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### THE EFFECTIVENESS OF TRAINING AIMED AT DEVELOPING PEDAGOGICAL COMMUNICATION

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#### Abstract

The article addresses the problem of the effectiveness of training future teachers in pedagogical communication. The author analyzes theoretical approaches to the concept of pedagogical communication, identifies the structural components of communicative competence, and considers the main forms, methods, and pedagogical conditions that ensure the effectiveness of communicative training. Special attention is paid to criteria for assessing the effectiveness of training, factors influencing its results, and recommendations for improving the system of communicative preparation in higher pedagogical education. The findings indicate that the systematic application of active and interactive methods — microteaching, video analysis, business games, situational tasks, and reflective workshops — substantially increases the communicative readiness of future teachers, particularly when combined with sustained reflective practice and supportive institutional conditions. The article is addressed to teachers of pedagogical higher educational institutions, methodologists, and researchers engaged in the problems of professional preparation of future teachers of primary classes and preschool institutions.

**Keywords:** pedagogical communication, communicative competence, future teacher, professional training, effectiveness, interactive methods, microteaching, reflection, primary education, preschool education.



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### Introduction

The modernization of contemporary education places exceptional demands on the personality and professional preparation of the teacher. Among the key competencies of a modern educator, pedagogical communication occupies a central place, since the very essence of teaching activity unfolds as a continuous process of subject — subject interaction between teacher and pupil. The quality of this interaction largely determines the effectiveness of the educational process, the formation of the child's personality, and the moral and emotional climate of the classroom.

For primary and preschool teachers in particular, the role of pedagogical communication is paramount. At these stages of childhood, the relationship with the teacher serves not only as a channel for transmitting knowledge but also as a foundational social experience that shapes the child's emotional security, cognitive development, motivation for learning, and orientation toward the wider world. A teacher's ability to communicate sensitively, expressively, and constructively becomes a direct factor of the child's developmental wellbeing. From the first days of organized education, the child is led to perceive the teacher not merely as a source of information but as a model of a cultivated, respectful, and intellectually open person; what is learned about communication in these early years often turns out to be far more durable than the specific knowledge acquired.

The relevance of the problem is conditioned by the gap that researchers and practitioners increasingly note between the theoretical preparation of future teachers and their actual readiness for pedagogical communication in real classrooms. Graduates of pedagogical institutes frequently demonstrate sufficient subject knowledge, yet experience difficulties in establishing contact with children, regulating the emotional climate of the lesson, listening to and understanding pupils, conducting dialogue with parents, and resolving everyday pedagogical



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conflicts. This contradiction emphasizes the necessity of a more focused, systematic, and empirically grounded approach to communicative training.

The purpose of the present article is to analyze the effectiveness of training aimed at developing the pedagogical communication of future teachers, to identify the conditions and methods that ensure the highest results, and to propose practical recommendations for improving communicative training in higher pedagogical education. The article is based on the analysis and generalization of psychological-pedagogical literature, on observation of the educational process at the Faculty of Pedagogy of Samarkand State Pedagogical Institute, and on the practical experience of conducting training programs aimed at developing communicative skills in future primary and preschool teachers.

### 1. Theoretical foundations of pedagogical communication

The category of pedagogical communication entered scientific use in the 1970s — 1980s thanks to the works of V. A. Kan-Kalik, A. A. Leontiev, A. A. Bodalev, I. A. Zimnyaya, V. A. Slastenin, N. V. Kuzmina, A. V. Mudrik, and other researchers. In the most general definition, pedagogical communication is understood as the professional communication of a teacher with pupils, parents, and colleagues aimed at solving educational, developmental, and educative tasks and creating an optimal psychological climate for learning and personal development.

A. A. Leontiev considered pedagogical communication as a form of joint educational activity, emphasizing that it cannot be reduced to mere information exchange but always includes mutual influence, the establishment of relationships, and joint construction of meaning. V. A. Kan-Kalik distinguished several styles of pedagogical communication — based on creative cooperation, friendly disposition, distance, intimidation, or flirtation — and convincingly demonstrated that only the first two styles lead to genuinely productive interaction. V. A. Slastenin, developing



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this line of research, defined communicative culture as one of the central components of the professional culture of the teacher, integrating ethical, aesthetic, intellectual, and operational characteristics.

In modern interpretations, pedagogical communication is treated as a multilayered phenomenon comprising at least four dimensions. The cognitive or informational dimension is concerned with the accurate, accessible, and structured transmission of educational content. The interactive dimension covers the organization of joint action, the distribution of roles, and the regulation of behavior. The perceptual dimension concerns the mutual perception and understanding of the personality of the partner in communication, empathy, and the recognition of emotional states. The affective-evaluative dimension covers the system of attitudes, evaluations, expectations, and emotional expressions that accompany interaction.

The integrated mastery of all four dimensions constitutes what is commonly called the communicative competence of the teacher. This competence includes the knowledge of laws and means of communication, a system of skills (speech, listening, observation, regulation of one's behavior, conflict resolution), and personality traits that support productive interaction — empathy, tolerance, openness, self-control, pedagogical tact. In recent years, Uzbek pedagogical science has paid increasing attention to the problem of communicative training of future teachers. Researchers note that the formation of communicative competence cannot be the by-product of general professional training but requires a special, targeted system of educational influences. Particular emphasis is laid on the spiritual-moral foundations of pedagogical communication, on respect for the personality of the child, and on dialogue grounded in the values of national upbringing.

Thus, pedagogical communication is not a separate, auxiliary aspect of the teacher's work; it is the form in which the teacher's professional activity actually



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exists. To prepare a future teacher for pedagogical activity means, first of all, to prepare him or her for pedagogical communication. The effectiveness of this preparation is, accordingly, one of the most important indicators of the quality of professional pedagogical education as a whole.

### **2. Structural components of the communicative competence of the future teacher**

To analyze the effectiveness of communicative training, it is necessary to determine precisely what is being developed. Contemporary researchers describe the communicative competence of the teacher through several interconnected components, each of which can serve as a target of training and as an object of diagnostics.

The motivational-value component includes a positive attitude toward communication with children, recognition of the personality of every pupil as the supreme value, the wish for cooperation, professional-pedagogical orientation, and awareness of the social significance of one's work. This component, in many respects, defines the entire architecture of the teacher's communicative behavior: without a sincere interest in the child and acceptance of him or her as a partner, even technically polished communication remains formal.

The cognitive component encompasses a system of knowledge about the laws of communication, about age-related and individual peculiarities of children, about styles and means of communication, about typical communicative situations and ways of solving them. This is the component most directly addressed in the traditional lecture-seminar form of training and the easiest to evaluate, although knowledge alone, as has been repeatedly shown, does not yet guarantee competent practice.



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The operational-activity component consists of a set of communicative skills: expressive speech, observational and perceptual skills, active listening, organization of dialogue, use of verbal and nonverbal means of expression, regulation of one's own emotional state, prevention and resolution of conflicts. It is precisely the operational component that requires the greatest pedagogical effort to form, since skills are developed only in actual communicative activity and demand multiple repetition under conditions of feedback.

The personal component covers the qualities of personality that support pedagogical communication — empathy, tolerance, sociability, openness, emotional stability, pedagogical tact, sense of humor, self-confidence combined with self-criticism. Although the formation of these qualities relates to the deeper layers of personality and cannot be reduced to the acquisition of skills, well-organized communicative training does contribute to their development, especially through reflective work.

The reflexive component is the ability to analyze one's own communicative activity, to evaluate its results, to recognize one's mistakes and successes, and to design improvements in further interaction. It is the reflexive component that turns separate communicative actions into a system of professional development; without reflection, communicative experience remains fragmentary and does not result in stable improvement.

The effectiveness of communicative training is judged precisely by the progress observed in each of these components and, more importantly, by their integration into a coherent professional position. A future teacher who has mastered separate communicative techniques but has not formed a value-based orientation toward dialogue, or has not developed reflective awareness of his or her actions, cannot be considered communicatively competent in the full sense of the word.



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### **3. Forms, methods, and technologies of communicative training**

Decades of pedagogical research and the experience of teacher-training institutions have made it possible to single out a number of methods and forms whose effectiveness in developing pedagogical communication is empirically supported. The methods listed below are characterized as a system rather than as a list of independent options: their full effectiveness is achieved only when they are combined and reinforce one another.

#### **3.1. Lecture-discussion course on the fundamentals of pedagogical communication.**

This is the necessary theoretical foundation that introduces future teachers to the basic concepts, styles, structures, and laws of communication. However, lectures alone are demonstrably insufficient: knowledge about communication does not automatically translate into communicative skill. The classical course must be complemented by a system of practical work, in which theoretical concepts are immediately tested in concrete interaction.

#### **3.2. Communicative trainings and workshops.**

Specially designed exercises develop concrete skills: articulation, voice modulation, eye contact, posture and gesture, active listening, formulation of questions, expression of empathy, mastering pedagogical-conflict situations. Trainings work most effectively in small groups of 8 — 15 participants and require a safe, supportive atmosphere where mistakes are perceived as learning material rather than as failures. The trainer's task is to ensure that each participant gets sufficient practice time, prompt feedback, and the opportunity to repeat the exercise with corrections.



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### **3.3. Microteaching.**

A trainee delivers a short fragment of a lesson (5 — 10 minutes) to a small audience of peers; the session is recorded on video, and afterwards the recording is jointly analyzed. Microteaching is among the most empirically supported methods of teacher preparation. Its effectiveness rests on three pillars: simplification of conditions (small audience, short fragment), the presence of objective feedback (video), and reflective discussion. By repeating the cycle several times — preparation, performance, reflection, improvement — the trainee progresses much faster than in unstructured practice.

### **3.4. Role-play and business games.**

By staging typical pedagogical situations — a difficult conversation with a pupil, a meeting with parents, work with a withdrawn child, mediation of a peer conflict — students experiment with various lines of behavior in a safe educational space. Role-play develops not only verbal skills but, above all, the ability to feel and accept the position of another participant in communication. Especially valuable are role exchanges, in which the same trainee in turn plays the part of the teacher, the pupil, and the observer; each role offers its own developmental experience.

### **3.5. Analysis of pedagogical situations (case method).**

Students study, individually or in groups, real or designed communicative situations and propose solutions, after which they compare their decisions and ground them theoretically. The method develops analytical thinking, professional vocabulary, and the ability to consider a situation from several positions. Particularly productive are cases drawn from the actual experience of trainees and senior students, since their authenticity activates personal engagement and produces more careful analysis.



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### **3.6. Video-analysis of pedagogical interaction.**

Watching and analyzing recordings of real lessons — those of experienced teachers, of master teachers, and of the trainees themselves — is an exceptionally effective method, since it allows trainees to see patterns of communication that are imperceptible in real-time experience. Among the indicators that can be productively analyzed on video are the proportion of teacher's talk time to pupils' talk time, the distribution of attention across pupils, the types of questions and the duration of waiting for answers, the nature of feedback, and the prevailing emotional tone of communication.

### **3.7. Pedagogical practice.**

The genuine test and at the same time a powerful means of developing pedagogical communication is real practice in schools and kindergartens. The effectiveness of practice for communicative training increases sharply when it is accompanied by reflective seminars at the institute, by supervisory observation, and by individual mentoring. Practice without reflective accompaniment risks consolidating unhelpful patterns; practice with sustained reflection promotes rapid and conscious development.

### **3.8. Reflective journals and portfolios.**

Writing about one's communicative experience — self-observation, analysis of difficulties, fixation of small successes — develops the reflective component of communicative competence, without which the other components do not consolidate into a stable professional position. The portfolio of communicative growth, which accumulates plans, recordings, reflective notes, and feedback over several years of study, becomes both an instrument of development and a basis for diagnostics.



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### **3.9. Mentoring and tutorial support.**

Personal accompaniment by an experienced teacher who systematically observes the trainee, gives precise feedback, and discusses concrete situations is the form of training that has been shown to produce the most durable change in communicative behavior. Mentoring is especially important for trainees who, by personal history or character, experience particular difficulties in communication and require an individual rather than a group form of support.

The greatest effectiveness is achieved by an integrated system of training in which theoretical, training, practical, and reflective components reinforce one another, extending over the whole period of study rather than being concentrated in a single course or a single semester.

### **4. Criteria and indicators of the effectiveness of communicative training**

Determining the effectiveness of communicative training presupposes the availability of clear criteria for its assessment. Pedagogical research and the experience of preparing future teachers at the Faculty of Pedagogy of Samarkand State Pedagogical Institute allow us to single out the following criteria.

The motivational-value criterion is reflected in indicators such as a stable positive attitude toward children and the pedagogical profession; awareness of the personal and professional importance of communication; preparedness for cooperation and dialogue; orientation toward the personality of the pupil rather than only toward the formal performance of teaching duties.

The cognitive criterion is manifested in the volume and systematic character of knowledge about pedagogical communication: the trainee's ability to formulate concepts, name styles and structures, recognize types of communicative situations, and justify the choice of one or another means of communication. This criterion is



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the easiest to operationalize through tests of knowledge, but, as already noted, it is the least sufficient indicator if taken in isolation.

The behavioral-operational criterion is the most external and easily observable. It includes indicators of speech (clarity, expressiveness, accuracy, accessibility), of nonverbal expressiveness (gestures, mimicry, eye contact, posture), of listening (attention, ability to clarify, to reformulate, to hold a pause), of dialogue management (questioning techniques, fairness in giving the floor, ability to support and develop a pupil's response), and of self-regulation (control of one's emotional state, prevention of conflict, response to provocations).

The personal-empathic criterion is shown in attentiveness to the emotional states of the pupil, the ability to "read" the child's condition by external signs, to express acceptance and support, to maintain the personal dignity of the partner in communication even in conflict situations. The reflexive criterion is manifested in the ability of the future teacher to analyze his or her communicative activity — to fix successes and difficulties, to identify their causes, to design corrective steps, and to verify their effectiveness in the next interaction.

For each criterion, three levels of formation can be distinguished — low (reproductive), medium (productive), and high (creative). The transition of trainees from the low to the medium and high levels under the influence of training is the most direct indicator of its effectiveness. It is essential, however, that the evaluation of levels should be carried out by several methods, since each separate method has limitations and may produce a partial picture.

### 5. Empirical observations on the effectiveness of communicative training

In the practice of teaching at the Faculty of Pedagogy of Samarkand State Pedagogical Institute, we have repeatedly observed that consistently applied methods of communicative training produce significant and measurable shifts in



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the readiness of future primary and preschool teachers for professional communication.

In a typical sequence, by the end of the second — third year of study, when students have completed a course in the fundamentals of pedagogical mastery, a series of communicative training sessions, regular video analysis and microteaching, and the first cycle of pedagogical practice, several changes can be observed. The number of students demonstrating a low level of communicative skills — poor articulation, monotonous voice, avoidance of eye contact, fear of speaking, lack of pedagogical reaction to unexpected situations — decreases manyfold compared to the beginning of training. The number of students who can confidently organize dialogue, listen actively, support and develop the pupil's response, and react appropriately to unexpected situations increases substantially.

The reflexive component grows particularly noticeably: students learn to discuss their own actions in pedagogical situations in professional terms rather than in everyday evaluative language; they recognize their typical strengths and difficulties, and they design personal lines of improvement. Most importantly, the position of the future teacher is transformed — from a "transmitter of knowledge" to a partner in joint educational activity who relies on dialogue rather than on monologue, and who perceives the pupil as a subject rather than as an object of pedagogical influence.

At the same time, observation shows that progress is uneven. Approximately one-third of students achieve a high level of communicative readiness without significant difficulties; about half move steadily from a low to a medium level; and a smaller group experiences substantial difficulties that require individual support. The most common difficulties are connected not with technical communicative skills as such but with deeper personal factors — insecurity, fear of public speaking, emotional rigidity, and a stereotyped image of the "strict teacher"



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inherited from one's own school experience. These observations support the general conclusion of pedagogical research: communicative training is highly effective, but its effectiveness is conditioned by a number of factors that must be deliberately maintained.

### **6. Pedagogical conditions for the effectiveness of communicative training**

Generalizing the experience accumulated in pedagogical higher education and in our own practice, we can name several conditions whose observance ensures the high effectiveness of training aimed at developing pedagogical communication.

The first condition is systematicness and continuity. Communicative training cannot be limited to a single course or a series of one-off activities. It must extend across the whole period of higher pedagogical education, accompanying the study of psychological-pedagogical disciplines, the methods of teaching subjects, and pedagogical practice. The vertical structure of training, in which each year of study adds a new layer to the developing competence, is far more effective than concentrated but brief training.

The second condition is the integration of theory and practice. Theoretical knowledge about communication must be immediately translated into practical exercises and reflected upon in concrete pedagogical situations; conversely, practical exercises must be conceptualized in terms of pedagogical theory. The separation of theoretical and practical work, when each is carried out by different teachers without coordination, weakens both.

The third condition is the use of active and interactive methods. The traditional lecture-seminar form is necessary but insufficient. Trainings, role-plays, microteaching, video analysis, case studies, and group discussions must form the core of communicative training. The active position of the trainee — speaking,



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acting, observing, analyzing, reflecting — is the indispensable medium of formation of communicative skills.

The fourth condition is reflective accompaniment. Each significant communicative experience — a training session, a microteaching fragment, a lesson on practice — must be followed by reflection: individual (journal, written analysis) and group (discussion with the supervisor and peers). Without reflection, even the most carefully organized communicative practice does not turn into a stable skill; rather, the unhelpful patterns risk being consolidated.

The fifth condition is a favorable psychological climate. Trainees must feel that the educational space is safe, that their mistakes will not be ridiculed or punished, and that the teacher is a partner in development rather than an external evaluator. The teacher's own style of communication serves as a model for the future teacher far more strongly than any verbal recommendations: a teacher of pedagogy who speaks loudly, interrupts, mocks, or ignores cannot teach future teachers to do otherwise, however correct the content of his or her lectures may be.

The sixth condition is individualization. Communicative difficulties of different students have different roots; accordingly, the methods of overcoming them must be different. Some students need additional training of technical skills; others need work on self-confidence; others need the conscious deconstruction of stereotyped images of the teacher inherited from their own school experience. The diagnostic identification of these differences and the selection of corresponding methods of work are an indispensable condition of high effectiveness.

The seventh condition is the connection of communicative training with national and spiritual-moral values. In the conditions of the Uzbek pedagogical school, special importance is attached to the connection of communicative training with the values of respect for the elder and the younger, attention to the family, hospitality, dignity, and pedagogical tact — values deeply embedded in the national



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culture of upbringing. The communicative training of the future teacher acquires its highest meaning when it is perceived not as a set of techniques but as a manifestation of a definite moral position.

The eighth condition is the continuous professional development of teachers of pedagogical disciplines. The communicative competence of trainees cannot be higher than the communicative competence of those who train them. The systematic development of teachers of pedagogy themselves — through methodological seminars, exchange of experience, mutual attendance of classes, joint research — is one of the conditions of the success of the whole system of communicative training.

### **7. Recommendations for improving the effectiveness of communicative training**

On the basis of the analysis carried out, we propose the following recommendations to improve the effectiveness of training future primary and preschool teachers for pedagogical communication.

First, it is advisable to incorporate into the curriculum a coherent vertical of communicative training that includes a theoretical course on the fundamentals of pedagogical communication in the first — second years of study, a special workshop on the techniques of pedagogical communication in the second — third years, and a reflective seminar on communicative experience accompanying pedagogical practice in the third — fourth years. Such a vertical creates a continuous developmental line rather than a series of disconnected episodes.

Second, it is necessary to strengthen the practical-training component of disciplines by introducing regular microteaching, video analysis, and role-play into the schedule of seminars and laboratory work. Even brief but systematic practice



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produces better results than rare but extensive sessions, because the formation of communicative skills requires repetition and immediate feedback.

Third, the faculty should be equipped with technical means for recording and analyzing pedagogical interaction — video cameras, video studios, software for the analysis of speech and interaction. The availability of these means qualitatively changes the possibilities of training, since it allows trainees to see themselves "from outside" and to receive objective rather than only subjective feedback.

Fourth, it is important to organize a permanent methodological seminar of teachers of psychological-pedagogical disciplines on the methods of communicative training. Within such a seminar, teachers exchange the results of their own work, master new methods, jointly analyze the difficulties of trainees, and develop unified approaches to the diagnostics and evaluation of communicative readiness.

Fifth, it is necessary to develop a system of diagnostics of the level of communicative readiness of trainees that includes a battery of methods (questionnaires, observation, situational tasks, expert evaluation), and to use the data of diagnostics to individualize work with students. The diagnostic results are most productive when they are returned to the trainee as a meaningful map of his or her communicative development rather than as a formal grade.

Sixth, it is desirable to deepen the cooperation between the institute and basic schools and kindergartens, organizing supervisory observation, joint reflective seminars, and mentoring of trainees by experienced teachers of these institutions. The participation of practicing teachers in the preparation of future colleagues enriches both sides and strengthens the connection between higher pedagogical education and the school.

Seventh, special attention should be paid to the connection of communicative training with the values of national and spiritual-moral upbringing — to the cultivation of respect for the personality of the child, of pedagogical tact, of dignity



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in communication, of attentiveness to the family and to the cultural heritage of the people. These values give communicative training its highest meaning and provide the moral foundation on which all technical skills should rest.

### Conclusion

The effectiveness of training aimed at developing pedagogical communication is confirmed by the experience of pedagogical higher education and by direct observation of the educational process at the Faculty of Pedagogy of Samarkand State Pedagogical Institute. Where communicative training is conceived as a systematic, integrated, and reflectively accompanied process, the level of communicative readiness of future teachers grows substantially; where it is reduced to a single course or a set of disconnected activities, the results turn out to be modest and unstable.

The effectiveness of communicative training depends on a combination of pedagogical conditions: systematicness and continuity, integration of theory and practice, use of active and interactive methods, reflective accompaniment, a favorable psychological climate, individualization, connection with national-spiritual values, and the continuous development of teachers themselves. None of these conditions is sufficient alone; only their conscious and consistent combination produces a fully effective system of communicative training.

The further development of the system of communicative training of future primary and preschool teachers will be promoted by the deepening of empirical research on the effectiveness of particular methods, by the development of standardized diagnostic tools, by the strengthening of cooperation between the institute and basic educational organizations, and by the integration of national pedagogical traditions with modern scientific approaches to the development of communicative competence.



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The communicative competence formed in the years of higher education becomes the foundation on which the entire subsequent professional growth of the teacher is built. Investment in the quality of communicative training is therefore one of the most strategically important investments in the future of national education — and, in particular, of the system of primary and preschool education on which the developmental wellbeing of the youngest generation directly depends.

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