrooms become more diverse and technology-driven, educators must be adept at recognising and responding to a variety of communication styles and cultural contexts. This requires an acute awareness of one’s own communication patterns as well as the ability to interpret and adapt to the behaviours of others. Such adaptability fosters a more inclusive and responsive educational setting. Furthermore, comprehending the motives behind one’s own actions and those of others plays a critical role in effective teaching and learning. When educators possess insight into the psychological drivers of behaviour, they can implement strategies that motivate and engage students more effectively. This understanding also aids in conflict resolution, enabling educators to navigate challenges that may arise in the classroom. Proficiency in communication techniques and psychotechnics cannot be overstated. These

skills encompass a range of methods designed to facilitate clear and constructive dialogue. Techniques such as active listening, non-verbal communication, and empathetic responses are essential tools in an educator's toolkit. Such skills not only improve interpersonal relationships but also enhance the overall effectiveness of instructional strategies. In summary, the integration of innovative technologies in higher professional pedagogical education hinges on a holistic approach that combines technical skills with emotional and communicative competencies. By fostering an environment where knowledge, emotional experience, and effective communication coexist, educational institutions can better prepare pedagogical personnel for the complexities of modern teaching. This comprehensive training approach ultimately aims to cultivate educators who are not only technologically savvy but also deeply attuned to the emotional and social dynamics of their classrooms.

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