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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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PEDAGOGICAL FACTORS AND DIDACTIC CONDITIONS FOR DEVELOPING COMMUNICATIVE COMPETENCE IN FUTURE TEACHERS

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Abstract: This thesis analyzes the pedagogical factors and didactic conditions that support the development of communicative skills in future teachers. It clarifies the conceptual foundations, describes the mechanisms of interactive learning, and proposes measurable criteria for assessing progress. The novelty of the study lies in integrating motivational, cognitive, and reflective components within a didactic model aligned with teacher training. The practical implications include recommendations for course design and microteaching.

Key words: communicative competence; teacher education; didactic conditions; pedagogical factors; interactive learning; reflective practice; microteaching.

Annotatsiya: Ushbu dissertatsiyada bo'lajak o'qituvchilarda kommunikativ ko'nikmalarni rivojlantirishni qo'llab-quvvatlovchi pedagogik omillar va didaktik shart-sharoitlar tahlil qilinadi. Unda konseptual asoslar aniqlashtiriladi, interfaol ta'lim mexanizmlari tavsiflanadi hamda rivojlanish jarayonini baholash uchun o'lchanadigan mezonlar taklif etiladi. Tadqiqotning ilmiy yangiligi motivatsion, kognitiv va refleksiv komponentlarni o'qituvchilar tayyorlash jarayoniga moslashtirilgan didaktik model doirasida integratsiya qilishdan iborat. Amaliy ahamiyati o'quv kurslarini loyihalash va mikrodarzlarni tashkil etish bo'yicha tavsiyalarni o'z ichiga oladi.

Kalit so'zlar: kommunikativ kompetensiya; o'qituvchilar ta'limi; didaktik shart-sharoitlar; pedagogik omillar; interfaol ta'lim; refleksiv amaliyot; mikrodarzlar.

Аннотация: В тезисе рассматриваются педагогические факторы и дидактические условия развития коммуникативных умений у будущих педагогов. Уточняются понятийные основания, раскрываются механизмы интерактивного обучения и предлагаются измеряемые критерии оценки динамики развития. Научная новизна состоит в интеграции мотивационного, когнитивного и рефлексивного компонентов в дидактическую модель подготовки учителя. Представлены практические рекомендации по проектированию занятий и микропреподаванию.

Ключевые слова: общительность; коммуникативная компетентность; дидактические условия; педагогические факторы; интерактивные методы; рефлексия; микропреподавание.

INTRODUCTION

The development of communicative competence in future teachers can be defined as a purposeful and systematically supported process of forming verbal, nonverbal, and dialogic behaviors that ensure effective pedagogical interaction in instructional, managerial, and supportive roles. The mechanism of such development is not limited to training speech techniques because it includes motivational readiness to enter into dialogue, cognitive mastery of communicative norms, behavioral flexibility in classroom situations, and reflective regulation of one's communicative impact. For example, a pre-service teacher who can explain content clearly but cannot manage questions, feedback, and conflict within a group remains communicatively vulnerable, especially in heterogeneous classrooms where misunderstandings are frequent.

Empirical observations in teacher education frequently show that a significant proportion of novices demonstrate uneven performance: they may achieve high academic results yet struggle to initiate discussions and sustain constructive feedback. In many training cohorts, this gap is reported to affect approximately one-third to one-half of students during the initial practicum stages. From a scientific perspective, this pattern is consistent with competence-based education, where competence is treated as an integrated construct whose stable manifestation requires the coordinated development of knowledge, skills, attitudes, and self-regulation rather than the isolated rehearsal of techniques ^[1].



LITERATURE REVIEW

The scientific literature on communicative competence emphasizes that teacher preparation cannot be limited to the transmission of subject knowledge because effective pedagogical activity requires the ability to organize dialogue, provide feedback, regulate interaction, and maintain a constructive educational environment. Hymes' theory of communicative competence provides the conceptual basis for understanding communication as the appropriate use of language in social and professional contexts rather than as linguistic accuracy alone. Vygotsky's sociocultural approach further demonstrates that learning develops through interaction, speech, and social mediation; therefore, the future teacher's communicative behavior directly influences students' cognitive and personal development.

Leontiev's works on the psychology of communication clarify the role of motivation, perception, emotional contact, and interpersonal influence in pedagogical interaction. Richards connects communicative competence with practical teaching strategies, including questioning, discussion, feedback, and learner-centered classroom communication. Shulman's concept of pedagogical reasoning is also important because it explains that teachers must transform knowledge into understandable and dialogically organized learning material. In the Uzbek pedagogical context, Karimova highlights the importance of pedagogical communication and communicative competence as essential components of professional teacher training. Thus, the reviewed literature confirms that communicative competence should be developed through an integrated didactic system that combines theoretical knowledge, interactive learning, microteaching, reflective analysis, and continuous assessment of professional growth.

RESEARCH METHODOLOGY

Communicative competence in pedagogy is also defined through its structural components, typically including linguistic accuracy, pragmatic adequacy, sociocultural sensitivity, and strategic interactional skills. The mechanism linking these components to teacher effectiveness emerges in classroom discourse: the teacher must set goals, elicit responses, interpret learners' meanings, and adapt explanations while maintaining a respectful psychological climate. A concrete example is the difference between monologic explanation and dialogic teaching, where the latter requires questioning strategies, wait-time management, paraphrasing, and scaffolding that respond to student cues rather than to a fixed script. Quantitatively, studies in educational psychology often operationalize discourse quality through indicators such as the proportion of open-ended questions, the distribution of teacher and student talk, and the frequency of elaborative feedback. Training interventions frequently aim to reduce teacher-dominant talk ratios and increase student participation indices. Scientifically, this approach aligns with sociocultural theory, according to which learning is mediated by language and interaction, meaning that the teacher's communicative repertoire functions as a tool that shapes cognitive development and classroom norms^[2].

Pedagogical factors can be defined as stable or controllable features of the educational process that influence communicative development, including institutional culture, curriculum design, teacher educator modeling, and the socio-psychological climate within the cohort. The mechanism of influence is realized through repeated exposure and reinforcement: when teacher educators demonstrate dialogic interaction, respectful critique, and evidence-based argumentation, students internalize these patterns as professional norms. For instance, seminars structured around academic debate with rotating roles of moderator, respondent, and critic allow pre-service teachers to practice turn-taking, hedging, and respectful disagreement, which later transfer to parent-teacher communication and classroom discussion management. In measurable terms, such environments can be monitored through participation rates, peer-evaluation scores, and self-report scales of communication apprehension, where successful programs typically demonstrate a meaningful reduction in anxiety indicators and a concurrent increase in self-efficacy ratings throughout a semester. Scientifically, these factors correspond to the concept of the "hidden curriculum," whereby professional dispositions are formed not only through declared content but also through communicative norms embedded in institutional practice^[3].

A second major group of pedagogical factors includes motivation and professional identity, defined as the internalized understanding of teaching goals and the personal value assigned to communicative work. The mechanism here is that communication is effortful and emotionally demanding; without a sense of professional meaning, students tend to prefer safe monologic formats and avoid complex interaction, especially in assessment situations. A typical example appears during microteaching: some students demonstrate strong content mastery but minimize dialogue by asking only rhetorical questions, indicating a motivational preference for control rather than interaction. Program-level monitoring often uses diagnostic questionnaires and observation rubrics; cohorts commonly show that students with higher intrinsic teaching motivation participate more actively in peer-feedback sessions and display more adaptive communication behaviors during practicum experiences.

Scientifically, self-determination theory explains this relationship by linking autonomy-supportive contexts to deeper engagement, which, in turn, increases persistence in developing demanding interpersonal skills such as active listening and conflict negotiation ^[4].

ANALYSIS AND RESULTS

Didactic conditions can be defined as specially designed instructional arrangements that ensure systematic practice, feedback, and reflection on communication in teacher education courses. The mechanism of didactic support involves sequencing from controlled practice to complex performance, using tasks that progressively increase uncertainty and require real-time adaptation. For example, a didactic sequence may start with scripted dialogue exercises, proceed to role-plays of parent meetings, and culminate in practicum-based communication projects in which students analyze recordings of their lessons and set improvement targets. Quantitatively, such sequencing can be represented through a competency rubric with levels, where progress is recorded by repeated assessments. Typical rubrics include indicators such as clarity of instruction, responsiveness to student answers, and quality of feedback, each rated on a scale that permits comparison across time. Scientifically, this design reflects the principle of deliberate practice, which holds that expert performance grows from focused tasks, immediate feedback, and repeated opportunities to correct errors rather than from the mere accumulation of experience ^[5].

One of the most productive didactic conditions is interactive learning, defined as an instructional mode in which knowledge is co-constructed through dialogue, collaboration, and problem-solving in small-group and whole-group formats. The mechanism for communicative development is straightforward: interactive tasks force learners to formulate intentions, negotiate meaning, and manage interpersonal dynamics, thereby training both linguistic and socio-emotional components. For example, case-based discussions of classroom incidents require participants to present interpretations, justify decisions, and respond to counterarguments, which closely resembles real professional communication with colleagues and parents. Quantitatively, interactive learning can be evaluated by counts of dialogic moves (asking, clarifying, summarizing, agreeing, disagreeing) and by peer ratings of collaboration. In many pedagogical experiments, interactive formats outperform lecture-only approaches in measures of engagement and retention while also improving communication confidence. Scientifically, interactive learning is justified by constructivist didactics, which treats knowledge as actively built through social interaction, implying that communicative competence is simultaneously a means and an outcome of learning ^[2].

Another didactic condition is reflective practice, defined as the systematic analysis of one's communicative actions, their effects, and possible alternatives using evidence such as observation notes, audio recordings, or peer feedback. The mechanism is metacognitive regulation: reflection makes implicit habits explicit, allowing learners to detect patterns such as interrupting students, overusing evaluative judgments, or ignoring nonverbal cues. For instance, after reviewing a recorded microteaching session, a student may discover that feedback is provided mainly in the form of "correct" or "incorrect" judgments and may subsequently redesign feedback to include prompts and explanations that support learning while maintaining student dignity. Quantitatively, reflection can be supported through structured journals scored by analytic rubrics and through pre-post comparisons of observed behaviors, such as increased wait time after questions and a higher frequency of elaborative feedback statements. Scientifically, reflective didactics is grounded in the concept of professional growth through practice, where evidence-based self-correction strengthens both competence and ethical responsibility in communication ^[6]. A third didactic condition is microteaching as a controlled simulation, defined as a short, focused teaching episode with specified communicative goals and immediate feedback.

The mechanism is the reduction of complexity: by narrowing the scope to a particular skill, such as questioning, explanation, or conflict de-escalation, microteaching enables targeted experimentation without the full risk and overload of real classrooms. For example, a microteaching task may require the teacher to conduct a five-minute dialogic introduction in which at least three student ideas are elicited and reformulated, making the communicative objective explicit and observable. Quantitatively, microteaching outcomes can be documented using observation checklists and time-sampling procedures (e.g., the number of open questions per minute, the ratio of praise to corrective feedback, and the frequency of student uptake), enabling objective comparison across repeated trials. Scientifically, simulation-based training is validated in professional education because it creates a safe environment for error, and error is a necessary condition for feedback-driven learning that gradually stabilizes into reliable performance ^[5].

To make these factors and conditions operational, assessment criteria should be defined as measurable indicators that capture the multidimensional nature of communicative competence. The mechanism of valid assessment is triangulation: combining observation, self-assessment, peer assessment, and product analysis reduces bias and links internal perceptions with external behavior. For example, an assessment package may



include a discourse observation rubric, a self-efficacy scale, and an artifact analysis of lesson plans for communicative intent, such as planned questions and feedback moves.

Quantitatively, reliability can be increased by using multiple raters and calculating inter-rater agreement, while validity is supported when rubric scores correlate with practicum evaluations and student engagement indicators. Scientifically, competence assessment must balance standardization with context sensitivity because communication quality depends on classroom goals, age characteristics, and cultural norms. Therefore, rubrics should specify observable behaviors while allowing professional judgment regarding appropriateness ^[1]. Comparative analysis further clarifies the necessity of integrated pedagogical and didactic support by contrasting traditional transmissive instruction with dialogic, competence-oriented instruction.

The definition of transmissive instruction is a model in which knowledge is delivered primarily through lectures and reproduction, whereas dialogic instruction prioritizes interaction, feedback, and the co-construction of meaning. The mechanism of difference lies in opportunity structures: transmissive formats offer few authentic occasions to practice negotiation, questioning, and emotional self-regulation, whereas dialogic formats systematically create such occasions and normalize uncertainty as a learning resource. For example, a lecture-based methodology course may produce accurate theoretical answers on examinations, yet practicum supervisors may still report weak classroom management discourse and low responsiveness to student confusion, whereas dialogic formats cultivate adaptive responses in real time. Quantitatively, programs that increase practicum-linked seminars and microteaching hours often report better practicum ratings and more stable performance across diverse classes, indicating that time spent on interactive tasks and the quality of feedback loops matter. Scientifically, this comparison supports the conclusion that communicative competence is an emergent property of an activity system. It develops when the training environment is designed as an approximation of professional communication rather than as a purely theoretical transmission process ^[2: 6].

CONCLUSION

Communicative competence in future teachers is an integrated professional capability that requires the coordinated development of motivation, knowledge, behavioral skills, and reflection. Pedagogical factors such as educator modeling, a supportive cohort climate, and professional identity formation create stable conditions that normalize dialogue and reduce the avoidance of complex interaction. Didactic conditions such as interactive learning, reflective practice, and microteaching provide a structured mechanism of repeated performance accompanied by feedback, enabling measurable growth over time.

The proposed integrated approach strengthens subject-methodological teaching by aligning disciplinary discourse with learner-centered communication and supports reliable assessment through triangulated indicators. As a result, teacher education programs can systematically transform communication from an intuitive talent into a trained professional competence that is observable, improvable, and stable in real pedagogical contexts.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



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