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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
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“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.

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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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PEDAGOGICAL AND PSYCHOLOGICAL FEATURES OF PREPARING FUTURE PRIMARY SCHOOL TEACHERS TO DEVELOP PUPILS' COMMUNICATIVE COMPETENCIES

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Abstract. *This article analyzes the pedagogical and psychological features of preparing future primary school teachers to develop pupils' communicative competencies. The study highlights the essence of communicative competence, its importance in the personal, social, and cognitive development of primary school pupils, and the role of teacher training in organizing effective communication-oriented education. Particular attention is paid to the psychological characteristics of primary school age, including speech development, emotional responsiveness, motivation for communication, social adaptation, and the formation of cooperation skills. The article also discusses the pedagogical conditions necessary for developing communicative competencies, such as interactive learning, dialogic teaching, speech situations, collaborative tasks, role-playing activities, and reflective methods. In addition, the views of leading scholars, including L. S. Vygotsky, M. M. Bakhtin, J. Piaget, J. Bruner, D. Hymes, M. Canale, M. Swain, and J. Dewey, are analyzed. Based on international experience and*

the current educational reforms in Uzbekistan, recommendations are proposed for improving the professional and methodological training of future primary school teachers.

Keywords: *communicative competence, primary education, future teacher, methodological training, pedagogical features, psychological features, speech development, dialogic teaching, interactive learning.*

In modern education, the development of pupils' communicative competencies is considered one of the key indicators of the quality and effectiveness of the learning process. Today, a pupil is expected not only to acquire knowledge, but also to express his or her thoughts clearly, listen to others, participate in dialogue, ask questions, justify opinions, cooperate with peers, and act appropriately in various speech and social situations. These abilities are especially important in primary education, because the foundations of speech culture, social interaction, thinking, and learning motivation are formed during this period.

The relevance of the topic is directly related to the ongoing reforms in the education system of Uzbekistan. The Decree of the President of the Republic of Uzbekistan No. PF-21, dated February 16, 2026, emphasizes the need to continue reforms within the framework of the priority directions of national development until 2030 [1]. The "Uzbekistan — 2030" Strategy also identifies the development of human capital, improvement of education quality, and formation of competitive, creative, and socially active young people as important tasks [2]. In addition, Resolution No. PQ-289, dated June 21, 2022, focuses on improving the quality of pedagogical education, introducing advanced foreign experience, and strengthening the integration of theory and practice in teacher training institutions [3]. The Decree No. PF-73, adopted in 2025, defines the improvement of the teacher training system and the strengthening of mechanisms for assessing the quality of pedagogical education as priority directions [4].

These normative and legal documents show that the preparation of future primary school teachers should be organized on the basis of modern competency-based, communicative, and learner-centered approaches. In this context, the development of pupils' communicative competencies requires future teachers to possess not only subject knowledge, but also psychological awareness, pedagogical sensitivity, methodological creativity, and the ability to organize effective interpersonal interaction in the classroom.

Communicative competence is a complex phenomenon that includes linguistic, social, psychological, cultural, and cognitive components. It involves the ability to understand speech, express ideas orally and in writing, participate in communication, select appropriate language tools according to the situation, and follow the norms of

respectful interaction. Therefore, preparing future primary school teachers to develop this competence requires a comprehensive pedagogical and psychological approach.

Primary school age is a sensitive period for the development of speech, thinking, emotional intelligence, and social communication. At this stage, children actively master oral and written forms of speech, learn to cooperate with classmates, express their needs, ask questions, and understand the views of others. Therefore, the teacher's pedagogical influence has a strong effect on the formation of pupils' communicative behavior.

From a psychological point of view, the development of communicative competence in primary school pupils is closely connected with the development of attention, memory, imagination, thinking, emotions, and motivation. A child at this age learns through interaction with adults and peers. Communication becomes not only a means of exchanging information, but also a tool for cognitive development, emotional expression, and social adaptation.

L. S. Vygotsky emphasized that speech and thinking develop in close interrelation and that social interaction plays a decisive role in the mental development of a child [5]. According to his theory, a child first acquires knowledge and ways of thinking in communication with others, and later transforms them into internal mental processes. This idea is especially important for primary education, because it proves that communication in the classroom should not be passive or one-sided. On the contrary, pupils should be involved in dialogue, cooperation, discussion, and joint problem solving.

M. M. Bakhtin interpreted speech as a dialogic phenomenon and argued that every statement is formed in relation to another person's speech [6]. This view shows that the development of communicative competence requires the creation of a dialogic educational environment. In such an environment, pupils do not simply repeat ready-made information; they express their own opinions, listen to alternative views, compare ideas, and learn to respond meaningfully.

J. Piaget considered the development of children's thinking through interaction with the environment and peers. According to his theory, communication with classmates helps children overcome egocentric thinking and understand different viewpoints [7]. This is particularly relevant for primary school pupils, because they gradually learn to coordinate their own opinions with the opinions of others. Therefore, group work, pair work, games, and discussion-based tasks are important pedagogical tools for developing communicative competence.

J. Bruner also emphasized the importance of social interaction and scaffolding in learning. In his view, the teacher supports the child's learning by creating meaningful situations, giving prompts, asking guiding questions, and gradually transferring responsibility to the learner [8]. This approach can be effectively used in preparing future primary school teachers, because it teaches them to support pupils' speech activity without suppressing their independence.

D. Hymes introduced the concept of communicative competence and explained it as the ability to use language appropriately in social situations [9]. Later, M. Canale and M. Swain developed this idea and identified grammatical, sociolinguistic, discourse, and strategic components of communicative competence [10]. These scientific views show that pupils should be taught not only correct grammar, but also appropriate communication, coherent speech, and strategies for maintaining dialogue.

The pedagogical features of preparing future primary school teachers to develop pupils' communicative competencies include several important aspects. First, future teachers should understand the age-related characteristics of primary school pupils. They should know that children of this age need emotional support, clear instructions, visual materials, practical examples, and a positive communicative environment. If the classroom atmosphere is based on trust and respect, pupils become more active in expressing their thoughts.

Second, future teachers should be able to organize speech-oriented learning activities. For example, tasks such as "Tell your opinion," "Ask your friend," "Continue the dialogue," "Describe the picture," "Explain the solution," "Interview the character," and "Find the reason" encourage pupils to use language actively. Such activities help pupils develop vocabulary, sentence construction, logical thinking, and the ability to express personal attitudes.

Third, the development of communicative competence requires interactive methods. Brainstorming, role-playing, pair discussion, small-group work, storytelling, dramatization, project work, and debate elements are effective in primary education. These methods increase pupils' motivation and create conditions for natural communication. Through role-playing, for example, pupils learn to speak in different social situations, such as at school, in the family, in the library, in a shop, or during a conversation with a friend.

Fourth, future teachers should master the methodology of asking questions. Questions are one of the main tools for developing pupils' communicative and cognitive activity. Reproductive questions help pupils recall information, while analytical and creative questions encourage them to think, compare, evaluate, and justify their opinions. For instance, instead of asking only "What happened in the story?", the teacher may ask: "Why did the character act in this way?", "What would you do in this situation?", "Which idea do you agree with and why?" Such questions stimulate meaningful speech and independent thinking.

Fifth, teachers should pay attention to the psychological safety of pupils. Some children may be shy, afraid of making mistakes, or less active in communication. Therefore, future teachers should learn how to encourage such pupils gradually, use supportive feedback, avoid humiliation, and create situations in which every child can participate. Positive reinforcement, praise for effort, and respectful correction are important psychological conditions for developing communicative competence.

The psychological features of developing communicative competence also include the formation of empathy, emotional responsiveness, self-confidence, and cooperation. A pupil who can understand the feelings of others is more likely to communicate politely and effectively. Therefore, future teachers should include tasks that develop emotional intelligence, such as discussing characters' feelings, identifying emotions in pictures, describing personal experiences, and solving moral situations.

Another important aspect is the relationship between communicative competence and reading literacy. When pupils read a text, retell its content, answer questions, discuss characters, and express their attitudes, their communicative competence develops naturally. Reading lessons provide wide opportunities for dialogue, interpretation, evaluation, and argumentation. Therefore, future primary school teachers should integrate reading literacy tasks with communicative activities.

The preparation of future primary school teachers should also include the development of their own communicative culture. A teacher who speaks clearly, listens attentively, asks meaningful questions, respects pupils' opinions, and uses encouraging feedback becomes a model of effective communication for pupils. In this sense, pedagogical communication is not only a method of teaching, but also an educational tool.

International experience confirms the importance of communicative competence in primary education. In the European Union's Recommendation on Key Competences for Lifelong Learning, literacy and multilingual competence are considered essential for personal development, social participation, and lifelong learning [11]. The document emphasizes the ability to understand, express, and interpret concepts, feelings, facts, and opinions in oral and written forms.

The OECD's "Future of Education and Skills 2030" framework also highlights cooperation, responsibility, learner agency, and communication skills as essential competencies for the future [12]. This approach shows that modern education should prepare pupils not only to reproduce knowledge, but also to interact, collaborate, solve problems, and participate actively in society.

In Finland, communicative competence is developed through transversal competencies integrated into all subjects. Pupils are encouraged to express ideas, cooperate, participate in projects, and reflect on their learning. This experience demonstrates that communication skills should not be limited to language lessons only; they should be developed in mathematics, natural science, technology, art, and social studies as well [13].

In Singapore, oral communication is given special attention in primary education. Listening and speaking activities, presentations, pair work, and structured classroom talk are widely used to develop pupils' confidence and fluency [14]. This experience is useful for Uzbekistan as it shows the importance of systematic speech practice from the early stages of schooling.

In the context of Uzbekistan, these international approaches should be adapted to national educational values, the mother tongue environment, the psychological characteristics of pupils, and the requirements of the national curriculum. The preparation of future primary school teachers should therefore include both theoretical knowledge and practical training. Students of pedagogical universities should learn how to design communicative tasks, conduct microteaching, analyze classroom situations, assess pupils' speech activity, and reflect on their own pedagogical communication.

The pedagogical and psychological preparation of future teachers may be improved through the following directions:

First, the content of teacher training programs should include special modules on communicative competence, child speech development, pedagogical communication, and classroom interaction.

Second, practical training should be strengthened through model lessons, role-playing, simulation exercises, and microteaching. These forms help future teachers experience real communicative situations and develop professional confidence.

Third, future teachers should be trained to use diagnostic tools for assessing pupils' communicative development. Assessment should include not only pronunciation or grammar, but also clarity of thought, ability to participate in dialogue, listening skills, argumentation, and speech etiquette.

Fourth, reflective practice should become an integral part of teacher training. Future teachers should analyze their lessons, identify communication difficulties, and improve their methods on the basis of observation and feedback.

Fifth, digital technologies should be used to support communicative development. Audio recordings, video tasks, interactive platforms, digital storytelling, and online discussions can increase pupils' speech activity and motivation.

Thus, the preparation of future primary school teachers to develop pupils' communicative competencies is a complex process that requires the integration of pedagogical knowledge, psychological understanding, methodological skills, and personal communicative culture. The teacher should be able to see each pupil as an active participant in communication and create learning conditions that encourage speech, cooperation, creativity, and reflection.

Conclusion. The development of pupils' communicative competencies is one of the most important tasks of primary education. This process is closely connected with the pedagogical and psychological preparation of future primary school teachers. The analysis shows that communicative competence includes not only speech skills, but also social interaction, emotional responsiveness, cooperation, independent thinking, and cultural behavior in communication.

The pedagogical features of this process include the organization of dialogic teaching, interactive methods, speech situations, collaborative tasks, questioning techniques, and reflective activities. The psychological features include the

consideration of pupils' age characteristics, emotional needs, motivation, self-confidence, empathy, and social adaptation.

The scientific views of Vygotsky, Bakhtin, Piaget, Bruner, Hymes, Canale, Swain, and Dewey prove that communication is a powerful factor in the intellectual, social, and personal development of the child. International experience also shows that communicative competence should be developed systematically, across subjects, and through learner-centered approaches.

Therefore, the effectiveness of developing communicative competencies among primary school pupils depends largely on the quality of the professional training of future teachers. A future primary school teacher should be prepared not only to teach language rules, but also to create a psychologically safe, communicatively rich, and pedagogically effective learning environment. Such preparation will contribute to the formation of active, thoughtful, cooperative, and socially competent pupils.

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BO'LAJAK TARBIYACHILARNI METODIK TAYYORGARLIGINI RIVOJLANISHINING XORIJIY TAJRIBALARI VA TEXNOLOGIYALARI

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Anontatsiya: Xalqaro pedagogik tadqiqotlarda bo'lajak tarbiyachilarni metodik tayyorgarligini rivojlantirish masalasi kasbiy kompetensiyani shakllantirishning muhim tarkibiy qismi sifatida talqin etiladi. Xususan, Yevropa va Osiyo mamlakatlari ta'lim tizimlarida metodik tayyorgarlik pedagogning nazariy bilimlari, amaliy ko'nikmalari hamda refleksiv faoliyatining integrativ majmui sifatida qaraladi.

Kalit so'zlar: texnologiya, NAEYC, kognitiv, neyropedagogik sharoit, akmeologik sharoit, loyihalash, baholash mexanizmlari.

Xorijiy ilmiy manbalarda metodik tayyorgarlik ko'pincha Pedagogical Content Knowledge (PCK), Methodological Competence, Teaching Skills Development tushunchalari orqali yoritiladi. Ushbu yondashuvlarga ko'ra, metodik tayyorgarlik quyidagi asosiy komponentlarni qamrab oladi: ta'lim mazmunini yosh va individual xususiyatlarga moslashtirish; o'qitish metodlari va pedagogik texnologiyalarni ongli tanlash; mashg'ulotlarni loyihalash va baholash mexanizmlarini ishlab chiqish; refleksiya va o'z-o'zini kasbiy rivojlantirish; innovatsion va raqamli vositalardan samarali foydalanish. Mazkur yondashuvlar metodik tayyorgarlikni statik bilimlar majmui emas, balki doimiy rivojlanib boruvchi kasbiy sifat sifatida talqin etilishi bilan ahamiyatlidir. AQSh maktabgacha ta'lim tizimida pedagog kadrlarni tayyorlash jarayoni kompetensiyaviy va refleksiv yondashuv asosida tashkil etiladi. Bu jarayonda Milliy maktabgacha ta'lim assotsiatsiyasi NAEYC tomonidan ishlab chiqilgan standartlar metodik tayyorgarlikni rivojlantirishda metodologik asos bo'lib xizmat qiladi. AQSh maktabgacha ta'lim tizimida bo'lajak mutaxassislarni tayyorlashda

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**“UZLUKSIZ TA’LIM TIZIMIDA MALAKALI
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