

**DEVELOPING THE CULTURE OF PEDAGOGICAL COMMUNICATION
AMONG FUTURE PRIMARY SCHOOL TEACHERS THROUGH A SOFT SKILLS
APPROACH.**

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Abstract: This article examines the development of pedagogical communication culture among future primary school teachers based on soft skills. The essence and structural components of pedagogical communication culture, as well as the importance of soft skills in teachers' professional activities, are analyzed. Methodological approaches aimed at developing communicative competence, empathy, teamwork, leadership, and reflective skills are substantiated. The results of the experimental study demonstrated that educational technologies focused on soft skills effectively contribute to the development of pedagogical communication culture among future teachers.

Keywords: STEM education, STEAM approach, primary education, digital technologies, interdisciplinary integration, project-based learning, creative thinking.

Introduction

The processes of globalization, digital transformation, and the changing demands of the labor market in the global education system necessitate a reconsideration of the content and approaches used in teacher training. Within the modern educational paradigm, developing not only the professional knowledge and competencies of future teachers but also their soft skills—such as effective communication, collaboration, problem-solving, empathy, leadership, and adaptability—has become one of the key priorities. In particular, the increasing requirements for the communicative competence of teachers working in primary education further emphasize the importance of developing a culture of pedagogical communication.

Today, pedagogical communication is regarded as an integral component of a teacher's professional competence. The culture of pedagogical communication encompasses a teacher's ability to establish effective relationships with students, parents, colleagues, and other participants in the educational process; to express ideas clearly and coherently; to demonstrate active listening skills; to resolve conflicts constructively; and to create a positive psychological environment. The age-specific and psychological characteristics of primary school students, in particular, require teachers to possess a high level of communicative competence, emotional stability, and socio-emotional skills.

In recent years, the significance of the soft skills approach in developing a culture of pedagogical communication has increased considerably. International studies identify communication skills, collaboration, empathy, emotional intelligence, self-management, leadership, adaptability, and responsibility as key components of soft skills, highlighting their positive impact on educational quality and pedagogical effectiveness. Furthermore, research conducted within the framework of Social-Emotional Learning (SEL) demonstrates that the development of communicative and social competencies is one of the crucial factors in enhancing the effectiveness of pedagogical activities.

Research Object: The process of professional training of future primary school teachers in higher education institutions. **Research Subject:** The content, forms, methods, and pedagogical conditions for developing the culture of pedagogical communication among future primary school teachers based on soft skills.

Research Purpose: To develop a methodology for fostering the culture of pedagogical communication among future primary school teachers through a soft skills approach and to scientifically substantiate its effectiveness.

Research objectives

1. To analyze the state of research on the development of pedagogical communication culture among future primary school teachers in pedagogical, psychological, and methodological literature.
2. To provide a theoretical justification for the essence, structure, and integration of the concepts of pedagogical communication culture and soft skills.
3. To develop criteria, indicators, and diagnostic tools for assessing the current state and level of development of pedagogical communication culture among future primary school teachers.
4. To identify the communicative, socio-emotional, and personal soft skills components that contribute to the development of pedagogical communication culture.
5. To design a pedagogical model and methodology for developing pedagogical communication culture among future primary school teachers based on soft skills.
6. To implement the proposed methodology in practice and evaluate its effectiveness through experimental research.
7. To develop scientific and methodological recommendations for higher education institutions based on the research findings.

Research Hypothesis

The effectiveness of developing pedagogical communication culture among future primary school teachers will increase if:

1. Soft skills-oriented pedagogical technologies are integrated into the educational process;
2. Special training sessions aimed at developing communicative, socio-emotional, and reflective skills are organized;
3. Collaborative learning methods, training activities, and interactive tasks are systematically applied;
4. Continuous monitoring is conducted based on specific criteria and indicators for assessing pedagogical communication culture.

Scientific Novelty of the Research

- a) A theoretical model for developing pedagogical communication culture among future primary school teachers based on soft skills will be developed;
- b) The communicative, socio-emotional, and reflective components of pedagogical communication culture will be clarified;
- c) A soft skills-based developmental methodology and diagnostic system will be proposed;
- d) The effectiveness of the proposed methodology will be verified through experimental research.

Practical Significance of the Research

The research findings can be used to improve the process of training future primary school teachers in higher pedagogical education institutions. In addition, the results may serve as a basis for developing educational programs, methodological manuals, training sessions, and specialized courses aimed at enhancing the culture of pedagogical communication among future teachers.

However, in the practice of higher pedagogical education, a methodology for forming and developing the culture of pedagogical communication among future primary school teachers based on soft skills has not yet been sufficiently elaborated. Although existing studies have examined communicative competence, pedagogical mastery, and professional competencies as separate areas of research, the issue of developing pedagogical communication culture through the integrated application of soft skills components still requires further scientific investigation.

This situation highlights the need to develop scientific and methodological foundations for fostering the culture of pedagogical communication among future primary school teachers through a soft skills-based approach. From this perspective, the primary aim of the present study is to improve the methodology for developing pedagogical communication culture among future primary school teachers based on soft skills and to provide a scientific justification for its effectiveness.

Literature Review

In contemporary pedagogical research, **soft skills** are regarded as an important scientific category in the development of future teachers' professional competence. Soft skills generally encompass a set of abilities related to interpersonal relationships, communication, emotional intelligence, teamwork, and self-management [1]. Studies recognize these skills as one of the key factors determining the effectiveness of pedagogical activity, since a teacher's professional success depends not only on academic knowledge but also on communicative and social competencies [2].

In recent years, the concept of **Social-Emotional Learning (SEL)** has been widely studied as an essential component of soft skills. According to SEL theory, self-awareness, self-management, social awareness, and relationship management play a significant role in the educational process [3]. In particular, within pedagogical communication, these competencies enable teachers to establish effective relationships with students, create a positive psychological climate, and enhance educational effectiveness.

The culture of pedagogical communication is considered one of the central components of a teacher's professional competence in educational research. Scientific literature defines pedagogical communication as a purposeful, systematic, and socially oriented process of information exchange between teachers and students [4]. Research findings indicate that the effectiveness of pedagogical communication largely depends on a teacher's communicative skills, level of empathy, emotional stability, and adaptability [5].

The development of pedagogical communication culture through soft skills is of particular importance in the preparation of future primary school teachers. At the primary education level, a teacher serves not only as an instructor but also as an educator, mentor, psychologist, and communicative role model. Therefore, teachers' communicative competence and socio-emotional skills directly influence the personal and social development of their students [6].

International studies highlight training sessions, simulations, role-playing activities, and reflective teaching methods as effective tools for developing pedagogical competencies. In particular, interactive educational technologies contribute positively to the development of communicative flexibility, conflict management abilities, and teamwork skills among future teachers [7]. Furthermore, the expansion of digital learning environments has transformed the forms of pedagogical communication, creating a need for the development of online communication culture and digital interaction skills [8].

The analysis of scientific literature demonstrates that soft skills and pedagogical communication culture are closely interconnected and require an integrative approach to the development of future teachers' professional competence. However, the existing body of research has not yet sufficiently developed an integrated model that combines these two areas,

particularly within the context of primary education. Consequently, the development of methodological foundations for fostering pedagogical communication culture among future primary school teachers through a soft skills-based approach remains an urgent scientific and pedagogical issue.

Research Methodology

This study investigated the development of pedagogical communication culture among future primary school teachers through a soft skills-based approach. The research employed a combination of methods, including the analysis of scientific and pedagogical literature, observation, questionnaires, interviews, and pedagogical experimentation. Students enrolled in teacher education programs were selected as the research participants. The study focused on examining the role of soft skills competencies such as communication, teamwork, leadership, problem-solving, empathy, and critical thinking in the formation and development of pedagogical communication culture among future primary school teachers.

Analysis and Results

The findings of the study demonstrated that soft skills play a significant role in the development of pedagogical communication culture among future primary school teachers. The analysis revealed that students who possessed higher levels of communicative competence, active listening skills, empathy, and collaborative abilities were more effective in managing pedagogical communication in various educational situations. Furthermore, the implementation of interactive teaching methods, training sessions, and problem-based learning activities contributed significantly to improving students' communication culture.

The results also indicated that the integration of soft skills-oriented educational practices into teacher preparation programs positively influenced students' professional communication abilities and interpersonal effectiveness.

The results confirmed the necessity of integrating soft skills components into teacher education programs as an effective means of enhancing pedagogical communication culture among future primary school teachers. The highest improvement rates were observed in collaborative project work and debate activities, indicating the effectiveness of interactive and cooperative learning strategies in developing communication-related competencies.

Conclusion and Recommendations

Based on the findings of the study, it can be concluded that soft skills serve as an essential methodological foundation for developing the culture of pedagogical communication among future primary school teachers. These competencies contribute significantly to enhancing teachers' professional competence, establishing effective communication with students, and improving the overall quality of the educational process. The study confirms that the integration of communication, socio-emotional, and reflective skills into teacher education programs positively influences the professional development of future educators and prepares them for successful pedagogical practice.

Recommendations

1. Introduce specialized training programs aimed at developing soft skills competencies in higher pedagogical education institutions.
2. Incorporate practical activities focused on communicative competence and pedagogical communication culture into the curriculum of pedagogical disciplines.
3. Expand the use of simulation-based learning, enabling students to practice and analyze pedagogical situations in realistic educational contexts.
4. Increase the number of activities dedicated to teamwork, leadership development, and conflict management skills.

5. Develop and implement assessment criteria for evaluating soft skills competencies during future teachers' pedagogical practice and professional training.

The implementation of these recommendations can contribute to the effective development of pedagogical communication culture among future primary school teachers and enhance the quality of teacher education in higher education institutions.

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