

**O'ZBEKISTON RESPUBLIKASI
MAKTABGACHA VA MAKTAB TA'LIMI VAZIRLIGI**

GULISTON DAVLAT PEDAGOGIKA INSTITUTI



**“UZLUKSIZ TA'LIM TIZIMIDA MALAKALI
MUTAXASSISLARNI TAYYORLASHNING MUAMMO VA
YECHIMLARI: 5 E MODEL MOHIYATI, XORIJIY
TAJRIBALAR” MAVZUSIDA RESPUBLIKA ILMIY-AMALIY
ANJUMAN MATERIALLARI**

2026-YIL 22-23-MAY

**«GRAND KONDOR PRINT»
TOSHKENT – 2026**

UDK: 219.246:69.28:34
KBK: 122.215.148
T 097



DOI: <https://zenodo.org/records/20696033>

“Uzluksiz ta’lim tizimida malakali mutaxassislarni tayyorlashning muammo va yechimlari: 5E modeli mohiyati, xorijiy tajribalar” mavzusidagi xalqaro ilmiy-amaliy anjuman materiallari, (23-may 2026-yil). [To’plam]: – Toshkent: “GRAND KONDOR PRINT”, 2026 y., 1009 b.

Ushbu to’plamga 2026-yil 22-23-may kunlari Guliston davlat pedagogika instituti Pedagogika fakulteti “Boshlang’ich ta’lim metodikasi” hamda “Maktabgacha ta’lim” kafedralarida “Uzluksiz ta’lim tizimida malakali mutaxassislarni tayyorlashning muammo va yechimlari: 5E modeli mohiyati, xorijiy tajribalar” mavzusidagi respublika ilmiy-amaliy anjuman qatnashchilarining ma’ruza materiallari kiritilgan. Ilmiy-amaliy anjuman materiallari to’plamida respublika oliy ta’lim muassasalarining professor-o’qituvchilari, ilmiy tadqiqotchilar, magistrlar, doktorantlar, talabalarning ilmiy maqolalari o’rin olgan.

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To’plamda nashr etilgan maqola va tezislardagi ma’lumotlarning haqqoniyligiga mualliflar mas’uldirlar.

KIRISH

Jahon ta'lim tizimidagi islohotlar va zamonaviy talablarning oshishi, ta'lim jarayoniga innovatsion yondashuv va texnologiyalarni joriy etishni taqozo etmoqda. Ta'lim jarayoniga tatbiq etilayotgan innovatiya usullari samarasi bo'lajak o'qituvchilarning kasbiy-pedagogik ijodkorligi xarakteri va uning rivojlanganligi darajasiga bevosita bog'liq.

Mamlakatimizda ta'lim tizimini isloh qilish, yuqori malakali mutaxassislarni tayyorlash borasida innovatsion pedagogik texnologiyalarni qo'llash borasida keng ko'lamli tadbirlar amalga oshirilmoqda. Uzluksiz ta'lim tizimining barcha bosqichlarida ta'lim samaradorligini oshirish, yukak pedagogik mahoratga ega kadrlar tayyorlash orqali sifatli ta'lim berish imkoniyatlarini kengaytirish bugungi kunning ustuvor vazifalaridan biridir. Bu borada ta'lim sohasida faoliyat yurituvchi pedagoglarning amaliyotdagi ko'nikmalarini mustahkamlash va ilmiy izlanuvchanlikni rivojlantirishga qaratilgan texnologiyalarni takomillashtirish hamda innovatsion faoliyatning turli darajalarini talab darajasida egallashlari uchun xorijiy tajribalarga asoslangan ta'lim muhitini, pedagogik sharoitlar va didaktik imkoniyatlarni ta'minlash o'ziga xos ahamiyat kasb etadi.

Kadrlar salohiyati jamiyatning iqtisodiy, siyosiy va ma'naviy barqarorligini ta'minlovchi asosiy omillardan biridir. Malakali, bilimli va yuksak ma'naviyatli kadrlar jamiyatda innovatsion rivojlanishni ta'minlaydi, ijtimoiy muammolarni hal etishda muhim rol o'ynaydi hamda davlat boshqaruvi tizimining samaradorligini oshiradi. Shu bilan birga, kadrlar salohiyatining yetarli darajada rivojlanmaganligi ijtimoiy tengsizlik, ishsizlik, boshqaruvdagi samarasizlik kabi muammolarni keltirib chiqarishi mumkin. Bu esa jamiyat barqarorligiga salbiy ta'sir ko'rsatadi.

Jamiyat barqarorligini ta'minlashda kadrlar salohiyatini yuksaltirish masalasi faqat iqtisodiy yoki tashkiliy muammo bo'lib qolmay, balki chuqur ijtimoiy-falsafiy mazmun kasb etadi. Chunki bu jarayon insonning bilim, tafakkur, qadriyatlar va ma'naviy dunyosining rivojlanishi bilan chambarchas bog'liqdir. Kadrlar tayyorlash tizimida zamonaviy yondashuvlarni joriy etish, ta'lim sifati va samaradorligini oshirish, yosh avlodni har tomonlama barkamol etib tarbiyalash muhim vazifalardan hisoblanadi.

Shuningdek, kadrlar salohiyatini yuksaltirish jarayonida innovatsion texnologiyalarni keng joriy etish, ilm-fan va ishlab chiqarish integratsiyasini kuchaytirish, uzluksiz ta'lim tizimini rivojlantirish muhim o'rin tutadi. Bu esa nafaqat iqtisodiy samaradorlikni oshiradi, balki jamiyatda ijtimoiy adolat, barqarorlik va farovonlikni ta'minlashga xizmat qiladi.

Guliston davlat pedagogika institutida o'tkazilayotgan "Uzluksiz ta'lim tizimida malakali mutaxassislarni tayyorlashning muammo va yechimlari: 5E modeli mohiyati, xorijiy tajribalar" mavzusidagi respublika ilmiy-amaliy anjuman mazkur yo'nalishda olib borilayotgan ilmiy izlanishlarni muhokama qilish, mavjud muammolarni aniqlash va ularning yechimlarini ishlab chiqish uchun muhim ilmiy maydon hisoblanadi. Ushbu anjuman doirasida kadrlar salohiyatini oshirishning nazariy va amaliy jihatlarini, inson kapitalini rivojlantirishning ustuvor yo'nalishlari, ta'lim tizimini

takomillashtirish, zamonaviy boshqaruv mexanizmlarini joriy etish kabi masalalar keng qamrovda tahlil etiladi.

Mazkur anjuman materiallari uzluksiz ta'lim tizimida malakali kadrlar tayyorlashning dolzarb muammolarini chuqur o'rganish, amaliy tavsiyalar ishlab chiqishda muhim manba bo'lib xizmat qiladi. Shu jihatdan, mazkur ilmiy-amaliy anjuman mamlakatimizda malakali kadrlar tayyorlash, zamonaviy yondashuvlar va xorijiy tajribalar asosida ularning kasbiy kompetentligini rivojlantirish yo'lida muhim ahamiyat kasb etadi.

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rektori J.X.KARSHIBAYEV

qilingan holda o'qitish, kreativ ta'lim muhiti laboratoriyalar-OTMlarda talabalar bevosita robototexnika, qum va suv bilan tajribalar, modellashtirish ishlarini bajarishi uchun maxsus "STEAM-xonalar" tashkil etish, mustaqil loyihaviy faoliyat-yakuniy nazorat va topshiriqlarni test yoki og'zaki imtihon ko'rinishida emas, talabalar tomonidan yaratilgan tayyor "STEAM keys" yoki "Metodik loyiha" taqdimoti shaklida qabul qilish.

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DIDACTIC OPPORTUNITIES OF THE METHODOLOGICAL TRAINING OF FUTURE PRIMARY SCHOOL TEACHERS IN DEVELOPING PUPILS' COMMUNICATIVE COMPETENCIES

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Abstract. *This article analyzes the issue of improving the methodological training of future primary school teachers in developing pupils' communicative competencies from a scientific and pedagogical perspective. The article discusses the essence of communicative competence, its role in primary education, the didactic opportunities of teacher training, the communicative approach, interactive methods, types of speech activity, and assessment criteria. In addition, effective directions for developing pupils' culture of communication are presented on the basis of the experiences of Finland, Singapore, the European Union, and the OECD. Based on the decrees and resolutions of the President of the Republic of Uzbekistan in the field of education, as well as the scientific views of scholars, the article proposes recommendations for strengthening the methodological training of future teachers.*

Keywords: *communicative competence, primary education, methodological training, communicative approach, didactic opportunity, speech activity, interactive methods, future teacher.*

Аннотация. *В данной статье с научно-педагогической точки зрения анализируется проблема совершенствования методической подготовки будущих учителей начальных классов в процессе развития коммуникативных компетенций учащихся. В статье раскрываются сущность коммуникативной компетенции, её роль в начальном образовании, дидактические возможности подготовки учителей, коммуникативный подход, интерактивные методы, виды речевой деятельности и критерии оценивания. Кроме того, на основе опыта Финляндии, Сингапура, Европейского союза и ОЭСР представлены эффективные направления формирования культуры общения учащихся. Опираясь на указы и постановления Президента Республики Узбекистан в сфере образования, а также на научные взгляды исследователей, в статье предлагаются рекомендации по усилению методической подготовки будущих учителей.*

Ключевые слова: *коммуникативная компетенция, начальное образование, методическая подготовка, коммуникативный подход, дидактическая возможность, речевая деятельность, интерактивные методы, будущий учитель.*

In today's education system, it is important not only for pupils to acquire knowledge, but also to develop their ability to think, communicate effectively, express their views, listen to others, and act appropriately in various social and speech situations. In particular, primary education is considered a decisive stage in the development of a child's speech, social, and communicative abilities. Therefore, preparing future primary school teachers methodologically to develop pupils' communicative competencies is one of the most urgent scientific and pedagogical issues. The relevance of this topic is directly connected with the educational reforms being implemented in Uzbekistan. The Decree of the President of the Republic of Uzbekistan No. PF-21, dated February 16, 2026, defines the tasks of consistently

continuing reforms within the framework of the priority directions of national development until 2030 [1]. Furthermore, the “Uzbekistan — 2030” Strategy emphasizes the need to increase the intellectual potential of young people and ensure that school graduates acquire foreign language and professional skills [2]. This further strengthens the need to develop pupils’ speech, social, and intercultural communication skills. The Resolution No. PQ-289, aimed at improving the quality of pedagogical education, defines the tasks of introducing advanced foreign experience into higher education institutions that train pedagogical personnel, developing modern educational programs, and ensuring the integration of education, science, and practice [3]. In addition, the Decree No. PF-73 adopted in 2025 identifies the improvement of the teacher training system, external diagnostics of students’ knowledge, and the strengthening of mechanisms for assessing the quality of pedagogical education as priority tasks [4]. These documents require the methodological training of future primary school teachers to be reconsidered on the basis of modern competency-based requirements. From this point of view, the methodological training of future teachers in developing pupils’ communicative competencies should be regarded not merely as a set of theoretical knowledge, but as the ability to organize the teaching process on a communicative, interactive, creative, and reflective basis.

Communicative competence is the ability of a pupil to express ideas through oral and written speech, ask questions, respond appropriately, continue a conversation, listen to others’ opinions, understand the content of texts, select language tools suitable for a speech situation, and follow the norms of cultural communication in social relationships. In primary school pupils, this competence is primarily developed through subjects such as the mother tongue, reading literacy, upbringing, natural science, mathematics, and technology.

The methodological training of future primary school teachers is a key factor in this process. This is because the teacher selects tasks aimed at developing communicative competence, creates a question-and-answer environment, encourages pupils to express their thoughts, organizes group work, and observes each child’s speech activity. In this sense, the didactic opportunities of methodological training are manifested in several important directions.

First, future teachers must be able to create **speech situations** during the lesson. For example, situational tasks such as “Shopping in a Store,” “A Conversation in the Library,” “Giving Advice to a Friend,” and “Interview with a Character” teach pupils to engage in natural communication. This method helps children enrich their vocabulary, express ideas coherently, formulate questions, and justify their answers.

Second, the teacher should organize listening comprehension, speaking, reading, and writing activities in an interconnected way. For instance, a pupil first listens to a short text, then answers questions about its content, evaluates the actions

of the character, and finally writes his or her opinion in three or four sentences. This process covers all components of communicative competence.

Third, future teachers should make purposeful use of interactive methods. Methods such as “Brainstorming,” “Blitz Questions,” “Role Play,” “Think-Pair-Share,” “Small Group Discussion,” “Interview,” “Elements of Debate,” and “Text Detective” involve pupils in active communication. Through these methods, pupils do not simply repeat ready-made answers; rather, they formulate their own ideas, explain them, provide evidence, and respond to the opinions of others.

Fourth, the culture of questioning plays a special role in developing communicative competence. Future teachers should not limit themselves to reproductive questions such as “What?”, “When?”, and “Where?”. Instead, they should use reflective questions such as “Why?”, “What do you think?”, “What would have happened if the character had acted differently?”, and “How can this event be connected with real life?”. Such questions encourage pupils to think independently and participate actively in communication.

Fifth, an important didactic opportunity of methodological training is the proper organization of assessment and reflection. In assessing pupils’ communicative competence, not only correct or incorrect answers should be considered, but also the clarity of thought, fluency of speech, ability to listen to the interlocutor, ability to provide evidence, and ability to respond to questions meaningfully. For example, rubrics such as “clear expression of thought — 2 points,” “meaningful answer to the question — 2 points,” “listening to the interlocutor — 1 point,” and “supporting one’s opinion with an example — 2 points” may be used.

The issue of developing communicative competence has been studied by many scholars. L. S. Vygotsky substantiated the interrelation between speech and thinking in education and emphasized that social communication plays a decisive role in a child’s development [5]. According to Vygotsky, a child first acquires knowledge in the process of communication with others, and only later transforms it into inner speech and independent thinking. This view justifies the need to activate pair work, group discussion, and teacher-pupil interaction in primary education.

M. M. Bakhtin interpreted speech as a dialogic phenomenon. According to his theory, every thought is formed in relation to another thought [6]. Therefore, in order to teach pupils communication, the lesson should be enriched with dialogue, question-and-answer activities, discussion, and exchange of opinions rather than being limited to monologic explanation.

D. Hymes explained the concept of “communicative competence” not as a set of grammatical rules only, but as the ability to use language appropriately in a particular social situation [7]. M. Canale and M. Swain interpreted communicative competence through grammatical, sociolinguistic, discourse, and strategic components [8]. These views show that in developing communicative competence among primary school

pupils, it is not sufficient to memorize language units; pupils should also be taught to use them in real-life speech situations.

J. Dewey emphasized the need to connect education with life experience and considered pupil activity, problem solving, and social cooperation to be the main conditions of education [9]. This approach theoretically justifies the use of projects, role plays, practical tasks, and activities based on real-life situations in developing communicative competence.

Foreign experience also confirms the relevance of this issue. In the European Union's Recommendation on Key Competences for Lifelong Learning, literacy and multilingual competence are identified as key competencies for personal development, social activity, and civic participation [10]. In this document, language competence is understood as the ability to understand and express ideas in oral and written forms in various socio-cultural situations.

The OECD's "Future of Education and Skills 2030" framework considers learner agency, cooperation, social responsibility, and communication skills as essential competencies for the future of education [11]. OECD materials emphasize that cooperation is an important factor in developing pupils' self-confidence, social capital, and interpersonal skills.

In the Finnish education system, communicative competence is not developed within one separate subject only; rather, it is integrated into the content of all subjects. The Finnish National Core Curriculum defines transversal competencies that must be taught and assessed across all subjects [12]. This experience shows that in primary education, communicative competence should not be limited only to mother tongue lessons. It can also be developed by explaining a mathematical problem, describing an observation in natural science, or explaining a work process in technology lessons.

In Singapore's experience, special attention is paid to oral communication, listening comprehension, fluent speaking, and accuracy of speech in primary education. The English Language Syllabus for primary education in Singapore identifies oral communication, namely listening and speaking skills, as an important basis of language learning [13]. This experience demonstrates the need to prepare future teachers for speech exercises, role-based dialogues, presentations, and methods of observing pupils' oral speech.

In the context of Uzbekistan, these foreign experiences should not be copied mechanically. Instead, they should be adapted to the national curriculum, the characteristics of the mother tongue, the psychological features of pupils, and the classroom environment. In the methodological training of future primary school teachers, it is advisable to use the following didactic opportunities:

First, it is necessary to develop a system of communicative tasks. For each topic, tasks should be included that encourage pupils to speak, ask questions, explain their ideas, and participate in dialogue.

Second, interdisciplinary integration should be strengthened. Communicative competence should be considered a common methodological objective in mother tongue, reading, mathematics, natural science, and upbringing lessons.

Third, model lessons and microteaching should be used. During their studies, future teachers should prepare lesson fragments aimed at developing communication and test them in practice.

Fourth, digital tools should be used effectively. Audio texts, video materials, interactive questions, online discussions, and electronic portfolios increase pupils' communicative activity.

Fifth, reflective analysis should be introduced. After each lesson, future teachers should analyze their own practice through questions such as: "Which task encouraged pupils to speak?", "Which question stimulated reflection?", and "Which pupil experienced difficulty in communication?".

Thus, methodological training is not limited to preparing lesson plans or knowing the names of teaching methods. It is a professional competence aimed at developing the pupil as an active subject of communication. A future teacher can effectively develop pupils' communicative competencies only when he or she integrates speech culture, pedagogical communication, child psychology, communicative methodology, assessment literacy, and digital educational tools.

Developing pupils' communicative competencies is one of the most important tasks of primary education, and this process is directly connected with the methodological training of future primary school teachers. The analysis shows that communicative competence includes not only pupils' speech activity, but also their social adaptation, independent thinking, ability to cooperate, and capacity to express their opinions in a culturally appropriate way.

Based on the theoretical approaches and foreign experiences discussed in the article, the following conclusions can be drawn. First, the communicative approach should occupy a priority place in the methodological training of future teachers. Second, communicative competence should be integrated into the content of all subjects. Third, interactive methods, speech situations, role plays, and discussion technologies ensure pupils' active participation in communication. Fourth, teaching future teachers how to assess communicative competence and conduct reflective analysis contributes to improving the quality of education. Therefore, the effectiveness of developing communicative competencies among pupils depends on the professional and methodological training of future primary school teachers, their ability to create didactic situations, support pupils' speech activity, and transform the educational process into a space of cooperation-based communication.

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**“UZLUKSIZ TA’LIM TIZIMIDA MALAKALI
MUTAXASSISLARNI TAYYORLASHNING MUAMMO VA
YECHIMLARI: 5 E MODEL MOHIYATI, XORIJIY
TAJRIBALAR” MAVZUSIDA RESPUBLIKA ILMIY-AMALIY
ANJUMAN MATERIALLARI**

2026-YIL 22-23-MAY

Bosishga ruxsat etildi. 04.06.2026 y.
Qog`oz bichimi 60x84 1/16.
Times New Roman garniturasida terildi.
Ofset uslubida oq qog`ozda chop etildi.
Nashriyot hisob tabog`i 54. 5, Adadi 100. Buyurtma № 71
Bahosi kelishuv asosida

“BROK CLASS SERVIS” MChJ bosmaxonasida chop etildi.
Manzil: Toshkent shahar Zargarlik ko'chasi, Segizbayeva 10a.