



## MODERN APPROACHES TO DEVELOPING COMMUNICATIVE COMPETENCE OF FUTURE TEACHERS

<https://doi.org/10.5281/zenodo.20738063>

**Akhmedov Akmal Yusufovich**

*Fergana State University,*

*Lecturer, Department of Pedagogy*

*E-mail: akmal0086ahmedov@gmail.com*

*ORCID: <https://orcid.org/0000-0002-3723-1596>*

**To‘lanboyeva Mohlaroyim Bahrombek qizi**

*Student of Fergana State University*

**Abstract:** *The article comprehensively examines modern approaches to developing communicative competence among future teachers. The author reveals the essence of the concept of “communicative competence” and considers it as a key component of the competence-based approach. Four approaches used in the modern education system are comparatively analyzed: traditional, activity-based, systemogenetic, and competence-based. The subject-informational, activity-communicative, and personality-oriented components of communicative competence, as well as their significance in the educational process, are characterized. The types, forms, and means of verbal and non-verbal communication are described in detail, along with practical ways of applying them. Based on the theoretical views of leading scholars -L.S. Vygotsky, P.Ya. Galperin, Sh.A. Amonashvili, and others -the scientific and methodological foundations of forming communicative competence are disclosed. Professional abilities demanded by society and effective pedagogical methods for their development - project-based activities, game technologies, research approaches, and non-standard lessons -are examined. The article concludes with practical recommendations aimed at the purposeful and systematic development of communicative competence in the process of professional training of future teachers.*

**Keywords:** *communicative competence, modern approaches, future teachers, verbal communication, non-verbal communication, competence-based approach, personality-oriented education.*

### INTRODUCTION.

The foundations of proper behavior and social integration of every individual are defined within the new education system. In the process of teaching

students, knowledge development is embedded into the learning activity itself - this is done with the aim of instilling a love for knowledge and skills and applying them in practical activities.



Many teachers use group and individual forms of work. These include didactic games, sessions with other specialists, introducing new teaching methods, as well as utilizing the experiences of other teachers. In forming communicative competence, it is important to understand the necessity of holistic development and that limiting oneself to only knowledge and skills is insufficient. One of the most important factors is the experience gained through interaction in the socio-cultural environment and the moral and spiritual concepts and values instilled by parents and teachers surrounding the child. Therefore, choosing the right approach in shaping communicative upbringing and education is of great importance.

## LITERATURE REVIEW

Four Main Approaches in the Modern Education System

### 1. Traditional Approach

In the traditional approach, the requirements of classical pedagogy are present, which is often interpreted as an authoritarian discipline. Such an approach presupposes that the student must be disciplined and motivated to achieve educational goals.

The teaching objectives are standard: the formation of knowledge, skills, and abilities. Individual components of the educational process are also analyzed. The educational process takes into account the outcomes of teaching and abstracts from the subjects and objects of activity.

### 2. Activity-Based Approach

In the activity-based approach, the fundamental principles of which were developed by L.S. Vygotsky, the starting point is the process of activity (physical, mental, etc.). Psychologically, internalization processes prevail here (i.e., internal psychic structures are formed in the individual through external influences). Teaching effectiveness is also implemented on a results-based basis.

### 3. Systemogenetic Approach

The systemogenetic approach is considered from a procedural perspective. As V.D. Shadrikov emphasizes, a number of hierarchically interconnected levels are formed in the student that represent the system of learning activity:

- personal-motivational;
- component-objective;
- structural-functional;
- informational;
- psychophysiological;
- individual-psychological.

In P.Ya. Galperin's theory, it is emphasized that: teaching is based on "step-by-step formation of mental actions"; intellectual development is connected with a system of targeted actions and operations; the formation of a system of mental actions in the individual rests on three basic subsystems: orientation, internalization, and control.

### 4. Competence-Based Approach

In the competence-based approach, the following contradictions among the participants of the educational process are encountered: it has become more difficult



for teachers to teach students, as modern teaching methods, forms, and tools have become ineffective, and students find it harder to master the material. Students raise concerns about the volume of assignments and excess supplementary information that is not fully absorbed later. Parents, meanwhile, point out that despite the information being complete and varied, the levels of comprehension and literacy remain low.

## RESEARCH

### METHODOLOGY

#### Competencies Demanded by Society

At present, societal demands define the necessary skills in professional activity. D. Raven identified eight competencies demanded by society:

- performing work independently without supervisory control;
- showing initiative in taking on responsibility;
- demonstrating initiative without consulting other members of society;
- willingness to respond to emerging problems, analyze them, and seek solutions;
- the ability to analyze new situations and apply existing knowledge to that analysis;
- the ability to find common ground among differing views;
- showing initiative in acquiring new competencies;
- the ability to make decisions based on sound judgment.

L.S. Vygotsky put forward the ideas of general and personal development,

which form the basis of the modern competence-based approach. Competence manifests as special structures that integrate knowledge acquired in teaching and other types of activity. Here, the ideas of purposefulness and sequential completion of assigned tasks in the educational process are grounded. The competence-based approach is built on the principles of scientific rigor and conformity to nature.

#### Five Core Competencies

There are key, subject-specific, and supra-subject competencies. We will consider only the key (core) competencies, as they are primarily implemented in classroom sessions. There are five core competencies in total:

1. Psychological - stress resilience and emotional stability.
2. Intellectual -development of higher psychic functions.
3. Social-political - moral and spiritual orientations and values.
4. Communicative - means of verbal and non-verbal communication.
5. Informational - analysis, synthesis, and selection of information.

Thus, the concept of communicative competence is one of the key components of the core competencies of the competence-based approach.

In forming core competencies, students gain the opportunity to improve their academic achievements, which in turn reduces the deficit of mutual communication in society.

Since any competence consists of the following components: possession of



knowledge, content of competence, manifestation of competence in various situations, and attitude toward the content of competence and the object of its application - communicative competence can be examined from three component perspectives: subject-informational, activity-communicative, and personality-oriented. All of these components form an integrated system of personal characteristics of students. Therefore, communicative competence must be considered as the student's readiness to independently solve tasks based on knowledge, skills, and personal qualities.

As noted above, the activity-based approach is the primary approach for forming communicative competence through creative activity. P.Ya. Galperin suggested the necessity of relying on internal processes from external actions in independent creative activity. In other words, in teaching, the educational-cognitive activity carried out jointly with a mentor is applied first, which subsequently transitions into the form of independent action and thinking. Thus, it is important to take into account the "zone of proximal development" in forming communicative competence.

### Core Tasks in Developing Communicative Competence

The core tasks in developing communicative competence are as follows: forming students' functional literacy; forming productive skills and abilities in various types of oral and written speech; forming "general linguistic competence" in students -

which is necessary for the successful mastery of other subjects.

From this it follows that one of the key principles to be observed in developing communicative competence is the personal orientation of education (taking into account the individual and physiological characteristics of each student, as well as their personal needs).

It is important to teach the application of the acquired information (i.e., the methods, techniques, and tools of interaction) in everyday life. It is also necessary to instill a desire to independently seek solutions to emerging questions.

### Research Approach

In addition to the activity-based approach, there is also a research approach, which is inextricably linked with the independent search for intriguing questions and the correct formulation of new ones. This allows the teacher to organize discussions and form their own viewpoint on specific issues.

Various types of activities are used for this approach: writing essays and compositions, organizing conferences and debates, role-playing games, and practice-oriented communication in lessons and extracurricular sessions. A processual-resultative approach is also applied in forming communicative competence. The entire teaching process is based on this approach, since one can draw conclusions about the outcomes of an activity based on the course of work, and vice versa - this allows for the most correct and precise assessment of each student.



## Approaches to Non-Verbal Communication

Communicative competence itself represents the forms, methods, and means of verbal and non-verbal communication. There are several approaches to non-verbal communication:

**Social-perceptive-** the process of perceiving and understanding a conversation partner with the purpose of establishing mutual understanding. It involves analyzing the interlocutor's external characteristics, comparing them with ideas about personal traits, and drawing conclusions about that interlocutor's behavioral reactions. This analysis passes through self-awareness and self-formation, i.e., a person defines the behavioral reactions of their interlocutor in the same way they perceive themselves.

**Communicative-reflecting** communication and one's internal attitude through body language. Body language contains many characteristics that are individual and manifest in specific situations and environments.

**Paralinguistic-** encompasses the quality of voice, its range, and tonal composition. These components include: volume, tempo, rhythm, and tone of voice.

**Interactive-** characterized by a set of communication features in which participants interact in joint activity.

## Types of Non-Verbal Communication

**Voice-** this is the voice of a person during speech, laughter, crying,

etc. Through voice, one can express one's attitude to a specific situation. Such an attitude is called intonation, i.e., expressing one's stance through the effect of voice - raising and lowering the voice, changing the tone, speeding up or slowing down the tempo of speech.

**Appearance-** one of the most important indicators of communication. According to the societal rule "People are greeted by their appearance...", external appearance plays a special role in building a dialogue. When an interlocutor evaluates external appearance, they begin to gauge how to structure their own speech and to estimate the opponent's social role in society.

**Gestures-** a natural reflection of our hidden thoughts. Gestures reveal our true attitude both toward specific people and toward specific situations. However, like other indicators, gestures are also individual, and a particular gesture does not always signify an attitude - it may also be related to habit or a simple protective reaction of the organism (for example, during illness, a runny nose is always accompanied by gestures in the facial area, but this does not mean the person is lying).

**Posture (body position)-** just like a gesture, this is the reaction of the entire body to a specific situation or person. Through posture, one can understand how interested a person is in the situation itself and how they feel. Through posture, one can observe the unconscious subordination among the participants of communication.



## Verbal Communication

In verbal communication, five elements reflecting the model of the verbal communicative process are distinguished:

- the communicator - the person transmitting information;
- the information itself - what is being transmitted;
- the channel of information transmission - how the information is transmitted;
- the target audience - to whom the information is directed;
- the effectiveness of information - what result the presented information yields.

In modern communications, three types of speech acts are distinguished: questions, exclamations, and statements. The type of speech act is selected based on the interlocutor's purpose.

## Theories of Communicative Competence

There are a number of theories on communicative competence, many of which modern teachers use in their activities.

### D.B. Elkonin and V.V. Davidov's Theory

This theory emphasizes the need to develop specific mental actions and methods; to transition from abstract representations to concrete ones; to apply means and methods aimed at mastering generalized ways of action directed at a specific subject being studied.

### Sh.A. Amonashvili's Theory

This theory confirms the transition to the competence-based approach: the author shows the leading role of the teacher in teaching and communicating with the student, and describes the necessity of combining educational experience with the formation of moral orientations. These orientations are formed in the interaction of teachers and students. The author also writes about the necessity of internal (spiritual) connection in building self-development and self-knowledge orientations among the participants in the educational process. It is envisioned that the entire educational process be built primarily on the foundation of the teacher's respect and wisdom, as well as demonstrating attention, love, and care for students.

### V.K. Dyachenko's Collective Teaching Method Theory

In this theory, communication is examined as the primary teaching method. Through communication, each student's goal is to transmit and teach their existing knowledge to another. Each student fulfills two functions - as a teacher and a student - being responsible not only for the results of their own knowledge and skills, but also for the results of a classmate. Such interaction yields positive results in shaping students' personalities.

### A.M. Matyushkin's Problem-Based Teaching Theory

This theory is built on the formation of the individual's cognitive activity through didactic and psychological conditions. However, in this theory,



results are mediated by the teacher's desire for cooperation with students and self-actualization -this is achieved through task formulation and identification of problem situations. The essence of this theory lies precisely in analyzing the given situation and making independent decisions, while the teacher's role is to correct or guide in the right direction.

## RESULTS AND DISCUSSION

Effective Approaches for Developing Communicative Competence

In translating all the material into practical activity, the following most effective approaches contributing to the development of communicative competence can be highlighted:

- communication -organizing dialogue, bringing real-life situations from communication into discussion;

- organizing non-standard lessons - the exchange of information and knowledge takes place not only in the teacher–student relationship, but also in the student–teacher relationship;

- creating projects - various types of communication, speech activities, and other components of communicative competence;

- applying a personality-oriented approach - the student is regarded as the main component of the educational process;

- using game technologies and game activities in forming communicative competence and correcting means of communication;

- alternating individual and group work;

- forming motivation for searching for information, developing creative abilities, and working meaningfully with various types of information;

- extracurricular work most closely supports and adapts to natural forms of communication.

## CONCLUSION

The development of communicative competence among future teachers is one of the pressing issues in the modern education system. The approaches analyzed in this article demonstrate that there is no single universal method for developing communicative competence - each approach has its own strengths and potentials.

The comparative analysis of traditional, activity-based, systemogenetic, and competence-based approaches confirms that it is appropriate to apply these approaches in a mutually complementary manner in the process of modern teacher training. In particular, the competence-based approach yields the highest effectiveness when harmonized with the principles of personality-oriented education.

A thorough command of verbal and non-verbal communication tools is of great importance in the professional activity of a future teacher. For a teacher is not only a transmitter of knowledge, but also a person who establishes effective communication with students and prepares them for social life.



As proven on the basis of the theoretical views of L.S. Vygotsky, P.Ya. Galperin, Sh.A. Amonashvili, and other leading scholars, it is necessary, in the process of developing communicative competence, to take into account the “zone of proximal development,” to proceed from the individual characteristics of the student, and to use methods oriented toward practical activity.

Thus, for the purposeful and systematic development of communicative competence among future teachers, it is recommended to widely introduce project-based activities, game technologies, a research approach, and non-standard lessons into the educational process. This will ultimately not only raise the professional excellence of teachers, but also serve to improve the overall quality of education.

## ADABIYOTLAR RO‘YXATI:

1. Чанышева Г.Г. О коммуникативной компетентности// Высшее образование в России. – 2005. – №2. – 104 с
2. Зимняя И.А. Ключевые компетенции - новая парадигма результата образования // Высшее образование сегодня. – 2003. – № 5. 34 б.
3. Axmedov A.Y. Pedagogik ta’limda kommunikativ kompetentlikni rivojlantirish texnologiyasi.Farg‘ona metodika maktabi –//ISSN3060-5091(Online)// 2025-yil 3-son.//DOI:<https://zenodo.org/records/18011235>
4. Akhmedov A.Y. Issues of developing students' communicative competence in modern educational settings. International Journal of Pedagogics (ISSN: 2771-2281) P.38-42. <https://theusajournals.com/index.php/ijp> VOLUME Vol.05 Issue 03 2025.
5. Дудковская Е.Е. Подготовка педагогов к развитию Коммуникативной компетенции учащихся в условиях реализации фгос.13.00.08 - теория и методика профессионального образования АВТОРЕФЕРАТ дис.на соискание ученой степени канд. пед. наук.Санкт-Петербург-2015 ст-13-15
6. Рассыпнова Р.И. Педагогическая технология подготовки курсантов вузов МВД России к работе в поликультурной молодежной среде: монография. — Казань: Казанский юридический институт МВД РФ, 2018. — 146 с. — ISBN 978-5-906977-30-4.
7. Axmedov A.Y. Kommunikativ kompetentsiya bo‘lajak psixologlarning kasbiy rivojlanishining hal qiluvchi omili sifatida. FarDU. Ilmiy xabarlar –Scientific journal of the Fergana State University. DOI:10.56292/SJFSU/vol30\_iss3/a29
8. Volume 30 Issue 3, 2024-yil.-B.141-145