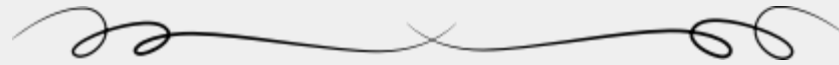

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**EMPIRICAL STUDY RESULTS ON DEVELOPING COMMUNICATIVE SKILLS IN
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EMPIRICAL STUDY RESULTS ON DEVELOPING COMMUNICATIVE SKILLS IN PEDAGOGY STUDENTS

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Abstract. The paper examines the formation of communicative competence in students of pedagogy in the context of empirical research. The findings suggest that the formation of communicative skills for students of pedagogy is not only a key element of professional activity but also an organic part of the modern system of education.

Keywords: pedagogical education, communicative skills, students, professional development, empirical research

Annotatsiya. Ushbu maqolada pedagogika yo'nalishidagi talabalarda kommunikativ ko'nikmalarni rivojlantirish masalasi empirik tadqiqotlar kontekstida tahlil qilinadi. Natijalar shuni ko'rsatadiki, pedagogika talabalari uchun kommunikativ ko'nikmalarni rivojlantirish nafaqat professional faoliyatning muhim tarkibiy qismi, balki zamonaviy ta'lim tizimining ajralmas elementi hisoblanadi.

Kalit so'zlar: kommunikativ ko'nikmalar, pedagogik ta'lim, talabalar, professional rivojlanish, empirik tadqiqot

Аннотация. В данной статье анализируется вопрос развития коммуникативных навыков у студентов педагогического направления в контексте эмпирических исследований. Результаты показывают, что развитие коммуникативных навыков у студентов-педагогов является не только важной составляющей профессиональной деятельности, но и неотъемлемым элементом современной системы образования.

Ключевые слова: коммуникативные навыки, педагогическое образование, студенты, профессиональное развитие, эмпирические исследования

Introduction. In the modern educational system, the effectiveness of pedagogical activity to a large degree relies on teachers' communicative competencies. Since pedagogy students will work with students of various ages, the development of their communicative skills is of particular significance [1]. Communicative competence is the foundation of a teacher's professional work, ensuring not only the potential of knowledge transmission but also the potential of effective interaction with students and their individual development.

Empirical research on the function of communicative competence in pedagogical activity has been expanding in recent years. The issue is most relevant in higher pedagogical education systems since communicative aspects play a leading role in professional preparation of future teachers [2]. According to researchers, pedagogy students must not only acquire deep subject matter during their studies but also master the skills of efficient delivery of knowledge, adaptation to various audiences, and establishing positive communication in the pedagogical process.

Methodology and literature review. This study was conducted based on systematic literature review methodology. The analysis process examined foreign and local sources on the development of communicative skills in the field of pedagogy. Empirical studies dedicated to forming communicative competencies in pedagogy students were selected as the research object. Literature analysis revealed that research on communicative skills development for pedagogy students is conducted primarily in three directions: first, studying theoretical foundations of pedagogical communication; second, developing methods for assessing communicative competencies; third, investigating innovative approaches for developing practical skills [3].

Russian researcher V.A. Kan-Kalik analyzed the structure of pedagogical communication and identified its main components: preparation for communication, communication management,

reorganization during the communication process, and analysis of communication results [4]. This approach enables systematic development of communicative skills for pedagogy students. Foreign researchers, particularly M. Argyle and P. Trower, emphasize the importance of non-verbal communication in pedagogical interaction [5]. According to their findings, the ability to correctly use facial expressions, gestures, voice intonation, and body language constitutes an essential element for educators in establishing effective communication with students.

Contemporary research particularly acknowledges the effectiveness of interactive methods in developing communicative skills among pedagogy students. K.M. Levitan emphasized the dialogic characteristics of pedagogical communication in his research, demonstrating the role of teaching methods in forming communicative competence [6]. His work highlights how dialogic approaches foster deeper understanding and more meaningful exchanges between educators and learners.

Local researchers, including Sh.S. Sharipov and N.A. Muslimov, emphasize the importance of communicative orientation in teacher preparation within the Uzbek educational system [7]. They identified specific characteristics of developing communicative skills for pedagogy students within the national-cultural context. Their research underscores the necessity of incorporating cultural awareness and sensitivity into communicative competence development programs.

Empirical studies demonstrate that pedagogy students encounter the following difficulties in acquiring communicative skills: fear of public speaking, problems in adapting to different age groups, and lack of experience in resolving conflict situations [8]. The need for developing targeted pedagogical programs to address these issues has been established through extensive research and practical observation.

RESULTS AND DISCUSSION

Literature analysis revealed the following empirically grounded directions for developing communicative skills in pedagogy students: first, the importance of harmonizing theoretical knowledge with practical skills; second, the necessity of accumulating communicative experience during pedagogical practice; third, the significance of developing self-assessment and reflection capabilities.

Analysis of empirical data shows that the development of communicative skills in pedagogy students has a staged character. In the initial stage, students acquire basic communicative rules and theoretical knowledge; in the subsequent stage, they develop skills for applying this knowledge in practical situations. In the final stage, the ability to flexibly apply communicative strategies in independent pedagogical activity is formed.

During the discussion process, it is important to emphasize that the significance of individual approaches in developing communicative skills among pedagogy students has been proven through empirical research. Each student's personal characteristics, temperament, and previous experience influence the process of acquiring communicative competencies. Therefore, it is necessary to apply differentiated approaches in the educational process.

Furthermore, empirical evidence suggests that peer collaboration and collaborative learning environments significantly enhance the development of communicative competencies. Students benefit from observing and practicing with their colleagues, creating supportive networks that extend beyond formal educational settings. This collaborative dimension adds depth to individual skill development and creates sustainable professional learning communities.

The integration of reflective practices into communicative skills development has also shown remarkable results in empirical studies. When students engage in systematic reflection on their communicative experiences, they develop metacognitive awareness that enhances their ability to adapt their communication strategies to diverse contexts and audiences.

CONCLUSION

Analysis of empirical studies dedicated to developing communicative skills in pedagogy students leads to the following conclusions: first, communicative competence is an integral part of modern educator's professional activity and requires targeted development; second, the harmonious combination of theoretical knowledge and practical experience is crucial in

effectively forming students' communicative skills; third, contemporary pedagogical technologies and interactive methods serve as effective tools for developing communicative competencies. Research results demonstrate that developing communicative skills for pedagogy students is a complex process requiring systematic, staged, and individual approaches. Future research should further deepen this field, particularly developing criteria for assessing communicative competencies within the context of national educational systems, which remains an urgent task.

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