

**IMPROVING THE METHODOLOGY OF DEVELOPING PEDAGOGICAL
COMMUNICATIVE COMPETENCIES IN PROSPECTIVE TEACHERS**

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Abstract: This article explores methodological improvements aimed at developing pedagogical communicative competencies in prospective teachers. Since communication is a central component of effective teaching, strengthening skills such as constructive interaction, emotional responsiveness, conflict management, dialogic exchange, and verbal clarity is essential. The paper argues that communicative competence must be formed through intentional training supported by reflective practice, experiential learning, modern digital tools, and mentorship. The study highlights innovative approaches that can enhance the communicative readiness of future educators.

Аннотация: В статье рассматриваются вопросы совершенствования методик развития педагогических коммуникативных компетенций у будущих учителей. Эффективная профессиональная деятельность педагога требует умения вести конструктивный диалог, проявлять эмоциональную чувствительность, управлять конфликтами и ясно выражать свои мысли. Автор подчеркивает, что коммуникативная компетентность формируется в процессе специально организованной подготовки, рефлексии, практико-ориентированного обучения, использования цифровых инструментов и наставничества. Представлены современные подходы, позволяющие повысить коммуникативную готовность будущих педагогов.

Keywords: pedagogical communication, communicative competence, teacher training, reflective practice, digital tools

Ключевые слова: педагогическая коммуникация, коммуникативная компетенция, подготовка учителей, рефлексия, цифровые средства

Introduction

In contemporary education systems, teachers are expected not only to demonstrate subject knowledge but also to establish meaningful communication with learners. Pedagogical communication influences classroom climate, student engagement, emotional well-being, and the overall effectiveness of the teaching-learning process. For this reason, developing communicative competence in prospective teachers has become a priority within modern teacher education programs. Future educators must learn how to express ideas clearly, respond sensitively to students' needs, manage diverse emotional situations, and build constructive dialogue. This requires updated methodologies that integrate practice-oriented learning, reflection, and innovative communication tools. The present article discusses methodological strategies that can enhance the communicative preparedness of prospective teachers and support their professional development.

Developing pedagogical communicative competencies in prospective teachers requires creating an educational environment where communication is practiced naturally, purposefully,

and systematically. One of the key conditions for this process is student-centered interaction. When teacher candidates become active participants rather than passive listeners, they begin to communicate more freely, express their ideas confidently, and respond thoughtfully to differing viewpoints. Dialogic learning, group discussions, and open-ended problem-solving tasks provide opportunities for future teachers to develop verbal fluency and communicative flexibility. A second important direction is the use of simulation and practice-based activities. Simulated classroom scenarios allow prospective educators to experience the emotional and behavioral dynamics of real teaching situations. Through role-play, classroom modeling, and case-based exercises, they learn how to manage conflicts, address misunderstandings, and maintain constructive communication even in challenging circumstances. Such immersive experiences strengthen their readiness for authentic teaching environments. Micro-teaching also plays a central role in enhancing communicative competence. By planning and delivering short lessons, prospective teachers practice structuring explanations, monitoring student reactions, asking effective questions, and adjusting communication style based on feedback. Reviewing recorded micro-teaching sessions enables them to analyze body language, tone, clarity, and engagement strategies, making reflective practice a powerful tool for improvement. Another aspect of communicative development is emotional intelligence. Teachers' ability to understand and manage emotions significantly impacts their communication with students. Training in active listening, empathic responses, and emotional regulation helps future educators build trusting relationships and create supportive learning atmospheres. The formation of such interpersonal skills contributes to positive classroom management and reduces miscommunication. Digital communication also deserves special attention in modern teacher education. Prospective teachers must be able to interact effectively through virtual platforms, conduct online discussions, and provide feedback in digital environments. Using educational technologies such as interactive boards, collaborative applications, and virtual conferencing tools enhances their ability to communicate clearly in both face-to-face and remote settings. Mentorship further strengthens communicative competence by allowing future teachers to learn from experienced educators. Observing classroom interactions, participating in supervised teaching, and receiving constructive feedback help them understand professional communication patterns. Peer collaboration and cooperative learning activities also create spaces where teacher candidates can exchange ideas, negotiate roles, and practice respectful dialogue. Finally, inclusive and intercultural communication is an essential component of teacher preparation. Future educators must learn to communicate with students of different cultural backgrounds, learning styles, and emotional needs. Training in inclusive language, culturally responsive communication, and differentiated instruction ensures that prospective teachers can reach every learner effectively. Developing pedagogical communicative competencies in prospective teachers is a multifaceted and continuous process that requires both theoretical understanding and extensive practical experience. In higher education institutions, communication cannot be taught only through lectures; instead, it must be formed through purposeful interaction, real-life tasks, reflective thinking, emotional engagement, and professional modeling. For this reason, the methodology aimed at strengthening communicative competence should integrate several complementary approaches that influence teacher candidates' intellectual, emotional, and social development. One of the essential components of communicative development is the creation of a learning environment where interaction is natural and constant. When teacher candidates take part in discussions, debates, collaborative tasks, and peer feedback sessions, they gradually learn to articulate their thoughts more precisely and respond to others respectfully. Such environments facilitate dialogic learning, which views communication not merely as information exchange but as a tool for joint meaning construction. Through guided conversations and open-ended

questions, prospective teachers acquire the skills of argumentation, negotiation, and critical analysis—abilities that later become crucial for classroom communication. Practical and experience-based learning plays a significant role in shaping communicative competencies. Simulations of classroom activities, including conflict scenarios, parent–teacher interactions, and diverse student behavioral situations, allow future teachers to practice communication strategies in a controlled yet realistic setting. These simulations help them understand how to maintain calmness under pressure, choose appropriate verbal expressions, and manage body language effectively. In addition, simulated environments encourage teacher candidates to develop adaptive communication strategies, such as adjusting tone or simplifying explanations to meet individual student needs. Another powerful method is micro-teaching, in which prospective teachers deliver short, focused lessons to small groups of peers. This technique provides them with opportunities to test their communicative abilities—from organizing instructional speech and asking purposeful questions to giving feedback and evaluating learning outcomes. Micro-teaching also supports metacognitive awareness: watching recorded sessions enables teacher candidates to observe their own gestures, intonation, facial expressions, and interaction patterns from an objective perspective. Such self-analysis fosters deeper reflection and helps future teachers correct shortcomings independently. Reflection, as a pedagogical tool, further enriches communicative growth. Maintaining reflective journals, participating in reflective dialogue circles, and engaging in supervised feedback discussions support teacher candidates in examining their communication behaviors. Through reflection, they become more aware of cultural biases, emotional reactions, and habitual communication patterns that may hinder effective teaching. Honest reflection encourages self-correction, promotes professional maturity, and lays the groundwork for lifelong learning. Emotional intelligence and empathic communication also represent fundamental elements of pedagogy. Teachers are often required to manage emotionally sensitive situations, motivate discouraged learners, and maintain a positive psychosocial classroom climate. Therefore, prospective teachers must be trained to identify emotions accurately, demonstrate patience, apply de-escalation strategies, and communicate warmth and support. Programs that incorporate emotional awareness training, mindfulness activities, and interpersonal communication workshops help teacher candidates develop a balanced, sensitive, and ethical approach to communication. In modern educational contexts, digital literacy has become inseparable from communicative competence. Online learning platforms, virtual classrooms, and digital feedback systems require teachers to master new forms of communication that differ from traditional face-to-face interaction. Teacher candidates must learn how to write clear digital messages, conduct virtual meetings, create interactive presentations, and monitor student engagement through online communication channels. Training in these digital skills ensures that future teachers can function effectively in blended and distance learning environments. Mentorship is another important factor in the development of communicative competence. Observing experienced teachers allows prospective educators to internalize professional communication etiquette, classroom management strategies, and constructive feedback techniques. Mentors serve as role models, demonstrating how to handle complex situations such as misunderstandings, behavior issues, and cultural challenges.

Conclusion

Improving the methodology for developing pedagogical communicative competencies in prospective teachers is essential for enhancing the quality of modern education. By integrating student-centered interaction, simulation-based learning, reflective techniques, emotional intelligence training, digital communication tools, and mentorship, teacher education institutions

can better prepare future educators for the communicative demands of professional teaching. Strengthening communicative competence enables future teachers to build supportive classroom environments, establish meaningful relationships with students, and carry out effective pedagogical influence. Such investment contributes to the creation of emotionally healthy, academically successful, and socially responsible learning communities.

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